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Health Education and  
Improvement Wales (HEIW)



School of Medicine  
Ysgol Meddygaeth



**HEALTH EDUCATION AND IMPROVEMENT WALES**  
**SCHOOL OF MEDICINE, CARDIFF UNIVERSITY**  
**SWANSEA UNIVERSITY MEDICAL SCHOOL**

**All-Wales Medical Trainer Agreement**  
(Secondary Care and Undergraduate Education)

*Replacing the Educational Supervision and Named Clinical Supervision Agreements*

This document establishes an Agreement (in a form that is recognised by NHS Wales and complies with the General Medical Council's regulatory framework for training) between a recognised Trainer, a Local Education Provider and an Education Organiser to the mechanisms for, and support of, the development and provision of high quality undergraduate medical education and postgraduate medical training in secondary care. Accordingly, the parties agree to operate in accordance with the specific roles and responsibilities of the recognised Trainer, Local Education Provider and the Education Organiser defined in the Agreement.

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## Purpose of the Agreement

In August 2012 the General Medical Council (GMC) published details of new arrangements for the formal recognition of medical Trainers in secondary care (and in primary care for those not approved as GP trainers).<sup>1</sup> The arrangements apply to Trainers in four specific roles (as defined in *Appendix 1*):

### Undergraduate education

- Those responsible for overseeing students' progress at each medical school
- Lead co-ordinators at each Local Education Provider

### Postgraduate training

- Named Educational Supervisors
- Named Clinical Supervisors

The Agreement aims to provide 'fluidity' between training roles and a mechanism to facilitate individuals' ability to undertake additional training roles subject to recognition.

Signing this Agreement and meeting its requirements confers recognition as a **Trainer** in Wales for those doctors who hold one or more of the four roles. The Education Organisers have a duty to recommend Trainers for formal recognition to the regulator (GMC) and recognition of this Trainer status by the GMC is confirmed in a note on a signatory's GMC medical register entry reading '*This doctor is a trainer recognised by the GMC*'.

By signing this Agreement all parties are demonstrating their commitment to the important Trainer role and the provision of high quality education and training, as well as contributing to a suitable learning environment for students and trainee doctors, ultimately leading to improved patient safety and enhanced quality of patient care. The Agreement will also enhance communication and accountability between those responsible for delivering and supporting education and training. It will raise the profile of undergraduate medical education and postgraduate medical training in Wales, increasing its attractiveness as an undergraduate and graduate destination and improving recruitment and retention.

The Agreement is fundamental to enhancing the quality of undergraduate medical education and postgraduate medical training in Wales by raising the profile and visibility of the role of the Trainer and recognition of the workload involved in supporting students and supervising trainees. Fulfilment of the Agreement should contribute to consistency and transparency around the provision of education and training across Local Educational Providers in Wales, co-ordinated and quality managed by three Education Organisers (Cardiff University School of Medicine, Swansea University Medical School and Health Education and Improvement Wales) on behalf of the Welsh Government (WG) and NHS Wales. It therefore makes an important contribution to Welsh Government's 'Train, Work, Live.'<sup>2</sup> campaign and supports the Parliamentary Review of Health and Social Care in Wales<sup>3</sup>.

It will also enable parties to provide evidence of meeting the requirements defined in the GMC's 'Promoting excellence'<sup>4</sup> which sets out the standards for delivery of undergraduate and postgraduate medical education and training and 'Professional behaviour and fitness to practise'<sup>5</sup>; thereby enabling them to meet statutory obligations. In addition, this document will support Local Education Providers (LEPs) in their quality control activity as they support, manage and resource the educational role of Trainers, and will help them demonstrate compliance with Welsh Government's 'Health and Care Standards'<sup>6</sup>. It should be implemented unless reasons for any departure are clearly justified and explained to the Education Organisers.

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<sup>1</sup> General Medical Council - 'Recognising and approving trainers: the implementation plan' (August 2012)

<sup>2</sup> Welsh Government – Train. Work. Live. <https://www.trainworklive.wales> (Last accessed: October 2018)

<sup>3</sup> Welsh Government – 'A Review from Within: Transforming Health and Care in Wales' (January 2018)

<sup>4</sup> General Medical Council - 'Promoting excellence: standards for education and training' (July 2015)

<sup>5</sup> General Medical Council - 'Professional behaviour and fitness to practise' (May 2016)

<sup>6</sup> Welsh Government – 'Health and Care Standards' (April 2015)

## Scope of the Agreement

All signatories to the Agreement will continue to be bound by their contracts of employment. Doctors should also comply with the GMC's professional guidance on 'Good Medical Practice'<sup>7</sup> and 'Leadership and management for all doctors'<sup>8</sup>. The arrangements for recognition of Trainers do not change the requirements that doctors are expected to meet as set out in the GMC's 'Outcomes for graduates'<sup>9</sup> and 'Generic professional capabilities framework'<sup>10</sup>.

This Agreement is to be signed by individuals who are actively undertaking one or more of the Trainer roles or those who expect to be active Trainers within a reasonable timeframe and wish to professionalise themselves as a Trainer and work to meet the requirements contained herein.<sup>11</sup> Eligibility to undertake the roles is defined in *Appendix 2*.

This Agreement relates specifically to Trainers in undergraduate medicine and Foundation, Core and Higher postgraduate medical training (including less than full time training) in the four specific roles subject to recognition by the GMC.

It does not relate to training in General or Dental Practice. However, although General Practitioners (GPs) acting in the capacity of 'GP Trainer' are subject to separate approval by the GMC under the medical act, those General Practitioners acting as trainers in the context of training in secondary care environments or for undergraduate medical students (and not already approved by the regulator as GP Trainers) require recognition via this Agreement.

It does not apply to Trainers of groups other than undergraduate medical students or postgraduate medical trainees, including Specialty Doctors grades or those in training Fellowships.

The Agreement does not encompass other roles relating to the management and delivery of medical education and training including, but not limited to, Clinical Supervisor ('sessional'), Clinical Teacher, Faculty Lead and College Tutor. Neither does it cover other doctors whose practice contributes to the teaching, training or supervision of students or trainees.

In signing this Agreement, the Education Organisers commit to ensuring that it is continuously monitored and revised, being responsive to the changing landscape of medical education in the UK, including emerging themes, standards and policy. This will include ensuring that any new versions of relevant documents are scrutinised, with any changes considered and, if significant, reflected in revisions to the Agreement.

The Education Organisers will undertake to inform Local Education Providers and Trainers of any material change that will affect their practice following issue of the Agreement.

Although outside the scope of this Agreement the Education Organisers commit to contributing to the wider trainer recognition agenda including engaging with relevant national and international discussion and fora, and involvement in the development of 'career pathways' for Trainers, recognition of Trainer roles beyond the four categories subject to recognition by the GMC (using this Agreement as a potential framework for adoption or extension), and considering the role of the medical Trainer in the multidisciplinary workplace.

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<sup>7</sup> General Medical Council - 'Good Medical Practice' (March 2013, Updated April 2014)

<sup>8</sup> General Medical Council - 'Leadership and management for all doctors' (January 2012)

<sup>9</sup> General Medical Council - 'Outcomes for graduates' (June 2018)

<sup>10</sup> General Medical Council - 'Generic professional capabilities framework' (May 2017)

<sup>11</sup> Only active Trainers are entitled to time in a job plan for delivery of the Trainer role.

## THE EDUCATION ORGANISER

The GMC defines Education Organisers as postgraduate deans and medical schools who are responsible for recognising trainers in four specific roles, in accordance with the GMC's requirements for recognising and approving trainers. Education Organisers work together to recognise trainers where there is overlap between the groups of trainers.

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### In supporting the delivery of high quality medical education and training, the Education Organiser has a responsibility to:

- **Liaise** with Local Education Providers in accordance with agreed arrangements for the recognition of Trainers and work with LEPs to collect and share information on Trainers
- Work with Local Education Providers to develop and describe the criteria for eligibility and **selection** to undertake the role of Trainer
- Promote awareness and **recognition** of the role of the Trainer
- Develop mechanisms for delivery of **induction** to the role of Trainer (for newly-selected Trainers)
- Support the maintenance of a **database** of Trainers with appropriate shared access for Local Education Providers
- Monitor and quality manage the provision of **time** in job plans for delivery of the Trainer role
- Support and signpost **professional development** activity relevant to the role of Trainer (in the context of the Academy of Medical Educators' (AoME) Framework areas<sup>12</sup>) and establish a system to quality assure and recognise training for Trainers, undertaking needs analyses as required and monitoring the uptake of training related to the role by Trainers
- Promote annual **appraisal** of the Trainer role through NHS appraisal and monitor its provision and ensure appraisers are adequately equipped to appraise Trainer roles
- Implement **quality management** processes relating to supervision and training and publish relevant quality control information from external sources including results of the GMC National Trainer Survey
- Ensure the provision of systems which enable Trainers and Local Education Providers to provide **feedback** to the Education Organisers as required
- Provide **support** structures and processes for Trainers and Local Education Providers, and ensure parties know how to access this support
- Provide and support mechanisms for **liaison** amongst Trainers and Local Education Providers to ensure a consistent approach to education and training provision and the sharing of good practice across specialties, professions and Local Education Providers
- Liaise with Local Education Providers regarding concerns relating to individual Trainers, and the implementation of **remediation**, where appropriate
- Provide a system for making **decisions** that individuals should no longer undertake the role of Trainer and withdrawal of recognition, and a procedure for appeals against such decisions, building on existing arrangements
- Recognise, promote and **reward** innovation and excellence in the delivery of Trainer roles
- Commit to the **management** of medical education and training (and its development) by meeting the provisions of any Expectations or Service Level Agreement with Local Education Providers and associated commissioning activity
- **Report** regularly to the GMC on the implementation of recognition of Trainers and co-operate with quality assurance of this activity by the GMC

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<sup>12</sup> Academy of Medical Educators – 'A Framework for the Professional Development of Postgraduate Medical Supervisors' (November 2010)

## THE LOCAL EDUCATION PROVIDER (NHS LOCAL HEALTH BOARD OR TRUST)

Local Education Providers (NHS Wales Local Health Boards or Trusts) are responsible for hosting and supporting undergraduate and postgraduate medical education and training, ensuring that students and trainees receive education and training that meets local, national and professional standards. Day-to-day delivery of training is at this level.

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### In supporting the delivery of high quality medical education and training, the Local Education Provider has a responsibility to:

- **Liaise** with the Education Organisers in accordance with agreed arrangements for the recognition of Trainers and work with the Education Organisers to collect and share information on Trainers
- **Identify** individuals currently in the Trainer roles and choose individuals to perform the roles
- Ensure **sufficient** Trainers are available to train
- **Recognise** the education and training role and responsibilities of the Trainer
- Consider mechanisms for the delivery of **induction** for Trainers
- Participate in processes for populating and updating the **database** of Trainers held by the Education Organisers
- Ensure that the educational responsibilities of Trainers are recognised by providing explicit and sufficient **time** for the role, as appropriate, through job planning
- Demonstrate flexibility in the allocation of **time** for provision of the trainer function in accordance with team/departmental requirements and needs of the individual Trainer<sup>13</sup>
- Provide support for the training and **professional development** of Trainers, mapping arrangements against the 7 areas of the AoME Framework, and ensuring that the GMC's standards are met
- Provide annual **appraisal** for the educational component of Trainers' job plans as part of NHS appraisal with consideration of the relationship between service provision and education and training
- Ensure that Trainers have opportunities to receive ongoing and constructive **feedback** on their performance in delivering their roles
- Encourage Trainer engagement with **quality control** processes, as required, including completion of the GMC National Trainer Survey
- Undertake active involvement in **quality management** processes relating to education and training provision including providing feedback to the Education Organisers
- Take action on findings or outcomes of **quality management** activity relating to Trainer roles by addressing areas of concern and development need or recognising and sharing good practice
- Support Trainer attendance at **meetings** relating to the role or education and training provision
- Encourage involvement of Trainers in **supporting activities** relating to the delivery of medical education and training including participation in recruitment to training grade posts, medical school entry interviews, ARCP panels or examination boards and undertaking educational activities and learning opportunities such as Structured Learning Events (SLEs) with students and trainees
- Provide local faculty **support** structures and processes for Trainers and ensure they know how to access this support, if required

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<sup>13</sup> The time required to support a student or trainee with performance-related issues may be greater than that required for others so the need for flexibility regarding time spent delivering the Trainer role in these circumstances must be recognised by the Local Education Provider.

- Provide mechanisms for Trainers to **liaise** with others to ensure a consistent approach to education and training provision and the sharing of good practice across specialties and professions
- Recognise, promote and **reward** innovation and excellence in the delivery of Trainer roles
- Take appropriate action where there are concerns regarding individual Trainers and implement **remediation** where appropriate
- Liaise with the Education Organisers over **decisions** that individuals should no longer undertake the role of Trainer and withdrawal of recognition
- Commit to the **delivery** of medical education and training (and its development) by meeting the requirements of any Expectations or Service Level Agreement with the Education Organisers and associated commissioning activity
- Be accountable to the Education Organisers for the **use of resources** received to support medical education and training

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## THE TRAINER

Medical Trainers are appropriately trained and experienced doctors who are responsible for the education and training of medical students and/or postgraduate medical trainees that takes place in an environment of medical practice. A Trainer provides supervision appropriate to the competence and experience of the student or trainee and training environment. He or she is involved in and contributes to the learning culture and environment, provides feedback for learning and may have specific responsibility for appraisal and/or assessment.

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### In supporting the delivery of high quality medical education and training, the Trainer has a responsibility to:

- Fulfil the Trainer role as defined by the Education Organisers or in job descriptions, as appropriate
- Participate in available **induction** for the Trainer role
- Use the **time** allocated to the delivery of the Trainer role in job planning to deliver the role and responsibilities defined in this Agreement appropriately and effectively
- Identify their **learning needs** and relevant professional development opportunities (this may be undertaken at appraisal in conjunction with an appraiser)
- Commit to undertake **professional development** relevant to the role of Trainer to develop skills and competence and provide evidence of training attended or completed when requested
- Demonstrate **attitudes and behaviours** appropriate to the role of Trainer, and provide evidence of this, when requested
- Strive for excellence in delivery of the role of Trainer. (This may involve further professional development including undertaking study modules, a formal qualification in medical education, membership of professional bodies including the Academy of Medical Educators or engagement in scholarship.)
- Engage in annual **appraisal** of the educational component of the job plan as part of NHS appraisal
- Engage with **quality control** processes as required and complete the annual GMC National Trainer Survey<sup>14</sup> when requested
- **Liaise** with others, both in clinical departments and within the Local Education Provider, to ensure a consistent approach to education and training provision and the sharing of good practice across specialties and professions
- Participate in **supporting activities** relating to the delivery of medical education and training. This could include participation in recruitment to training grade posts, interviews, ARCP panels or examination boards and undertaking educational activities and learning opportunities such as SLEs with students and trainees
- Utilise **support** structures and processes available to assist in the delivery and development of the training role, as required<sup>15</sup>

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<sup>14</sup> Those Trainers who only teach undergraduate medical students are not eligible to complete the GMC National Trainer Survey.

<sup>15</sup> Signing the Agreement allows Trainers access to NHS Wales library and IT services which includes access to an extensive collection of web based e-resources including eJournals, eBooks and major databases.

## General Responsibilities of the Trainer

- Maintain an up-to-date knowledge of the relevant curricula, learning portfolio, local policy relating to education and training provision, educational theory and practical educational techniques
- Treat patients, colleagues, students and trainees with dignity, courtesy and respect at all times and promote a culture which is free from discrimination and harassment, taking into account the principles of equality and diversity
- Enable a student or trainee to learn by taking responsibility for patient management within the context of clinical governance and patient safety
- Ensure that clinical care is valued for its learning opportunities, and that learning and teaching is integrated into service provision whilst ensuring the maintenance of an environment conducive to effective learning
- Be alert for the student or trainee whose conduct, health, progress or performance gives cause for concern and, where issues are identified, manage and support the individual in accordance with local policy and the guidance of the relevant Education Organiser
- Engage in appropriate liaison and communication with other Trainers and the Education Organisers with regard to the development and progress of students and trainees, particularly at the end of a placement or when 'handover' of responsibilities is required
- Work collaboratively with, and provide support for, other doctors whose practice contributes to the teaching, training or supervision of students or trainees and others in the multiprofessional workplace with roles in the management and delivery of education and training
- Attend meetings relevant to the Trainer role and disseminate information to students or trainees, or others involved in education and training provision, as appropriate
- Arrange for an appropriate colleague to fulfil the Trainer role during any period of absence and inform the relevant Training Programme Director or Medical School if a period of absence will extend beyond 4 weeks

## Definitions of Trainer Roles

The GMC requires recognition of four medical Trainer roles in undergraduate and postgraduate education and training.

The specific responsibilities of Trainers are defined in the relevant role descriptor or job description as held by the relevant Education Organiser and should be read in conjunction with any other local or national guidance on each Trainer role.

The roles are defined as follows -

### Undergraduate Education

#### Those responsible for overseeing students' progress at each medical school

*one or more doctors identified by a medical school who are responsible for overseeing students' trajectories of learning and education progress. They might be NHS consultants or clinical academics acting as block or course coordinators.*

Cardiff University's School of Medicine has identified this definition as mapping to those who sit on examination boards and oversee student progression at that stage. These roles include Year Director (and Deputy), Module Lead, Theme Lead and Assessment Lead.

Swansea University Medical School has identified this definition as mapping to roles comprising the Leadership team (Heads and Deputy Heads of Programme, Programme Director, Year and Cohort Leads, Sub-Committee Leads and Deputy Leads) and Academic Teaching Leads (Week, Strand, Theme and Integrated Clinical Method Leads).

#### Lead coordinators at each Local Education Provider

*one or more doctors at each Local Education Provider responsible for coordinating the training of students, supervising their activities and ensuring these activities are of educational value.*

Cardiff University's School of Medicine has identified this definition as mapping to those appointed as Honorary Senior Lecturers who manage student placements in Local Education Providers and provide a link with the University.

Swansea University Medical School has identified this definition as mapping to those who have key roles in leading or organising Medical School programmes or delivering teaching to medical students. These are Clinical Teaching Leads (Attachment, Assistantship, Community-Based Learning and Locality Leads).

The time allocated for delivery of a Trainer role in undergraduate education are determined by the specific role, and will be defined in the relevant role descriptor or job description as held by the relevant Education Organiser.<sup>16</sup>

Professional development activity undertaken by individuals in any undergraduate Trainer role must be equivalent to a minimum of 8 hours each year and meet GMC standards in relation to all 7 AoME Framework areas over a 5-year cycle, aligned where possible with the medical revalidation cycle (and covering at least 2 Framework areas per year).

<sup>16</sup> The time allocated for delivery of the Honorary Senior Lecturer role is variable depending upon the size of the Local Education Provider in which the post is based.

## Postgraduate Training

### Educational Supervisor

*a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a trainee's trajectory of learning and educational progress during a placement or series of placements. Every trainee must have a named educational supervisor. The educational supervisor helps the trainee to plan their training and achieve agreed learning outcomes. He or she is responsible for the educational agreement and for bringing together all relevant evidence to form a summative judgement at the end of the placement or series of placements.<sup>17</sup>*

All trainees must have a named Educational Supervisor and the trainee should be informed in writing of this. A trainee may have the same Educational Supervisor for the duration of their training programme, for stages of their training or for an individual clinical placement – the exact model will be determined by a Local Education Provider. An Educational Supervisor may be based in a different department, and occasionally in a different organisation to the trainee or trainees for which they are responsible.

Typically no more than four trainees may be supervised concurrently by an Educational Supervisor, subject to the provision of appropriate time in a job plan for the provision of educational supervision functions as defined in this Agreement. Any variation to this should be discussed with the relevant Education Organiser prior to signing the Agreement. The time identified in a job plan for delivery of the Educational Supervisor role will typically be equivalent to a minimum of 0.25 SPA per week per trainee supervised.

An Educational Supervisor may act additionally as a Named Clinical Supervisor for a trainee or trainees and there may be some degree of overlap in these roles.

Professional development activity undertaken by Educational Supervisors must be equivalent to a minimum of 8 hours each year and meet GMC standards in relation to all 7 AoME Framework areas over a 5-year cycle, aligned where possible with the medical revalidation cycle (and at least 2 Framework areas per year).

### Named Clinical Supervisor

*a trainer who is responsible for overseeing a specified trainee's clinical work throughout a placement in a clinical or medical environment and is appropriately trained to do so. He or she will provide constructive feedback during that placement. He or she will lead on providing a review of the trainee's clinical or medical practice throughout the placement that will contribute to the educational supervisor's report on whether the trainee should progress to the next stage of training.<sup>9</sup>*

This role is disaggregated from clinical supervision, which is something that every doctor does in clinical practice. The GMC states that this essential contribution needs to be "properly resourced and supported" but this role does not require formal recognition by the GMC.

For every placement or module, all trainees must have a Named Clinical Supervisor and the trainee should be informed in writing of this. A Named Clinical Supervisor may act additionally as an Educational Supervisor for a trainee or trainees and there may be some degree of overlap in these roles.

Typically no more than four trainees may be supervised concurrently by a Named Clinical Supervisor, subject to the provision of appropriate time in a job plan for the provision of placement or module supervision functions. Any variation to this should be discussed with the Wales Deanery prior to signing the Agreement. The time identified in a job plan for delivery of the Named Clinical Supervisor role will typically be equivalent to a minimum 'flat rate' of 0.25 SPA per week (irrespective of the number of trainees supervised).

Professional development activity undertaken by Named Clinical Supervisors must be equivalent to a minimum of 4 hours each year and activity must meet GMC standards in relation to AoME Framework areas 1. – 4. and 7. over a 5-year cycle, aligned where possible with the medical revalidation cycle (and at least 2 Framework areas per year). These Trainers should be encouraged to aim to undertake a minimum of 8 hours' professional development activity each year i.e. equivalent to that undertaken by those in other Trainer roles.

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<sup>17</sup> General Medical Council – 'Recognising and approving trainers: the implementation plan' (August 2012)

## Eligibility for Trainer Roles

All Trainers should be doctors who have a clear expressed interest in the training, assessment and development of undergraduate medical students and/or postgraduate medical trainees.

Individuals must be prepared to commit to identifying as a Trainer, fulfilling their responsibilities as a Trainer under this Agreement and professionalising themselves in the Trainer role by committing to undertake relevant professional development and engaging with appraisal of the Trainer role.

In order to fulfil the responsibilities of the Trainer role individuals should also have a firm knowledge and understanding of the principles of equality and diversity and act in accordance with this in delivering their responsibilities as Trainers.

Eligibility to undertake the role of Trainer in Wales is as follows –

	Undergraduate Education <sup>18</sup>		Postgraduate Training	
	Responsible for overseeing students' progress	Lead Co-ordinator	Educational Supervisor	Named Clinical Supervisor
Substantive Consultant	eligible	eligible	for Foundation, Core and Higher trainees	for Foundation, Core and Higher trainees
Locum Consultant	not eligible	not eligible	not eligible	not eligible
General Practitioner	Eligible	eligible	not applicable	not applicable
Locum General Practitioner	not eligible	not eligible	not eligible	not eligible
Staff grade, Associate specialist or Specialty (SAS) doctor with Certificate of Completion of Training (CCT)	Eligible	eligible	for Foundation, Core and Higher trainees	for Foundation, Core and Higher trainees
SAS doctor without CCT	Eligible	not eligible	for Foundation and Core trainees only	for Foundation and Core trainees only

In instances of exceptional circumstances, eligibility will be considered on a case-by-case basis by the relevant Education Organiser.

Doctors subject to investigation under the GMC's Fitness to Practise (FTP) procedures may undertake the role of Trainer unless they are suspended or restricted from practising while investigations are continuing. Local Education Providers have a responsibility to inform the relevant Education Organiser(s) accordingly.

<sup>18</sup> The undergraduate Trainer roles identified by the Education Organisers as mapping to the GMC definitions are typically formal appointments with accompanying person specifications and requirements, and these are assessed during the relevant recruitment process.

## Terms of Understanding

The signing of this Agreement commits the signatories to undertake, to the best of their ability, the responsibilities stated in the Agreement. Together, the parties enter into the ethos of this Agreement to mutually promote excellence in the development, provision and support of high quality medical education and training.

Any Trainer whose employment changes to a different Local Education Provider will be required to sign a new Agreement.

Any party wishing to withdraw from the Agreement must notify the other parties, in writing, of their intention.

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I have read and understand the content of this Agreement, in particular the responsibilities of the Education Organiser, and hereby agree to adhere to them.

**Signature:**

**Name:**

(Signed on behalf of HEIW)

**Position:** Postgraduate Dean

**Date:**

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**Signature:**

**Name:**

(Signed on behalf of Cardiff University School of Medicine)

**Position:** Dean of Medical Education

**Date:**

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**Signature:**

**Name:**

(Signed on behalf of Swansea University Medical School)

**Position:** Dean of Medical Education

**Date:**

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I have read and understand the content of this Agreement, in particular the responsibilities of the **Local Education Provider**, and hereby agree to adhere to them.

**Signature:**

**Name:**

(Signed on behalf of the Local Education Provider)

**Position:** Medical Director

**Date:**

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I have read and understand the content of this Agreement, in particular the responsibilities of the **Trainer**, and hereby agree to adhere to them.

**Signature:** .....

**Date:** .....

**Title:** .....

**Forename(s):** .....

**Surname:** .....

**GMC Number:**

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Personal information will be held and used in accordance with the General Data Protection Regulation and Data Protection Act (2018). The Education Organisers will not disclose such information to any unauthorised person or body but where appropriate will use such information in carrying out its various functions and services. Full details are contained in the Privacy Notice for Trainers, which is available on request.

A glossary of terms and acronyms included in this Agreement is available on request.

Mae'r ddogfen hon hefyd ar gael yn y Gymraeg | This document is also available in Welsh

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