Role and responsibilities of the trainer

2016

(This document is currently under review)
1. Role and Responsibilities of the Trainer

1.1 Introduction

The Royal College of Physicians of Ireland, through its six constituent Training Bodies, is responsible for the postgraduate training of doctors at Basic Specialist Training (BST) and Higher Specialist Training (HST) levels.

These training programmes lead to the award of certificates of competence in medical practice and are subject to accreditation by the Medical Council.

RCPI recognises that the quality of training depends to a large extent on trainers’ clinical experience and expertise, along with competence, aptitude, attitudes and abilities as good role models. The aim of the College is to continue to strive for education and training excellence for all of our trainees, at all levels and in all locations across Ireland.

1.2 Eligibility

To be eligible as a trainer you must:

- be registered on the relevant Specialist Division of the Medical Council Register
- be registered on a Professional Competence Scheme
- practice at a consultant level post in Ireland
- complete and submit the online trainer application form
- complete the Physicians as Trainers Essential Skills course

It is desirable for the trainer to also be a Fellow of the relevant Training Body.

1.3 Why become a RCPI Trainer?

The major benefit of being a trainer is that the training programme allows further development of skills in the areas of medical training, coaching, educational development and career development.

It also provides consultants with access to high quality trainees who in turn contribute to a high quality service.
1.4 Responsibilities

The primary focus of the RCPI Trainer is to oversee RCPI trainees’ development and education at all training levels, through their involvement in teaching, training, evaluation and supervision.

Core Responsibilities

1.4.1 Know the trainee and requirements of training

- At the commencement of each posting, the trainer should arrange a one to one meeting with the trainee to discuss the duties of the post, responsibilities, rota, set goals and agree a training plan for the duration of the post including attendance at training/study days and study leave provision.
- The trainer should review the trainee’s previous Annual Evaluation of Progress (AEP) formerly the End of Year Assessments, as an aid to setting goals for the current post.
- The trainer should be familiar with the training programme curriculum in order to facilitate the development of the trainee’s learning objectives and evaluation requirements. Ensure that trainee goals are signed off within the first six weeks of commencing the post.
- Be familiar with the trainee’s e-Portfolio and use it to document interactions with the trainee.
- Ensure that all training requirements are completed.
- Conduct the annual evaluations of progress.

1.4.2 Act as a supervisor to the trainee

- Directly observe the trainee’s clinical work and provide constructive timely feedback to reinforce good practice, identify areas for improvement and enable the trainee to evaluate their own performance and progress.
- Indirectly observe the trainee’s work with other trainers/colleagues.
- Establish a constructive learning environment and relationship with the trainee to encourage advice-seeking and maximise learning opportunities.
- Encourage and facilitate training time and contribute to the local academic teaching programme. Trainers and trainees should negotiate the trainee’s attendance at educational meetings, events and programmes including mandatory study days.
- Encourage the trainee to recognise training opportunities within the service component of training post.

1.4.3 Feedback and Annual Evaluations

- Provide regular feedback, mid-post for SHO’s and every three months for SpR’s, on progress against training objectives to the trainee. This should include regular documented meetings.
- Provide regular feedback on the trainee’s progress including achievements; identify and articulate any areas for improvement as early as possible and take appropriate steps to facilitate improvement in performance or initiate remediation processes in
conjunction with RCPI Medical Training. The trainer should refer to the escalation flow at the end of this document (Appendix I)

- Remain in regular contact with the appropriate NSD (HST) or Associate Director of BST GIM(BST) and the RCPI Medical Training team and report progress or lack thereof. The trainer should take the earliest opportunity to make the NSD/Associate Director and the Medical Training team aware of any problems that arise
- Complete all Annual Evaluations as required
- Attend AEPs of HST trainees. Participation in person is mandatory for Penultimate Annual Evaluations only and highly desirable for first year Annual Evaluations, for all other AEPs trainers can participate by teleconference

Additional Responsibilities

1.4.4 Recruitment and Selection

- Participate in the recruitment and selection process of candidates to the training programme including reviewing training intentions and identifying available posts prior to recruitment advertising

1.4.5 Examinations

- Participate in the delivery of membership examinations as required

1.4.6 Inspection of Hospitals

- Participation in the inspection of hospitals and other training sited wherein training is delivered

(See Appendix II for an overview of the Core and Additional Responsibilities of an RCPI Trainer)
2. Support

2.1 Educational supports

RCPI has developed Physicians as Trainers (PAT) suite of courses to provide guidance, develop capabilities and help maintain Continuous Professional Development for all RCPI Trainers.

Mandatory for all RCPI trainers:

- PAT: Essential Skills. Designed and delivered by clinicians, this one-day course focuses on evidence-based training methods and fundamental skills, including supervision, evaluation, feedback, monitoring trainee progression and RCPI-specific requirements for trainers. New RCPI Trainers are required to complete this course and we recommended retaking it every five years.

Please visit [www.rcpi.ie/courses-and-events/want-to-be-a-better-trainer](http://www.rcpi.ie/courses-and-events/want-to-be-a-better-trainer) for more detailed information.

2.2 Feedback and evaluation

We are continuously striving to quality improve our structures and processes for training and in doing so we expect to introduce a formal process of trainee evaluation and feedback during the 2016-2017 training year.
3. Tenure of Office

The Tenure of Office for all trainers is five years. Each trainer will be asked to provide updated contact details on a five yearly basis. This process will be managed through the Operations function in the College.
Appendix I – Escalation Matrix

<table>
<thead>
<tr>
<th>PROBLEM</th>
<th>CATEGORY</th>
<th>REFERRAL TO</th>
<th>INFORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Problems</td>
<td>Employment Issue</td>
<td>Occupational Health</td>
<td>Human Resources (provide locum)&lt;br&gt;RCPI (prolonged)</td>
</tr>
<tr>
<td>Behavioural Problems - towards patients</td>
<td>Employment Issue Registration Issue</td>
<td>HR Manager IMC</td>
<td>RCPI</td>
</tr>
<tr>
<td>Behavioural Problems - towards colleagues</td>
<td>Training Issue</td>
<td>RCPI +/- IMC</td>
<td>RCPI Dean</td>
</tr>
<tr>
<td>Knowledge problems</td>
<td>Training Issue</td>
<td>RCPI</td>
<td>RCPI Dean</td>
</tr>
<tr>
<td>Procedural problems</td>
<td>Training Issue</td>
<td>RCPI</td>
<td>RCPI Dean</td>
</tr>
<tr>
<td>Time management problems</td>
<td>Training Issue</td>
<td>RCPI</td>
<td>RCPI Dean</td>
</tr>
<tr>
<td>Personal problems - causing absenteeism</td>
<td>Employment Issue</td>
<td>HR Manager</td>
<td>RCPI (prolonged)</td>
</tr>
<tr>
<td>Personal problems - competency issues</td>
<td>Training Issue</td>
<td>RCPI</td>
<td>RCPI Dean</td>
</tr>
</tbody>
</table>

Appendix II – Trainer Responsibilities

<table>
<thead>
<tr>
<th>CORE RESPONSIBILITIES:</th>
<th>STATUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. One to one induction meeting with Trainee</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>2. Set Trainee goals for the current post and monitor progress</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>3. Quarterly Trainee Evaluations</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>4. Familiarity with the Trainees ePortfolio/Logbook</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>5. Assessment &amp; completion of all training requirements in the Trainees ePortfolio/Logbook</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>6. Participation/Attendance at Annual Evaluation Process</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>7. Attendance at Mandatory Trainer Course</td>
<td>COMPLETE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDITIONAL RESPONSIBILITIES:</th>
<th>Completes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation in Recruitment &amp; Selection of new candidates to the training programme</td>
<td>COMPLETE</td>
</tr>
<tr>
<td>2. Participation in Examinations</td>
<td>COMPLETE</td>
</tr>
</tbody>
</table>