



Meeting the Requirements to be a GMC Approved Trainer



INVESTORS
IN PEOPLE



Introduction

The system for approval of trainers is changing; supervisors are required to collect evidence in order to maintain their accreditation, and newly appointed supervisors will be required to undertake specific training in order to be approved for the role

How CMFT will handle this:

- You, the trainer, should collate evidence and record it in your Equiniti portfolio.
- Your appraiser will check this evidence and sign it off.
- PGME will report your success to the Deanery.

1. Doctors wishing to become new supervisors (eg new consultants) need to proceed as follows:

- 1.1. When creating your Equiniti portfolio ensure you tick the box which states you are an ES or CS.
- 1.2. Attend an externally accredited course or do a recognised elearning course.
 - 1.2.1. Examples of this include a PG Cert in medical education (available locally at the University of Manchester), the Doctors as Educators accreditation from the RCP.
 - 1.2.2. This may have been undertaken during higher medical training prior to consultant appointment.
 - 1.2.3. This should be uploaded onto Equiniti and mapped using the ES/CS domains appropriately.
- 1.3. In addition, evidence of trainer CPD/ standards from the GMC/AoME is required to be present in their portfolio. This should cover domains 1-4 for CS and 1-6 for ES. This should be uploaded onto Equiniti and mapped appropriately.
- 1.4. If you fulfil the postgraduate standards this equates to also being able to supervise medical students, but if you provide specific training such as PBL or examining, specific training and regular updates are required.

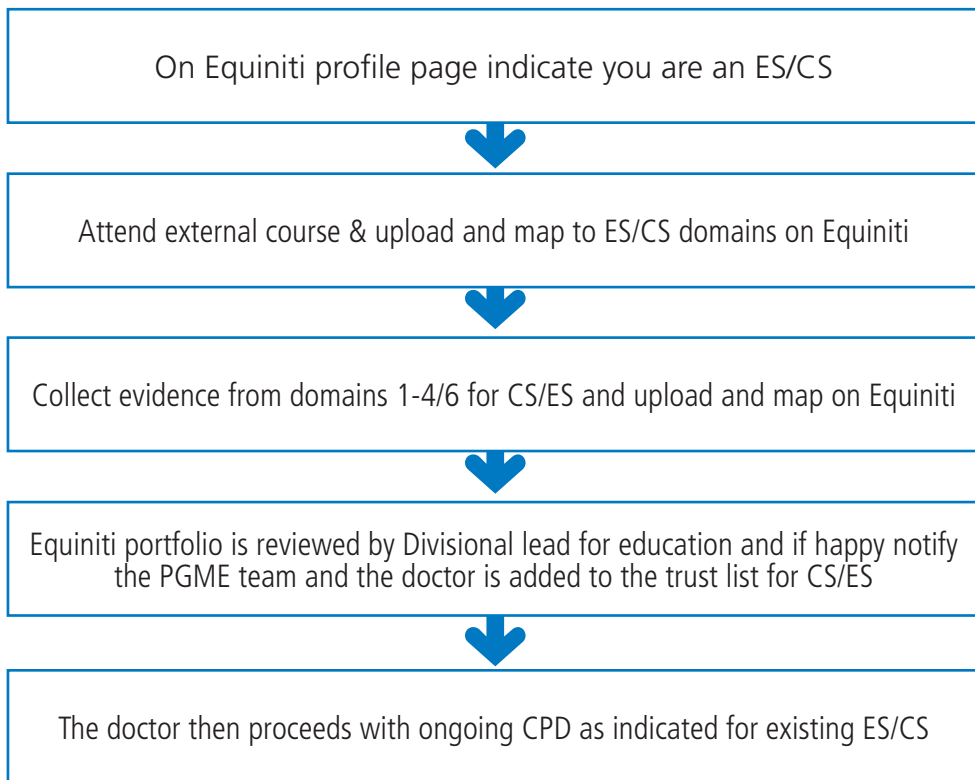
2. Documentation of trainer accreditation

- 2.1. The doctor's Equiniti portfolio will be reviewed by the divisional lead for education and if they are happy they will inform the PGME team who will add the doctor to the trust list as a trained ES/CS and they can supervise trainees as appropriate.
- 2.2. If there is any uncertainty or disagreement the ADME with responsibility for trainer appraisal will review and decide.

3. Ongoing trainer accreditation (once you're an accredited supervisor)

- 3.1. This is required with one piece of CPD annually and reviewed at the annual appraisal as detailed for existing ES/CS

Further to the information contained in this leaflet, the following link provides a useful resource for further reading: <http://www.medicaeducators.org/aome/assets/File/AOME%20Essential%20User%20Guide%20Nov%202013.pdf>



Appendix: GMC/AoME ES/CS domains & examples of evidence

Potential Examples of Evidence

What classes as “evidence”?

Both the GMC and the AoME have described generic evidence that can be presented to demonstrate on-going development and standards as a trainer. The Deanery have also produced further guidance which details slightly more specific ideas for the types of evidence you may collect. The list can be seen below. PLEASE NOTE: This list is not exhaustive. It is up to both you and your appraiser to analyse the evidence collected and make a judgment on whether this is sufficient for each domain.

It is also important to stress that this is NOT a tick box exercise. The emphasis is on reflection and learning from current practice rather than documenting course attendance. This is reflected on the list of possible evidence.

Domain	Description – Effective Supervisor	Description – Excellent Supervisor Also	Example of evidence across these Domains (this list is not exhaustive)
<p>1 Ensuring Safe and Effective patient care through training</p>	<ul style="list-style-type: none"> • Acts to ensure the health, wellbeing and safety of patients at all times • Ensures that trainees have undertaken appropriate induction • Allows trainees, when suitably competent, to take responsibility for care, appropriate to the needs of the patient 	<ul style="list-style-type: none"> • Uses educational interventions to enhance patient care • Involves trainees in service improvement • Involves patients as educators 	<p>1a. Courses attended or programmes undertaken including face to face and online learning.</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online course referencing patient safety through learning.</p> <p>1b. GMC Trainee Survey Results and/or Deanery visit and/or Trust/Specialty/ Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>1c. Feedback from patients about care received.</p> <p>Patient survey results, relevant documents displaying feedback and evidence of how this has been used to develop trainees</p> <p>1d. Details of measures put in place to ensure supervision appropriate to trainee's competence and confidence.</p> <p>Evidence of induction, regular contact and 1:1s with trainees to discuss patient care. This may include meeting schedules and notes from meetings as well as reflections on meetings demonstrating issues carried forward and solved.</p> <p>Learning agreement based on specific trainee needs which identify competence, level of supervision and outcomes.</p> <p>Audit of patients treated by trainees with outcomes/satisfaction.</p> <p>Trainee led audit which assesses patient safety issue.</p> <p>1e. Examples of near miss/ critical incident analysis.</p> <p>Involvement in near miss/critical incidents, or complaints which demonstrate involvement of trainees in learning lessons, through meeting notes and reflections</p> <p>Trainee input/feedback on help and guidance throughout this process, e.g. email correspondence.</p>

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<p>2 Establishing and Maintaining an environment for learning</p>	<ul style="list-style-type: none"> • Encourages participation through provision of equality of opportunity and acknowledgement of diversity • Ensures that trainees receive the necessary instruction and protection in situations that might expose them to risk • Encourages and maintains the confidence of trainees • Is open, approachable and available • Maintains good interpersonal relationships with trainees and colleagues • Provides protected time for teaching and learning • Involves the team in the delivery of teaching and supervision • Is aware of the team’s experience and skills relating to supervision • Ensures that workload requirements on trainees are both legal and that wherever possible they do not compromise learning 	<ul style="list-style-type: none"> • Proactively seeks the views of trainees on their experience • Takes steps to establish a learning community within their department and/or organisation. • Monitors, evaluates and takes steps to address areas for improvement in teaching and learning. 	<p>2a. Courses attended or programmes undertaken, including face to face and online learning.</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event incorporating reference to the learning environment</p> <p>2b. GMC Trainee Survey Results and/or Deanery visit and/or Trust/Specialty/ Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>2c. Other Feedback from Trainees. MSF / 360 feedback (e.g. Trainer MSF on Horus) And/ or evidence of inviting feedback from trainees in other forms e.g. written statements. Reflection of face to face meetings with trainees referencing the learning environment</p> <p>2d. Details of learning programmes, study schedules, timetables for trainees and clinical teachers. Summary of feedback and evaluation of teaching with reflection and an action plan for development points.</p> <p>2e. Feedback from colleagues Written statements from department education lead/DME/TPD with evidence of reflection and personal development</p> <p>2f. Description of training role/ environment/trainees supervised. With supportive evidence from department education lead/DME/TPD</p>

Domain	Description – Effective Supervisor	Description – Excellent Supervisor Also	Example of evidence across these Domains (this list is not exhaustive)
3 Teaching and Facilitating Learning	<ul style="list-style-type: none"> • Has up-to-date subject knowledge and/or skills • Provides direct guidance on clinical work where appropriate • Has effective supervisory conversational skills • Plans learning and teaching episodes • Uses a range of appropriate teaching interventions in the clinical setting • Facilitates a wide variety of learning opportunities • Helps the trainee develop an ability for self-directed learning • Allows the trainee to make contributions to clinical practice of graduated value and importance commensurate with their competence • Use technology enhanced learning where appropriate. E.g. simulation • Encourages access to formal learning opportunities. E.g. study days. 	<ul style="list-style-type: none"> • Demonstrates exemplary subject knowledge or skills • Understands and can apply theoretical frameworks to their practice • Is involved with curriculum development beyond the supervisory relationship • Works with the department and/or provider to ensure a wide-range of learning opportunities is available e.g. simulation facilities, courses 	<p>3a. Courses attended or programmes undertaken, including face to face and online learning.</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event referencing teaching skills</p> <p>3b. GMC Trainee Survey Results and/or Deanery visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>3c. Other Feedback from Trainees. MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of receiving feedback from trainees in other forms e.g. written statements, face to face meetings with trainees, trainee logbooks & trainee outcomes from ARCPs. Must include evidence of reflection and development actions.</p> <p>3d. Details of learning programmes, study schedules and timetables for trainees. Teaching session plans/Log of teaching delivered and feedback from trainees or peers. Must include reflections and development actions</p> <p>3e. Feedback from colleagues Peer observation of teaching and /or written statements from department education lead/DME/TPD including reflections and personal development</p> <p>3f. Evidence of recent initiatives to enhance the provision of learning opportunities. Evidence of promoting innovation, e.g. Emails demonstrating your involvement in changes and developments. Setting up different teaching opportunities for example, 1:1s/group teaching. Evidence of involvement in Simulation where appropriate, e.g. sim-lab, NW Simulation network.</p>

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<p>4 Enhancing Learning Through assessment</p>	<ul style="list-style-type: none"> • Regularly observes the trainee's performance and offers feedback • Plans and/or monitors assessment activities • Uses workplace-based assessments appropriately • Provides feedback that is clear, focussed and aimed at improving specific aspects of trainee performance • Ensures that the trainee participates in 360' appraisal • Supports the trainee in preparation for professional external examinations 	<ul style="list-style-type: none"> • Ensures that workplace-based assessments are used effectively by juniors, consultant colleagues and the wider team • Understands and can apply theoretical frameworks relevant to assessment to their and others' practice • Is involved in professional assessment activities beyond the supervisory relationship e.g. as an ARCP panel member or College examiner. 	<p>4a. Courses attended or programmes undertaken, including face to face and online learning.</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Deanery online courses available through the VLE (Moodle) on WPBAS Specific Trust/College/University/Online learning event referencing WPBA or other assessment techniques.</p> <p>4b. GMC Trainee Survey Results and/or Deanery visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>4c. Other Feedback from Trainees. MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of inviting feedback from trainees in other forms e.g. written statements, reflection of face to face meetings with trainees. trainee logbooks & trainee outcomes from ARCPs. Must include evidence of reflection and development actions.</p> <p>4d. Details of programmes, study schedules and timetables for trainees indicating assessment modes, patterns and relevance to learning. Must include reflections and development actions.</p> <p>4e. Evidence of attendance at ARCPs. Panel member or observations at ARCP panel and evidence of feedback given to trainees together with reflections and development actions identified</p> <p>4f. Feedback from peers (e.g. relating to external examining or professional assessment) Peer observations/review/statements/emails together with reflections and development actions identified.</p>

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<p>5 Supporting and Monitoring Educational Progress</p>	<ul style="list-style-type: none"> • Agrees an educational contract at the outset of the training period • Understands the curricula requirements of the speciality and stage of training • Identifies learning needs and sets educational objectives • Involves the trainee in the above processes • Reviews and monitors progress through regular timetabled meetings • Ensures that appropriate records are kept in relation to trainee progress • Uses the educational portfolio appropriately and encourages their use by trainees • Provides a structured supervisor’s report that discriminates between the trainee’s strengths and areas of concern. 	<ul style="list-style-type: none"> • Proactively seeks out opportunities for providing formal support and career development activities for trainees • Establishes and/or evaluates schemes for monitoring trainee progress across the department/ organisation • Involves themselves in external activities relevant to doctors in difficulty or career progression (e.g. GMC or ARCP panels, College committees) • Involves themselves in recruitment to the training programme • Involves themselves in the wider management of the training programme, e.g. training committee 	<p>5a. Courses attended or programmes undertaken, including face to face and online learning.</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 & 2</p> <p>Specific Trust/College/University/Online/ Deanery learning event about educational supervision</p> <p>5b. GMC Trainee Survey Results</p> <p>and/or Deanery visit and/or Trust/Specialty/ Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>5c. Other Feedback from Trainees</p> <p>MSF / 360 feedback (e.g. Trainer MSF on Horus)</p> <p>and/ or evidence of inviting feedback from trainees in other forms e.g. written statements, reflection of face to face meetings with trainees, trainee logbooks, trainee outcomes from ARCPs. Must include reflections and evidence of personal development actions.</p> <p>5d. Examples of meetings, records of trainee progress and learning plans (anonymised)</p> <p>Evidence of Learning agreements, e.g. anonymised examples from trainee e-portfolio. Examples of educational supervisors reports written for trainees (anonymised).</p> <p>Anonymised screen shots from e-portfolio demonstrating engagement in, and appropriate use of e-portfolio. Must include reflections and evidence of personal development actions.</p> <p>5e. Case studies of the management of a trainee in difficulty (anonymised)</p> <p>Evidence of communications between relevant parties and trainers involvement in that. E.g. anonymised written correspondence evidencing escalation where appropriate and involvement of wider colleagues e.g. Associate Dean, HoS, TPD, DME.</p>

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5 Supporting and Monitoring Educational Progress	<ul style="list-style-type: none"> • Provides continuity of supervision or ensures effective educational handover • Responds efficiently and effectively to emerging problems of trainee progress • Is aware of, and can access available support for the trainee in difficulty • Understands their role and responsibilities within the educational governance structures of their local education provider, Deanery and College 		<p>5f. Feedback from peers, e.g. relating to involvement in organisational/ professional activities</p> <p>Peer observation/feedback from TPD/DME. Must include reflections and development actions identified.</p> <p>5g. Records of other relevant activities undertaken, e.g. involvement in recruitment, training committees etc.</p> <p>Feedback from TPD/DME demonstrating involvement/contribution. Must include reflections and development actions identified.</p>

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6 Guiding Personal and Professional Development	<ul style="list-style-type: none"> • Provides a positive role model through demonstration of exemplary professional behaviours and relationships • Has effective supervisory conversational skills • Is able to set and maintain appropriate boundaries e.g. social/professional • Understands when and where to refer on to other agencies e.g. occupational health, counselling, deanery careers unit • Ensures that the trainee is aware of the requirements of, and participates in NHS appraisal • Ensures that the trainee participates in multisource feedback • Signposts the trainee to sources of career support 	<ul style="list-style-type: none"> • Provides timely and appropriate career guidance and advice • Demonstrates a willingness to remain a critical friend and mentor even after completion of training • Understands the wider national context of professional development for doctors at all levels • Can draw on a wide range of skills and techniques relevant to personal and professional development • Provides support for other doctors/supervisors in relation to personal and professional development • Provides support for other doctors supervisors in relation to personal and professional development 	<p>6a. Courses attended or programmes undertaken, including face to face and online learning</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 & 2</p> <p>Online BMJ learning modules - Mentoring North West Mentoring Scheme training/ active engagement</p> <p>Specific Trust/College/University/Online/Deanery learning event concerning careers support, mentoring & coaching</p> <p>6b. GMC Trainee Survey Results</p> <p>and/or Deanery visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>6c. Other Feedback from Trainees</p> <p>MSF / 360 feedback (e.g. Trainer MSF on Horus)</p> <p>and/ or evidence of inviting feedback from trainees in other forms and how this has been used to support their development. Must include reflections and evidence of how this has been used to guide personal development.</p> <p>6d. Examples of meetings, records, case studies (suitably anonymised). For example;</p> <p>Evidence of anonymised OH or HR referrals and involvement. Reflection on these events.</p> <p>6e. Examples of support, challenge and careers guidance provided to trainees (anonymised)</p> <p>6f. Feedback from peers, e.g. relating to involvement in organisational/professional activities</p> <p>Peer observation/feedback from TPD/DME. Must include reflections and development actions identified.</p>

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<p>7 Continuing Professional Development as an Educator</p>	<ul style="list-style-type: none"> Evaluates own supervisory practice e.g. through trainee feedback, peer observation Takes action to improve own practice on the basis of feedback received e.g. appraisal, informal feedback Maintains Good Medical Practice in line with Specialty and GMC requirements 	<ul style="list-style-type: none"> Actively seeks the views of colleagues through e.g. 360 appraisal, peer observation. Engages in programmes of educational development e.g., Training the trainers, Postgraduate Certificate, Masters Assists in the development of others as educators including trainees 	<p>7a. Courses attended or programmes undertaken, including face to face and online learning.</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1, 2 & 3.</p> <p>Specific Trust/College/University/Online/Deanery learning refresher course on education/training.</p> <p>7b. Results of GMC/Deanery/Specialty/Foundation Reports and Reflections.</p> <p>Must include description of actions implemented and outcome.</p> <p>7c. Evidence of continued CPD.</p> <p>Involvement in educating others e.g. running workshops at relevant conferences or locally e.g. Deanery conference, Specialty away days, RC conference or courses. Involvement in peer mentoring with evidence of reflection on this.</p> <p>Evidence of participation in online discussion forums with peers. E.g. anonymised screen shots.</p> <p>7d. Results of 360 degree appraisal.</p> <p>Trainer MSF on Horus with reflection and development plan.</p> <p>Results of peer review or professional observation of teaching. For example;</p> <p>Peer observations and feedback/discussion with reflection and personal development actions identified</p> <p>Review of feedback on educational supervisor reports, reflection and personal development plan.</p> <p>Review of formal trainee feedback on teaching and reflection on this with personal development goals.</p> <p>Written reflection on any CS/ES experience of choice with development goals..</p> <p>7f. Critical comments on relevant books or articles read recently.</p>

