



Teaching Observation Feedback Form for Level 3 Revalidation – Clinical Educator Programme

Observed:

(insert name)

Observed and feedback given by:

(insert name)

Clinical Educator Programme Tutor

Edinburgh Medical School
The University of Edinburgh
College of Medicine & Veterinary Medicine
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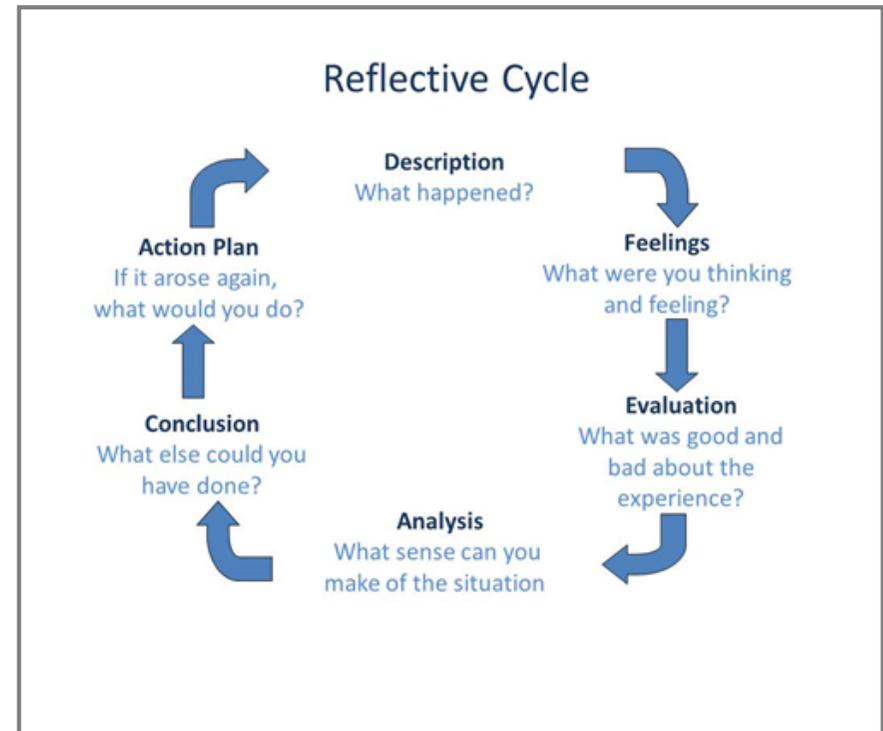
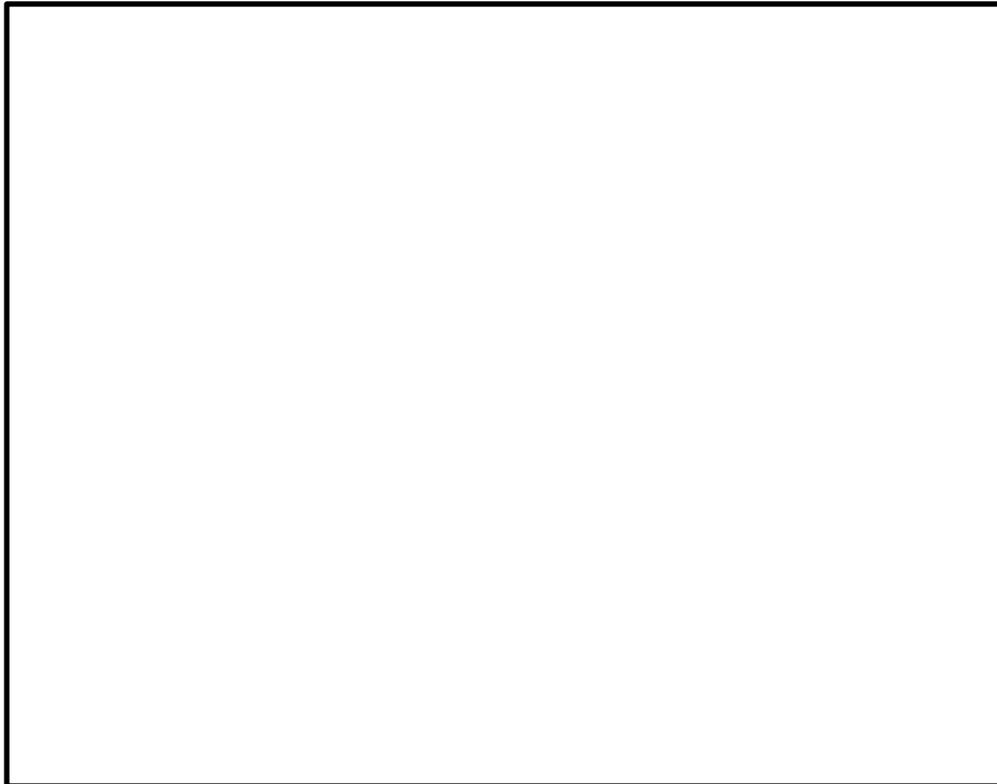
Details of teaching:

(To be completed by clinical teacher observed)

Date	
Location	
Type of teaching (e.g. tutorial)	
Audience (e.g. 3rd year medical students)	
Length of session	

Action Plan (refers to observation and CPD discussion)

(SMART - Specific, Measurable, Achievable, Realistic, Time-bound)



SELF REFLECTION on YOUR DEVELOPMENT AS A CLINICAL EDUCATOR

Please think back over this teaching session to consider the questions outlined below.

The first four questions each refer to one of the 'professional values' (V1-V4) required by the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education. We have provided our own interpretation of each question to help you think about how you have demonstrated each value. The fifth question is not drawn from the UKPSF.

The reflections you enter in the boxes below are for your own purposes and they will also help inform the reflective assignment, which is part of the Level 3 CEP. Please remember to include examples.

Question 1 (V1)	Did you respect individual learners and diverse learning communities?
Our interpretation	This focuses on how you may have incorporated activities, actions and approaches in your session which were inclusive of individuals, or groups, across a range of backgrounds such as ethnicity, faith, social class, sexuality, gender, age. It is about demonstrating that you value and can work effectively with, and within, these diverse 'communities'.
Enter your reflections	

Question 2 (V2)	Did you promote participation in higher education and equality of opportunity for learners?
Our interpretation	The focus here is on how you may have helped engage all the learners in your session by taking account of their differing levels of experience and individual learning styles. As for V1, it is about demonstrating that you value and can work effectively with all learners, since each has individual strengths and weaknesses.
Enter your reflections	

Question 3 (V3)	Did you use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development?
Our interpretation	This focuses on your use of sources of evidence (eg CEP workshops, clinical or non-clinical CPD, your reading) to inform your teaching and learning practice. Think about how you used these to enhance both the practice of your teaching and the quality of the learning experience. This value advocates the importance of engaging in professional development to enhance teaching or learning-support activities.
Enter your reflections	

Question 4 (V4)	Do you acknowledge the wider context in which higher education operates, recognising the implications for professional practice?
Our interpretation	We see two interpretations of this. One is that you need to be alert to local or national issues that may be impacting on your, or your profession's, teaching practice. If this is your interpretation, you would need to demonstrate that you are aware of how your cultural or legislative context may influence your teaching practice. A second, though complementary, interpretation is that the quality of teaching of medical students has a significant and wide-ranging impact on the medical profession with implications for patient safety, the 'image' and role of each specialty etc.
Enter your reflections	

Question 5 (V4)	How might aspects of this particular session impact on your clinical practice? You might comment on how your preparation of the session enhanced your knowledge of the subject, or perhaps feedback from the students highlighted something which may change your practice.
Enter your reflections	