

Clinical Educator Programme

Revalidation for Level 3

What is Revalidation?

Revalidation is the process required to maintain your Level 3 CEP status. It is a 5 yearly cycle which maps your educational CPD to the UKPSF Descriptor 1.

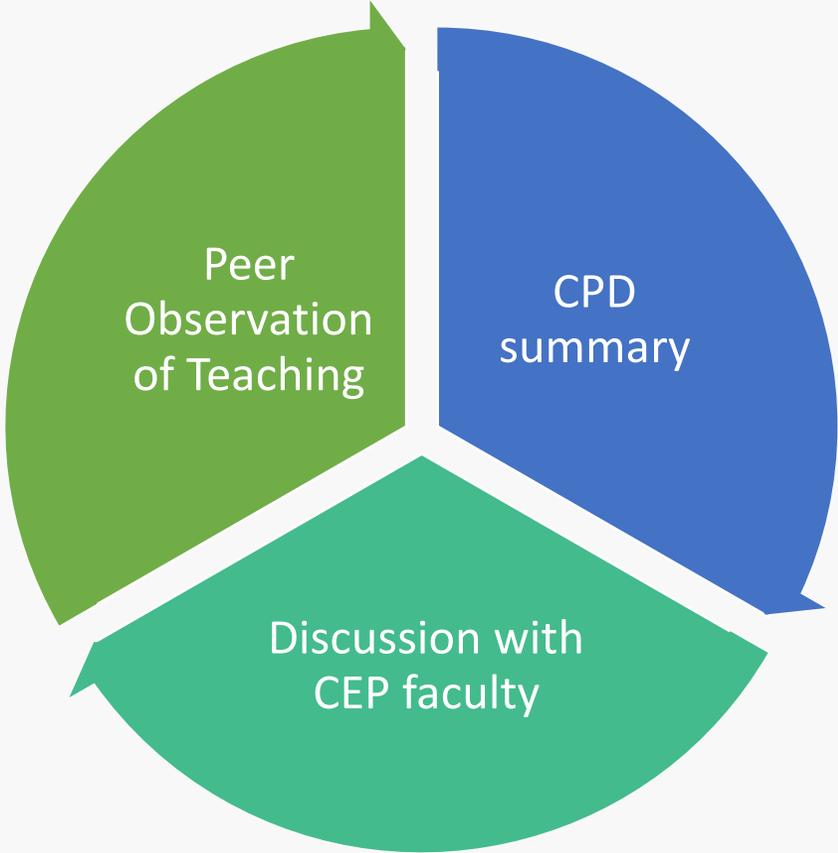
Level 3 Revalidation is **not** the same as GMC Recognition of Trainers (RoT) Revalidation but may be used as evidence to support you being recognised or revalidated.

Level 3 Revalidation has 3 elements to it, and one optional element:

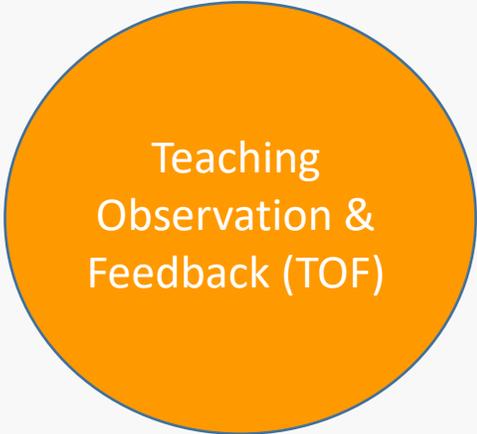
1. A summary of educational CPD since your last CEP certification
2. A Peer Observation of Teaching (POT)
3. A discussion of 1 and 2 with a member of the CEP team
4. *Optional: A Teaching Observation & Feedback (TOF) session.*

Note. If you applied, and were accepted for, Associate Fellowship of the Higher Education Academy (AFHEA) when you originally attained Level 3 CEP, this will always be valid and does not need revalidation.

CEP Revalidation: 3 easy steps



Compulsory



(Optional)

1. CPD Summary

- **What is a CPD summary?**

Your summary should record the efforts you have made to maintain your knowledge, skills and attitudes, with respect to medical education, focussing on the educational CPD you have undertaken since your last CEP certification.

- **How do I make a summary?**

Be creative! You can make your summary in any way you like. It might be in the form of a scrap-book of certificates and reflective notes, a PowerPoint presentation, a MediaHopper video, a photobook, or anything you like. You need to map the contents to the UK Professional Standard Framework ([UKPSF](#)). The following blue pages are a reminder of the elements of Descriptor 1 of the UKPSF, including our interpretation of them, and examples.

- **Why be creative?**

- Evidence of ongoing educational CPD should be recorded.
- Pulling everything together helps you reflect on, and consolidate, your learning and gives you a sense of achievement
- We want to move away from a “tick-box” format of compiling and presenting evidence
- Our ethos is that learning can be fun!

UKPSF Descriptor	Our interpretation	Possible examples
<p>Successful engagement with at least two of the five Areas of Activity and successful engagement in appropriate teaching and practices related to these Areas of Activity</p> <p>A1: Designing and planning learning activities and / or programmes of study</p> <p>A2: Teaching and / or supporting learning</p> <p>A3: Assessing and giving feedback to learners</p> <p>A4: Developing effective learning environments and approaches to student / trainee support and guidance</p> <p>A5: Engagement in continuing professional development in your subject / discipline and in pedagogy, incorporating research, scholarship and the evaluation of professional practices</p>	<p>A1: This is about what you do to plan or prepare any teaching or learning activity.</p> <p>A2: This is about how you interact with individual, or groups of, learners either remotely or in person.</p> <p>A3: This could be summative, (eg examinations, upon which progression might rely), or formative, (eg for the purposes of learning and development). It could be face-to-face, written or online. It could be based on clinical, research or academic performance</p> <p>A4: This is about how you support learners and guide them either formally or informally. This could include the physical environment, (which includes online environments), and the emotional or psychological environment.</p> <p>A5: This is about how you apply what you have learned from a range of sources, (eg from your own educational CPD, from any formal or informal feedback you have obtained about your teaching, or</p>	<p>A1: You might ... develop learning objectives or design session plans for a specific group of learners.</p> <p>A2: You might ... give timetabled lectures/tutorials, bedside or clinical teaching (scheduled or impromptu), workplace-based mentoring, educational or clinical supervision.</p> <p>A3: You might ... assess for, or give feedback on, exams, engage in workplace based assessment, multi-source feedback, feedback at ARCPs, give feedback during or after teaching.</p> <p>A4: You might ... adapt particular rooms to your lectures, try to make clinical environments more 'teaching friendly' in particular ways, use discussion boards to help engage learners in an online course.</p> <p>A5: You might ... change the way you teach based on something you learned in an education-themed workshop or from a peer-reviewed article you read; re-develop the content of a module based on</p>

Descriptor	Our interpretation	Possible examples
<p>A commitment to appropriate Professional Values in facilitating others' learning</p> <p>Value 1. Respect for individual learners and diverse learning communities.</p> <p>Value 2. Promote participation in higher education and equality of opportunity for learners.</p> <p>Value 3. Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.</p> <p>Value 4. Acknowledge the wider context in which higher education operates, recognising the implications for professional practice.</p>	<p>V1: This focuses on how you promote and ensure the inclusion of individual learners, or groups of learners, across a range of backgrounds.</p> <p>V2: The focus here is on how you engage with learners by taking account of their differing levels of experience and individual learning styles.</p> <p>V3: 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.</p> <p>V4: We see two interpretations of this.</p> <ol style="list-style-type: none"> 1. Being alert to local or national issues that may be impacting on your, or your professions', teaching practice. 2. Being alert to how the quality of teaching of medical students and trainees impacts on patient safety, the image of each specialty, etc. 	<p>V1: You might ... discuss what you do and say, when you teach, that shows you value people of all ages, ethnicities, faiths, social classes, sexualities, genders, and that you understand neurodiversity.</p> <p>V2: You might ... talk about what you do that helps widen access to medical education, for students and trainee doctors (and perhaps also for school pupils / allied health professionals / the general public).</p> <p>V3: You might ... talk about something that you have learned, (eg from a CEP workshop, a CPD event, the educational literature, or a study you did), and how you then used this in your educational practice.</p> <p>V4: 1. You might ... discuss how you think your teaching might be influenced by the culture in your department or by national service priorities, etc.</p> <p>V4: 2. You might ... discuss how you think your teaching impacts on the quality of patient care, or to future recruitment to your specialty, etc.</p>

Descriptor

Our interpretation

Possible examples

Relevant professional practices, subject and pedagogic research and/ or scholarship within the above activities

This is about how you evaluate your teaching in terms of its quality, relevance and impact.

You might ... talk about how you elicit feedback from your students, (eg personally, or through your module, or the National Student Survey), and how you act on this. Perhaps you are involved in researching the student experience. You could also simply refer to your CEP teaching observation, and your reflections on this, and think about how it has impacted on your practice.

Successful engagement, where appropriate, in professional development activity related to teaching, learning and assessment responsibilities

This is about the ongoing CPD that you engage in which is relevant to your educational role(s).

You might ... have attended NHS Education for Scotland (NES) medical education events or Faculty Development Alliance (FDA) training. Perhaps you attended the SEFCE Symposium. You may have engaged in online learning of various types, to enhance your educational role.

2. Peer Observation of Teaching (POT)

- **What is a Peer Observation of Teaching (POT)?**

A POT is when you observe a peer teaching. They should work in a different specialty or discipline from you, and you should offer feedback to them on their teaching, (not on the subject matter). 'Peer' means 'colleague' in the broadest sense: eg any another doctor or academic.

- **What do I observe and how do I do it?**

What kind of session you observe is between you and your peer. Perhaps the session may be something that they would specifically like feedback on. Or maybe the teaching is in a format that is new to you and you are keen to see what it looks like. You need to arrange the observation yourself. We have a [POT document](#) that you should use to observe the teaching and record your discussion. The next page gives more information about the process.

- **Why do a POT?**

We learn a lot from observing others

It can be helpful to share your own teaching experience with others

Formulating feedback is a skill which requires practice

We learn a lot from giving, and receiving, feedback

Our own research tells us that educators really value feedback on their teaching

Peer Observation of Teaching (POT) continued

There is a clear rationale for POT. It can have a profound effect on teachers' development, and many CEP participants find constructive feedback on their teaching both useful and enjoyable. Observing others and formulating feedback can also be a powerful way to reflect on our own teaching and to develop our feedback skills. Here is guidance for good practice:

- **Guidance for good practice:**

Plan ahead. Be sure your 'observee' is aware of the process and relevance of the observation. Assure them that the process is informal and positive. It is not an assessment: you are both learners in this process.

It might work best to observe someone who has a similar level of teaching / clinical experience, but not necessarily.

Observe somebody from another discipline or specialty. The observation focuses on teaching and learning, so it should not matter whether you know anything about the actual subject matter.

Use the [CEP's POT document](#) to record your written feedback and support your feedback discussion.

Share your own learning points with the person you observe: tell them what you have learned from them.

Prepare the 'observee' for feedback. Ask what they would like any specific feedback on. Encourage them to take time to consider your thoughts before they respond to it.

Apply principles of giving good feedback: the 'Giving Effective Feedback' workshop has helpful tips.

3. Discussion with CEP tutor / faculty

- **What happens during the discussion?**

You will meet with a member of CEP tutor or a CEP faculty member. You will show them, or talk them through, your 'CPD summary' and discuss your POT experience. Together, you will map your educational CPD and POT experience to the UKPSF.

- **How do I arrange a discussion?**

Contact the CEP administrator CEP@ed.ac.uk. They will help you arrange a 30 minute discussion at a time and place to suit. Come to the meeting prepared to discuss your educational CPD and your experience of the POT. Bring along anything else you think might be helpful, (eg you might have student feedback, thank you letters, courses, peer feedback etc that you have not included in your 'CPD summary').

- **Why do I need to have a discussion?**

The discussion will help you reflect on, and consolidate, your learning and development as an educator and should also give you a sense of achievement. The discussion itself is evidence CPD.

4. Optional: Teaching Observation and Feedback (TOF)

- **What is Teaching Observation and Feedback (TOF)?**

This is exactly the same thing that you will have had as part of your original CEP Level 3. Many CEP participants tell us that they found their original TOF very useful and would welcome another. With this in mind, you are very welcome to contact us to arrange one. This is entirely optional.

- **How do I arrange a TOF?**

If you would like to take up this opportunity, please arrange it in the same way as you did originally, ie contact the CEP administrator CEP@ed.ac.uk. Please do not try to arrange a TOF with the person who discusses your CPD summary with you. It needs to be arranged separately.

Sources of Information

- Full guidance on the CEP revalidation process can be seen on our [website](#)
- CEP faculty, tutors, administrators and director can be contacted at CEP@ed.ac.uk or 0131 242 9320
- Click here [UKPSF](#) for more information about the UKPSF Descriptor 1.
- Click here for more information on how to provide evidence of meeting the [dimensions of the UKPSF](#)