



GIC Logbook

NAME: _____ DATE: _____

DISCLAIMER

Newborn Essential Solutions and Technologies–Education
Generic Instructor Course (GIC)

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The authors have made every effort to check the accuracy of all information and suggested steps in the clinical treatment of patients. As knowledge base continues to expand, readers are advised to check current product information provided by the manufacturer of each device, instrument, or piece of equipment to verify recommendations for use and/or operating instructions.

In addition, all forms, instructions, checklists, guidelines, and examples are intended as training resources to meet national and local health care settings’ needs and requirements.

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INTRODUCTION

The participant should have their logbook with them at every practice station and should give it to the faculty members who are running the session. The faculty member will formally record the practice and any recommendations made to the participant in the logbook before returning it to the participant. At the end of the course all logbooks should be returned to the faculty to help make pass / fail decisions for the participant.

NOTES FOR COMPLETION OF THIS LOGBOOK

1. The overall results sheet should be completed by the faculty at the end of the Generic Instructor Course. This sheet will remain with the GIC course organisers.
2. The skills station assessment form should be completed by the faculty during the teaching practice undertaken by the participant.
3. Any score of "did not achieve" or "incomplete" should be explained in the comment boxes on the assessment forms or in the Course Director's report.
4. The Course Director should keep a photocopy of the completed assessment forms to include with the Course Director's report.

If you have any queries regarding the completion of this logbook, please contact the Providers' Course Coordinator or the Generic Instructor Course Coordinator.

INSTRUCTOR COURSE OVERALL RESULTS SHEET

This page will remain with the GIC director at the end of the course

Name	
Job Title & Place of Work	
Correspondence Address	
Telephone – Home/Mobile	
Telephone – Work	Ext.
E-mail (<i>please print clearly</i>)	

Date of Providers' Course	From:	To:
Date of GIC	From:	To:
GIC successfully completed?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Specific Instructions for Teaching Practice (*for faculty to complete*)

Lecturing & Presentation Skills	
Skills Teaching	
Teaching Simulations	
Facilitating Small Groups	
Simulation Assessment	
Practice Two	
General Comments	

Teaching Practice One <i>Please specify centre name and dates</i>	
Teaching Practice Two <i>Please specify centre name and dates</i>	

Lecturing & Presentation Skills

SET [INCLUDES ENVIRONMENT]

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Checks and adjusts layout	Layout inappropriate and no adjustments made	Good attention to all details e.g., all candidates can see
Checks all equipment	Fails to check and / or is unable to use equipment	Uses equipment to best advantage throughout
Welcomes and introduces self	Neglects to welcome and / or introduce self	Warm, clear and confident welcome and introduction
Sets the mood	Lecture delivered in complete isolation / no reference to the rest of the course	Fully integrates lecture with the rest of the course
Establishes usefulness	Fails to convey usefulness	Establishes usefulness for all candidates
States learning objectives	Does not establish or communicate objectives	States realistic and achievable learning objectives clearly and logically
Overall performance of set	Fails to understand or implement key elements of set	Understands and confidently demonstrates key elements of set

DIALOGUE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Presents material in a clear, logical sequence	Presents material in a confused / illogical way	Presents material in a clearly structured and sequentially linked form
Uses visual aids appropriately	Inappropriate use of equipment / content	Imaginative and effective use of visual aids and materials
Ensures voice projection	Speaks too quietly / too loudly / is inarticulate	Fluent, articulate delivery with variation to emphasise points
Addresses and involves the audience	Fails to involve the audience	Interacts positively with awareness of audience needs
Uses eye contact appropriately	Fails to establish eye contact or inappropriate / aggressive	Uses eye contact to establish a productive relationship with the audience
Demonstrates enthusiasm	Unable to motivate audience	Highly self-motivated and able to motivate audience
Uses humour appropriately	Inappropriate use of humour	Capitalises on humour to make points
Uses personal and / or audience experience	Does not use personal or audience experience	Uses relevant experience to strongly reinforce message

Asks appropriate questions	Fails to ask questions / uses answers inappropriately	Builds upon and uses answers to take the lecture forward
Responds positively to answers	Fails to acknowledge / accept answers	Welcomes answers positively and sensitively
Keeps to time	Runs out of time or finishes too early	Plans use of time well and imaginatively
Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude encourages interaction and positively shapes the learning environment
Overall performance of dialogue	Fails to present information to audience	Clear planning and excellent delivery of information

CLOSURE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Invites and answers questions	Fails to ask questions / answers inappropriately	Uses questions and answers constructively to clarify content
Returns to learning objectives and summarises	Fails to re-establish learning objectives and / or summarise	Reiterates learning objectives and gives short summary. Identifies that learning objectives have been met
Terminates session	Unclear termination	Clear verbal and visual instructions that session is over
Overall performance of closure	Drifts to no real conclusion	Links closure with other aspects of the course and moves audience on

Lecturing & Presentation Skills

Candidate:	Mentor:
Evaluator Practice 1:	Evaluator Practice 2:

SET [INCLUDES ENVIRONMENT]

Please tick the appropriate boxes below or mark as N/A if not applicable

	PRACTICE 1		PRACTICE 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
Checks and adjusts layout				
Checks all equipment				
Welcomes and introduces self				
Sets the mood				
Establishes usefulness				
States learning objectives				
Overall performance of set				

DIALOGUE

Presents material in a clear, logical sequence				
Uses visual aids appropriately				
Ensures voice projection				
Addresses and involves the audience				
Uses eye contact appropriately				
Demonstrates enthusiasm				
Uses humour appropriately				
Uses personal and / or audience experience				
Asks appropriate questions				
Responds positively to answers				
Keeps to time				
Attitude / behaviour encourages learning and interaction				
Overall performance of dialogue				

CLOSURE

Invites and answers questions				
Returns to learning objectives and summarises				
Terminates session				
Overall performance of closure				

PRACTICE 1:		PRACTICE 2:	
Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>	Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>
Comments specifically relating to overall performance and suggestions for future practice:		Comments specifically relating to overall performance and suggestions for future practice:	

Skills Teaching

SET [INCLUDES ENVIRONMENT]

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Checks and adjusts layout	Layout inappropriate and no adjustments made	Good attention to all details
Checks all equipment	Fails to check and / or is unable to use equipment	Uses equipment to best advantage throughout
Ensures all candidates can see clearly	Fails to respond to candidates' verbal or non-verbal clues	Monitors candidates throughout the session
Sets the mood	Skill station introduced in isolation from the rest of the course	Integrates skill station to other aspects of the course
Welcomes and introduces self	Neglects to welcome and / or introduce self	Warm, clear and confident welcome and introduction
Establishes usefulness	Fails to convey usefulness	Establishes usefulness for all candidates
Clarifies the roles of learners and teacher	Fails to clarify roles	Clearly explains roles and checks candidates' understanding
States learning objectives	Does not establish or communicate objectives	States realistic and achievable learning objectives clearly and logically
Overall performance of set	Fails to understand or implement key elements of set	Understands and confidently demonstrates key elements of set

DIALOGUE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Describe 4 stage method of teaching skills	Fails to describe method or confusing description given	Clearly explains 4 stage method and checks understanding
Demonstrates the skill – 'real speed'	Fails to demonstrate the skill competently	Extremely competent skill demonstration in real time
Demonstrates the skill – with commentary	Fails to demonstrate skill or gives inappropriate commentary	Extremely competent skill demonstration, commentary enhanced with explanation
Demonstrates the skill – with candidate commentary	Fails to demonstrate or gives inappropriate candidate commentary	Demonstrates skill enhanced by good commentary
Assesses candidate practice stage 4 alone	Fails to facilitate outcome based assessment	Facilitates outcome based assessment, enabling the candidate to establish the skill
Keeps check on safety	Fails to maintain safety	Careful monitoring and appropriate intervention
Relates skill to other aspects of the course	Fails to explain relevance of skill	Positively ensures that the relevance is conveyed and understood by all

Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude encourages interaction and positively shapes the learning environment
Overall performance of dialogue	Fails to facilitate acquisition of skills	Facilitates acquisition of skills enthusiastically, motivating candidates

CLOSURE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Invites and answers questions	Fails to ask questions / answers inappropriately	Uses questions and answers constructively to clarify content
Returns to learning objectives and summarises	Fails to re-establish learning objectives and / or summarise	Reiterates learning objectives and gives short summary, identifies that learning objectives have been met
Gives verbal feedback on satisfactory assessment outcome	Unclear communication about assessment outcome	Maximises candidate learning with excellent communication relating to assessment outcome
Gives verbal and written feedback on unsatisfactory assessment outcome	Fails to provide clear feedback and information (possibly increasing candidate anxiety)	Maximises candidate learning with excellent verbal and written communication relating to further practice and continued assessment
Terminates session	Unclear termination	Clear verbal and visual instructions that session is over
Overall performance of closure	Drifts to no real conclusion	Links closure with other aspects of the course and moves candidates on

Skills Teaching

Candidate:	Mentor:
Evaluator Practice 1:	Evaluator Practice 2:

SET [INCLUDES ENVIRONMENT]

Please tick the appropriate boxes below or mark as N/A if not applicable

	PRACTICE 1		PRACTICE 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
Checks and adjusts layout				
Checks all equipment				
Ensures all candidates can see clearly				
Sets the mood				
Welcomes and introduces self				
Establishes usefulness				
Clarifies the roles of learners and teacher				
States learning objectives				
Overall performance of set				

DIALOGUE

Describes 4 stage method of teaching skills				
Demonstrates the skill – ‘real speed’				
Demonstrates the skill – with commentary				
Demonstrates the skill – with candidate commentary				
Assesses candidate practice stage 4 alone				
Keeps check on safety				
Relates skill to other aspects of the course				
Attitude / behaviour encourages learning and interaction				
Overall performance of dialogue				

CLOSURE

Invites and answers questions				
Returns to learning objectives and summarises				
Gives verbal feedback on satisfactory assessment outcome				
Gives verbal and written feedback on unsatisfactory assessment outcome				
Terminates session				
Overall performance of closure				

PRACTICE 1:		PRACTICE 2:	
Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>	Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>
Comments specifically relating to overall performance and suggestions for future practice:		Comments specifically relating to overall performance and suggestions for future practice:	

Teaching Simulations

SET [INCLUDES ENVIRONMENT]

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Checks and adjusts layout	Layout inappropriate and no adjustments made	Good attention to all details e.g., all candidates can see
Checks all equipment	Fails to check and / or is unable to use equipment	Checks all equipment and uses to best advantage throughout
Checks assistant is familiar with the scenario / their role	Fails to explain/check familiarisation with role	Clearly and logically explains and checks assistant's understanding
Welcomes and introduces self	Neglects to welcome and / or introduce self	Warm, clear and confident welcome and introduction
Establishes usefulness	Fails to convey usefulness	Conveys context of scenario for the wider audience
Clarifies the roles of learners and teacher	Fails to explain / check familiarisation with role	Clearly and logically explains and checks candidate's understanding
States learning objectives	Does not establish or communicate objectives	States realistic and achievable learning objectives clearly and logically
Overall performance of set	Fails to understand or implement key elements of set	Understands and confidently demonstrates key elements of set

DIALOGUE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Briefs candidates	Neglects or poorly communicates details	Clearly, logically and concisely provides all relevant details
Allows questions	Does not invite or allow questions	Encourages appropriate questions
Checks understanding	Fails to enquire about understanding	Puts candidate at ease, checks understanding and encourages appropriately
Directs scenario logically	Directs illogically / unrealistically / inappropriately	Directs confidently, maintaining good control throughout
Keeps check on safety	Fails to maintain safety	Careful monitoring and appropriate intervention
Responds appropriately to candidate's treatment strategies	Inappropriate responses / fails to intervene or correct candidate	Confidently and assertively responds to candidate's treatment strategies

Does not allow candidate to become too stressed	Unaware of candidate's stress	Intervenes positively to prevent unnecessary stress
Enables candidate to establish key treatment points	Poorly directs scenario so candidate is unable to meet key treatment strategies	Manages assertively using team and equipment allowing key treatment points to be met
Keeps to time	Runs out of time or finishes too early	Plans use of time well and imaginatively
Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude encourages interaction and positively shapes the learning environment
Overall performance of dialogue	Unable to lead or direct appropriately. Fails to establish / maintain control	Confidently and appropriately manages scenario in a positive and non-threatening way

CLOSURE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Asks the candidate for the good points of performance	Fails to ask candidate	Able to draw out from candidates their good points
Offers own view of good points	Fails to offer own view / offers negative view only	Concisely and realistically reviews positive points
Asks candidate for points for improvement	Fails to ask candidate	Guides candidate towards points identified by Instructor
Offers own view of points for improvement	Inappropriate / unrealistic comments	Constructive, practical, sensitive, encouraging
Invites and answers questions	Fails to ask questions / answers inappropriately	Uses questions and answers to clarify content
Returns to learning objectives and summarises	Fails to re-establish learning objectives and / or summarise	Reiterates learning objectives and gives short summary, identifies that learning objectives have been met
Terminates session	Unclear termination	Clear verbal and visual instructions that session is over
Overall performance of closure	Drifts to no real conclusion	Links closure with other aspects of the course and moves candidates on

Teaching Simulations

Candidate:	Mentor:
Evaluator Practice 1:	Evaluator Practice 2:

SET [INCLUDES ENVIRONMENT]

Please tick the appropriate boxes below or mark as N/A if not applicable

	PRACTICE 1		PRACTICE 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
Checks and adjusts layout				
Checks all equipment				
Checks assistant is familiar with the scenario / their role				
Welcomes and introduces self				
Establishes usefulness				
Clarifies the roles of learners and teacher				
States learning objectives				
Overall performance of set				

DIALOGUE

Briefs candidates				
Allows questions				
Checks understanding				
Directs scenario logically				
Keeps check on safety				
Responds appropriately to candidate's treatment strategies				
Does not allow candidate to become too stressed				
Enables candidate to establish key treatment points				
Keeps to time				
Attitude / behaviour encourages learning and interaction				
Overall performance of dialogue				

CLOSURE

Asks the candidate for the good points of performance				
Offers own view of good points				
Asks candidate for points for improvement				
Offers own view of points for improvement				

Invites and answers questions				
Returns to learning objectives and summarises				
Terminates session				
Overall performance of closure				

PRACTICE 1:		PRACTICE 2:	
Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>	Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>
Comments specifically relating to overall performance and suggestions for future practice:		Comments specifically relating to overall performance and suggestions for future practice:	

Facilitating Small Groups

SET [INCLUDES ENVIRONMENT]

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Checks and adjusts layout	Layout inappropriate and no adjustments made	Good attention to all details e.g., all candidates can see
Checks all equipment	Fails to check and / or is unable to use equipment	Uses equipment to best advantage throughout
Sets the mood	Discussion introduced in isolation to the rest of the course	Integrates discussion to other aspects of the course
Welcomes and introduces self	Neglects to welcome and / or introduce self	Warm, clear and confident welcome and introduction
Establishes usefulness	Fails to convey usefulness	Establishes usefulness for all candidates
Clarifies the roles of learners and teacher	Fails to clarify roles	Explains roles, sets parameters and controls appropriately
States learning objectives	Does not establish or communicate objectives	States realistic and achievable learning objectives clearly and logically
Overall performance of set	Fails to understand or implement key elements of set	Understands and confidently demonstrates key elements of set

DIALOGUE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Introduce topic and establishes the 'chair' role	Fails to convey subject matter / lead discussion	Clearly introduces topic and positively leads dialogue
Canvasses opinion systematically	Ignores some candidates	Sensitively draws out quiet candidate, inhibits dominant candidate, inspires confidence
Responds appropriately to diverse opinions	Unable to deal with diverse opinions	Accepts opinions positively and deals sensitively with inappropriate opinions
Summarises or elaborates student responses to reinforce	Inappropriately deals with candidates' responses / unable to summarise	Values and reflects candidates' responses and reinforces with personal experiences
Uses alternative explanations as necessary	Unable to explain in a different way	Imaginative, alternative explanations to motivate candidates
Involves all the candidates	Does not involve all candidates	Actively encourages and involves all candidates
Inhibits dominant candidates	Fails to inhibit / is intimidated by dominant candidate	Intervenes assertively but sensitively

Uses posture, gestures and expression for control	Fails to use non-verbal communication skills	Enhances teaching performance by use of non-verbal skills
Uses supporting material as necessary and appropriately	Inappropriate use of supporting material	Imaginative use of supportive material
Keeps to time	Runs out of time or finishes too early	Plans use of time well and imaginatively
Attitude / behaviour encourages learning and interaction	Has difficulty in presenting a positive attitude, behaviour discourages interaction	Behaviour / attitude encourages interaction and positively shapes the learning environment
Overall performance of dialogue	Poor delivery / facilitation of group	Displays natural ability to lead discussion group

CLOSURE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Invites and answers questions	Fails to ask questions / answers inappropriately	Uses questions and answers to clarify content
Returns to learning objectives and summarises	Fails to re-establish learning objectives and / or summarise	Reiterates learning objectives and gives short summary, identifies that learning objectives have been met
Terminates session	Unclear termination	Clear verbal and visual instructions that session is over
Overall performance of closure	Drifts to no real conclusion	Links closure with other aspects of the course and moves candidates on

Facilitating Small Groups

Candidate:	Mentor:
Evaluator Practice 1:	Evaluator Practice 2:

SET [INCLUDES ENVIRONMENT]

Please tick the appropriate boxes below or mark as N/A if not applicable

	PRACTICE 1		PRACTICE 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
Checks and adjusts layout				
Checks all equipment				
Welcomes and introduces self				
Sets the mood				
Establishes usefulness				
States learning objectives				
Overall performance of set				

DIALOGUE

Introduce topic and establishes the 'chair' role				
Canvasses opinion systematically				
Responds appropriately to diverse opinions				
Summarises or elaborates student responses to reinforce				
Uses alternative explanations as necessary				
Involves all the candidates				
Inhibits dominant candidates				
Uses posture, gestures and expression for control				
Uses supporting material as necessary and appropriately				
Keeps to time				
Attitude / behaviour encourages learning and interaction				
Overall performance of dialogue				

CLOSURE

Invites and answers questions				
Returns to learning objectives and summarises				
Terminates session				
Overall performance of closure				

PRACTICE 1:		PRACTICE 2:	
Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>	Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>
<p>Comments specifically relating to overall performance and suggestions for future practice:</p>		<p>Comments specifically relating to overall performance and suggestions for future practice:</p>	

Simulation Assessment

SET [INCLUDES ENVIRONMENT]

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Checks and adjusts layout	Layout inappropriate and no adjustments made. Fails to check and / or is unable to use equipment	Appropriate layout. Checks and is able to use equipment
Briefs co-instructor and assistants	Fails to explain / check familiarisation with role	Explains and checks role familiarisation
Introductions	Neglects to welcome and / or introduce self and candidates	Welcomes and initiates introductions
Establishes usefulness and clearly states learning outcomes	Fails to convey usefulness. Does not establish or communicate learning outcomes	Conveys context of assessment. Outlines learning outcomes
Establishes process	Fails to convey process	Explains the process of assessment

DIALOGUE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Briefs candidates	Fails to provide adequate briefing	Describes environment, patient and other relevant details
Allows questions	Does not invite or allow questions	Invites questions
Checks understanding	Fails to enquire about understanding or to correct misunderstanding	Asks candidate to repeat information and corrects error or misconception
Interacts constructively without leading	Fails to provide adequate clinical information or provides too much information	Provides appropriate information
Keeps check on safety (if relevant)	Fails to maintain safety	Safety conscious and appropriate intervention
Attitude / behaviour congruent with assessment	Has difficulty in understanding and demonstrating the transition from teaching to assessing candidates	Understands and demonstrates effectively the transition from teaching to assessing candidates
Terminates appropriately	Fails to terminate or ends session ambiguously	Clearly terminates

CLOSURE

	NEEDS FURTHER DEVELOPMENT	EFFECTIVE AND COMPETENT
Reaches correct decision	Fails to make a reliable accurate judgement	Reaches correct decision using pro forma key treatment points
Informs candidate of satisfactory outcome	Unclear communication about outcome	Clearly communicates satisfactory outcome
OR		
Advises candidate about need for retest	Fails to provide feedback and information / increases candidate anxiety	Provides constructive feedback and information about retest
Terminates session	Unclear termination	Closure well-constructed

Simulation Assessment

Candidate:	Mentor:
Evaluator Practice 1:	Evaluator Practice 2:

SET [INCLUDES ENVIRONMENT]

Please tick the appropriate boxes below or mark as N/A if not applicable

	PRACTICE 1		PRACTICE 2	
	Needs further development	Effective and competent	Needs further development	Effective and competent
Checks and adjusts layout and equipment				
Briefs co-instructor and assistants				
Introductions				
Establishes usefulness and clearly states learning outcomes				
Establishes process				

DIALOGUE

Briefs candidate				
Allows questions				
Checks understanding				
Interacts constructively without leading				
Keeps check on safety (if relevant)				
Attitude / behaviour congruent with assessment				
Terminates appropriately				

CLOSURE

Reaches correct decision				
Informs candidate of satisfactory outcome				
OR				
Advises candidate about need for retest				
Terminates session				

PRACTICE 1:		PRACTICE 2:	
Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>	Needs further development <input type="checkbox"/>	Effective and competent <input type="checkbox"/>
Comments and summary of feedback:		Comments and summary of feedback:	



END OF GIC LOGBOOK

Refer to the GIC director at the end of the course.