Appraisee checklist for completion of ROT section on SOAR

Since July 2106 all “named-trainer” roles require formal recognition in keeping with the GMC Recognition of Trainers policy. For more information, please visit: <https://www.scotlanddeanery.nhs.scot/trainer-information/recognition-of-trainers-rot/>

The checklist below will help you to confirm that you meet the GMC requirements for re-recognition as a named trainer. It can be completed and uploaded onto SOAR along with the evidence you intend to provide or simply used as an aide memoire.

Remember that the role of your appraiser is to:

1. To support reflection on your trainer role
2. To discuss the supporting information, you have provided
3. To help identify any training you may require or other CPD relating to your trainer role

**Your appraiser does not decide if you are re-recognised as a trainer**; that is the role of the DME (Director of Medical Education) in your health board or medical school (for undergraduate roles) when they review your Form 7, and they may contact you if further evidence is required. If you meet the requirements re recognition will occur in sync with revalidation.

# Postgraduate Roles

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **✓** |  | Number |  |
| **I am a** Named Educational Supervisor**\*** |  | I am ES for  |  | trainees/ year |
| **I am a** Named Clinical Supervisor**\*** |  | I am CS for  |  | trainees/year |
| ***\* If you are unsure of your educational role, make contact with your DME or Medical School for advice*** |

# Undergraduate Roles

|  |  |
| --- | --- |
| **I am responsible for undergraduate educational progression***(Teaching deans, Assessment leads and year Leads/Directors)* | Y/N |
| **I am responsible for undergraduate clinical placements***(Module/Block leads* ***&*** *NHS Teaching Leads/Subdeans)* | Y/N |

# Educational Governance Requirements

|  |  |
| --- | --- |
| i) are you currently practising within your field? | Y/N |
| ii) do you comply with all aspects of Good Medical Practice? | Y/N |
| iii) do you comply with all legal, ethical and professional obligations including completion of mandatory training requirements**1. Equality & Diversity (E&D) training (*on-line modules available on LearnPro and equivalent)*****I have completed E&D training (within the last 5 years) - *upload certificate as evidence*** | Y/N |
| **2. An Induction module for your role (*upload evidence of completion)*. Suitable examples include:*** **Introductory workshop for educational or clinical supervisors eg FDA TW- Trainers Workshop,**
 | Y/N |
| * **Other Local courses**
 | Y/N |
| * **Other equivalent (*e.g. provided by Royal College*)**
 | Y/N |
| * **Medical School induction (*for undergraduate roles only*)**
 | Y/N |
| iv) **do you have appropriate time\* allocated for your role as a trainer?*****\* Postgraduate trainers should be allocated a minimum of 1hr (0.25PA) per week for each trainee supervised (ES, CS or joint ES/CS). Undergraduate trainers would be expected to have a minimum of 0.25PA per week.*** ***If you are unsure if you have sufficient time allocated for your training role, you should consult the Scottish Trainers Framework ‘***definitions document***’ and discuss with your Clinical Lead or DME.***  | Y/N |

# AoME Framework - checklist

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| AoME Framework Area | Examples of evidence | Evidence; including title of document uploaded onto SOAR | Date of evidence  | Year of cycle added  |
| 1. Ensuring safe and effective patient care through training
 | * Any training you have attended in this area
* Analysis of any critical incidents from your practice that involve trainees/ or students
* Rotas/ timetable indicating supervision
 |  |  |  |
| 1. Establishing and maintaining an environment for learning
 | * Any training you have received in this area
* Teaching plans showing how you cater for diverse learning needs
* Records of departmental meetings where teaching is discussed
* Anonymised records of meetings with students/trainees to discuss improvements
* Ratings and/or comments from student or trainee feedback
* Your written reflection on student or trainee feedback
* Critical account of literature read in this area
 |  |  |  |
| 1. Teaching and facilitating learning
 | * Any training you have received in this area
* Critical account of literature read or reflection on practice in this area
* Teaching plans and evaluations
* Feedback on your teaching from a peer or mentor
* MSF on your performance as a teacher/ trainer
* Student ratings or comments on your teaching
 |  |  |  |
| 1. Enhancing Learning through assessment
 | * Critical account or reflection of literature read or practice in this area
* Any training you have had in this area
* Anonymised examples of assessments you have conducted e.g. from e portfolio
* Examples of any assessments you have devised for use in your unit/area
* Evidence of involvement in the management of a programme of assessment including quality assurance activities such as standard setting
 |  |  |  |
| 1. Supporting and monitoring educational progress
 | * Any training you have received in this area
* Critical account / reflection of literature read or practice in this area
* Examples of any methods you use to establish learning needs
* Anonymised examples of records relating to a learner in difficulty
* Anonymised examples of agreed education plans
 |  |  |  |
| 1. Guiding personal and professional development
 | * Critical account of literature read in this area
* Any training you have received in this area
* Examples of any printed or electronic materials you provide to students/trainees seeking guidance
* Anonymised examples of instances where you have provided advice or support
 |  |  |  |
| 1. Continuing Professional Development (CPD) as an educator
 | * Reflective accounts of practice or critical analysis of literature read in the field of medical education
* Any course or conference you have attended that relates to medical education
* Any qualification or accreditation you have received in this area
* A personal development plan indicating key educational objectives and actions
* Notes from your observation of a peer/trainee delivering teaching
* Multi-source feedback on your performance as a teacher/trainer
* Records of agreed actions or reflections following feedback on your teaching / performance as a trainer
 |  |  |  |

# USEFUL RESOURCES FOR TRAINERS

|  |  |
| --- | --- |
|  | RoTQM@nes.scot.nhs.uk **For email queries** |
|  | **Scotland Deanery website- trainer area**<https://www.scotlanddeanery.nhs.scot/trainer-information/recognition-of-trainers-rot/> Home |
|  | **FACULTY DEVELOPMENT ALLIANCE (FDA)**<http://www.scotlanddeanery.nhs.scot/your-development/faculty-development-alliance/> FDA_Logo**The FDA has developed resources, to support trainers and assist in the recognition and re-recognition processes.  These include a one-day ‘Trainer Workshop’ (recommended for all new trainers and for some PG trainers whose previous generic training course was >five years ago). Once recognised other FDA courses are available including ‘**[**Supporting Trainees with Difficulties**](http://www.scotlanddeanery.nhs.scot/your-development/faculty-development-alliance/supporting-trainees-with-difficulties/)**’, and Advanced Medical Educators’ Course ( AMEC) which are mapped to the AoME competency areas** |
|  | **E-LEARNING FOR HEALTH (EDUCATOR TRAINING RESOURCES)**<https://www.e-lfh.org.uk/programmes/educator-training-resources/> **Interesting e-learning modules are available on the Educator Training Resources which may be of use, especially for PG trainers. All of the content is free to access. However, registration (which is free) is needed to allow you to track your learning, and retain certificates of completion which you can then provide at your educational appraisal.** |