

Capabilities in Practice for Surgical Trainers

Training a surgical trainee

This document has been developed to support you in your role as a surgical trainer. The concept of 'Capabilities in Practice' (CiPs) may be new to you, but it has been developed to operationalise the move towards a competency-based training scheme for our trainees. These Capabilities in Practice will be the elements of work that we expect our trainees to perform at the completion of their training, such as running a ward round or an operating list. These high level outcomes have been developed to satisfy the requirements of the new GMC regulations regarding curricula, as outlined in "Excellence by Design".

As Trainers, we also have a set of capabilities that are required to train. These are what are outlined within this document. As with CiPs for our trainees, these capabilities are divided into three categories:

- The tasks that a trainer must carry out in their duties as a trainer
- The knowledge and skills required to carry out those tasks effectively
- The behaviours that are expected of a surgical trainer, based on the Faculty of Surgical Trainers Standards for Surgical Trainers

We hope that this explicit classification of what is required as a trainer will help to enable benchmarking of trainer performance against a standard, and also ensure that employers understand the time and effort that is required to deliver quality training.

Trainers should be able to effectively train a core surgical and/or higher surgical trainee while role modelling appropriate professional behaviour both as a clinician and an educator. They should tailor their educational practice to ensure that trainees learn all the activities and skills needed to fulfil the relevant curriculum, including:

- Co-construction of an appropriate learning agreement
- Use of formative workplace based assessment
- Delivery of feedback on performance
- Providing training and ongoing clinical supervision.

Trainers should be able to facilitate, assess and benchmark a trainee's progress and write reports that document progress and perceived future learning needs.

Description of activities required	Required knowledge and skills
<ul style="list-style-type: none"> • Ensures trainee induction • Co-constructs appropriate learning agreement • Undertakes trainee progress meetings • Writes AES/CS report • Carries out Workplace Based Assessments • Enables access to appropriate training opportunities • Teaches effectively in theatre, clinic and ward settings • Provides effective feedback on performance and progression • Regularly reviews trainee progress • Evaluates and reports on performance and progression • Contributes to ARCP process • Liaises with relevant agencies regarding trainee progress • Engages in continuing educational and professional development 	<ul style="list-style-type: none"> • Draws on curriculum to guide training, assessment and progression • Provides individualised learning opportunities for trainees • Uses feedback to enhance trainee performance • Reviews and benchmarks educational progress • Observes, assesses and appraises technical and non-technical trainee performance • Reliably distinguishes between levels of trainee performance • Uses WBAs to support trainee progression • Uses ISCP to record and summarise trainee progress • Encourages trainee to reflect on progress and to self-assess • Contributes to a positive learning environment • Can critically reflect on their own performance as a trainer • Engages in educational appraisal and quality improvement

Required behaviours	
<ul style="list-style-type: none"> • Ensuring effective and safe patient care through training <ul style="list-style-type: none"> ○ Ensures that patient safety is paramount at all times ○ Ensures appropriate degree of trainee supervision • Establishing and maintaining an effective environment for learning <ul style="list-style-type: none"> ○ Demonstrates positive attitudes towards training and safe patient care ○ Provides training opportunities for all trainees in their unit ○ Seeks out and selects appropriate training opportunities ○ Acts to maximize training exposure • Teaching and facilitating learning <ul style="list-style-type: none"> ○ Provides appropriate training opportunities ○ Uses a range of teaching and training techniques in a variety of clinical environments ○ Encourages the trainee in self-directed learning ○ Encourages the trainee to undertake external training opportunities • Enhancing learning through assessment <ul style="list-style-type: none"> ○ Regularly observes the trainees technical and non-technical performance ○ Gives effective performance enhancing feedback ○ Supports trainee learning using formative workplace based assessment tools ○ Supports the trainee in preparation for professional examinations 	<ul style="list-style-type: none"> • Supporting and monitoring educational progress <ul style="list-style-type: none"> ○ Sets an appropriate learning agreement ○ Regularly reviews and monitors the trainees progress ○ Engages positively with ISCP as a portfolio and learning tool ○ Identifies and engages with the trainee in difficulty • Guiding personal and professional development <ul style="list-style-type: none"> ○ Demonstrates exemplary professional behavior ○ Builds effective supervisory relationships ○ Maintains personal and professional boundaries ○ Identifies the need for careers or personal advice or support • Continuing professional development as a trainer <ul style="list-style-type: none"> ○ Gathers feedback on their own performance as a trainer ○ Acts to improve their performance as a trainer ○ Attends regular appropriate educational CPD