

Briefing note 3 – Annex H
Trainer indicator mapping

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Supportive environment	To what extent do you agree or disagree with the following statement? The working environment in my trust/board is a fully supportive one.	R1.1	Organisations must demonstrate a culture that allows learners and educators to raise concerns about patient safety, and the standard of care or of education and training, openly and safely without fear of adverse consequences.
		R1.5	Organisations must demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care, and education and training.
		R3.3	Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.
	Staff are always treated fairly in my trust/board.	R1.1	Organisations must demonstrate a culture that allows learners and educators to raise concerns about patient safety, and the standard of care or of education and training, openly and safely without fear of adverse consequences.
		R1.5	Organisations must demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care, and education and training.
		R3.3	Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.
	Staff always treat each other with respect in my trust/board.	R1.5	Organisations must demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care, and education and training.

		R3.3	Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.
	The working environment in my trust/board is one that fully supports the confidence building of doctors.	R1.5	Organisations must demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care, and education and training.
		R3.3	Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.
	If I were to disagree with senior colleagues in my trust/board, they would be open to my opinion.	R1.1	Organisations must demonstrate a culture that allows learners and educators to raise concerns about patient safety, and the standard of care or of education and training, openly and safely without fear of adverse consequences.
		R1.5	Organisations must demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care, and education and training.
		R3.3	Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.

Why is this score useful?

A supportive environment helps doctors to learn and develop as well as improve their confidence and wellbeing. Low scores from trainers suggest that there may be issues within the training environment which could impact on the ability of doctors in training to fulfil their training requirements. An unsupportive environment can also have an impact on patient safety.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Support for trainers	The educational responsibilities expected of me in my role are very clearly defined.	R4.4	Organisations must support educators by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.
		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers.
	Please rate the support you receive from your department/practice in your role as an educator.	R4.4	Organisations must support educators by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.

		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers.
Please rate the support you receive from your trust/board in your role as an educator?		R4.4	Organisations must support educators by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.
		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers.
Please rate the support you receive from your deanery/LETB in your role as an educator?		R4.4	Organisations must support educators by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.
		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers.
Educators should be provided with an appraisal every 12 months to review both their clinical and educational responsibilities. If you've had an appraisal within the last 12 months, how effective was it in reviewing your EDUCATIONAL responsibilities?		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers.

Why is this useful?

Educators should receive the support they need to meet their educational and training responsibilities from their department, trust/board and their deanery / HEE local team. Low scores from trainers in any of these areas could indicate challenges within the training environment. Lack of support for training could also have an impact on trainers' workload and time for training. This may have a knock-on effect for doctors in training and patient safety.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Curriculum coverage	The assessments completed by my trainees are an effective part of their educational development.	R5.9a	Postgraduate training programmes must give doctors in training posts that deliver the curriculum and assessment requirements set out in the approved curriculum.
		R5.10	Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.
	The content of my foundation trainees'	R5.9a	Postgraduate training programmes must give doctors in training

	curriculum is appropriate to their needs.		posts that deliver the curriculum and assessment requirements set out in the approved curriculum.
		R5.9b	Postgraduate training programmes must give doctors in training sufficient practical experience to achieve and maintain the clinical or medical competences (or both) required by their curriculum.
		R5.10	Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.
	The content of my core trainees' curriculum is appropriate to their needs.	R5.9a	Postgraduate training programmes must give doctors in training posts that deliver the curriculum and assessment requirements set out in the approved curriculum.
		R5.9b	Postgraduate training programmes must give doctors in training sufficient practical experience to achieve and maintain the clinical or medical competences (or both) required by their curriculum.
		R5.10	Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.
	The content of my specialty trainees' curriculum is appropriate to their needs.	R5.9a	Postgraduate training programmes must give doctors in training posts that deliver the curriculum and assessment requirements set out in the approved curriculum.
		R5.9b	Postgraduate training programmes must give doctors in training sufficient practical experience to achieve and maintain the clinical or medical competences (or both) required by their curriculum.
		R5.10	Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.
	The content of my GP specialty training trainees' curriculum is appropriate to their needs.	R5.9a	Postgraduate training programmes must give doctors in training posts that deliver the curriculum and assessment requirements set out in the approved curriculum.
		R5.9b	Postgraduate training programmes must give doctors in training sufficient practical experience to achieve and maintain the clinical or medical competences (or both) required by their curriculum.
		R5.10	Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.

Why is this useful?

Postgraduate curricula and assessments should be implemented so that doctors in training are able to demonstrate what is expected in Good Medical Practice and to achieve the learning outcomes required by their curriculum. Low scores for this indicator could affect the learning and development of doctors in training as well as patient safety.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Time for training	My job plan contains enough designated time for my role as an educator.	R2.10	Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
		R4.2	Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience.
		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers.
	I am always able to use the time allocated to me in my role as an educator specifically for that purpose.	R2.10	Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
		R4.2	Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience.
	As an Educational Supervisor, my job plan contains enough time to meet with my trainee(s) as frequently as they require.	R2.10	Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
R4.2		Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience.	

Why is this useful?

Those involved in training should have time for learning and teaching while they're doing clinical or medical work. For educators, this also means having time allocated in their job plan. Training time shouldn't be interrupted for service unless there is an exceptional and unanticipated clinical need to maintain patient safety. Low scores in this area could indicate challenges with balancing service provision and training opportunities.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Resources for trainers	The IT resources I need to perform my role as an educator are always available to me in my trust/board.	R2.10	Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
		R4.3	Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.
	The resources in my trust/board allow me to cover the parts of the curriculum required by my trainee(s) in their post.	R2.10	Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
		R4.3	Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.
	Please rate the access to professional development and training opportunities which your trust/board arranges for your role as an educator.	R2.10	Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
		R4.2	Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a ways that promotes safe and effective care and a positive learning experience
		R4.3	Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.
	Please rate the access to professional development and training opportunities which your deanery/LETB arranges for your role as an educator.	R2.10	Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.
		R4.3	Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.
		R4.2	Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience

Why is this useful?

Educators should be provided with the resources required by them to meet their education and training responsibilities and help them deliver effective education and training.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Trainer development	I am able to access learning and development opportunities for my role as an educator when I need to.	R4.1	Educators must be selected against suitable criteria and receive an appropriate induction to their role, access to appropriately funded professional development and training for their role, and an appraisal against their educational responsibilities.
		R4.2	Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a ways that promotes safe and effective care and a positive learning experience
		R4.3	Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.
		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers
	Overall, I am satisfied with the training opportunities offered to me as an educator.	R4.1	Educators must be selected against suitable criteria and receive an appropriate induction to their role, access to appropriately funded professional development and training for their role, and an appraisal against their educational responsibilities.
		R4.6	Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers

Why is this useful?

Educators should be provided with support for their own training and professional development. This can help them to improve the quality of training they deliver, particularly in relation to acting as a positive role model and demonstrating good medical practice, teaching and feedback and assessment decisions. Low scores in this area could have a knock-on effect to doctors in training and patient safety.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Rota design	In my trust/board there are enough staff to ensure that patients are always treated by someone with an appropriate level of clinical experience.	R1.12d	Organisations must design rotas to give doctors in training access to educational supervisors.
		R1.12a	Organisations must design rotas to make sure doctors in training have appropriate clinical supervision.
	My trainee(s)' educational/training opportunities are RARELY lost due to gaps	R1.12b	Organisations must design rotas to support doctors in training to develop the professional values, knowledge, skills and behaviours

	in the rota.		required of all doctors working in the UK.
		R1.12c	Organisations must design rotas to provide learning opportunities that allow doctors in training to meet the requirements of their curriculum and training programme.
		R1.12e	Organisations must design rotas to minimise the adverse effects of fatigue and workload.
		R1.12d	Organisations must design rotas to give doctors in training access to educational supervisors.
		R1.12a	Organisations must design rotas to make sure doctors in training have appropriate clinical supervision.
	Gaps in the rota are always dealt with appropriately to ensure my trainee(s)' education and training is not adversely affected.	R1.7	Organisations must make sure there are enough staff members who are suitably qualified, so that learners have appropriate clinical supervision, working patterns and workload; for patients to receive care that is of a safe and of a good standard while creating the required learning opportunities.
		R1.12b	Organisations must design rotas to support doctors in training to develop the professional values, knowledge, skills and behaviours required of all doctors working in the UK.
		R1.12c	Organisations must design rotas to provide learning opportunities that allow doctors in training to meet the requirements of their curriculum and training programme.
		R1.12e	Organisations must design rotas to minimise the adverse effects of fatigue and workload.
		R1.12d	Organisations must design rotas to give doctors in training access to educational supervisors.
		R1.12a	Organisations must design rotas to make sure doctors in training have appropriate clinical supervision.
	The rota design in my department/practice helps optimise trainee doctors' education and development.	R1.12b	Organisations must design rotas to support doctors in training to develop the professional values, knowledge, skills and behaviours required of all doctors working in the UK.
		R1.12c	Organisations must design rotas to provide learning opportunities that allow doctors in training to meet the requirements of their curriculum and training programme.
		R1.12d	Organisations must design rotas to give doctors in training access to educational supervisors.
		R1.12e	Organisations must design rotas to minimise the adverse effects of fatigue and workload.

Why is this useful?

Inadequate staffing levels and a poorly designed rota can have a significant negative impact on a trainer's opportunity to provide effective training. A low score in this area could highlight challenges within the training environment which will affect the education of doctors in training and patient safety.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Educational governance	Within my department/practice there is a culture of proactively reporting concerns about education.	R2.7	Organisations must have a system for raising concerns about education and training within the organisation. They must investigate and respond when such concerns are raised, and this must involve feedback to the individuals who raised the concern.
		R2.8	Organisations must share and report information about quality management and quality control of education and training with other bodies that have educational governance responsibilities. This is to identify risk, improve quality locally and more widely, and to identify good practice.
		R4.5	Organisations must support educators to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialties and professions.
	Within my trust/board there is a culture of proactively reporting concerns about education.	R2.7	Organisations must have a system for raising concerns about education and training within the organisation. They must investigate and respond when such concerns are raised, and this must involve feedback to the individuals who raised the concern.
		R2.8	Organisations must share and report information about quality management and quality control of education and training with other bodies that have educational governance responsibilities. This is to identify risk, improve quality locally and more widely, and to identify good practice.
		R4.5	Organisations must support educators to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialties and professions.
	I'm confident that my trust/board would act effectively if concerns about education were raised.	R2.2	Organisations must clearly demonstrate accountability for educational governance in the organisation at board level or equivalent. The governing body must be able to show they are meeting the standards for the quality of medical education and training within their organisation and responding appropriately to concerns.
		R2.7	Organisations must have a system for raising concerns about education and training within the organisation. They must investigate

			and respond when such concerns are raised, and this must involve feedback to the individuals who raised the concern.
I'm confident that my deanery/LETB would act effectively if concerns about education were raised.	R2.2		Organisations must clearly demonstrate accountability for educational governance in the organisation at board level or equivalent. The governing body must be able to show they are meeting the standards for the quality of medical education and training within their organisation and responding appropriately to concerns.
	R2.7		Organisations must have a system for raising concerns about education and training within the organisation. They must investigate and respond when such concerns are raised, and this must involve feedback to the individuals who raised the concern.
How effective or ineffective is your trust/board in making changes to help improve the provision of education?	R2.2		Organisations must clearly demonstrate accountability for educational governance in the organisation at board level or equivalent. The governing body must be able to show they are meeting the standards for the quality of medical education and training within their organisation and responding appropriately to concerns.
	R2.6		Medical schools and postgraduate deaneries must have agreements with LEPs to provide education and training to meet the standards. They must have systems and processes to monitor the quality of teaching, support, facilities and learning opportunities on placements and must respond when standards are not being met.
	R2.8		Organisations must share and report information about quality management and quality control of education and training with other bodies that have educational governance responsibilities. This is to identify risk, improve quality locally and more widely, and to identify good practice.
	R4.5		Organisations must support educators to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialties and professions.
I'm confident that my deanery/LETB works collaboratively with my trust/board to ensure trainees' educational needs are balanced with service commitments.	R2.8		Organisations must share and report information about quality management and quality control of education and training with other bodies that have educational governance responsibilities. This is to identify risk, improve quality locally and more widely, and to identify good practice.
	R2.6		Medical schools and postgraduate deaneries must have agreements with LEPs to provide education and training to meet the standards. They must have systems and processes to monitor the quality of teaching, support, facilities and learning opportunities on placements and must respond when standards are not being met.
	R4.5		Organisations must support educators to liaise with each other to

			make sure they have a consistent approach to education and training, both locally and across specialties and professions.
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Why is this useful?

Organisations should have effective systems of educational governance to manage and control the quality of medical education and training. Information should be shared across educational and clinical governance systems to identify risk to patient safety and the quality of education and training, and to ensure transparency and accountability.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Handover	Appropriate members of the multidisciplinary team are included in handover.	R1.14	Handover of care must be organised and scheduled to provide continuity of care for patients and maximise the learning opportunities for doctors in training in clinical practice.
	Handover arrangements in my department always ensure continuity of care for patients BETWEEN SHIFTS.		
	Handover arrangements in my department always ensure continuity of care for patients BETWEEN DEPARTMENTS.		
	In my department, handovers are used as a learning opportunity for doctors in training.		

Why is this useful?

A good handover ensures that individuals understand what's required to manage the care for patients between shifts and departments and helps them identify situations they may need assistance with. Low scores in relation to arrangements for handover may indicate an unsupportive training environment and reduced education opportunities for doctors in training. Poor handovers may also reduce continuity of care for patients, affecting safety overall.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Workload	How would you rate the intensity of your work through the day?	R1.12e	Organisations must design rotas to minimise the adverse effects of fatigue and workload.
		R1.7	Organisations must make sure there are enough staff members who are suitably qualified, so that learners have appropriate clinical supervision, working patterns and workload, for patients to receive care that is safe and of a good standard, while creating the required learning opportunities.
	How would you rate the intensity of your work through the night?	R1.12e	Organisations must design rotas to minimise the adverse effects of fatigue and workload.
		R1.7	Organisations must make sure there are enough staff members who are suitably qualified, so that learners have appropriate clinical supervision, working patterns and workload, for patients to receive care that is safe and of a good standard, while creating the required learning opportunities.
	How often (if at all) have you worked beyond your rostered hours?	R1.12e	Organisations must design rotas to minimise the adverse effects of fatigue and workload.
		R1.7	Organisations must make sure there are enough staff members who are suitably qualified, so that learners have appropriate clinical supervision, working patterns and workload, for patients to receive care that is safe and of a good standard, while creating the required learning opportunities.
	How often (if at all) do your working patterns leave you feeling short of sleep when at work?	R1.12e	Organisations must design rotas to minimise the adverse effects of fatigue and workload.
		R1.7	Organisations must make sure there are enough staff members who are suitably qualified, so that learners have appropriate clinical supervision, working patterns and workload, for patients to receive care that is safe and of a good standard, while creating the required learning opportunities.

Why is this useful?

Intense workloads may lead to fatigue, and increased likelihood of error. Low scores are an indicator of a post where work intensity and/or long hours may lead to sleep deprivation or exhaustion amongst trainers. This not only has a negative impact on doctors' wellbeing but also on the training environment and patient safety.

Trainer indicator	Questions	PR requirement number	Promoting excellence requirement text
Overall satisfaction	<p>Overall, I am satisfied with the training opportunities offered to me as a trainer.</p> <p>Thinking about your role as an educator in general, to what extent do you agree or disagree with the following statement: Overall, I enjoy my role as an educator.</p> <p>Please rate the support you receive from your department/practice in your role as a trainer.</p> <p>Please rate the support you receive from your trust/board in your role as a trainer.</p> <p>I am able to access learning and development opportunities for my role as a trainer when I need to.</p>	N/A	N/A

Why is this score useful?

This indicator combines general questions about the quality and usefulness of the training post and provides a global satisfaction score. It does not relate to any particular requirement within 'Promoting excellence: standards for medical education and training'.