

Psychiatry Training the Trainers (v2018)

Heath Education England

NW School of Psychiatry



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Background

This booklet is to provide a background to the Psychiatry Training the Trainers course in the NW School of Psychiatry, which is a 1-day course will be run in the different parts of Health Education England (NW). The Local Education Providers (LEPs Trusts) hold responsibility for ensuring all trainers, both clinical supervisors and educational supervisors, meet the standards for the delivery of education. Contained here are the definitions of a Clinical Supervisor (CS) and Educational Supervisor (ES) and trainer accreditation as per the GMC standards. We also introduce a suggested timetable for the day followed by a more detailed outline of each workshop, with aims and objectives and recommended reading. If delegates complete the recommended reading then they will gain more from the workshops, as not everything can be covered in 1 day. Further resources are available at www.schoolofpsychiatry.net and then click on the 'Training the Trainers' tab.

Clinical Supervisor (CS) and Educational Supervisor (ES)

Supervision is a core component of postgraduate medical training and is defined as the 'provision of guidance and feedback on matters of personal, professional and educational development in the context of a trainee's experience of providing safe and appropriate patient care' (Kilminster, 2007). All trainees must have an educational supervisor and a named clinical supervisor for each placement in their specialty programme.

In postgraduate training programmes in the UK, the Clinical Supervisor is defined as a 'trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee's clinical work and providing constructive feedback during a training placement' – in other words the day to day management of the trainee in that placement (Gold Guide, 2018).

The Educational Supervisor is a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a training placement or a series of placements. (Gold Guide, 2018).

Trainer Approval

Educational Supervisor and named clinical supervisors are required to be recognised secondary care in line with the GMC/Recognition and Approval of Trainers.

The GMC released their implementation plan for the recognition of trainers in August 2012, which required LETBs (ie HEE NW) as learning organisations to formally recognise trainers in their roles as clinical and educational supervisors. This included the development of an online trainer database to enable Local Education Providers (LEPs) to record the status of named clinical and educational supervisors.

HEE NW requires that all consultants who supervise trainees to be recognised at least as clinical supervisors. This includes those working with trainees on-call.

New Trainers

To be recognised as a trainer, anyone who is not on the trainer database described above and new consultants/trainers will need to:

- Attend a taught course that is DME approved and externally accredited to prepare them for the supervisor's role.
- Present evidence that this maps against the 5/7 domains, by providing a minimum of 1 piece of evidence from each of domains 1-4 for a CS and 1-6 for an ES

Alternatively, trainers may be able to submit 1 piece of evidence from each of the domains 1-4 for CS and 1-6 for an ES, acquiring gradually from a number of sources.

Clinical Supervisor Requirement	Domain	Educational Supervisor Requirement
X	1. Ensuring safe and effective patient care	X
X	2. Establishing and maintaining an environment for learning	X
X	3. Teaching and Facilitating Learning	X
X	4. Enhancing learning through assessment	X
	5. Supporting and monitoring educational progress	X
	6. Guiding personal and professional development	X
X	7. Continuing professional development as an educator	X

Examples of Continuing Professional Development (CPD)

For current and new trainers examples of educational CPD include:

- Courses approved by the DME and externally accredited, e.g. Royal College courses, Edge Hill University PG Cert
- Involvement in educating others – e.g. running workshops at various types of events
- Results of educational 360 degree appraisals
- New qualifications obtained in medical education
- Written reflections as an educator on any experience of choice with development goals

In a 5 year period a trainer could have the following pieces of evidence:

- An approved course
- Written reflections as an educator
- Results of educational 360 degree appraisals

Educational Activity Summary: Evidence in the GMC Domains for Accreditation, Appraisal and Revalidation

- Name: [Click here to enter text.](#)
- Appraisal date: date Revalidation date: date

Educational Roles	
Role	dates
Role	dates
Role	dates

Educational Qualifications	
Qualification	date
Qualification	date
Qualification	date

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Postgraduate Medical Education		
Activity	date	Additional Documents?*
Activity	date	Yes <input type="checkbox"/> No <input type="checkbox"/>
Activity	date	Yes <input type="checkbox"/> No <input type="checkbox"/>

Undergraduate Medical Education		
Activity		Additional Documents?*
Activity	date	Yes <input type="checkbox"/> No <input type="checkbox"/>
Activity	date	Yes <input type="checkbox"/> No <input type="checkbox"/>

Other Professional Groups		
Activity		Additional Documents?*
Activity	date	Yes <input type="checkbox"/> No <input type="checkbox"/>
Activity	date	Yes <input type="checkbox"/> No <input type="checkbox"/>

Maintaining Trainer Recognition

To retain recognition trainers are required to undergo annual appraisal, which includes evidence of educational CPD. This is one piece of evidence for domain 7 (CPD) each year, with 3 separate types of evidence over a 5-year period. Over the 5-year cycle trainers must provide evidence for each of the domains 1-4 for a CS and 1-6 for an ES, within the annual appraisal. Some Trusts have one appraisal including an educational component. Some Trusts have a separate educational appraisal.

HEENW current position is “it is anticipated across the North West trainer recognition will be reviewed at the time of revalidation”.

It is recommended that you speak with your local medical education department to clarify local arrangements on achieving competencies in Domains 1 – 6.

Guidance on Evidence for Trainers' Appraisers 2016 - Potential Examples of Evidence

What classes as "evidence"?

Both the GMC and the AoME have described generic evidence that can be presented to demonstrate competence and on-going development as a trainer. HENW has produced further guidance which gives specific ideas for the types of evidence you may collect. This can be seen below. PLEASE NOTE: This list is not exhaustive. It is up to both you and your appraiser to analyse the evidence collected and make a judgment on whether this is sufficient for each domain.

It is also important to stress that this is NOT a tick box exercise. The emphasis is on reflection and learning from current practice rather than documenting course attendance. This is reflected on the list of possible evidence.

Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
1 Ensuring Safe and Effective patient care through training	<ul style="list-style-type: none"> • Acts to ensure the health, wellbeing and safety of patients at all time • Ensures that trainees have undertaken appropriate induction • Allows trainees, when suitably competent, to take responsibility for care, appropriate to the needs of the patient 	<ul style="list-style-type: none"> • Uses educational interventions to enhance patient care • Involves trainees in service improvement • Involves patients as educators 	<p>1a. Courses attended or programmes undertaken including face to face and online learning.</p> <p>PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online course referencing patient safety through learning.</p> <p>1b. GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>1c. Feedback from patients about care received. Patient survey results, relevant documents displaying feedback and evidence of how this has been used to develop trainees</p> <p>1d. Details of measures put in place to ensure supervision appropriate to trainee’s competence and confidence. Evidence of induction, regular contact and 1:1s with trainees to discuss patient care. This may include meeting schedules and notes from meetings as well as reflections on meetings demonstrating issues carried forward and solved.</p> <p>Learning agreement based on specific trainee needs which identify competence, level of supervision and outcomes.</p> <p>Audit of patients treated by trainees with outcomes/satisfaction.</p> <p>Trainee led audit which assesses patient safety issue.</p> <p>1e. Examples of near miss/ critical incident analysis. Involvement in near miss/critical incidents, or complaints which demonstrate involvement of trainees in learning lessons, through meeting notes and reflections.</p>

			Trainee input/feedback on help and guidance throughout this process, e.g. email correspondence.
Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
2 Establishing and Maintaining an environment for learning	<ul style="list-style-type: none"> Encourages participation through provision of equality of opportunity and acknowledgement of diversity Ensures that trainees receive the necessary instruction and protection in situations that might expose them to risk Encourages and maintains the confidence of trainees Is open, approachable and available Maintains good interpersonal relationships with trainees and colleagues 	<ul style="list-style-type: none"> Proactively seeks the views of trainees on their experience Takes steps to establish a learning community within their department and/or organisation. Monitors, evaluates and takes steps to address areas for improvement in teaching and learning. 	<p>2a. Courses attended or programmes undertaken, including face to face and online learning. PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1</p> <p>Specific Trust/College/University/Online learning event incorporating reference to the learning environment</p> <p>2b. GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>2c. Other Feedback from Trainees. MSF / 360 feedback (e.g. Trainer MSF on Horus) And/ or evidence of inviting feedback from trainees in other forms e.g. written statements. Reflection of face to face meetings with trainees referencing the learning environment</p> <p>2d. Details of learning programmes, study schedules, timetables for trainees and clinical teachers. Summary of feedback and evaluation of teaching with reflection and an action plan for development points.</p> <p>2e. Feedback from colleagues Written statements from department education lead/DME/TPD with evidence of reflection and personal development</p> <p>2f. Description of training role/environment/trainees supervised. With supportive evidence from department education lead/DME/TPD</p>

Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
2 (cont) Establishing and Maintaining an environment for learning	<ul style="list-style-type: none"> • Provides protected time for teaching and learning • Involves the team in the delivery of teaching and supervision • Is aware of the team’s experience and skills relating to supervision • Ensures that workload requirements on trainees are both legal and that wherever possible they do not compromise learning 		

Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
3 Teaching and Facilitating Learning	<ul style="list-style-type: none"> • Has up-to-date subject knowledge and/or skills • Provides direct guidance on clinical work where appropriate • Has effective supervisory conversational skills • Plans learning and teaching episodes • Uses a range of appropriate teaching interventions in the clinical setting • Facilitates a wide variety of learning opportunities • Helps the trainee develop an ability for self-directed learning 	<ul style="list-style-type: none"> • Demonstrates exemplary subject knowledge or skills • Understands and can apply theoretical frameworks to their practice • Is involved with curriculum development beyond the supervisory relationship • Works with the department and/or provider to ensure a wide-range of learning opportunities is available e.g. simulation facilities, courses 	<p>3a. Courses attended or programmes undertaken, including face to face and online learning. PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 Specific Trust/College/University/Online learning event referencing teaching skills</p> <p>3b. GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>3c. Other Feedback from Trainees. MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of receiving feedback from trainees in other forms e.g. written statements, face to face meetings with trainees, trainee logbooks & trainee outcomes from ARCPs. Must include evidence of reflection and development actions.</p> <p>3d. Details of learning programmes, study schedules and timetables for trainees. Teaching session plans/Log of teaching delivered and feedback from trainees or peers. Must include reflections and development actions</p> <p>3e. Feedback from colleagues Peer observation of teaching and /or written statements from department education lead/DME/TPD including reflections and personal development</p> <p>3f. Evidence of recent initiatives to enhance the provision of learning opportunities. Evidence of promoting innovation, e.g. Emails demonstrating your involvement in changes and developments. Setting up different teaching opportunities for example, 1:1s/group teaching.</p> <p>Evidence of involvement in Simulation where appropriate, e.g. sim-lab, NW Simulation network.</p>

	<ul style="list-style-type: none">• Allows the trainee to make contributions to clinical practice of graduated value and importance commensurate with their competence• Use technology enhanced learning where appropriate. E.g. simulation• Encourages access to formal learning opportunities. E.g. study days.		
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Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
4 Enhancing Learning Through assessment	<ul style="list-style-type: none"> • Regularly observes the trainee’s performance and offers feedback • Plans and/or monitors assessment activities • Uses workplace-based assessments appropriately • Provides feedback that is clear, focussed and aimed at improving specific aspects of trainee performance • Ensures that the trainee participates in 360’ appraisal • Supports the trainee in preparation for professional external examinations 	<ul style="list-style-type: none"> • Ensures that workplace-based assessments are used effectively by juniors, consultant colleagues and the wider team • Understands and can apply theoretical frameworks relevant to assessment to their and others’ practice • Is involved in professional assessment activities beyond the supervisory relationship e.g. as an ARCP panel member or College examiner 	<p>4a. Courses attended or programmes undertaken, including face to face and online learning. PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1</p> <p>Specific Trust/College/University/Online learning event referencing WPBA or other assessment techniques.</p> <p>4b. GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>4c. Other Feedback from Trainees. MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of inviting feedback from trainees in other forms e.g. written statements, reflection of face to face meetings with trainees. trainee logbooks & trainee outcomes from ARCPs. Must include evidence of reflection and development actions.</p> <p>4d. Details of programmes, study schedules and timetables for trainees indicating assessment modes, patterns and relevance to learning. Must include reflections and development actions.</p> <p>4e. Evidence of attendance at ARCPs. Panel member or observations at ARCP panel and evidence of feedback given to trainees together with reflections and development actions identified</p> <p>4f. Feedback from peers (e.g. relating to external examining or professional assessment) Peer observations/review/statements/emails together with reflections and development actions identified</p>

Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
5 Supporting and Monitoring Educational Progress	<ul style="list-style-type: none"> Agrees an educational contract at the outset of the training period Understands the curricula requirements of the specialty and stage of training Identifies learning needs and sets educational objectives Involves the trainee in the above processes Reviews and monitors progress through regular timetabled meetings Ensures that appropriate records are kept in relation to trainee progress Uses the educational portfolio appropriately 	<ul style="list-style-type: none"> Proactively seeks out opportunities for providing formal support and career development activities for trainees Establishes and/or evaluates schemes for monitoring trainee progress across the department/organisation Involves themselves in external activities relevant to doctors in difficulty or career progression (e.g. GMC or ARCP panels, College committees) Involves themselves in recruitment to the training programme Involves themselves in the wider management of the training programme, e.g. training committee 	<p>5a. Courses attended or programmes undertaken, including face to face and online learning. PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 & 2</p> <p>Specific Trust/College/University/Online/ HENW learning event about educational supervision</p> <p>5b. GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>5c. Other Feedback from Trainees MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of inviting feedback from trainees in other forms e.g. written statements, reflection of face to face meetings with trainees, trainee logbooks, trainee outcomes from ARCPs. Must include reflections and evidence of personal development actions.</p> <p>5d. Examples of meetings, records of trainee progress and learning plans (anonymised) Evidence of Learning agreements, e.g. anonymised examples from trainee e-portfolio. Examples of educational supervisors reports written for trainees (anonymised). Anonymised screen shots from e-portfolio demonstrating engagement in, and appropriate use of e-portfolio. Must include reflections and evidence of personal development actions.</p> <p>5e. Case studies of the management of a trainee in difficulty (anonymised) Evidence of communications between relevant parties and trainers involvement in that. E.g. anonymised written correspondence evidencing escalation where appropriate and involvement of wider colleagues e.g. Associate Dean, HoS, TPD, DME.</p>

	<p>and encourages their use by trainees</p> <ul style="list-style-type: none"> Provides a structured supervisor's report that discriminates between the trainee's strengths and areas of concern 		
Domain	Description – Effective Supervisor	Description – Excellent Supervisor	Example of evidence across these Domains (this list is not exhaustive)
		<i>Also</i>	
5 (cont) Supporting and Monitoring Educational Progress	<ul style="list-style-type: none"> Provides continuity of supervision or ensures effective educational handover Responds efficiently and effectively to emerging problems of trainee progress Is aware of, and can access available support for the trainee in difficulty Understands their role and responsibilities within the educational governance structures of their local education 		<p>5f. Feedback from peers, e.g. relating to involvement in organisational/professional activities Peer observation/feedback from TPD/DME. Must include reflections and development actions identified.</p> <p>5g. Records of other relevant activities undertaken, e.g. involvement in recruitment, training committees etc. Feedback from TPD/DME demonstrating involvement/contribution. Must include reflections and development actions identified.</p>

	provider, Deanery and College		
Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
6 Guiding Personal and Professional Development	<ul style="list-style-type: none"> Provides a positive role model through demonstration of exemplary professional behaviours and relationships Has effective supervisory conversational skills Is able to set and maintain appropriate boundaries e.g. social/professional Understands when and where to refer on to other agencies e.g. occupational health, counselling, deanery careers unit Ensures that the trainee is aware of the requirements of, and 	<ul style="list-style-type: none"> Provides timely and appropriate career guidance and advice Demonstrates a willingness to remain a critical friend and mentor even after completion of training Understands the wider national context of professional development for doctors at all levels Can draw on a wide range of skills and techniques relevant to personal and professional development Provides support for other doctors/supervisors in 	<p>6a. Courses attended or programmes undertaken, including face to face and online learning PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1 & 2</p> <p>HENW online Careers courses available through the VLE (Moodle) eg coaching, mentoring, careers support</p> <p>Online BMJ learning modules - Mentoring</p> <p>North West Mentoring Scheme training/active engagement</p> <p>Specific Trust/College/University/Online/ HENW learning event concerning careers support, mentoring & coaching</p> <p>6b. GMC Trainee Survey Results and/or HENW visit and/or Trust/Specialty/Foundation annual report. Can be obtained from GMC website, DME or Specialty education lead. Evidence must demonstrate discussion, reflection and action on these results.</p> <p>6c. Other Feedback from Trainees MSF / 360 feedback (e.g. Trainer MSF on Horus) and/ or evidence of inviting feedback from trainees in other forms and how this has been used to support their development. Must include reflections and evidence of how this has been used to guide personal development.</p> <p>6d. Examples of meetings, records, case studies (suitably anonymised). For example; Evidence of anonymised OH or HR referrals and involvement. Reflection on these events.</p>

	<p>participates in NHS appraisal</p> <ul style="list-style-type: none"> Ensures that the trainee participates in multisource feedback Signposts the trainee to sources of career support 	<p>relation to personal and professional development</p>	<p>6e. Examples of support, challenge and careers guidance provided to trainees (anonymised)</p> <p>6f. Feedback from peers, e.g. relating to involvement in organisational/professional activities Peer observation/feedback from TPD/DME. Must include reflections and development actions identified</p>
Domain	Description – Effective Supervisor	Description – Excellent Supervisor <i>Also</i>	Example of evidence across these Domains (this list is not exhaustive)
<p>7 Continuing Professional Development as an Educator</p>	<ul style="list-style-type: none"> Evaluates own supervisory practice e.g. through trainee feedback, peer observation Takes action to improve own practice on the basis of feedback received e.g. appraisal, informal feedback Maintains Good Medical Practice in line with Specialty and GMC requirements 	<ul style="list-style-type: none"> Actively seeks the views of colleagues through e.g. 360 appraisal, peer observation. Engages in programmes of educational development e.g., Training the trainers, Postgraduate Certificate, Masters Assists in the development of others as educators including trainees 	<p>7a. Courses attended or programmes undertaken, including face to face and online learning. PGCE in Workplace Based PG Medical Education at Edge Hill University - Module 1, 2 & 3. Specific Trust/College/University/Online/ learning refresher course on education/training.</p> <p>7b. Results of GMC/HENW/Specialty/Foundation Reports and Reflections. Must include description of actions implemented and outcome.</p> <p>7c. Evidence of continued CPD. Involvement in educating others e.g. running workshops at relevant conferences or locally e.g. HENW conference, Specialty away days, RC conference or courses. Involvement in peer mentoring with evidence of reflection on this.</p> <p>Evidence of participation in online discussion forums with peers. E.g. anonymised screen shots.</p> <p>7d. Results of 360 degree appraisal. Trainer MSF on Horus with reflection and development plan. Results of peer review or professional observation of teaching. For example;</p>

			<p>Peer observations and feedback/discussion with reflection and personal development actions identified</p> <p>Review of feedback on educational supervisor reports, reflection and personal development plan.</p> <p>Review of formal trainee feedback on teaching and reflection on this with personal development goals.</p> <p>7e. Written reflection on any CS/ES experience of choice with development goals.</p> <p>7f. New Certificates or qualifications obtained.</p> <p>7g. Critical comments on relevant books or articles read recently.</p>
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Suggested Timetable for the NW School of Psychiatry Training the Trainers Workshops

9.00 – 9.15	Coffee and Registration
9.15 – 10.30	Session 1
10.30 – 10.45	Break
10.45 – 12.00	Session 2
12.00 – 12.45	Lunch
12.45 – 15.00	Session 3
15.00 – 15.15	Break
15.15 – 16.30	Session 4
16.30 – 16.45	Feedback forms to be completed

Menu of the Workshops for the Training the Trainers Day

‘Role and Responsibilities of a Supervisor / Supervision’

This session is to give an overview of effective supervision

By the end of the workshop participants should be able to:

- Understand the national and local context in which you will be providing supervision
- Be able to define a Clinical Supervisor v Educational Supervisor
- Understand more about the 1-hour supervision for Psychiatry, FY and GP trainees
- Understand the wider role of a supervisor as a line manager
- Have improved knowledge of the mandatory requirements for supervisor accreditation
- Consider ways to support career development for trainees in supervision
- Work through some case examples

Pre workshop reading:

HEENW Clinical and Educational Supervision:

<https://www.nwpgmd.nhs.uk/sites/default/files/CS%20in%20HENW%20-%20Overview%202014.pdf>

<https://www.nwpgmd.nhs.uk/sites/default/files/ES%20in%20HENW%20-%20Overview%202014.pdf>

‘The E-portfolio, WPBAs and Preparing Trainees for the ARCP’

This session is to give an overview of how to prepare trainees for the ARCP

By the end of the workshop participants should be able to:

- Understand more about an e-portfolio in medical education
- Understand the ARCP process
- Understand how WPBAs are important in this process and how to give trainees effective feedback
- Understand how to write an effective supervisor’s report
- Reflect on some lessons learned from previous ARCPs

Pre workshop reading:

RCPsych webpages (see the left hand side for the guide on supervising a trainee which includes information about the portfolio and completing WPBAs – includes videos):

<https://training.rcpsych.ac.uk/home>

‘Reflective Practice / Ethics in Medical Education’

This session is to give an overview of reflective practice and ethics.

By the end of the workshop participants should be able to:

- Understand the process and the importance of reflective practice for trainers and trainees
- Define reflective practice, and how it relates to adult learning principles and lifelong learning
- Understand the barriers to reflective practice
- To be able to guide trainees to become reflective practitioners
- Have some experience in appraising pieces of reflective practice, including one following clinical incident.
- Be upto date with the most recent guidance from the AoMRC
- Consider the ethical issues in medical education

Pre workshop reading:

AoMRC (Practical guides for trainers):

<http://www.aomrc.org.uk/publications/reports-guidance/improving-feedback-reflection-improve-learning-practical-guide-trainees-trainers/>

‘Supporting a Trainee in Difficulty’

This session is to give an overview of how to support a trainee in difficulty, and the concepts of coaching and mentoring.

By the end of the workshop participants should be able to:

- Recognise the signs and symptoms of a trainee in difficulty
- Understand the potential causes of difficulty for trainees
- Form an appropriate management plan with a trainee in difficulty
- Know when to seek advice and refer the matter in line with HEENW guidance
- Work through case examples of trainees in difficulty

Pre workshop reading:

HEENW Approach (Includes links to the full policy):

<https://www.nwpgmd.nhs.uk/resources/doctors-difficulty-getting-it-right>

‘The MRCPsych Course and Preparing Trainees for Exams’

This session is to give an overview of the NW MRCPsych course and how to support trainees with their exams

By the end of the workshop participants should be able to:

- Have an overview of the structure of the MRCPsych exams
- Understand the structure of the NW MRCPsych Course and accessing resources
- Feel more confident in supporting trainees with the MRCPsych course preparation

Pre workshop reading:

RCPsych webpages for the exams (includes links to the syllabus, exam structure and updates, supporting trainees, applications and results):

<http://www.rcpsych.ac.uk/traininpsychiatry/examinations.aspx>

HEENW School of Psychiatry MRCPsych Course Webpages:

<http://www.schoolofpsychiatry.net/mrcpsych-course/>

Equality and Diversity

There is the expectation that ‘Equality and Diversity’ training will be completed as part of a local appraisal process.

How does the programme link to the AoME domains?

1. Ensuring safe and effective patient care
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

	1	2	3	4	5	6	7
Induction Session	X	X	X	X	X	X	X
Supervision	X	X	X		X	X	X
E-portfolio / WPBAs / ARCP		X	X	X	X	X	X
Reflective Practice / Ethics	X	X	X	X	X	X	X
Supporting the Trainee in Difficulty	X				X	X	X
MRCPsych Course and Exams		X	X		X	X	X

References

Kilminster S, Cottrell D, Grant J, et al. AMEE guide no. 27: effective educational and clinical supervision. Med Teach. 2007; 29 (1): 2–19

A Reference Guide for Specialty Training in the UK: The Gold Guide v6. London: Health Education England; 2018.

