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Over the past 2 years, the RCOG’s Faculty Development Committee has been considering the best way to help Fellows, Members and Trainees become better trainers, and advance in their careers as educators.

There is no doubt that the job of training our doctors, in clinical and non-clinical skills, has increased in importance, owing to changes to postgraduate medical regulation and the subsequent professionalisation of secondary care training. There is also no doubt that better trainers lead to better trained, and subsequently, safer doctors. The RCOG has therefore taken the opportunity to develop a scheme that, we hope, will allow the contribution of our trainers to be recognised in a variety of ways, and that will also create a community – a Faculty of Educators – in the longer term.

As the Faculty Development Lead, I will be seeking views and input from all those involved in education and training, whether it is regarding what kind of courses you would like us to develop to help with your own career or what professional opportunities the College can offer, in terms of honorary involvement (e.g. as a chair, member of a committee or an honorary advisor). The RCOG’s Faculty Development Framework, which has been mapped to the Academy of Medical Educators’ domains, is deliberately designed to capture the majority of Fellows, Members and Trainees, because everyone is involved, to a greater or lesser extent, in training. We hope that, by making this framework so inclusive and transparent, it will help Fellows, Members and Trainees in their Continuing Professional Development, revalidation, NHS appraisal, as well as when making an application to become a GMC-recognised supervisor.

I am grateful for the help and support of the Faculty Development Committee, Dr Clare McKenzie (Vice President, Education), and the RCOG’s Education Policy & Quality team in developing this framework.

If you have any queries please contact facultydevelopment@rcog.org.uk

Dr Jane MacDougall FRCOG
RCOG Faculty Development Lead
Taking faculty development forward

The General Medical Council (GMC) has established a UK-wide scheme to formally recognise and strengthen the role of trainers in secondary care settings. It is intended that all trainers will be accredited by 2016. The RCOG has developed a Faculty Development Framework to help O&G trainers in this accreditation process.

RCOG’s Faculty Development Framework

RCOG believes that high-quality teaching is fundamental to patient care and to the development of O&G doctors. To demonstrate our commitment to this principle, a new recognition scheme has been developed for trainers and educators in O&G.

The overall purpose of the new four tier framework is to ensure that all Fellows, Members and Trainees receive O&G specific recognition according to their level of experience, alongside guidance on how to develop as trainers and educators through the provision of formal and appropriate developmental activities.

The RCOG’s framework has been mapped to the seven domains of the Academy of Medical Educators, as well as the GMC’s plan for trainer recognition, which is also mapped against the Academy of Medical Educator’s domains.

How will the RCOG’s Faculty Development Framework benefit me as a trainer or educator?

The GMC requires all educational and clinical supervisors to be recognised formally. Our framework offers an easy, authoritative and logical way of recognising trainers and educators.

Evidence from the framework can be used as part of a case for GMC recognition, and also as part of a member’s revalidation and annual appraisal.

The framework should lead to better trainers and educators, because the RCOG’s standards for trainers will be made much clearer, and opportunities for development activities will increasingly be identified by College committees involved in education and approved by the Education Quality Assurance Committee.

The framework will help the College develop resources that are specific to members’ needs, as trainers at all levels. It will also inform our understanding of what resources are required to support O&G trainers. The ability to identify what level someone is, within the framework, as a trainer means that the College can better communicate relevant educational and training developments.

The framework also fosters the idea of ‘Faculty of Educators’ at an early stage. This will recognise those trainees who are particularly interested in education, as well as introducing all trainees to the concept of universal participation in teaching.
How will RCOG’s Faculty Development Framework work?

The framework consists of four tiers to reflect the roles and responsibilities of individuals involved in training and educating O&G doctors. The framework is a way of allowing members to self-assess their current status and to determine how to keep current competencies up-to-date, as well as providing them with a guide on how to progress further.

The fundamental ‘building block’ of the framework will be the RCOG educational role. All RCOG educational roles will now have a faculty development rating, that is, the tier at which the role is rated. The rating is validated by the Faculty Development Lead. The progression from one tier to another will be part of the recruitment process to a particular RCOG role. The full list of RCOG educational roles can be found on the website.

Existing RCOG educational roles will be advertised with their tier rating when they become vacant. The tier rating for all new RCOG educational roles will be validated by the Faculty Development Lead.

The RCOG will initially identify the most likely tier in the framework for each Fellow, Member and Trainee, based on existing information, and confirm this in writing. The tier will be recorded in the College database against each member’s record.

Fellows and Members will need to provide paperwork as part of their application to be recognised by the GMC as clinical or educational supervisors. Evidence of your RCOG faculty tier can be used as part of this paperwork. If/when an individual takes on one of the RCOG known and approved educational roles, the RCOG systems will record the change in tier accreditation.

A progression tier will be assigned to each relevant RCOG course – e.g., ‘recommended to help you progress to Tier X’. Educational activity within, and outside the RCOG is included in the framework as a useful guide to Fellows, Members and Trainees when thinking about how they progress from one tier to the next. Those listed in the progression scheme are examples only, and are given to assist you when considering developing skills and experience to progress to the next tier.
The Tiers

A large part of education and training takes place in the O&G workplace and all members are involved in clinical supervision, if not educational supervision. Therefore, at a minimum, all members will commence from Tier Two of the framework; depending on the activities you undertake certain members will be allocated a higher tier. Trainees are also involved in education; hence all pre-MRCOG trainees will be Tier One members.

**Tier 01**

**Developing an interest in education**

Access to this tier requires an individual to be a trainee between ST1 and ST5 with a National Training Number.

Further recommended professional development at this level could include: being a member of a RCOG local or regional education committee or network, and teaching/supervising/mentoring medical students.

**Tier 02**

**Delivery of education in the workplace-based setting**

To qualify for Tier 2, the member must be a full Fellow or Member of the College. Characteristics of this tier include: recognition by the GMC as a Clinical or Educational Supervisor, on-the-job teaching, giving feedback, signing workplace-based assessments and undertaking appraisals.

Further recommended professional development at this level could include: training in appraisal and assessment, teaching methods, training the trainers, giving feedback, teaching on a course, organising an RCOG course, being an examiner, writing an eLearning module, ARCP training, local human factors and simulation training.

**Tier 03**

**Development and delivery of education in a local/regional setting**

This tier requires the member to be appointed in one of the recognised Tier 3 RCOG educational roles e.g. College Tutor, Regional Ultrasound Coordinator, Regional Workplace Behaviours Champion, ATSM Preceptor and Specialty Assessor.

Further recommended professional development in this tier could include: postgraduate qualification in medical education and leadership, being a member of a College educational committee, becoming involved in educational research, senior educational role in the NHS, attendance at educational conferences, becoming involved in the RCOG’s primary educational functions, such as the core curriculum, participating in training regional faculty or coordinating a regional course.

**Tier 04**

**Development and delivery of education nationally/internationally**

This requires the member to be appointed in one of the recognised Tier 4 RCOG educational roles, e.g. a chair of a RCOG educational committee, Head of School, MRCOG Sub-committee member (examiner), ATSM Officer, RCOG Course Convenor or RCOG National Adviser in a specific educational area. In this tier, individuals are often involved in strategic development and may be part of a national or international network. Many will have postgraduate educational qualifications.
How will we support you

We will maintain resources on the trainers’ section of the website to assist you, particularly the framework, lists of courses and educational roles, and frequently asked questions (FAQs).

Evidence of tier recognition can be uploaded to the CPD portfolio and used as evidence in revalidation. It can also be used for appraisal purposes.

As part of the development of the ‘Faculty of Educators’, the RCOG intends to launch an annual Education Conference for all tiers. Current events and meetings will continue to take place with appropriate tier recognition; for example, the Heads of School Forum and Away day and College Tutors Day etc.
# Faculty development progression scheme

<table>
<thead>
<tr>
<th>TIER</th>
<th>Developing an interest in education</th>
<th>Delivery of education in the workplace-based setting</th>
<th>Development and delivery of education in a local/regional setting</th>
<th>Development and delivery of education nationally/internationally</th>
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<tbody>
<tr>
<td>01</td>
<td>- Trainee (ST1-5)</td>
<td>- Core Module 2</td>
<td>- RCOG educational committee member</td>
<td>- RCOG educational committee Chair</td>
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<td></td>
<td>- WPBA eLearning module</td>
<td>- WPBA eLearning module</td>
<td>- Medical student mentoring/supervising/teaching</td>
<td>- Head of School</td>
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<td>- Training the Trainer</td>
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<td>- How to be a College Tutor</td>
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<td>- ATSM Medical Education</td>
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<td>- Examiners’ Training Day</td>
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<td>- New Specialty Assessor eLearning module</td>
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<td>02</td>
<td>- MRCOG</td>
<td>- RCOG Educational committee/network member</td>
<td>- RCOG Educational committee/network member</td>
<td>- Recognised national or international expert</td>
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<td></td>
<td>- FRCOG</td>
<td>- Teach on RCOG course (ultrasound, BPS)</td>
<td>- Medical student mentoring/supervising/teaching</td>
<td>- Responsibility for Tier 2 in the workplace</td>
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<td>- Write questions for SBA eLearning</td>
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<td>- Key educational research</td>
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<td>- Write/review eLearning content</td>
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<td>- Involvement in national policy</td>
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<td>03</td>
<td>- College Tutor</td>
<td>- College Tutor Meeting</td>
<td>- RCOG Educational committee/network member</td>
<td>- Educational research</td>
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<td></td>
<td>- Local Workplace Behaviours</td>
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<td>- Write/review core curriculum</td>
<td>- Presentations at educational conferences and courses</td>
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<td>Champion</td>
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<td>- Write/review RCOG course content/package</td>
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<td>- ATSM Preceptor</td>
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<td>- Course organiser</td>
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<td>- Regional ATSM Director</td>
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<td>- Train regional faculty</td>
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<td>- Specialty Assessor</td>
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<td>- Coordinate regional course</td>
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<td>- Deanery Ultrasound Coordinator</td>
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<td>- Facilitate at exam centre</td>
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<td>04</td>
<td>- RCOG educational committee Chair</td>
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<td>- Educational research projects</td>
<td>- RCOG educational committee Chair</td>
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<td></td>
<td>- Head of School</td>
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<td>- Leadership training</td>
<td>- Recognised national or international expert</td>
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<td>- RCOG Course Convenor</td>
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<td>- Training Programme Director</td>
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<td></td>
<td>- MRCOG subcommittee member</td>
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<td>- Postgraduate Director Medical education/clinical tutor</td>
<td>- Key educational research</td>
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<td></td>
<td>- ATSM Officer</td>
<td></td>
<td>- Attendance at educational conferences and courses</td>
<td>- Involvement in national policy</td>
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<td></td>
<td>- National Adviser in specialist</td>
<td></td>
<td>- PG Dip/MSc in medical education/leadership</td>
<td>- Educational research</td>
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<td></td>
<td>area (LTFT, Foundation, eLearning, Workplace Behaviours, Ultrasound, Simulation)</td>
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Examples of non-RCOG developmental activities or roles:

- ATSM Medical Education
- ATSM Preceptor
- Regional ATSM Director
- Specialty Assessor
- Deanery Ultrasound Coordinator
- College Tutor Meeting
- RCOG Educational committee/network member
- Write/review RCOG course content/package
- Course organiser
- Train regional faculty
- Coordinate regional course
- Facilitate at exam centre
- Educational research projects
- Leadership training
- Training Programme Director
- Postgraduate Director Medical education/clinical tutor
- Attendance at educational conferences and courses
- PG Dip/MSc in medical education/leadership

Examples of developmental activities or roles at the RCOG:

- WPBA eLearning module
- Training the Trainer
- How to be a College Tutor
- ATSM Medical Education
- Examiners’ Training Day
- New Specialty Assessor eLearning module
- RCOG Educational committee/network member
- Teach on RCOG course (ultrasound, BPS)
- Write questions for SBA eLearning
- Write/review eLearning content
- Educational research projects
- Leadership training
- Training Programme Director
- Postgraduate Director Medical education/clinical tutor
- Attendance at educational conferences and courses
- PG Dip/MSc in medical education/leadership

Examples of developmental activities or roles at the GMC:

- Course organiser
- Train regional faculty
- Coordinate regional course
- Facilitate at exam centre
- Educational research projects
- Leadership training
- Training Programme Director
- Postgraduate Director Medical education/clinical tutor
- Attendance at educational conferences and courses
- PG Dip/MSc in medical education/leadership

Examples of non-RCOG educational committee/network member:

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Examples of national or international expert:

- RCOG educational committee Chair
- Head of School
- RCOG Course Convenor
- MRCOG subcommittee member
- ATSM Officer
- National Adviser in specialist area (LTFT, Foundation, eLearning, Workplace Behaviours, Ultrasound, Simulation)
- Recognised national or international expert
- Responsibility for Tier 2 in the workplace
- Key educational research
- Involvement in national policy

Examples of educational research:

- RCOG educational committee Chair
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Frequently asked questions

**What is the Faculty?**
The Faculty is the College’s name for all O&G doctors who are engaged in training – which effectively is all active O&G doctors, as practically everyone has to act as either clinical or educational supervisor.

**Who is it for?**
It is for all doctors who are already involved in training, particularly those who have a particular interest in and passion for education and want to progress to more senior roles within education.

**Why is it needed?**
We want to recognise the enormous contribution of those who train O&G doctors. It is fair to say that the profile of training in secondary care postgraduate medical education has risen exponentially over the last few years. This is because of the changes to standards and regulation, culminating in the recent introduction of the new UK-wide trainer recognition scheme by the GMC. It is only fitting, therefore, that the College uses the unique means at its disposal to help our trainers to progress and give the best education they can to incoming generations of doctors.

**What do I get from it?**
You will be part of a national cohort of professional educators and have access to resources that are specific to your tier. You will have a better understanding of the different RCOG educational roles and how they would suit your career as an educator. Most importantly, you will have explicit recognition of your faculty tier status that can be used for GMC trainer recognition, revalidation, CPD and NHS appraisal. It is up to you in many ways what you get from it, but the bare minimum will be confirmation of your faculty status.

**How do I join and what does it cost?**
You do not need to do anything to join and there is no fee. The College will confirm your faculty tier status (1–4) in autumn 2014.

**How does it fit into my career pathway/journey?**
The RCOG’s Faculty Development Framework is designed to recognise the contributions and enhance the career prospects of those involved in educational activity. However, it also has value for those GMC-recognised clinical supervisors, who are not necessarily active in progressing in education, as tier recognition will still be useful for revalidation and appraisal.

**Is there a list of College educational roles?**
A full list of up-to-date RCOG educational roles and tier ratings can be found on the website.

**What percentage of the profession could/would fall into each tier?**
The vast majority of the profession will fall into Tier 2, as the relevant RCOG criteria are Membership or Fellowship of the College. All Tier 2 will at least be recognised clinical supervisors. The smallest percentage would, naturally, be in Tier 4.

**Is there one thing that clearly defines each tier?**
Tier 1 consists of all pre-MRCOG trainees. Progression between Tier 1 and 2 will be automatic on passing the MRCOG. Educational career advancement will be most evident between Tier 2 and 3, and between 3 and 4. Each Tier is defined by either a particular RCOG status (Tiers 1 and 2) or educational roles that have gone through a validation process (Tiers 3 and 4). All RCOG educational roles have a tier rating and will be advertised as such. A full list of validated RCOG educational roles and their tier ratings will be maintained on the College website. The College Tutor is one example of a Tier 3 role, while the Head of School is a Tier 4.

**How do I move up a Tier?**
Your tier rating is determined by the RCOG educational role or status you hold. If you have more than one RCOG educational role or status then the highest tier will automatically be assigned. You will receive confirmation of your new tier when appointed to an RCOG role (if it is different to your current tier).

**How do I find out more?**
If you have a query please contact facultydevelopment@rcog.org.uk
Mapping of framework to academy of medical educators domains

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1. Ensuring safe and effective 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

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1. [www.medicaleducators.org/index.cfm?link=Servic/servicedC575BBE4-F39B-4267-31A42CB864F0D3DE/showMeta/0]
4. [www.rcog.org.uk]