

Table 2 - OMFS Programmes

Nation	Induction	OMFS ETR Experience - Training Opportunities within rotation	Formal teaching programme	Training rotation	Early years, middle years and later years training.	Private Practice	Simulation	Critical appraisal, research and audit	Management and leadership	Faculty training	
Descriptor	Induction into specialty training	Experience defined in the curriculum available to all trainees in the training rotation	Teaching Programme	Experience of more than one unit and group of trainers	Training opportunities appropriate for phase	Private Practice	Simulation facilities	Evidence of skills and knowledge in critical appraisal, outcome measures including journal clubs and audit. Access to research including higher qualifications.	Training in leadership and management	All trainees required to maintain training.	
Green	Formal induction into all aspects of training including being given a copy of the full curriculum	All trainees and trainers are sent a copy of the curriculum and an outline of their training	Full breadth and depth of syllabus delivered in formal education programme	Training rotates through geographically compact multiple units/trainers with a single employer	All training appropriate for phase	Programme includes formal experience in private practice	Simulation embedded within curriculum, trainees empowered to develop simulation training skills and medical education training as appropriate	Universal experience of critical appraisal and audit (outcome measurement and service improvement). Access to formal clinical academic training pathways dedicated research time possible	Formal element of programme focussed on this domain	All trainers have formal training and maintain training CPD	
Amber	Informal induction	Curriculum is available and trainees told about their training	Teaching programme which covers majority of syllabus	Training in single unit with multiple trainers or multiple units with multiple employers	Most training appropriate for phase	Access to private practice in trainees own time	Limited access to simulation facilities	Limited access – research only possible out of programme	Informal element	Some trainers have formal training and maintain training CPD	
Red	No induction	No curriculum provided and no formal information about training.	No formal teaching programme	Single unit and few trainers	Some training appropriate for phase	No access to private practice	No access to simulation	No access	None	No trainers have training	Percentage
Austria	2	2	3	2	2	2	2	2	2	2	70%
Belgium	3	2	2	3	2	2	2	3	2	3	80%
Croatia	2	2	2	3	2	2	2	2	2	2	70%
Czechia	2	2	3	2	3	2	2	3	2	2	77%
Estonia	2	2	2	3	2	2	2	3	3	2	77%
Finland	3	2	2	2	2	2	2	2	3	2	73%
France	3	3	3	3	3	3	3	3	1	2	90%
Germany	3	2	2	2	2	1	2	2	2	2	67%
Greece	2	2	3	2	3	2	2	3	2	3	80%
Hungary	3	2	3	2	3	2	2	3	2	2	80%
Ireland	2	2	3	2	2	2	2	3	3	3	80%
Italy	2	3	2	2	3	2	1	3	1	2	70%
Latvia	3	3	3	3	3	3	2	3	1	3	90%
Lithuania	2	2	3	2	2	2	2	3	3	2	77%
Netherlands	3	3	3	3	2	2	2	3	3	3	90%
Norway	2	3	2	2	2	2	3	3	2	2	77%
Poland	2	2	3	2	3	2	1	3	3	3	80%
Portugal	2	2	2	3	2	2	2	2	1	1	63%
Romania	3	3	3	2	3	2	1	3	2	3	83%
Slovenia	3	2	3	2	3	1	2	2	3	3	80%
Spain	3	3	3	3	3	2	3	3	2	2	90%
Sweden	2	2	2	3	2	1	3	3	3	3	80%
Switzerland	2	2	2	2	1	1	2	3	1	3	63%
United Kingdom	3	3	3	3	3	3	3	3	3	3	0%