

## Teaching a Skill

This evaluation form should be used by the departmental scholar role tutor or nominee to evaluate the teaching of a skill undertaken by the trainee.

### 1 TRAINEE INFORMATION

ANZCA ID:

Family name: \_\_\_\_\_

First name: \_\_\_\_\_

Middle name: \_\_\_\_\_

### 2 EVALUATION DETAILS

Title of teaching a skill: \_\_\_\_\_

Date:

### 3 EVALUATION

For guidance on the satisfactory completion of this activity, refer to the accompanying *Teaching a Skill Guidelines* for departmental role scholar tutors and trainees.

	Significant improvement required	Addressed, though some improvement required	Satisfactorily Addressed
<b>PLANNING AND PREPARATION (SET)</b>			
Demonstrates a plan for teaching the skill			
Identifies learning needs of participant(s)			
Defines the desired learning outcomes of the session			
Selects appropriate teaching strategy			
<b>TEACHING (BODY)</b>			
Determines the current level of competence and confidence of participant(s)			
Introduces and explains the need/use of the skill			
Demonstrates the skill to participant/s in manageable steps at a suitable pace			
Gives clear explanations for actions and advice, uses educational resources to aid understanding if required			
Observes the participant performing the skill, provides constructive feedback and guides participant to perform each step correctly if required			
Uses questions effectively, encourages participant to vocalise their thoughts/actions to reinforce learning			
Uses time efficiently and effectively			

	Significant improvement required	Addressed, though some improvement required	Satisfactorily Addressed
Models a range of ANZCA Roles (Communicator, Collaborator etc)			
Provides a supportive, non-threatening learning environment			
<b>FEEDBACK AND SUMMARY (CLOSURE)</b>			
Prompts participant to self-assess performance			
Provides positive feedback to participant on aspects that went well and areas to improve on			
Encourages further learning or practice i.e. suggests relevant reading or specific activities the participant can try to help achieve mastery			

## 4 FEEDBACK AND REFLECTION

### DEPARTMENTAL SCHOLAR ROLE TUTOR TO COMPLETE:

#### Examples of what was done well

*Example: Good introduction on the importance of learning the skill correctly and all the times it can be used.*

#### Areas that need improvement and action

*Example: Remember to ask the student what they think they need to work on.*

### TRAINEE TO COMPLETE:

#### Trainee reflection and comments

*Example: I could have assisted the student while making their initial attempts by providing guidance to perform each individual step correctly.*

#### Trainee action plan

*Example: Next time I am teaching a student I will ask them a few more questions so they verbalise what they are doing and what they need to improve on.*

Trainees are not required to send this completed evaluation form to the College but must retain for any future reference.

## 5 NAMES AND SIGNATURES

Departmental scholar role tutor (or nominee) name: \_\_\_\_\_ Signature: \_\_\_\_\_

Trainee name: \_\_\_\_\_ Signature: \_\_\_\_\_