



May 2017

Recognition of Trainers (RoT) Advice for Trainers on minimum standards for recognition

1. Introduction

The Scottish Trainer Framework provides full details on requirements for recognition. It also provides suggestions on the types of evidence which may be submitted by trainers. However, the STF recognises that trainers have variable levels of experience and training and we have therefore, allowed considerable flexibility over how the requirements are evidenced both for initial and ongoing recognition.

The Education Organisers (Eos) in Scotland have developed an approach to recognition which encourages ongoing professional development in the trainer's education role. This paper provides some advice for trainers on providing sufficient evidence to justify initial recognition. It is also expected that review outcome letters will provide further guidance to support the trainer's ongoing recognition process.

2. Criteria for Recognition (SOAR Form 3: Domain 1 – Recognition of Trainer)

2.1. Section A: Educational Governance Requirements

This section requires you to self-declare the following:

- 2.1.1. I have a GMC Licence to Practice (where appropriate).
- 2.1.2. I have completed Equality and Diversity training as required by my employer. I am currently practising within the field(s) relevant to my training role(s).
- 2.1.3. I have appropriate time allocated within my role.

In practice, this means you should provide details of your E&D training and tick all three boxes. While it is good practice to provide evidence of E&D training in line with employer requirements, we are happy to accept self-declaration that the training is up-to-date. It would be a probity issue if you stated this and it wasn't the case, and our desire is not to put extra hurdles in the way.

If any of the boxes have not been completed this would require to be followed up. This may require asking you to confirm that any outstanding issues flagged up (e.g. regarding time for teaching in job plans) has been resolved.

2.2. Section B: Role-specific Requirements

This section requires you to self-declare the following:

- 2.2.1. I understand the requirements of my role and how that role fits with other educational and clinical roles.
- 2.2.2. I know how to get support if needed.
- 2.2.3. I understand the curriculum and career stage of my students/trainees.

In this section, any incomplete declarations would again require to be followed up. Within the STF we also define the mandatory training requirements to complete this section as including an induction for the role. In practice, this will usually be an introductory trainer course which is often also submitted in response to the GMC framework areas (section 2.3 below).

2.3. Section C: Generic Trainer Skills

This section requires you to confirm that you meet the GMC Framework areas and have provided the relevant supporting information.

The framework areas are:

1. Ensuring safe and effective patient care through training
2. Establishing and maintaining an environment for learning
3. Teaching and facilitating learning
4. Enhancing learning through assessment
5. Supporting and monitoring educational process (not required for clinical supervisors)
6. Guiding personal and professional development (not required for clinical supervisors)
7. Continuing professional development (CPD) as an educator

For most trainers, this will involve submitting a portfolio of evidence. However, completion of an accredited course or qualification in medical education such as a Master's degree, or full Membership/Fellowship of the Academy of Medical Educators(AoME), or Fellowship of the Higher Education Academy (HEA), are also sufficient to demonstrate full compliance.

If a portfolio of evidence is submitted, this should cover all relevant framework areas. Ideally the evidence would be mapped to the framework areas but SOAR now provides flexibility for trainers to submit evidence without specifically mapping it to the areas.

In practice, the following is acceptable as meeting the minimum requirements:

1. Member or Fellow of AoME or HEA
2. PG certificate/ Diploma / Masters in education
3. Faculty Development Alliance (FDA) Trainer Workshop
4. South East Faculty of Clinical Educators (SEFCE) – Clinical Educators Programme. Level 2 for Educational Supervisors and Undergraduate named roles and Level 1 for Clinical Supervisors.
5. Other CPD provision approved by a Scottish medical school which is mapped to the framework areas.
6. Royal Colleges or Faculties' courses which have been mapped to the framework areas (this is more difficult to assess as they have not been mapped on the STF). However, it is reasonable to assume that recent 'College' training courses for educational/clinical supervisors have been mapped to the framework areas although this cannot be guaranteed.
7. A range of relevant STAR online modules including educational supervisor/clinical supervisor module as well as SCOTS courses for educational or clinical supervisors (generally completed between 2009-2014) have also been accepted for initial recognition as providing evidence of meeting minimum standards. However, as these courses would not have covered all framework areas trainers should be encouraged to update their training from SCOTS.

The GMC requirements are clear that details of teaching undertaken alone is not sufficient to demonstrate eligibility for recognition. However, evidence of a range of teaching activity undertaken, especially if there is reflection or feedback on the teaching, may form part of a portfolio of supporting information.

2.4. How long do trainer courses remain valid?

We have not set specific guidelines in the STF on how long trainer courses remain valid as this will vary with the type of course. We also want to encourage you to view recognition as an ongoing development process, rather than a tick box/repeat the same course process. However, any course

undertaken more than five years previously is probably now less relevant for recognition purposes and you should be encouraged to update your training for future appraisals.

3. Guidance on ongoing trainer CPD

Where you are deemed eligible for recognition and can demonstrate meeting the minimum standards, you should still consider future development. We have initially focused on considering reflective accounts of the teaching/training role and the response to feedback on teaching/training, as well as evidence of any further training attended. However, the STF sets out a range of options, including course evaluations, feedback received on teaching (from students, trainees and patients), critical analysis of relevant literature or 360° feedback to the trainer in the educational role.

4. Role-specific requirements

If there are any role-specific requirements, usually in respect of undergraduate roles, these should be made clear by the relevant EO. This would be in addition to the requirement to meet the minimum GMC requirements.

Once recognised under the Scottish single system, a trainer is deemed eligible to hold any named trainer role (clinical supervisors subject to meeting all seven framework areas). However, an EO may decide that additional evidence is required before appointment to specific roles. This is usually only an issue in the undergraduate area.

5. Queries on relevant evidence for recognition

It is recognised that the QM review process will involve a degree of professional judgement, although we will attempt to maintain as consistent an approach as possible.

Where there are finely balanced decisions to be made on eligibility we will ensure that there are opportunities to consider the issues within the wider group of reviewers.

If you have any queries, or for any further information, please send them to RoTQM@nes.scot.nhs.uk