ANZCA and FPM CPD Program

Peer review of educational practice – Observation form

Date: _____   Location: _____

Educational practice observed: _____

Focus area/s from list below (choose at least one): _____

Please refer to the _ANZCA Educator Competency Framework_ for a description of the domains and underlying elements, especially for levels 2 _Understanding and adapting_ and level 3 _Oversight and development_. The examples below are primarily from framework level 1 _Knowing and doing_.

Educator competency framework domain	Observations	Outcome of discussion
1. Teaching and facilitating learning		
1.1 Delivers teaching and facilitate learning _(demonstrates clear understanding of program/course requirements and relevant learner needs; demonstrates effective teaching practices in the clinical/non-clinical environment; contribute to a culture where workplace based assessment is supported and integrated into the clinical environment)_		
1.2 Utilises a variety of methods and resources _(employs a range of teaching and learning methods to facilitate learning; uses a structure approach when teaching in the clinical/non-clinical environment)_		

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Educator competency framework domain	Observations	Outcome of discussion
1.3 Utilises feedback and reflection to improve teaching and learning *(recognises the importance of giving and receiving feedback, and reflection; provides constructive feedback to learners to enhance learning and performance; guides learners to reflect on the learning experience; seeks feedback and reflects on own teaching practice)*		
1.4 Makes evidence-based judgements *(recognises the role of workplace based assessment in teaching and learning; supports learners to build evidence for learning, using WBA/WBPF tools)*		
2. Assessment of learning		
2.1 Understands the fundamentals of assessment *(recognises role of assessment & need to align with learning outcomes, distinguishes assessment of and for learning and uses appropriately)*		
2.2 Utilises appropriate assessment instruments *(describes purpose of different assessment instruments, uses a range of methods to assess learners with emphasis on assessment for learning; assesses learners in summative assessments using a range of instruments; recognises and manages potential bias and conflicts of interest when using assessment instruments; makes high-stakes professional judgements in the assessment of learners)*		

Educator competency framework domain	Observations	Outcome of discussion
2.3 Develops assessment instruments and resources *(recognises that robust assessment practices are integral to transparency, social justice and effective educational practice; constructs assessment items for use in summative assessments; leads design and development of assessments using accepted best practice)*		
2.4 Evaluates the instruments used to assess learning *(recognises that assessment practices require continuous monitoring and improvement; contributes to standard setting processes under guidance, for learner progression or assessment; uses assessment reports and experience to contribute to assessment QA processes; applies standard setting processes relevant to the assessment instruments; interprets technical data on effectiveness of assessment practices; prepares assessment reports for learners, educators and other stakeholder groups)*		
3. Designing and planning learning		
3.1 Identifies learning needs to establish learning outcomes *(identifies learning needs for learners in a specific setting based on available information to determine learning outcomes)*		
3.2 Develops content and educational strategy *(develops educational content based on identified learning needs, recognises that teaching and learning principles should be incorporated into an educational strategy)*		

Educator competency framework domain	Observations	Outcome of discussion
3.3 Plans content delivery and assessment *(identifies different teaching and learning methods and how to use them effectively, plans a learning session for learners in a specific setting)*		
3.4 Manages and evaluates education programs *(seeks feedback from learners on educational interventions to improve future practice)*		
4. Educational leadership and management		
4.1 Leads and manages educational teams and resources *(takes professional responsibility for own role in local education; demonstrates leadership qualities of integrity, approachability, accountability and collegiality; recognises the importance of role-modelling in their educator role; uses effective communication strategies when interacting with learners and colleagues; functions effectively within a team)*		
4.2 Implements and develops educational governance *(adheres to standards set by statutory and other regulatory bodies in provision and quality assurance of medical education)*		

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Educator competency framework domain	Observations	Outcome of discussion
4.3 Supports and develops coaching and mentoring *(recognises basic principles of coaching, mentoring and professional development)*		
4.4 Recruits and selects learners and educators *(demonstrates awareness of fair and equitable selection processes for learners)*		
5. Educational research and scholarship		
5.1 Understands medical education theory *(describes adult learning principles, including individual learning styles and approaches to learning)*		
5.2 Critically evaluates medical education literature *(describes the principles of critical appraisal and peer review)*		

Educator competency framework domain	Observations	Outcome of discussion
5.3 Conducts medical education research *(recognises different approaches to producing new knowledge in medical education research; participates under guidance in implementation of high-quality medical education research; designs, supervises and manages high-quality medical education research)*		
5.4 Manages medical education projects *(supports medical education projects at a local level; coordinates medical education project groups at a local level; designs, supervises, manages and evaluates medical education projects)*		
6. Educational environment, quality, and safety		
6.1 Establishes an environment for learning *(fosters a supportive and psychologically safe educational environment; establishes positive working relationships and communicates effectively with learners; promotes a culture that emphasises equity and justice, and is free from discrimination, bullying and harassment; recognises the influence of unconscious bias on teaching, learning and assessment)*		
6.2 Supports learners in their personal and professional development *(supports learners in achieving their learning goals; identifies and supports learners experiencing difficulties, and escalates as appropriate)*		

Educator competency framework domain	Observations	Outcome of discussion
6.3 Provides safe and effective patient care *(provides appropriate supervision levels to ensure patient and learner safety; identifies risks to patient safety and learner wellbeing and intervenes when necessary; works within appropriate clinical governance and risk management frameworks)*		
6.4 Evaluates and quality assures *(recognises that educator evaluation and feedback is integral to improving educator performance and learner experiences; adopts strategies for self-assessment and seeking feedback on educational practices to identify areas for development)*		