



# RCPI Trainer Agreement

June 2022

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## 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:

<b>Eligibility Criteria to Become a Trainer</b>
<b>Be registered on the relevant Specialist Division of the Medical Council Register</b>
<b>Be registered on a Professional Competence Scheme</b>
<b>Practise at a consultant level/equivalent post in Ireland (must hold permanent contract)</b>
<b>Complete and submit the online Trainer application form</b>
<b>Complete the Physicians as Trainers Essential Skills course</b>
<b>Complete the Trainer's Refresher course when required</b>
<b>It is desirable for the Trainer to also be a Fellow of the relevant Training Body.</b>

### **1.3 Why become a RCPI Trainer?**

Training in medicine has traditionally been an apprenticeship – we have benefitted from the training provided by our previous consultant/ specialist Trainers, and we now have the opportunity to pass on our knowledge to the current generation of Trainees.

Being a Trainer allows further development of skills in the areas of medical training, coaching, educational development, and career development.

It also provides Trainers 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**

- Be familiar with the relevant training Curriculum and the specialty specific learning objectives.
- 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) (where appropriate) 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 BSTs and every three months for HSTs, on progress against training objectives to the Trainee. This should include regular documented meetings
- Review meetings should be held regularly, in protected time and in a private environment
- 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 Training and Faculties Office. The Trainer should refer to the escalation flow at the end of this document.
- Remain in regular contact with the appropriate NSD, RPD, RSA or Associate Director of BST GIM (BST) and the RCPI Training and Faculties Office and report progress or lack thereof. The Trainer should take the earliest opportunity to make the NSD/ RPD/ RSA Associate Director and the Training and Faculties Office aware of any problems that arise
- Complete all Annual Evaluations as required
- Attend AEPs of HST Trainees. Participation is mandatory for Penultimate Annual Evaluations only and highly desirable for first year Annual Evaluations, for all other AEPs Trainers can participate by teleconference

### **1.4.4 Assessment**

Trainers should ensure that the required assessments are completed during the training post. The assessment forms should be completed in the Trainee's eportfolio.

#### **1.4.4 Act as a Role Model for Trainees**

Trainers should act as a role model for Trainees by displaying professionalism in their work practices and behaviour. When a BST/ HST Trainee is deemed to be falling below the standards required of a Trainee, feedback should be given in a constructive fashion.

### **Additional Responsibilities**

#### **1.4.5 Recruitment and Selection**

- Participate in the recruitment and selection process of candidates to the training programme e.g., participate in scheme interviews

#### **1.4.6 Examinations**

- Participate in the delivery of membership examinations as required

#### **1.4.7 Quality Improvement Visits of Training Sites**

- Participation in the Training Site Quality Improvement Visits (RCPI Site QI Model) of hospitals and other training sites wherein training is delivered.

(See Appendix I 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**

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.

### Trainer Refresher Course

Trainers are required to maintain their skills by completing the mandatory Trainer Refresher course every three years to maintain their eligibility and registration as an RCPI Trainer

#### **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 training year.

### **3. Tenure of Office**

The Tenure of Office for all Trainers is three years. Each Trainer will be asked to complete the RCPI Trainer Refresher Programme every 3 years. This process will be managed through the Education Delivery function in the College.

**Please note that achieving Trainer status does not grant an automatic entitlement to having Trainees assigned. The RCPI Regional Programme Directors/ National Specialty Directors are free to rotate Trainees to posts which they feel are best suited to the Trainees needs.**

**Trainers not fulfilling their training duties may have their training status removed by the RCPI.**

<b>Next Review Date</b>	<b>This Document will be reviewed June 2023</b>
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## Appendices


### Appendix I – Trainer Activities

<b>Essential Trainer Activities</b>	
<b>Core Responsibilities</b>	
<b>BST</b>	<b>HST</b>
<ul style="list-style-type: none"> <li>• Meet your Trainee (<b>within 2 weeks</b> of the Trainee commencing the post/ rotation)</li> <li>• Training Plan/ Objective Setting</li> <li>• Quarterly/ End-of-Post Assessment</li> <li>• Give Trainee feedback during post</li> <li>• Document/ record progress on ePortfolio throughout the post/ rotation</li> <li>• Ensure trainees have access to training opportunities e.g. outpatient attendance, post call ward rounds, attendance at Grand Rounds, journal club and SHO tutorials</li> </ul>	<ul style="list-style-type: none"> <li>• Meet your Trainee (<b>within 1 month</b> of the Trainee commencing the training post)</li> <li>• Training Plan/ Objective Setting</li> <li>• Quarterly Assessments</li> <li>• End-of-Year Assessment</li> <li>• Give Trainee feedback during post</li> <li>• Document/ record progress on ePortfolio throughout the post/ rotation</li> <li>• Ensure trainees have access to training opportunities e.g. outpatient attendance, post call ward rounds, attendance at Grand Rounds, journal club and tutorials</li> </ul>
<b>Matrix of Activities for Trainers</b>	
<p><b>Participate in Recruitment &amp; Selection activities</b></p> <p><b>Contribute to Exam Question Writing</b></p> <p><b>Assessment of RCPI Examinations E.g, MRCPI Part II, MRCPOG, MRCPH</b></p> <p><b>Contribute to BST and HST Educational Offerings (On-Site &amp; Virtual)</b></p> <p><b>Consultant/ Specialist-Led Local Teaching for Trainees</b></p>	
<b>Monitoring &amp; Feedback</b>	
<p><b>Feedback mechanism through NSDs/ RPDs/ Training Leads/ Training and Faculties Office</b></p>	



## Appendix II - Trainer-Trainee Meetings

THE FIRST MEETING CHECKLIST	
<p><b>BST: This should occur within 2 weeks of commencing the post</b></p> <p><b>HST: This should occur within 1 month of commencing the post</b></p> <p><i>If the Trainer is on leave during the <b>entire</b> first month of the Trainee commencing the post, the Trainer can arrange for a colleague to attend the first meeting in their place, provided the colleague is a registered RCPI Trainer</i></p>	
<p><b>Ensure the Trainee has completed/is scheduled to complete a department induction</b></p>	
<p><b>Identify the training objectives for the post</b></p>	
<p><b>Identify the training opportunities in the post</b></p>	
<p><b>Help the Trainee to develop his/her personal development plan/training plan.</b></p> <p><i>This should be documented and agreed and used as a point of reference for future appraisal</i></p>	

THE QUARTERLY MEETING CHECKLIST - HST	
<p><b>Review the training objectives for the post</b></p>	
<p><b>Review the training opportunities in the post</b></p>	
<p><b>Review the Trainee's personal development plan/training plan.</b></p>	
<p><b>Review the eportfolio</b></p>	
<p><b>Complete any assessments that are due e.g. mini-CEX, DOPs, CBDs</b></p>	
<p><b>Give the Trainee feedback</b></p>	
<p><b>Ask the Trainee for feedback</b></p>	

## Approach to the Underperforming Trainee



**Discussed with the Trainee as soon as identified**

**Record details of the meeting**

**Remedial measures should be put in place as soon as possible with clearly defined written objectives**

**Trainees must have an opportunity to correct any deficiencies identified**

**The appropriate Programme Director should be informed of any significant problem**

**Health & Wellbeing Resources are available to you and your Trainee throughout the Training Programme**

## Appendix III - Issues Arising at End of Year Assessments

- At End of Year Assessment (EYA), BST/ HST Trainees who are not deemed suitable to progress are issued with a 'Form B' instead of 'Form A' ('Form A' allows Trainees to progress in their training).
- Trainees issued with 'Form B' are highlighted to the relevant RPD/ RSA/ NSD
- A meeting between the Trainee and RPD/ NSD is arranged where appropriate.
- Formal feedback, and a plan to deal with whatever issues have arisen, is given to the RPDs/ NSDs following these meetings.

