

COMMITTEE/HONORARY POST ROLE DESCRIPTION



Royal College of
Obstetricians &
Gynaecologists

Role Title	Equivalence Adviser on Equivalence Advisory Group (formerly Equivalence of Training Committee)
Reporting to	Education Board
Faculty Development Tier (educational roles only)	4
Duration and Dates of Appointment	3 years (subject to annual review)
Purpose and description of role	
<p>The Equivalence Advisory Group is responsible for the assessment of applications for the Certificate of Eligibility for Specialist Registration (CESR).</p> <p>The European Medical Act allows doctors to gain access to the Specialist Register via two routes: most commonly by the completion of a recognised training programme and gaining a Certificate of Completion of Training; otherwise by fulfilling the requirements of the regulator, the General Medical Council (GMC), for 'equivalence', and gaining a CESR.</p> <p>The Equivalence Group meets (<i>usually</i> virtually) on the penultimate Thursday of every month, in the morning. There is usually three applications discussed per meeting, unless it is a very busy time and we have to accommodate more. Sometimes, we may set up additional smaller meetings as and when more applications are received.</p> <p>For each application, three assessors are allocated in total. One that presents (the presenter) at their allocated main meetings and two additional readers. However, in extremely busy times, this is often reduced to two assessors (one presenter and one reader) – to spread the load more across the members.</p> <p>The assessment follows a set template. All meetings are usually only attended by those specifically involved in assessing applications at that time (although all members are invited to each meeting as observers).</p> <p>Roles of presenters and readers and attendance at the main monthly meetings are rotated (and confirmed at the start of the year).</p> <p>For further information on CESRs, please visit the GMC website at http://www.gmc-uk.org/doctors/abouteligibility.asp.</p>	

The over-arching purpose of this role is to:

Assess CESR applications against the current Obstetrics and Gynaecology curriculum. The College, in conjunction with the GMC have published a CESR guidance (which is regularly updated) and the assessment is to ensure that evidence provided in the application is in line and covers the requirements listed in the SSG [Guidance](#) (and equivalent to the requirements set out in the [Training Matrix](#)).

Main responsibilities

An Equivalence Adviser would be expected to:

- Participate in at least six assessments per year either through presenting your findings or as a reader, supporting the presenter. However, it is likely there may be times where an assessment each month is required, particularly in the peak months.
- Both presenters and readers complete the same standardised assessment form. It requires an extensive assessment of an application to complete a detailed assessor form, which must include the reference numbers as to where certain pieces of evidence can be located.
- If you have been allocated to present a particular application (scheduled at the start of the year), you must attend the relevant meeting. You may not always attend the meeting if you are a reader but when this is the case, we must be informed in advance and have your completed assessor form at least 24 hours prior to the meeting, to discuss on your behalf.
- Members are required to attend at least 50 per cent of the main monthly meetings, whether they are presenting or reading. For example, if a member has been allocated eight assessments throughout the year, they will need to attend at least four of the relevant meetings.
- As confirmed above, you may be called upon at other times to undertake additional assessments and either attend that particular monthly meeting, or attend a smaller case by case meeting. These additional meetings will be set up as and when required and will be organised around your availability.
- When you are attending a meeting, these should be treated as formal committee proceedings, even though we have moved from face to face meetings held at the college to a 100% per cent virtual platform. We require members who are attending their allocated meetings throughout the year to take appropriate leave/time out from their clinical commitments to give full attention on these proceedings. We understand you may be called away as an emergency on occasion, but as a general rule of thumb, please appropriately schedule these meetings in your diary to avoid any clashes with your clinical commitments. This is aided by the whole year's meeting dates (with the exception of the case by case meeting) at the start of the year.

Key working relationships

Time commitment

You will undertake *at least* six assessments (either as a presenter or a reader) for the main monthly meetings throughout the year, as an average. In peak months, you can expect an increase in workload, but everything will be organised and agreed in advance.

Three applications are usually assessed at the main monthly meetings. If more applications are received one particular month (and you were not previously allocated to an assessment that month), you will be asked to confirm your availability to attend that particular meeting or attend an additional smaller meeting, as and when necessary.

These meetings will be scheduled on a case by case basis each month and will only involve the reader, presenter and chair of that particular application.

Each Equivalence Advisory Group meeting lasts approximately three hours (i.e. usually one hour per application).

Undertaking an assessment may take approximately four hours per application assessment (but this is dependent on the complexities of each application and your experience).

Evaluation of the role and succession planning

- This role reflects the present requirements of the post. As duties and responsibilities change and develop the role description will be reviewed and be subject to amendment in consultation with the post holder.
- The role description will be re-evaluated at the end of the term.

Person Specification

Qualifications / Training

Essential

- MRCOG/FRCOG
- Registered with a licence to practice with GMC, in good standing
- Fellow or Member of the College in a substantive post in NHS practice (those awarded the CESR must have been successful at least two years prior to applying)
- Evidence of annual appraisal
- Evidence of equal opportunities and diversity training within previous 3 years

Previous experience

Essential

- Active involvement in training and education (for example, Educational Supervisor, a member of a School, College Tutor, Foundation Programme Director, Unit Training Director, Director of Medical Education etc.)

Key skills / attributes

- Excellent and thorough attention to detail
- Familiarity with the Obstetrics and Gynaecology core curriculum
- Interest in and understanding of the CESR process
- Commitment to work as a team to undertake assessments robustly and to a high standard of accuracy, and gaining an awareness of the complexities and challenges some assessments may bring
- Provide flexibility and be open to undertaking more assessments than usual, where possible, at periods when this is required i.e. when the College receives an extremely high number of applications

Appendix One

CPD Information

The 2019 RCOG CPD Framework guide can be found here:

<https://www.rcog.org.uk/careers-and-training/cpd-revalidation/the-cpd-framework/>

Committee Chair / Member / Course Convenors and Organisers

If within your Committee role or work as Course Convenor or Organiser you gain knowledge which enhances patient care or leadership and technical skills (including for example, giving presentations, teaching sessions or mock examining) credits can be claimed as an 'Experiential Learning Event'.

Reflection is required to claim credits for an Experiential Learning Event. 2 CPD credits are claimable following reflection. In addition 1 or 2 credits are claimable for an action following the learning (1 credit for a simple action, 2 credits for a complex action). To claim credits for an action, the individual needs to demonstrate how they have applied their learning to their practice, the service they provide and/or the potential impact of the learning.

If you are still using the previous CPD ePortfolio, you can record any new learning that you gain within this role under 'Reflective Learning' in the personal/professional CPD category. For some specific activities, credits can be claimed without reflectionⁱ.

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- 1 credit per hour in the national/international category for giving teaching sessions or leading a workshop on a course
- 5 credits in the national/international category for giving a formal presentation on a course
- 1 credit per hour in the national/international category for mock examining

A maximum of 25 credits in each 5-year cycle applies for all presentations/teachings sessions given at national/international courses or conferences, and for formal and mock examining.