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Addysg a Gwella Iechyd
Cymru (AaGIC)
Health Education and
Improvement Wales (HEIW)

Trainer Recognition: Training for Excellence

May 2024

To All Trainers

Thank you for your continued dedication and hard work in carrying out your essential roles in supporting and developing the next generation of doctors. We appreciate the competing demands on your time during a period of unprecedented pressure on the health service across the UK and recognise that the plans to increase the number of trainees and medical students could add to the pressures on trainers. Currently, medical trainers in Wales continue to respond in high numbers to the GMC Trainer Survey, more so than any other nation in the UK, which gives us valuable data to identify where there may be issues, make improvements and provide more tailored support to help you carry out your trainer roles effectively and to support your development and wellbeing.

Evidence suggests that the majority of trainers continue to find their trainer roles satisfying, with the 2023 GMC Trainer Survey results indicating that 89% of trainers enjoy their trainer role(s). Benefits of the trainer role cited by trainers themselves include career development and enhanced professional variety. Trainers have also reported that they are often motivated by a desire to give back to the system that they benefited from and to improve the quality of the workforce and therefore patient care ('The State of Medical Education and Practice in the UK: Workplace Experiences, GMC, 2023).

The role of a trainer comes with many responsibilities and the knowledge and skills required to perform the role to a high standard continues to expand and develop with time. We hope that many of you will have had the opportunity to reflect on your role as a trainer at your annual appraisal. As part of your whole practice appraisal, many of you will have identified learning needs and development activities that have informed your Personal Development Plan (PDP).

We would like to take this opportunity to remind you of the roles and responsibilities that come with being a registered trainer in Wales and, more importantly, the support and development resources available to help you to deliver your trainer role(s) effectively.

We hope you find it useful.

Anton

Dr Anton Saayman
Interim Postgraduate Medical Dean,
Health Education and Improvement Wales



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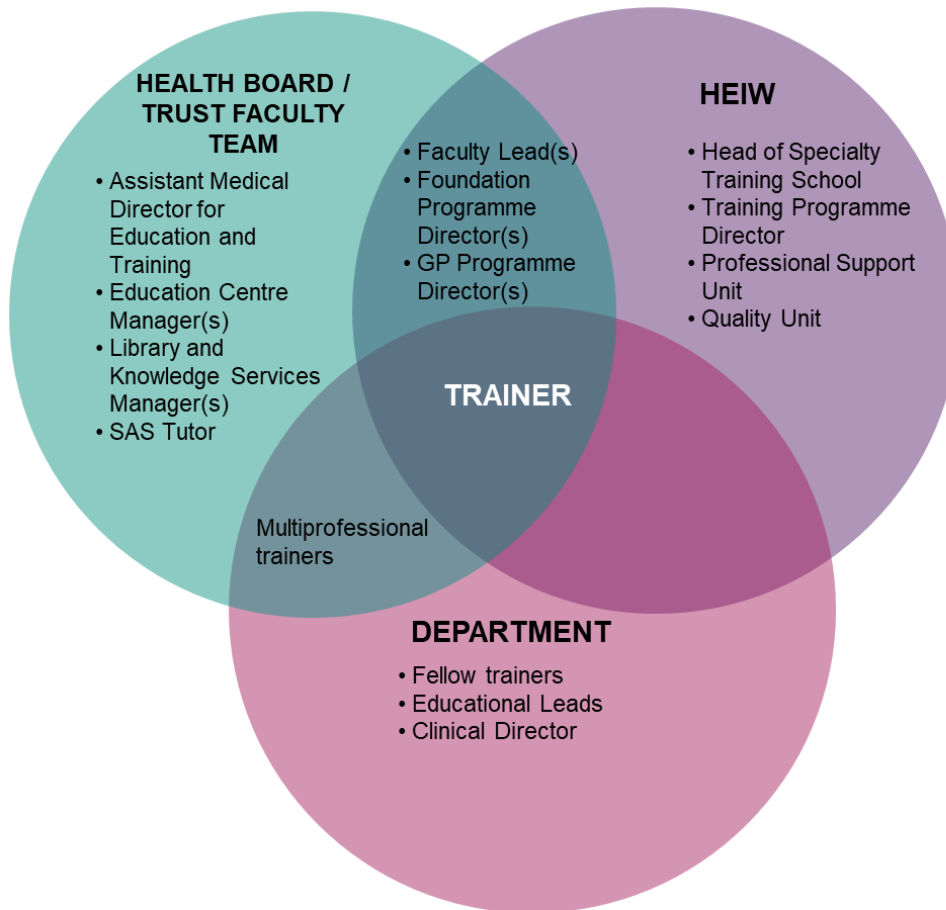
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Sources of Support for Trainers

There are many sources of support and advice available to assist you in delivering your trainer role(s) effectively and many of these are summarised in the diagram below.



Faculty Leads are employed by HEIW but are based within Health Board/Trust Faculty Teams to support, manage, deliver and improve medical education and training. The Faculty Lead(s) within each team cover three key areas of responsibility: Quality, Trainers and Trainees. They are therefore a good, local source of guidance and advice to you in your trainer role(s). Faculty Lead contact details can be found [here](#) (you will need to ensure that you are logged into your NHS account in order to access the information).

HEIW's Trainer Support web pages provide a wealth of information on the trainer recognition process in Wales along with information on development opportunities to support you in your trainer role. The web pages also host many online development resources in relation to your trainer roles, including recordings from previous webinars and events, online modules and a trainer induction programme. To access the web pages please click [here](#).

The NHS Wales Library and Knowledge Service offers a wide range of support on a local, regional and national basis in areas including research, continuing education, quality improvement and organisational development. For further details please click [here](#).

In addition, the NHS Wales e-Library is Wales' largest source of evidence and digital information including e-Journals, e-Books, databases, evidence summaries, medicines information, professional guidelines, e-Learning and more that can all be accessed instantly on the NHS Wales network or through your NHS Wales OpenAthens account. For further information please click [here](#).

Key Requirements of Trainers and Sources of Support and Development



The following pages provide information on important aspects of your role as a trainer and the support and development resources available to assist you in delivering your role(s) effectively.

The information has been split by the Framework Areas below. Click on the links on the following pages to access the information and resources. Please note that the list of development opportunities is not prescriptive or exhaustive and we will continue to add resources and development opportunities moving forward.

The GMC uses the [Academy of Medical Educators' 'Professional standards for medical, dental and veterinary educators' \(2014\)](#) as the criteria against which trainers must provide evidence of their ongoing professional development. The seven 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 progress
6. Guiding personal and professional development
7. Continuing professional development as an educator

New Trainers

If you are a new trainer who would like to equip yourself with the necessary knowledge and skills to enable you to deliver your trainer role confidently and effectively, we would highly recommend you undertaking our Trainer Induction Programme.

We run a full day, face to face induction event annually (usually in the Autumn) covering a range of topics and providing an opportunity for trainers from across Wales to network and share ideas and challenges. These induction events are recorded and made available online throughout the year. To access the latest induction programme recordings please click [here](#).

Receive Updates on Development Opportunities

To ensure that you receive information directly from HEIW on development opportunities, resources and forthcoming events for trainers please:

- ◆ Log into your TAG trainer account [here](#),
- ◆ Click on 'My Details' and a pop up page should appear.
- ◆ Ensure that you have ticked the box near the bottom of the page that says 'Receive e-mails regarding development opportunities'.
- ◆ Click on 'Save'.

Framework Area 1: Ensuring safe and effective patient care through training



Key Requirements of Trainer Roles

By signing up to the Medical Trainer Agreement (Secondary Care and Undergraduate Education) you've made a commitment to ensuring the provision of high quality education and training, ultimately leading to improved patient safety and enhanced quality of patient care. In doing so, you must ensure supervision appropriate to the competence and experience of your trainee(s). You should also contribute to the delivery of an appropriate induction for new trainees in order to support a smooth transition into their new working environment.

As a trainer, you should ensure that you are familiar with the [GMC's 'Promoting Excellence: standards for medical education and training' \(2016\)](#) which set out the requirements for the management and delivery of undergraduate and postgraduate medical education and training. You should also remain conscious of the need to balance service delivery with educational requirements.



Promoting excellence:
standards for medical education
and training

Working with doctors Working for patients

General
Medical
Council

The [GMC's 'Generic Professional Capabilities Framework' \(2017\)](#) sets out the essential generic capabilities required for the delivery of safe, effective and high quality medical care in the UK. The capabilities set out in the framework are an essential component of all postgraduate training programmes and, as a trainer, you should therefore be familiar with these and able to support your trainees by providing, and signposting, opportunities for development against them.



**Generic professional
capabilities framework**

Working with doctors Working for patients

General
Medical
Council

Development Resources

- ◆ 'How To....' guides published by Cardiff University's Medical Education Team:
 - ◇ [Overcome barriers to effective work-based learning](#)
 - ◇ [Make the most of Learning Moments and Hot Reviews](#)
 - ◇ [Maximise Ward-based Learning](#)
 - ◇ [Teach with Patients Present](#)
 - ◇ [Involve Patients and Carers in Training Health Professionals](#)

Framework Area 2: Establishing and maintaining an environment for learning



Key Requirements of Trainer Roles

As a trainer, you have a pivotal role in contributing to the creation of a supportive learning culture and educational environment in which appropriate attitudes and behaviours are role modelled and demonstrated in line with the principles of equality, diversity and inclusion.

You are required to engage with quality control processes to ensure that appropriate training standards and environments are maintained and improved. As part of this, you are strongly encouraged to complete the annual national GMC Trainer Survey to help us to identify areas where improvement may be needed so that we can better support you in your role(s).

You should also promote a culture where trainees feel able to speak up freely and safely to raise concerns and should ensure that they are aware of the local and HEIW processes for doing so.

Development Resources

- ◆ Recordings from HEIW trainer development events:
 - ◇ [Understanding Differential Attainment and How Trainers can Help](#)
 - ◇ [Civility Saves Lives](#)
- ◆ [Speaking up Safely \(2023\)](#) - A framework developed by Welsh Government to support individuals to speak up safely across the NHS in Wales
- ◆ 'How To....' guides published by Cardiff University's Medical Education Team:
 - ◇ [Meet the Educational Needs of Refugee Doctors](#)
 - ◇ [Develop a Learning Organisation](#)

Raising Concerns

There are a number of ways by which trainees can raise training concerns and you should ensure that your trainee(s) are aware of these.

- ⇒ Trainees should raise concerns locally where possible to enable early and effective investigation and management. They can do this by contacting their Educational Supervisor, College Tutor, Foundation Programme Director, Training Programme Director or relevant Head of School / Associate Dean for the specialty.
- ⇒ If a trainee would like to raise a concern with someone outside of their training programme structure, they can contact their local Faculty Lead (details of Faculty Leads can be found [here](#) - you will need to ensure that you are logged into your NHS account in order to access the information).
- ⇒ In addition to the above mechanisms to report concerns, HEIW has a dedicated email account (heiw.open@wales.nhs.uk) to enable trainees to raise concerns directly with us.

Important: Any urgent patient safety concerns must be raised through local reporting mechanisms to ensure immediate action can be taken if necessary.

Framework Area 3: Teaching and facilitating learning



Key Requirements of Trainer Roles

In order to deliver appropriate training opportunities, you must maintain up to date knowledge of curricula, learning portfolios and key developments in education and training.

In order to ensure that training meets the requirements of the trainee, you should familiarise yourself with their training needs at the start of their post and review these with the trainee periodically.

We would encourage you to work collaboratively with your colleagues to share information and good practice in identifying and planning learning opportunities and to develop teaching sessions and modules. Remember that many ad hoc teaching opportunities arise as part of service delivery, so try to make the most of these wherever possible.

Development Resources

- ◆ Recordings from HEIW trainer development events:
 - ◇ [Adult Learning Styles—Teaching to Improve Learning](#)
 - ◇ [How Do Clinicians Really Think?](#)
 - ◇ [Setting Learning Objectives and Maximising Learning Opportunities in the Clinical Setting](#)
 - ◇ [Identifying and Planning Learning Opportunities](#)
 - ◇ [Providing Effective Remote / Online Teaching](#)
- ◆ [Simulation-based education and training information and resources](#)
- ◆ ‘How To....’ guides published by Cardiff University’s Medical Education Team:
 - ◇ [Evaluate Work-based Learning](#)
 - ◇ [Plan Trainees’ Learning as an Educational Supervisor](#)
 - ◇ [Get to Grips with Educational Theory](#)
 - ◇ [Identify Learning Needs](#)
 - ◇ [Use Authentic Learning Experiences in your Teaching](#)
 - ◇ [Manage the Emotional Needs of Learners in Teaching Sessions](#)
 - ◇ [Develop Case Based Tasks and Scenarios](#)
 - ◇ [Use Questioning to Enhance Learning](#)
 - ◇ [Teach in the Clinical Setting](#)

Framework Area 4: Enhancing learning through assessment



Key Requirements of Trainer Roles

An important element of the trainer role involves assessment of a trainee's progress. Assessment can take many forms including work place based assessments, case based discussions and formal examinations.

To facilitate learning from the assessment process, you should provide clear and constructive feedback to help the trainee to identify areas of strength and areas that require further development. The feedback process should also encourage trainees to reflect on their own performance.

Development Resources

- ◆ Recordings from HEIW trainer development events:
 - ◇ [Conducting Effective Assessment](#)
 - ◇ [Providing Constructive Feedback \(2022\)](#)
 - ◇ [Providing Constructive Feedback \(2021\)](#)
 - ◇ [Delivering Constructive Feedback](#)
- ◆ 'How To....' guides published by Cardiff University's Medical Education Team:
 - ◇ [Assess Trainees in the Clinical Workplace using the Mini-CEX \(Mini Clinical Evaluation Exercise\)](#)
 - ◇ [Give Feedback in an Educational Setting](#)
 - ◇ [Teach Reflective Practice](#)



Framework Area 5: Supporting and monitoring educational progress



Key Requirements of Trainer Roles

As a trainer, you are required to have regular meetings with your trainees to consider their progression through the training curriculum, celebrate their successes and achievements, identify and discuss challenges and concerns, and provide and / or signpost sources of support and guidance as required.

You are also encouraged to participate in ARCP panels. In addition to contributing to assessing a trainee's progress, attending ARCPs also provides a valuable learning experience for trainers including developing a better understanding of curriculum requirements, learning from peers how to write effective Educational Supervisor reports and learning more about the sources of support available to trainees.

Development Resources

- ◆ Online Modules:
 - ◇ [Writing Effective Educational Supervisor Reports](#)
 - ◇ [Understanding the Annual Review of Competence Progression \(ARCP\) Appeals Process](#)
- ◆ Recordings from HEIW trainer development events:
 - ◇ [Identifying and Assisting Trainees who may Require Additional Support](#)
 - ◇ [Supporting Trainees](#)
 - ◇ [Supporting Trainees and Managing the Wellbeing of Yourself and Others](#)
 - ◇ [Understanding and Empowering Neurodiverse Trainees](#)
- ◆ 'How To....' guide published by Cardiff University's Medical Education Team:
 - ◇ [Understand Portfolio-based Learning](#)

HEIW's Professional Support Unit (PSU)

HEIW's Professional Support Unit (PSU) offers proactive and comprehensive support and guidance for trainees and their trainers to enable progression in medical, dental and pharmacy training programmes. Through 1:1 coaching, the PSU works with trainees to identify objectives for resolving training and personal concerns in order to mitigate the impact on trainee progress and patient safety.

The PSU also delivers a variety of webinars and workshops to support trainees and trainers. The aim of the webinars and workshops is to enable individuals to recognise the signs when someone may require additional support, aid understanding of the purpose and benefits of support and promote a culture of equality and diversity.

For further information on the support that the PSU can provide, please click [here](#) to visit their web pages or email heiw.professionalsupport@wales.nhs.uk

Framework Area 6: Guiding personal and professional development

Key Requirements of Trainer Roles

As a trainer, you have a role in supporting trainees in undertaking personal development planning.

You may be asked to provide careers advice / support to your trainees and will likely find yourself acting as a coach / mentor to help your trainees develop and progress in their careers. Your trainees may also ask for your advice and support in helping them to prepare for interviews, examinations and the ARCP process.

You are also required to support the wellbeing of trainees and help them to adopt techniques to build emotional resilience and to identify and manage stress and burnout.

As a trainer, you are also encouraged to support the recruitment process and participate in interview panels, which again provides an opportunity for gaining greater knowledge of the training curricula and for developing an understanding of how best to support trainee progression.

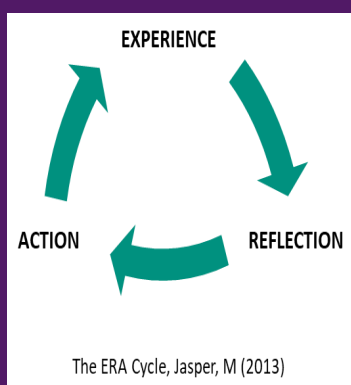


Development Resources

- ◆ Recordings from HEIW trainer development events:
 - ◇ [Providing Career Development Support to Trainees](#)
 - ◇ [Coaching and Mentoring Skills for Trainers](#)
- ◆ [GMC's Reflective Practitioner hub](#)
- ◆ 'How To....' guides published by Cardiff University's Medical Education Team:
 - ◇ [Be an Effective Trainer in the Appraisal Process](#)
 - ◇ [Be an Active Appraiser](#)
 - ◇ [Use coping strategies and become more resilient](#)
 - ◇ [Support Trainee Doctors in their Career Development](#)
 - ◇ [How to support and promote trainees' well-being as an Educational Supervisor](#)
 - ◇ [Teach Professionalism](#)
 - ◇ [Be a good mentor](#)

Reflective Practice

Reflective practice is a helpful tool for guiding both your own and your trainees' personal and professional development. Considering and evaluating your actions and the impact of them helps you to understand where you may be able to make some positive changes or improvements and identify any areas in which you may need to undertake some development activity.



Educational Development Time (EDT) for Trainees

Trainees are entitled to protected educational development time to enable them to meet the objectives in their Personal Development Plan (PDP), facilitate them acting as adult learners and organise their own development. Educational Supervisors are required to ensure that their trainees receive EDT and that they use it appropriately. Further information and guidance is available [here](#).

Framework Area 7: Continuing professional development as an educator



Key Requirements of Trainer Roles

All trainers are encouraged to participate in trainer induction at the start of their role and are required to undertake ongoing professional development in relation to their trainer role thereafter.

As a trainer, you should also engage in whole practice appraisal and use this as an opportunity to reflect on your performance as a trainer and agree future objectives and development needs with your appraiser.

You are also encouraged to develop your skills and knowledge in leadership and quality improvement in order to better support your trainee(s).

Development Resources

- ◆ [HEIW's Trainer Induction Programme](#)
- ◆ 'How To....' guides published by Cardiff University's Medical Education Team:
 - ◇ [Get More from Evaluation Forms Through Delayed Feedback](#)
 - ◇ [Use Novel Techniques to Evaluate Your Teaching](#)
 - ◇ [Plan an Education Research Project](#)
 - ◇ [Write for Publication in Medical Education](#)
 - ◇ [Manage Change](#)
 - ◇ [Obtain Effective Feedback on your Teaching](#)
 - ◇ [Develop your Teaching through Peer Review](#)

Quality Improvement Skills Training (QIST)

HEIW's QIST workstream offers a workshop on quality improvement specifically for trainers. The training is aimed at developing your understanding of quality improvement so that you are better able to support trainees who are undertaking quality improvement projects.

Email HEIW.QIST@wales.nhs.uk for more information on the available training sessions.

Academy of Medical Educators (AoME)

AoME is a multiprofessional organisation that provides leadership, promotes standards and supports those involved in medical education.

Individuals can apply to become an AoME member (fees apply) in order to access discounted workshops and masterclasses and to receive information on resources and opportunities (e.g. academic meetings, CPD, job opportunities, etc) provided by organisations and institutions whose aims and values align with AoME.

Please click [here](#) to find out more.

Gwella: HEIW's Leadership Portal for Wales

[Gwella](#) is a free, online portal that hosts a huge range of material and open access resources to help you to develop as a leader.

Click [here](#) to explore Gwella.

Medical Education Unit, Cardiff University

Cardiff University's Medical Education Unit offers opportunities, both face to face or online, to further develop your skills and knowledge in medical education by undertaking a short course or working towards a formal qualification.

Please click [here](#) for further information.

Swansea University Medical School

Swansea University's Medical School offers the opportunity to undertake a formal qualification in medical education with their MSc, PGDip and PGCert courses.

Click [here](#) to find out more.

Coming Soon...

Look out for further information on the below development opportunities and resources over the coming weeks and months.



Trainer Webinar Series 2024:

- Tuesday 10 September
- Tuesday 8 October
- Wednesday 13 November

Further details on how to register will be provided in due course.

Trainer Induction: 22 October 2024

- To equip trainers with the knowledge and skills required to undertake their trainer role(s) effectively
- Primarily for individuals who are new to the trainer role and who currently undertake one or more of the following medical trainer roles requiring recognition by the GMC under its arrangements for the recognition of trainers in secondary care and undergraduate education:
 - ◇ Educational Supervisors
 - ◇ Named Clinical Supervisors
 - ◇ Those responsible for overseeing students' progress at each medical school
 - ◇ Lead co-ordinators at each Local Education Provider
- It is also open to trainees in their final year of postgraduate training to prepare them for becoming trainers in the future.
- Further details on how to register will be provided in due course.

HEIW webinar recordings:

- Appraisal and Development in Your Educational Role
- Compassionate Leadership in Education and Training
- Supporting Trainees Returning to Training After Time Out
- Plenary sessions from the 2024 Sharing Training Excellence in Multiprofessional Education (STEME) Conference

Online module:

Educational Appraisal Skills

Focused on appraisal skills for appraisers who are appraising those involved in education and training.

Contact Us:

- ◆ For queries in relation to postgraduate trainer roles contact HEIW's Quality Unit at HEIW.SRE@wales.nhs.uk.
- ◆ For queries in relation to undergraduate trainer roles contact:
 - Cardiff University's School of Medicine: medicine@cardiff.ac.uk
 - Swansea University's Medical School: medfaculty@swansea.ac.uk