

Teaching Review Checklist

Consider the following points when reviewing the teaching session

1	<p>Environment & Technical</p> <ul style="list-style-type: none"> - Is quality of recording sufficient? - Are surrounding appropriate? - Is teaching uninterrupted?
2	<p>Communication</p> <ul style="list-style-type: none"> - Is rapport established? - Verbal and non verbal clues recognised? Followed up?
3	<p>Projected outcome (“Aims & objectives”)</p> <ul style="list-style-type: none"> - What is the purpose of the teaching? E.g. Debrief, topic teaching, CBD - Is this clear (either from the video or the trainer is able to identify what the focus of the teaching was when sharing the recording. - Where does this link to either the competencies or the curriculum?
4	<p>Methods</p> <p>What methods are observed? E.g.</p> <ul style="list-style-type: none"> - Socratic dialogue - Establishing what the trainee knows - Information gathering - Linking to evidence - Note taking, mind mapping etc - Suggestions for further resources - Use of resources during tutorial - Appropriate use of “teaching moments”ⁱ inc change of focus if more urgent teaching need arose - Do these appear appropriate for this registrar, and their stage of training?
5	<p>Anything else?</p> <ul style="list-style-type: none"> - Were any others dealt with? E.g. operational matters, registrar concern
6	<p>What next?</p> <ul style="list-style-type: none"> - Any follow up planned? - Plans for next teaching session (if appropriate)
7	<p>Discussion</p> <ul style="list-style-type: none"> - Self evaluation by the trainer appropriate? - Able to link it to educational theory e.g. using Pendleton’s rules? - Future plans for teaching, aware of alternative methods - Learning needs identified for PDP?

ⁱ Questions or gaps of knowledge unrelated to the topic under discussion but which can be quickly & effectively dealt with at the time, or clearly acknowledged and “parked” for later discussion.