**Faculty Educational Governance Statement**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Trainee Name: | | | | Phase of Training: | | 1(b) | | 2 | | |
| Educational Supervisor: | | | | Meeting Date: | | | | | | |
| Faculty Members Present or Contributing Feedback | | | | | | Trainer Type (Select one) | | | | |
| Medical | | Local | | |
|  | | | | | |  | |  | | |
|  | | | | | |  | |  | | |
| When assessing a trainee’s progress towards achievement of the Learning Outcomes for each of the 9 PHEM Subspecialty Themes,  the faculty should review the Learning Outcomes for each Phase and the Capabilities in Practice associated with each Theme. | | | | | | | | | | |
| Theme | Level of Trainee Performance | | | | Comments | | | | | |
| Below expectations of Phase 1 | Expected at the end of Phase 1(a) | Expected at the end of Phase 1(b) | Expected at the end of Phase 2 |
| 1. Working in Emergency Medical Systems |  |  |  |  |  | | | | | |
| 2. Providing Pre-Hospital Emergency Medical Care |  |  |  |  |  | | | | | |
| 3. Using Pre-Hospital Equipment |  |  |  |  |  | | | | | |
| 4. Supporting Rescue and Extrication |  |  |  |  |  | | | | | |
| 5. Supporting Safe Patient Transfer |  |  |  |  |  | | | | | |
| 6. Supporting Emergency Preparedness and Response |  |  |  |  |  | | | | | |
| A. Operational Practice |  |  |  |  |  | | | | | |
| B. Team Resource Management |  |  |  |  |  | | | | | |
| C. Clinical Governance |  |  |  |  |  | | | | | |
|  | | | | | | | | | | |
| Describe any areas of concern (mandatory) and the actions planned to address them: | | | | | | | | | | |
| Describe any recommendations/suggestions to support this trainee’s ongoing development: | | | | | | | | | | |
| Describe any specific strengths of this trainee or areas of excellent performance: | | | | | | | | | | |
|  | | | | | | | | | | |
| If this is the final faculty meeting during their current Phase, is this trainee considered ready to progress? | | | | | | | N/A | | Yes | No |

**PHEM Faculty Educational Governance Statement**

**Guidance**

**Background**

The PHEM Faculty Educational Governance Statement (FEGS) represents consensus from the local education provider (LEP) faculty of medical trainers (clinical and educational supervisors) and local trainers (non-medical) regarding the current progress of a PHEM trainee towards achievement of the learning outcomes for their current phase of training. It involves a detailed review of the Learning Outcome and Capabilities in Practice associated with each of the 9 PHEM Subspecialty Themes and is informed by the training faculty’s combined experience and opinion regarding the trainee’s progression. The final FEGS during each of these phases is a formative assessment concluding with a recommendation to the Educational Supervisor regarding the readiness of the trainee to progress to Phase 2 or to complete subspecialty training, respectively.

**Completion**

Faculties should refer to the IBTPHEM’s Phase 1(a) Local Formative Assessment Guidance for trainees in phase 1(a). The PHEM FEGS templates are intended to be used regularly during Phase 1(b) (developmental) and Phase 2 (consolidation) training.

The faculty should meet regularly to discuss the progress of each trainee. Monthly meetings are recommended, especially for LEPs with Scheme C trainees. The minimum recommended frequency is every 2 months, in order to ensure shared oversight whilst tapering the amount of direct Consultant supervision, and to provide sufficient time for trainees and trainers to act on feedback. Whilst the IBTPHEM do not specify a quorum for faculty meetings, members should preferably have undertaken IBTPHEM training, and involvement of local trainers (paramedics/nurses) and attendance of the trainee’s named Educational and/or Clinical Supervisor is recommended.

Tele-/videoconferencing can be used to maximise attendance, as can submission of feedback in advance for those unable to attend. Faculties are reminded that the completed PHEM FEGS templates and any other recordings from faculty meetings (e.g., paper, electronic, audio or video) must be maintained and could be requested by, or shared with, the trainee at a later stage.

When populating a PHEM FEGS, the faculty are assessing the trainee’s progress towards their achievement of each of the 9 PHEM Subspecialty Learning Outcomes for their current phase of training (either 1(b) or 2). The faculty should review the Phase 1(b) Learning Outcome and the Capabilities in Practice associated with each Theme, presented together in the Curriculum, Syllabus and Assessment System (Part 1, Section 5 and Part 2 on the first page of each Theme).

The PHEM FEGS provides an opportunity for trainers to identify the unique educational needs of each individual trainee and any developmental needs of the LEP itself. Acknowledgement of any gaps in local learning opportunities or weaknesses in local training provision will facilitate timely improvement for the benefit of other and future trainees.

When discussing the trainee’s performance against each of the 9 Learning Outcomes, the faculty should first agree whether they are “on track” and progressing as expected, whether they have “achieved” the learning outcome, or whether “concerns” exist that their performance is below the level expected for their current phase of training. Free text comments are the most useful, and mandatory whenever “concerns” are identified.

The end of the form allows elaboration on any concerns (mandatory), suggestions to support the trainee’s ongoing development/consolidation, and recognition of any particular strengths of the trainee or areas of excellent performance beyond the level expected for their current phase of training. Specific actions, recommendations and examples are most useful.

Compiling a PHEM FEGS for a trainee at multiple time points across a phase of training should demonstrate gradual progression to achievement of all learning outcomes by the end of that phase. Any areas of concern can be identified earlier in the phase and the effectiveness of the actions, recommendations and/or suggestions of the faculty reviewed. The PHEM FEGS should help the faculty ensure the readiness of their trainee to progress at the end of phase 1(b). The faculty make an overarching recommendation to the Educational Supervisor regarding this at the final faculty meeting during the trainee’s phase. This recommendation compliments the Educational Supervisor’s Structured Training Report and, during Phase 2, their subsequent recommendation to the Training Assessment Panel.