

Recognition of Trainer

Changes to continuing recognition

*Recording in session, please mute yourself
and switch off cameras until breakout groups.*

Overview

- Changes to recognition of trainer process
- Recognising a new trainer
- Materials that support trainer recognition

Recording in session, please mute yourself and switch off cameras until breakout groups.

Recognition of Trainers and appraisal

Dr Claire Alexander

NES Associate Dean

Recording in session, please mute yourself and switch off cameras until breakout groups.

What has NOT changed

- 4 roles
- Criteria for recognition
- Need for time in job plan
- Need for appraisal
- Ethos of being an Educational/Clinical Supervisor

What HAS changed

- Director of Medical Education (DME) now recognises trainer and enrolls on TURAS
- There is NO Re-recognition by GMC in a 5 yearly cycle – no time limit and no need for EO to re-recognise
- Form 7 will refresh every year
- No reminders on SOAR to EO

- BUT Trainer role continues to be discussed at appraisal with relevant information

Systems that support ROT

- TURAS
- SOAR
- GMC connect
- DMEs
- NES-ROT manual
- Trainer Development Collaborative (TDC)

SUPPORT

- Appraisal as a supportive conversation
- DMEs
- RoTQM@NES.SCOT.NHS.UK
- Claire.Alexander@nhs.scot

Recognition of trainer

Changes to continued recognition

Initial recognition

Dr Colin Perry

Director of Medical Education

NHS Greater Glasgow & Clyde

Recording in session, please mute yourself and switch off cameras until breakout groups.

Changes to the recognition of trainer process

- GMC requirement for those with a trainer role
 - Educational supervisor
 - Clinical supervisor
 - Lead coordinator of undergraduate programme or with responsibility for overseeing undergraduate progress
- Two previous processes
 - Initial recognition
 - Ongoing recognition

NHS GGC process for initial recognition

- Trainer informs medical education team of desire to be a trainer in named role
- Medical education sends application form and standards to trainer
- Application returned and review by RoT lead
 - Approval if standards met
- Details uploaded to TURAS

TRAINER REGISTRATION FORM

EDUCATIONAL ROLE:

- ☐ LEAD COORDINATOR OF UNDERGRADUATE TRAINING
- ☐ OVERSEEING STUDENTS EDUCATIONAL PROGRESS
- ☐ EDUCATIONAL SUPERVISOR
- ☐ CLINICAL SUPERVISOR

PERSONAL DETAILS:

TITLE: _____ GMC NUMBER & FULL REG. DATE: _____

FORENAME: _____

SURNAME: _____

HEALTHBOARD: _____

SPECIALTY: _____

BASE LOCATION: _____

EMAIL: _____

EDUCATIONAL DETAILS:

- ☐ I have attended a recognised introductory Training course (eg. FDA Trainer Workshop, SEFCE – CEP, etc.)

TITLE: _____

LOCATION: _____

DATE ATTENDED: _____

If an introductory course has not been attended, but alternative evidence presented, please list details below:

Document type / title	Frameworks Area(s) addressed						
	1	2	3	4	5	6	7

- ☐ I have undertaken Equality & Human Rights training:

PROVIDER: _____

DATE: _____

Please detail any other educational experience / qualifications:

Please return to: Maureen.mclaughlin@nhs.scot



- ☐ This undertaking has been agreed with my Clinical Lead

☐ Job Plan Submitted Name of Clinical Lead: _____

LAST APPRAISAL DATE: _____

- ☐ I have sufficient time in my job plan for the role

Any further comments:

Trainer
Signature: _____ Date: _____

DME OFFICE USE (if applicable):

Induction meeting (date):		Held with:	
Entered onto TURAS (date):		Entered by:	

- ☐ I have seen the above evidence and I am satisfied that this trainer meets the minimum requirements for initial recognition.
- ☐ I have entered this trainer onto TURAS as recommended for recognition.

DME
Signature: _____ Date: _____

Please return to: Maureen.mclaughlin@nhs.scot

Initial trainer status

- Time in job plan
- Equality, diversity and inclusivity training
- Induction Trainer training
 - NES Trainer Development Collaborative, Local trainer sessions, Medical School induction for UG role, Royal College courses etc

RoT in primary care

- Needed for those with a named trainer role for Foundation doctors in primary care

Populating the RoT section of appraisal

- For appraisers
 - More information the better
- For appraisees
 - educational governance
 - Time, EDI, GMC licence
 - role specific
 - Attendance at trainers course



Roles



Criteria



Trainers



DME



Appraisal

RoT

Recognition of Trainers

'Manual'



Valuing Trainers - promoting excellence



<https://www.scotlanddeanery.nhs.scot/trainer-information/recognition-of-trainers-rot/>

Evidence that supports trainer status

- Safe and effective patient care through training
 - Formal courses attended
 - Trainee feedback
 - Timetable that includes supervision (job plan)
- Establishing and maintaining an environment for training
 - Teaching sessions delivered
 - Departmental meetings with trainees included in agenda
 - Educational governance meetings
 - Attendance at deanery visits / SMART objectives
- Teaching and facilitating learning
 - Feedback

Evidence that supports trainer status

- Enhancing learning through assessment
 - Trainee assessments (anonymised)
- Supporting and monitoring educational process
 - Objectives set for trainees (Induction meetings)
 - Reflective piece on experience as a trainer
- Guiding personal and professional development
 - Anonymised examples of where support was provided
 - Materials provided to trainees or students
- CPD as an educator
 - Courses attended
 - Reflective accounts

The Forms.....

- Appraisee with named trainer status makes a self declaration on RoT form
- Appraiser discusses and summarises on Form 4
- Form 7 is generated after Form 4 completed
 - RoT information from trainer on RoT form
 - Appraiser comments from Form 4
- Form 7 is the only part of the appraisal process that DMEs have access to

Recognition of trainer

Changes to continued recognition

Appraisal conversations

Professor Lindsay Donaldson

NES Deputy Medical Director

Recording in session, please mute yourself and switch off cameras until breakout groups.

Appraisal conversations

- Trainer status is part of appraisal conversation
- Coaching conversation around any gaps
- Similar to QI and other areas of appraisal conversation

Summary

- Trainer focussed process
- Trainer role is part of whole practice appraisal
- No element of scrutiny or QA

