Recognition and approval of trainers in Scotland: Criteria for recognition
Introduction

This document is part of a series of communications designed to support trainers requiring recognition and approval in Scotland. Further information is available on our website.

You can scroll through the entire document or jump to specific areas of interest. Topics covered are:

What are the GMC Standards?
What are the criteria for recognition?
Category A criteria
Category B criteria
Category C criteria
What are the seven Framework areas?
Core competences for trainers
How are the standards, criteria, framework areas and competences linked?
Where can I get more information?
What are the GMC Standards?

The GMC’s standards for trainers are set out in Tomorrow’s Doctors (for undergraduates) and The Trainee Doctor (for postgraduates, including FY and GP trainees). All trainers **must** meet these standards.

The Scottish Trainer Framework is designed to allow trainers to demonstrate how they meet these standards and all of the criteria for trainer recognition have been mapped to these standards.

Additionally, we have incorporated best practice guidelines from several other GMC documents to promote high quality teaching and training across Scotland.
All Education Organisers (EOs) were required by the GMC to develop criteria setting out what trainers will need to do to demonstrate that they are compliant with the GMC’s standards and to provide guidance on how evidence in the AoME framework areas should be collected and presented.

In Scotland the five medical schools and NES have agreed on a single set of EO criteria for all trainers. These criteria are grouped into three categories

- **Category A** addresses general issues of educational governance
- **Category B** is role-specific
- **Category C** covers trainer skills

We anticipate that most trainers will find the category A and B criteria very straightforward to evidence. Many trainers will already have the required evidence of meeting these criteria and will only require this to be signed off at appraisal.

Category C may require some forward planning and some additional evidence collection, however we will provide trainers and their appraisers with support and guidance to make this process as simple as possible.
Category A criteria

Criteria in this category address the need for trainers to act as role models for students and trainees in their care, demonstrating exemplary professional practice.

Category A criteria will be signed off at appraisal in the format of a simple declaration that the criteria have been met.

To achieve recognition, all Scottish trainers must:

- comply with all legal, ethical and professional obligations including completion of any mandatory training requirements
- comply with all aspects of Good Medical Practice
- be currently practising within their clinical or academic field.
- have appropriate time allocated for their role
Category B criteria

Category B criteria are intended to ensure that trainers understand the responsibilities associated with the specific role they are taking on.

Criteria in this category will be evidenced by completion of an induction module approved by individual Education Organisers (i.e. the five medical schools and the Scotland Deanery). Induction may take a variety of formats, including face-to-face, online or print-based.

You will also need to formally sign-up to your role.

To achieve recognition, all Scottish trainers must:

• demonstrate awareness of their role and how that role fits with other educational and clinical roles.
• know how to get support if needed and know about the relevant EO’s QA procedures
• demonstrate awareness of the curriculum and level of their students / trainees
The single criterion in category C aims to ensure that all trainers have attained a basic, minimum level of competence. We recognise that existing trainers have varied levels of past experience and training and have therefore allowed considerable flexibility over how this criterion is evidenced.

To achieve recognition, all Scottish trainers must:

• demonstrate an appropriate level of teaching competence

Category C can be evidenced:

**EITHER**

1. by completing a teacher training course approved for this purpose

**OR**

2. by submission of a self-assessment portfolio mapped against the Framework areas

**OR**

3. through membership of a recognised professional accrediting body (e.g. HEA; AoME) by portfolio submission. We expect this option to appeal mainly to undergraduate trainers.
What are the seven Framework Areas?

The GMC have adopted the Academy of Medical Educators’ Framework for Supervisors as a model for supporting clinicians in collecting evidence of their professional development as teachers and trainers. Seven ‘areas’ represent different aspects of the trainer’s role.

Named Clinical Supervisors will be expected to provide evidence of development in areas 1-4 & 7. All other recognised trainers will be expected to provide evidence of development in all 7 areas.

These areas should be used when collecting Category C evidence.

The Framework areas are:
1. Ensuring safe and effective patient care through training
2. Establishing an effective learning environment
3. Teaching and facilitating learning
4. Enhancing learning though assessment
5. Supporting and monitoring progress
6. Guiding personal and professional development
7. Continuing professional development as an educator

Quality Education for a Healthier Scotland
Core competences for teachers and trainers

The Scottish Trainer framework is built around a number of ‘competency statements’. These are things that the teacher / trainer should be able to do in order to carry out their role effectively.

We carried out an extensive consultation with the clinical workforce to identify which of the multitude of competency statements from existing frameworks and guidance documents would be applicable to doctors involved in teaching and training across Scotland.

Our survey identified eighteen ‘core competences’ which were believed to apply to all doctors regardless of their specific role. The remainder of the competency statements were arranged into two tiers, early skills and advanced skills, and mapped against the seven framework areas and specific teaching and training roles.

These competency statements are not intended as a checklist but we hope that doctors will use them as guidance when planning their professional development and choosing evidence to upload into their trainer portfolio.
How do the Standards, Framework Areas, Criteria and Competences link?

**STANDARDS** are set by the GMC. All trainers must meet them.

**CRITERIA FOR RECOGNITION** are defined by Education Organisers. They specify measurable ways in which trainers will demonstrate achievement of the standards.

The seven **FRAMEWORK AREAS** cover different aspects of the trainer role and provide a way for trainers to ensure they have collected adequate evidence of meeting the criteria for recognition.

The **CORE TEACHING COMPETENCES** form part of the Scottish Trainer Framework. They provide guidance for teachers and trainers as to what knowledge, skills and behaviours are covered in each Framework area.
How do I get more information?

If your questions were not covered or if you would like more information, please contact us or visit the faculty development pages of our website where you will find an extended list of FAQs, a brief introduction to the Scottish Trainer Framework and some guidance around evidence collection.