

## Developing the clinical teacher

### Guidance for foundation doctors and trainers

This guidance is designed to accompany the 'SLE Frequently asked questions' document.

#### What is the 'developing the clinical teacher' tool?

Developing the clinical teacher is a supervised learning event (SLE) tool used to aid the development of a foundation doctor's skill in teaching and/or making a presentation.

#### Who can contribute to the developing the clinical teacher?

Foundation doctors will obtain most benefit if they receive feedback from a variety of different people. Feedback should usually be from:

- supervising consultants
- GP principals
- doctors who are more senior than an F2 doctor
- experienced nurses (band 5 or above); or
- allied health professional colleagues.

#### How does it work?

Foundation doctors are expected to demonstrate improvement and progression during each placement and this will be helped by undertaking frequent SLEs such as developing the clinical teacher. The foundation doctor will be encouraged to develop skills in preparation and scene-setting, delivery of material, subject knowledge and ability to answer questions, learner-centredness and overall interaction with the group.

The nature and content of the teaching encounter should be chosen jointly by the foundation doctor and trainer to address the learning needs of both the foundation doctor and those being taught. Feedback and actions advised for further learning are recorded solely for the foundation doctor's benefit.

#### What areas should developing the clinical teacher focus on?

Developing the clinical teacher is most useful when considering the following areas:

Focus of encounter	Positive indicators
<b>Preparation and setting</b>	Creates an appropriate environment, checks resources are available/working in advance; uses resources appropriately.
<b>Teaching</b>	Introduce self; introduces the topic; establishes prior learning; uses an appropriate pace; clear and logical teaching; reviews/summarises key points; manages time.
<b>Subject knowledge and ability to answer questions</b>	Understands subject matter; answers questions clearly; aware of own limitations.

<b>Interaction with group</b>	Maintains eye contact; maintains participants' attention; facilitates group participation.
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Remember: Not all areas need be reviewed on each occasion.

### What is the reference standard?

When giving feedback to F1 doctors, trainers should consider what they would expect for satisfactory completion of F1. Similarly for F2, trainers should consider what they would expect for satisfactory completion of F2.

### Feedback

In order to maximise the educational impact of using this tool it is important to identify strengths, areas for development and agree an action plan. This should be done sensitively and in a suitable environment.

### How many should be completed?

It is recommended that this tool is used once per placement. At a minimum, it must be performed at least once a year in both F1 and F2.

<b>Supervised learning event (SLE)</b>	<b>Recommended minimum number</b>
Developing the clinical teacher	1 or more per year

### How is the form accessed?

The form is available within the e-portfolio. If the trainer is a supervisor with access to the foundation doctor's e-portfolio, they can access the form themselves. However, if this is not the case, the foundation doctor could either send an electronic ticket or log in and complete the form with the trainer. If the form is completed using the foundation doctor's login, an automatic email will be sent to the trainer and form will be flagged as self-entered.

### How should trainers complete the form?

- **Training:** the trainer must state if they have been trained in providing feedback.
- **Trainer's details:** this should include registration number and position. If there is no relevant option select 'other' and specify.
- **Clinical setting:** select the most appropriate setting; if none apply select 'other' and specify.
- **Participants:** Select the participants. More than one category can be used. This should also be used if there was only one participant. If none apply, select 'other' and specify.
- **Focus of the encounter:** select the most appropriate focus or areas of focus.
- **Syllabus sections covered:** the SLE can be directly linked to the foundation doctor's curriculum record by selecting the relevant syllabus heading (as listed in the Curriculum) from a drop-down menu.
- **Free-text feedback and agreed action:** describe anything that was especially good, suggestion for development and an agreed action.