

Teaching Review Process

Peer review of teaching is one of the most effective ways of improving your performance as a teacher (Steinert et al., 2006). Please use the steps below to plan the review of your teaching.

Don't forget that the essence of this however is **specific, objective feedback**.

1. Agree with registrar to recording of a teaching episode to use for review of your teaching. Ensure they are clear it is you and not them that is the focus of the session. Ideally this consent should be verbalised at the beginning of the recording.
2. Video a teaching session, e.g. a debrief, a CBD, a random case discussion, a small clinical topic. Ideally this should last no more than 20 minutes.
3. Arrange to review the tape with an experienced colleague.
 - a. Although this method will be replaced by peer review, currently we recommend a senior or experienced trainer, or a PD.
 - b. Within practice where there are several trainers, including at least one who is experienced, this could be done as a group exercise.
 - c. This could also be carried out in your locality trainers group if wished.
 - d. If you cannot easily access an experienced person to review your tape, please contact the deanery, who may be able to arrange distant review of it by a PD.
4. Use the checklist to review the tape and your teaching with your reviewer, both of you should record your observations.
5. Discuss what you have seen and agree and record your notable practice and suggestions for improvement.
6. If any learning needs are identified, record these in the appropriate space. These may be transferred to your GP appraisal PDP if wished.
7. Sign forms in appropriate place. If your visit is imminent have them to hand for review by the lead visitor, otherwise forward them to the approval/re-approval team as soon as possible, IDEALLY BY SCANNING AND SENDING ELECTRONICALLY.

(If you require option 3d, you will need to review and comment on your performance and enclose this with the DVD/video file)

References

- STEINERT, Y., MANN, K., CENTENO, A., DOLMANS, D., SPENCER, J., GELULA, M. & PRIDEAUX, D. 2006. A systematic review of faculty development initiatives designed to improve teaching effectiveness in medical education: BEME Guide No. 8. *Medical Teacher*, 28, 497-526.

Teaching Review Checklist

Consider the following points when reviewing the teaching session

1	Environment & Technical <ul style="list-style-type: none"> - Is quality of recording sufficient? - Are surroundings appropriate? - Is teaching uninterrupted?
2	Communication <ul style="list-style-type: none"> - Is rapport established? - Verbal and non verbal clues recognised? Followed up?
3	Projected outcome ("Aims & objectives") <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	Methods What methods are observed? E.g. <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	Anything else? <ul style="list-style-type: none"> - Were any others dealt with? E.g. operational matters, registrar concern
6	What next? <ul style="list-style-type: none"> - Any follow up planned? - Plans for next teaching session (if appropriate)
7	Discussion <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.

Name of Trainer Date of discussion.....

Name of Reviewer.....

Teaching Review Checklist Grid

In each section mark your observations, any notable practice & suggestions for improvement.

	Observations	Notable practice Suggestions for improvement
1	Environment & Technical	
2	Communication	
3	Projected outcome	
4	Methods	
5	Anything else	
6	What next?	
7	Discussion	

Signature of Trainer..... | Signature of Reviewer.....