

**Royal College of Psychiatrists**  
**College Guidance to PMETB Standards for Training**  
**v 1.3**

Officer	Requirement Number	Achievements required	Potential sources of evidence	Success indicators
<b>PMETB requirement</b>	<b>1.1</b>	<b>Trainees must make the needs of patients their first concern.</b>		
<b>College Guidance</b>	1.1	In psychiatry there is a need to have special regard for the rights and needs of vulnerable and frequently disempowered groups and individuals.	Records of relevant training both content and attendance Induction Programmes; content & attendance ARCP outcomes and Workplace Based Assessments assess trainees' attitude towards patients National Patients Survey Trust Clinical Governance systems and their published evidence Trainees log of educational supervision Content of and attendance at training programme for trainers	Results of National Patient Survey are positive
<b>School triangulation</b>	1.1			
<b>Educational Supervisors</b>	1.1	Trainee Induction into Post Provision of educational supervision according to contemporary guidance and ensuring clinical supervision	Records of relevant training both content and attendance Induction Programmes; content & attendance ARCP outcomes and Workplace Based Assessments assess trainees' attitude towards patients National Patients Survey Trust Clinical Governance systems and their published evidence Trainees log of educational supervision	Results of National Patient Survey are positive

<b>PMETB requirement</b>	<b>1.2</b>	<b>Trainees must be appropriately supervised according to their experience and competence.</b>		
College Guidance	1.2	In psychiatry the standard is one hour per week individual educational supervision with the identified educational supervisor (see also 6.3) in addition to clinical supervision.	National Trainee survey Content of training programmes for trainers Content of induction programmes for trainees Evaluation of training posts	<ul style="list-style-type: none"> <li>●National trainee survey indicates regular and appropriate (to level of need) clinical supervision is occurring in all posts</li> <li>●All trainees are demonstrated to receive timetabled weekly educational supervision.</li> </ul>
School triangulation	1.2		School Psychiatry Trainee Survey via METIS	
Educational Supervisors	1.2	Ensure that their trainees are receiving appropriate clinical supervision at all times and trainees know who to gain Clinical supervision from when trainer is not available To ensure educational supervisors provide one hour per week one to one educational supervision.	National Trainee survey Content of training programmes for trainers Content of induction programmes for trainees Evaluation of training posts	<ul style="list-style-type: none"> <li>●National trainee survey indicates regular and appropriate (to level of need) clinical supervision is occurring in all posts</li> <li>●All trainees are demonstrated to receive timetabled weekly educational supervision.</li> </ul>
<b>PMETB requirement</b>	<b>1.3</b>	<b>Those supervising the clinical care provided by trainees must be clearly identified, competent to do so, accessible and approachable by day and by night with time for these responsibilities clearly identified within their job plan.</b>		
<b>College Guidance</b>	<b>1.3</b>	In psychiatry the complexity of service delivery requires that the lines of clinical responsibility and supervision must be explicit at all times.	Content of training programs for trainers Evaluation of posts Descriptions of posts include clinical supervision arrangements Duty and on-call rotas National trainee survey National trainer survey	National Trainee survey indicates that clinical supervision is satisfactory at all times including out of hours National trainer survey indicates that all trainers have time identified in job plan to provide clinical supervision
<b>School triangulation</b>	<b>1.3</b>		School Psychiatry Trainee Survey via METIS	
<b>Educational Supervisors</b>	<b>1.3</b>	Ensure trainees are receiving regular and adequate clinical supervision	Content of training programs for trainers Evaluation of posts Descriptions of posts include clinical supervision arrangements Duty and on-call rotas National trainee survey National trainer survey	National Trainee survey indicates that clinical supervision is satisfactory at all times including out of hours National trainer survey indicates that all trainers have time identified in job plan to provide clinical supervision

<b>PMETB requirement</b>	<b>1.4 Trainees must be expected to obtain consent only for procedures which they are competent to perform.</b>			
<b>College Guidance</b>	<b>1.4</b>	In psychiatry particular attention must be paid to procedures involving mental health and capacity legislation.	<p>Induction programmes and training for trainees</p> <p>Content of induction and programmes of Training for trainers</p> <p>Local policies for obtaining consent</p> <p>Training programme content includes obtaining consent</p> <p>Trainers maintain section 12 approval</p>	MHA commission reports indicate good practice.
<b>School triangulation</b>	<b>1.4</b>		Collation of MHA reports from all trusts – Education department	
<b>Educational Supervisors</b>	<b>1.4</b>	<p>Induction into post must include awareness of obtaining consent.</p> <p>Ensure supervision includes consent issues</p>	<p>Induction programmes and training for trainees</p> <p>Content of induction and programmes of Training for trainers</p> <p>Local policies for obtaining consent</p> <p>Training programme content includes obtaining consent</p> <p>Trainers maintain section 12 approval</p>	MHA commission reports indicate good practice.
<b>PMETB requirement</b>	<b>1.5 Shift and on-call rota patterns must be designed so as to minimise the adverse effects of sleep deprivation.</b>			
<b>College Guidance</b>	<b>1.5</b>		<p>National Trainee Survey</p> <p>EWTD monitoring</p> <p>Evaluation of posts</p>	<ul style="list-style-type: none"> <li>●National trainee survey indicates trainee satisfaction with on-call rota patterns</li> <li>●Regional EWTD monitoring illustrates compliance</li> </ul>
<b>School triangulation</b>	<b>1.5</b>			
<b>Educational Supervisors</b>	<b>1.5</b>	Monitor trainees on call experience in supervision	<p>National Trainee Survey</p> <p>EWTD monitoring</p> <p>Evaluation of posts</p>	<ul style="list-style-type: none"> <li>●National trainee survey indicates trainee satisfaction with on-call rota patterns</li> <li>●Regional EWTD monitoring illustrates compliance</li> </ul>

<b>PMETB requirement</b>	<b>1.6</b>	<b>Trainees in hospital posts must have well-organised handover arrangements ensuring continuity of patient care at the start and end of periods of day or night duties.</b>	
<b>College Guidance</b>	<b>1.6</b>	In psychiatry it must be recognized that handover requirements are not confined to hospitals. For example, they must include crisis resolution teams, community units, etc.	National Trainee Survey Induction programmes content Local policies and monitoring of handover arrangements Evaluation of posts Trainees timetables
<b>School triangulation</b>	<b>1.6</b>		
<b>Educational Supervisors</b>	<b>1.6</b>	Ensure trainees are using handover arrangements	National Trainee Survey Induction programmes content Local policies and monitoring of handover arrangements Evaluation of posts Trainees timetables
<b>PMETB requirement</b>	<b>2.1</b>	<b>Programmes, posts, associated management, and data collection concerning trainees and local faculty must comply with the European Working Time Directive, Data Protection Act and Freedom of Information Act.</b>	
<b>College Guidance</b>	<b>2.1</b>		Local Survey data concerning board/ administration staff knowledge and application of above legislation Content of Induction programmes for board members and trainers
<b>School triangulation</b>	<b>2.1</b>		AMD Board Report
<b>Educational Supervisors</b>	<b>2.1</b>	Trainers maintain awareness of the above legislation	Local Survey data concerning board/ administration staff knowledge and application of above legislation Content of Induction programmes for board members and trainers
			Board members are all aware of responsibilities in relation to above legislation.

PMETB requirement	3.4 Appropriate reasonable adjustment must be made for trainees with disabilities, special educational or other needs.			
<b>College Guidance</b>	3.4		Board minutes Induction and training programme for Board members Trainee Survey Tutor and Trainer Induction Programme Trainee Induction Programme Post evaluation	<ul style="list-style-type: none"> <li>●All trainees with disabilities and special needs are able to complete a full programme of training</li> <li>●All trainees with disabilities and special needs have equal access to training and learning opportunities</li> </ul>
<b>School triangulation</b>	3.4		School Psychiatry Trainee Survey via METIS	
<b>Educational Supervisors</b>	3.4	Assist in the identification of training needs	Board minutes Induction and training programme for Board members Trainee Survey Tutor and Trainer Induction Programme Trainee Induction Programme Post evaluation	<ul style="list-style-type: none"> <li>●All trainees with disabilities and special needs are able to complete a full programme of training</li> <li>●All trainees with disabilities and special needs have equal access to training and learning opportunities</li> </ul>

<b>PMETB requirement</b>	<b>3.5</b>	<b>Trainees should have access to appropriate evidence on trainee recruitment, appointment, and satisfaction, (and on ARCP panel) with the results analysed by ethnicity, place of qualification, disability, gender and part time training/working.</b>		
<b>College Guidance</b>	<b>3.5</b>		Annual QA reports	These reports are readily available to trainees and prospective trainees. Annual QA reports
<b>School triangulation</b>	<b>3.5</b>		Report on recruitment to be prepared by Lead employer ARCP panel to prepare a report including this data Publicity via website	
<b>Educational Supervisors</b>	<b>3.5</b>	Assist in the collection and dissemination of data	Annual QA reports	These reports are readily available to trainees and prospective trainees. Annual QA reports

PMETB requirement	5.1 Sufficient practical experience must be available within the programme to support acquisition of competence as set out in the approved curriculum.			
<b>College Guidance</b>	5.1	<p>In Psychiatry:</p> <p>Trusts must ensure that training occurs in an assured safe environment, e.g., safe interview rooms, availability of panic alarms</p> <p>Within individual posts the position of the trainee as a full working member of the team must be ensured according to their competency level</p> <p>The acquisition of certain competencies can only be achieved in certain specific clinical placements. This means that training must be planned to ensure that individual trainees are not denied essential opportunities</p> <p>Particular attention must be paid to the acquisition of skills in emergency psychiatry including out of hours.</p>	<p>Report to board concerning the safety of trainees</p> <p>Policies for rotational planning</p> <p>Handbook demonstrates a variety of placements covering the core skills</p> <p>ARCP results</p> <p>Health and safety review</p> <p>National Trainee survey</p>	<ul style="list-style-type: none"> <li>●At all times trainees in psychiatry will interview patients in an environment meeting standards for safety as set out by Royal College of Psychiatrists.</li> <li>●At annual review all trainees will have achieved the competencies and other educational objectives set out in their agreed programme of training.</li> </ul>
<b>School triangulation</b>	5.1		<p>School Psychiatry Trainee Survey via METIS</p> <p>Placement policy for School Handbook</p> <p>P/F review by Admin team</p>	
<b>Educational Supervisors</b>	5.1	<p>Ensure that trainees receive regular formative assessment to ensure that they are developing the appropriate skills.</p>	<p>Report to board concerning the safety of trainees</p> <p>Policies for rotational planning</p> <p>Handbook demonstrates a variety of placements covering the core skills</p> <p>ARCP results</p> <p>Health and safety review</p> <p>National Trainee survey</p>	<ul style="list-style-type: none"> <li>●At all times trainees in psychiatry will interview patients in an environment meeting standards for safety as set out by Royal College of Psychiatrists.</li> <li>●At annual review all trainees will have achieved the competencies and other educational objectives set out in their agreed programme of training.</li> </ul>

<b>PMETB requirement</b>	<b>5.2</b>	<b>Each programme must show how the posts within it, taken together, will meet the requirements of the approved curriculum and what must be delivered within each post</b>		
<b>College Guidance</b>	<b>5.2</b>	In psychiatry special attention must be paid to the trainees' requirements for psychotherapy and other experiential training. Psychotherapy training may require a trainee to continue working with a service user for a period of time greater than the duration of one post, requiring them to be released from subsequent placements to continue this work and attendance at psychotherapy supervision	Annual reports to the board on meeting the curriculum Trainees survey Trainers survey ARCP Outcomes Minutes and reports from programme subcommittee meetings Induction and programmes of training the trainers	Trainees will each have a programme which addresses a) how their training will enable them to meet the requirements of the curriculum and b) the need to develop psychotherapy skills in line with the recommendations of the Royal College of Psychiatrists
<b>School triangulation</b>	<b>5.2</b>		School Psychiatry Trainee Survey via METIS TPD reports ARCP / Exam outcomes	
<b>Educational Supervisors</b>	<b>5.2</b>	Must have a good knowledge of the curriculum as a whole and particular awareness of the training they are to deliver to enable their trainees to obtain specific competencies.	Annual reports to the board on meeting the curriculum Trainees survey Trainers survey ARCP Outcomes Minutes and reports from programme subcommittee meetings Induction and programmes of training the trainers	Trainees will each have a programme which addresses a) how their training will enable them to meet the requirements of the curriculum and b) the need to develop psychotherapy skills in line with the recommendations of the Royal College of Psychiatrists
<b>PMETB requirement</b>	<b>5.3</b>	<b>Trainees must be reminded about the need to have due regard to, and to keep up to date with the principles of Good Medical Practice</b>		
<b>College Guidance</b>	<b>5.3</b>			
<b>School triangulation</b>	<b>5.3</b>			
<b>Educational Supervisors</b>	<b>5.3</b>	Should have a good knowledge of GMP and take opportunities to refer to it in supervision		

PMETB requirement	5.4 Trainees must be able to access and be free to attend training days, courses and other material that forms an intrinsic part of the training programme			
College Guidance	5.4		Trainees survey Content and attendance at programmes for training the trainers Content of trainee Induction programmes Attendance registers for training events ARCP results Trainees timetables Duty rotas Bleep/contacting doctor policies	There will be a minimum of 70% attendance by trainees at the core training events set out on an annual by the Programme Director / Year Leads. There will be satisfactory explanations for any absences.
School triangulation	5.4		<u>School Psychiatry Trainee Survey via METIS</u> <u>College Tutor's report for Board</u>	
Educational Supervisors	5.4	Support trainees to attend the relevant training and ensure that regular events are included in the trainees timetable	Trainees survey Content and attendance at programmes for training the trainers Content of trainee Induction programmes Attendance registers for training events ARCP results Trainees timetables Duty rotas Bleep/contacting doctor policies	There will be a minimum of 70% attendance by trainees at the core training events set out on an annual by the Programme Director / Year Leads. There will be satisfactory explanations for any absences.

<b>PMETB requirement</b>	<b>5.5</b>	<b>The overall purpose of the assessment system must be documented and in the public domain and must be implemented.</b>		
<b>College Guidance</b>	<b>5.5</b>	Royal College of psychiatrists has developed a range of workplace based assessment tools	Trainees survey Trainer survey Attendance register at training events Induction programme for trainees Induction and programme of training for trainers ARCP outcomes	Trainees and trainers will be using the workplace based assessment tools as set out by the RCPsych (reference to a document is needed) e.g. statement Assessment programme approved by PMETB
<b>School triangulation</b>	<b>5.5</b>		Existing Admin data report: Numbers. METIS: Total, medians, range by year.	
<b>Educational Supervisors</b>	<b>5.5</b>	Must ensure that they are aware of the workplace based assessment tools Must use the workplace based assessment tools regularly with their trainees Should support trainees other than their own current trainee by being available to undertake work placed based assessments Should be registered to record workplace based assessment online	Trainees survey Trainer survey Attendance register at training events Induction programme for trainees Induction and programme of training for trainers ARCP outcomes	Trainees and trainers will be using the workplace based assessment tools as set out by the RCPsych (reference to a document is needed) e.g. statement Assessment programme approved by PMETB
<b>PMETB requirement</b>	<b>5.7</b>	<b>The sequence of approved assessments must match the progression through the career pathway</b>		
<b>College Guidance</b>	<b>5.7</b>			
<b>School triangulation</b>	<b>5.7</b>			
<b>Educational Supervisors</b>	<b>5.7</b>	Must be familiar with the range of approved assessment methods and use them		
<b>PMETB requirement</b>	<b>5.8</b>	<b>Individual approved assessment within the system should add unique information and build on previous assessments</b>		
<b>College Guidance</b>	<b>5.8</b>			
<b>School triangulation</b>	<b>5.8</b>			
<b>Educational Supervisors</b>	<b>5.8</b>	Must be familiar with the range of approved assessment methods and use them		

PMETB requirement	5.9 Trainees must have regular feedback on their performance within each post.			
<b>College Guidance</b>	5.9		<ol style="list-style-type: none"> <li>1. Programme Handbook</li> <li>2. Trainee survey</li> <li>3. Evaluation of posts.</li> <li>4. Induction and programmes of training the trainers</li> <li>5. ARCP outcomes</li> <li>6. Trainer survey</li> </ol>	All trainees will receive regular and timely feedback from supervisors who have been trained for this purpose
<b>School triangulation</b>	5.9		School Psychiatry Trainee Survey via METIS Portfolio review (ESR, Mid-point review, Nos. of WPBA, CTR)	
<b>Educational Supervisors</b>	5.9	Regularly provide feedback to trainees in a timely and appropriate manner.	<ol style="list-style-type: none"> <li>1. Programme Handbook</li> <li>2. Trainee survey</li> <li>3. Evaluation of posts.</li> <li>4. Induction and programmes of training the trainers</li> <li>5. ARCP outcomes</li> <li>6. Trainer survey</li> </ol>	All trainees will receive regular and timely feedback from supervisors who have been trained for this purpose

<b>PMETB requirement</b>	<b>6.1</b>	<b>Every trainee starting a post or programme must attend a departmental induction to ensure they understand the curriculum, how their post fits within the programme, their duties and reporting arrangements, to ensure they are told about departmental policies and to meet key staff.</b>		
<b>College Guidance</b>	<b>6.1</b>	In psychiatry trainees must have induction at levels of the programme, the Trust, the site and the post respectively.	<ul style="list-style-type: none"> <li>Content and records of attendance at trainees' induction programmes</li> <li>Trainee survey</li> <li>Induction leaflets/booklets setting out responsibilities</li> <li>Education programmes</li> <li>Content and attendance at induction and programmes of training for supervisors</li> <li>Duty rotas</li> <li>Departmental policies</li> </ul>	All trainees will have been enabled to attend a comprehensive induction process introducing them to the curriculum and all levels of the training programme.
<b>School triangulation</b>	<b>6.1</b>		To be collected in the school portfolio reviews	
<b>Educational Supervisors</b>	<b>6.1</b>	Must ensure that the trainee has an induction into the post, with a clear description of their duties and responsibilities, as well as their role within the clinical team. Trainees must be made aware of local policies and procedures designed to ensure personal safety.	<ul style="list-style-type: none"> <li>Content and records of attendance at trainees' induction programmes</li> <li>Trainee survey</li> <li>Induction leaflets/booklets setting out responsibilities</li> <li>Education programmes</li> <li>Content and attendance at induction and programmes of training for supervisors</li> <li>Duty rotas</li> <li>Departmental policies</li> </ul>	All trainees will have been enabled to attend a comprehensive induction process introducing them to the curriculum and all levels of the training programme.

<b>PMETB requirement</b>	<b>6.2</b>	<b>At the start of every post within a programme, the educational supervisor (or representative) must discuss with the trainee the educational framework and support systems in the post and the respective responsibilities of trainee and trainer for</b>		
<b>College Guidance</b>	<b>6.2</b>		Induction and programmes of training for educational supervisors Trainee documentation Trainee survey Trainee induction programme Trainer survey ARCP outcomes	All trainees will have a documented plan of training for each post including learning objectives
<b>School triangulation</b>	<b>6.2</b>		To be collected in the school portfolio reviews	
<b>Educational Supervisors</b>	<b>6.2</b>	Must set aside time to discuss the framework of educational activity in this post. This should include responsibility for learning Specific aims and objectives to achieve in this post should be recorded and referred to in supervision A record of this discussion should be made	Induction and programmes of training for educational supervisors Trainee documentation Trainee survey Trainee induction programme Trainer survey ARCP outcomes	All trainees will have a documented plan of training for each post including learning objectives
<b>PMETB requirement</b>	<b>6.4</b>	<b>Trainees must sign a training/learning agreement at the start of each post.</b>		
<b>College Guidance</b>	<b>6.4</b>		Copies of documentation used Results of monitoring of use of learning agreements Trainee survey Trainer survey Numbers of locums, their currency for Equality and Diversity etc.	All trainees will have a signed learning agreement
<b>School triangulation</b>	<b>6.4</b>		To be collected in the School Portfolio reviews	
<b>Educational Supervisors</b>	<b>6.4</b>	Must ensure that a learning agreement is completed and signed at the start of each post, and a copy retained	Copies of documentation used Results of monitoring of use of learning agreements Trainee survey Trainer survey Numbers of locums, their currency for Equality and Diversity etc.	All trainees will have a signed learning agreement

<b>PMETB requirement</b>	<b>6.6</b>	<b>Trainees must have further meetings with their educational supervisor (or representative) at least three-monthly, to discuss their progress, outstanding learning needs and how to meet them.</b>		
<b>College Guidance</b>	<b>6.6</b>		ARCP outcomes Monitoring of midpoint review Trainee survey Trainer survey	All trainees will have within their learning portfolio documentation with agreed outcomes from their three monthly meetings with the tutor or training programme director.
<b>School triangulation</b>	<b>6.6</b>		To be collected in the School Portfolio reviews. In psychiatry this role is currently carried out by the College Tutor and/or Training Programme Director.	
<b>Educational Supervisors</b>	<b>6.6</b>	Must ensure that any relevant review documentation is completed in time for progress reviews	ARCP outcomes Monitoring of midpoint review Trainee survey Trainer survey	All trainees will have within their learning portfolio documentation with agreed outcomes from their three monthly meetings with the tutor or training programme director.
<b>PMETB requirement</b>	<b>6.7</b>	<b>Trainees must have a means of feeding back in confidence their concerns and views about their training and education experience to an appropriate member of local faculty.</b>		
<b>College Guidance</b>	<b>6.7</b>	In psychiatry this must include opportunity to express concerns about the safety of the working environment.	Programme handbook and website policies for trainees experiencing difficulties in post Evaluation of posts Induction programme for trainees Induction and programme of training the trainers Action points arising from evaluation of posts and reported concerns	All trainees will know how to use agreed policies to report concerns and views about their training
<b>School triangulation</b>	<b>6.7</b>		School Psychiatry Trainee Survey via METIS / National Survey	
<b>Educational Supervisors</b>	<b>6.7</b>	Must be approachable and willing to listen to concerns of trainees about their educational experience	Programme handbook and website policies for trainees experiencing difficulties in post Evaluation of posts Induction programme for trainees Induction and programme of training the trainers Action points arising from evaluation of posts and reported concerns	All trainees will know how to use agreed policies to report concerns and views about their training

<b>PMETB requirement</b>	<b>6.9</b>	<b>Working patterns and intensity of work by day and by night must be appropriate for learning (neither too light nor too heavy).</b>		
<b>College Guidance</b>	<b>6.9</b>	At all stages of training there must be meaningful involvement in systems of care that enables the trainee to incrementally gain all the required competencies	Trainees survey Post evaluation Supervision log ARCP outcomes	Evaluation of posts will show that trainees have been able to develop the required competencies as a consequence of their clinical activities and without hindrance from inappropriate working patterns
<b>School triangulation</b>	<b>6.9</b>			
<b>Educational Supervisors</b>	<b>6.9</b>	Trainers will need to adjust the workload of trainees to ensure it is neither too light nor too heavy	Trainees survey Post evaluation Supervision log ARCP outcomes	Evaluation of posts will show that trainees have been able to develop the required competencies as a consequence of their clinical activities and without hindrance from inappropriate working patterns
<b>PMETB requirement</b>	<b>6.10</b>	<b>Trainees must be enabled to learn new skills under supervision, for example during theatre sessions, ward rounds and outpatient clinics</b>		
<b>College Guidance</b>	<b>6.10</b>	In psychiatry trainees must have access to patients and training in a wide range of clinical settings and sub-specialties	Trainees survey Trainer survey ARCP outcomes Attendance and content of induction and programmes of training for supervisors	Evaluation of post will show that regular clinical supervision is contributing to trainees developing competencies.
<b>School triangulation</b>	<b>6.10</b>		School Psychiatry Trainee Survey via METIS once a year, May	
<b>Educational Supervisors</b>	<b>6.10</b>	Clinical teaching must occur in a variety of clinical settings. This may include inpatient, outpatient and community settings. There must be direct observation of trainees at work and appropriate feedback given Educational supervisors must ensure that trainees were given the opportunity to learn skills set out in learning objectives at the start of the post.	Trainees survey Trainer survey ARCP outcomes Attendance and content of induction and programmes of training for supervisors	Evaluation of post will show that regular clinical supervision is contributing to trainees developing competencies.

<b>PMETB requirement</b>	<b>6.11</b>	<b>Trainees must not be subjected to, or subject others to, behaviour that undermines their professional confidence or self-esteem</b>		
<b>College Guidance</b>	<b>6.11</b>		Programme Handbook / Website Trainer induction and programme of training the trainers Trainee induction programme Induction programme Trust and School Policies trainee survey	Evaluation of posts and programmes demonstrate that trainees are not being subjected to any form of bullying or other behaviour that they feel undermines their confidence.
<b>School triangulation</b>	<b>6.11</b>		HR Board report induction content	
<b>Educational Supervisors</b>	<b>6.11</b>	Trainers must attend workshops to ensure their awareness of anti bullying policy	Programme Handbook / Website Trainer induction and programme of training the trainers Trainee induction programme Induction programme Trust and School Policies trainee survey	Evaluation of posts and programmes demonstrate that trainees are not being subjected to any form of bullying or other behaviour that they feel undermines their confidence.
<b>PMETB requirement</b>	<b>6.12</b>	<b>While trainees must be prepared to make the needs of the patient their first concern, routine activities of no educational value should not present an obstacle to the acquisition of the skills required by the curriculum</b>		
<b>College Guidance</b>	<b>6.12</b>	In psychiatry, trainees' placements must be made with an emphasis on learning needs rather than the filling of service gaps with consequent diluting of training	Trainee survey Post evaluation Trainers survey	Evaluation of posts will show that all trainees have had a timetable without inappropriate activities that is designed to enable them to meet the competencies expected at their level of training.
<b>School triangulation</b>	<b>6.12</b>		School Psychiatry Trainee Survey via METIS	
<b>Educational Supervisors</b>	<b>6.12</b>	Must represent to trust management and the school any concerns that trainees are being diverted from educational experiences in order to undertake non-educational activities.	Trainee survey Post evaluation Trainers survey	Evaluation of posts will show that all trainees have had a timetable without inappropriate activities that is designed to enable them to meet the competencies expected at their level of training.

<b>PMETB requirement</b>	<b>6.13</b>	<b>Trainees must regularly be involved in the clinical audit process, including personally participating in planning, data collection and analysis.</b>		
<b>College Guidance</b>	<b>6.13</b>		Trainee survey ARCP Induction of trainees Education programmes Minutes of Audit	All trainees will present to their educational supervisor or an audit committee at least one completed audit for each post in their training and at least once every 6 months
<b>School triangulation</b>	<b>6.13</b>		ARCP outcome Portfolio review Need to cross ref with clinical governance committee	
<b>Educational Supervisors</b>	<b>6.13</b>	Ensure that clinical audit is part of the program activity of trainees, and the learning objectives are set accordingly. These should be of increasing complexity during the course of their training	Trainee survey ARCP Induction of trainees Education programmes Minutes of Audit	All trainees will present to their educational supervisor or an audit committee at least one completed audit for each post in their training and at least once every 6 months
<b>PMETB requirement</b>	<b>6.14</b>	<b>Access to Occupational Health services for all trainees must be assured.</b>		
<b>College Guidance</b>	<b>6.14</b>		Handbook Trainee survey Trainer survey Trainee Induction programmes Induction and training programmes for training the trainers.	All trainees will know how to access Occupational Health Services.
<b>School triangulation</b>	<b>6.14</b>		Handbook	
<b>Educational Supervisors</b>	<b>6.14</b>	Must be able to identify when the trainee leads to access occupational health services	Handbook Trainee survey Trainer survey Trainee Induction programmes Induction and training programmes for training the trainers.	All trainees will know how to access Occupational Health Services.

<b>PMETB requirement</b>	<b>6.15</b>	<b>Trainees must be able to attend relevant, timetabled, organised educational meetings or other events of educational value to the trainee, as agreed with the educational supervisor, and have time protected for this activity.</b>		
<b>College Guidance</b>	<b>6.15</b>	In psychiatry the approval is given by the College Tutor and/or the local Deanery representative.	Trainee survey ARCP outcomes Register of attendance at training events Study leave guidelines	For each trainee there will be at least 70% attendance at the programmed training activities
<b>School triangulation</b>	<b>6.15</b>		MRCPPsych attendance rates TPD reports School Psychiatry Trainee Survey	
<b>Educational Supervisors</b>	<b>6.15</b>	Must ensure that trainees are released to attend the programme of training	Trainee survey ARCP outcomes Register of attendance at training events Study leave guidelines	For each trainee there will be at least 70% attendance at the programmed training activities
<b>PMETB requirement</b>	<b>6.16</b>	<b>Trainees must be able to access training in generic professional skills at all stages in their development.</b>		
<b>College Guidance</b>	<b>6.16</b>		Curriculum for each programme Trainee survey Induction and programme of training the trainers ARCP outcomes	For each trainee there will be a plan to develop generic professional skills, the attainment which will be reviewed annually at the ARCP.
<b>School triangulation</b>	<b>6.16</b>		In curriculum (CANMEDS) School Psychiatry Trainee Survey ARCP outcomes	
<b>Educational Supervisors</b>	<b>6.16</b>	Educational supervisors will have an important role to play in helping trainees to identify such educational goals and provide appropriate training and supervision	Curriculum for each programme Trainee survey Induction and programme of training the trainers ARCP outcomes	For each trainee there will be a plan to develop generic professional skills, the attainment which will be reviewed annually at the ARCP.

<b>PMETB requirement</b>	<b>6.17 Trainees must have the opportunity to learn with other healthcare professionals.</b>			
<b>College Guidance</b>	<b>6.17</b>	In psychiatry it is also expected that trainees will learn with users, carers, families and other statutory and non-statutory agencies	Trainee survey Education programmes ARCP outcomes	The programme of training will include timetabled multidisciplinary learning directed towards the gaining of specific competencies.
<b>School triangulation</b>	<b>6.17</b>		AMD Board report	
<b>Educational Supervisors</b>	<b>6.17</b>	Must guide trainees towards multidisciplinary learning opportunities	Trainee survey Education programmes ARCP outcomes	The programme of training will include timetabled multidisciplinary learning directed towards the gaining of specific competencies.
<b>PMETB requirement</b>	<b>6.18 Access to confidential counselling services should be available to all trainees when needed.</b>			
<b>College Guidance</b>	<b>6.18</b>		Handbooks Trainee Induction programmes Induction and training programme for teaching the teachers	All trainees will know how to access confidential counselling and report any difficulties associated with such access.
<b>School triangulation</b>	<b>6.18</b>		AMD Board report "What services do you have for counselling trainees?"	
<b>Educational Supervisors</b>	<b>6.18</b>	Trainers should be aware of when to advise trainees to seek and obtain counselling	Handbooks Trainee Induction programmes Induction and training programme for teaching the teachers	All trainees will know how to access confidential counselling and report any difficulties associated with such access.
<b>PMETB requirement</b>	<b>6.19 Trainees must be made aware how to apply for study leave and be guided as to what courses would be appropriate and what funding is available.</b>			
<b>College Guidance</b>	<b>6.19</b>		Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	At the annual review there will evidence that the trainee has met their tutor/TPD and discussed and received advice upon their use study leave.
<b>School triangulation</b>	<b>6.19</b>		School Psychiatry Trainee Survey	
<b>Educational Supervisors</b>	<b>6.19</b>	Educational supervisors should discuss with trainees how they are using their study leave and guide them so that educational objectives are achieved	Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	At the annual review there will evidence that the trainee has met their tutor/TPD and discussed and received advice upon their use study leave.

<b>PMETB requirement</b>	<b>6.20</b>	<b>Trainees must be able to take study leave up to the maximum permitted in their terms and conditions of service.</b>		
<b>College Guidance</b>	<b>6.20</b>		Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	Evaluation of posts will show that trainees were able to take study leave approved by their tutor/programme director up to the maximum permitted.
<b>School triangulation</b>	<b>6.20</b>		Audit of School records Exception report: details of study leave refused	
<b>Educational Supervisors</b>	<b>6.20</b>	Trainers must support trainees in making use of their study leave to meet educational objectives	Programme handbooks Trainee survey Trainee induction programmes Trust study leave policies	Evaluation of posts will show that trainees were able to take study leave approved by their tutor/programme director up to the maximum permitted.
<b>PMETB requirement</b>	<b>6.22</b>	<b>Trainees should be exposed during their training to the academic opportunities available in their specialty</b>		
<b>College Guidance</b>	<b>6.22</b>		Board minutes Training programme Trainee survey	All trainees will know how to access the academic opportunities available to them.
<b>School triangulation</b>	<b>6.22</b>		MRCPsych Administrator – how many registered on MRCPsych course CT1-CT3? How many days study leave are taken by trainees at level ST4-ST6	
<b>Educational Supervisors</b>	<b>6.22</b>	Ensure there is an academic component to local training programmes.	Board minutes Training programme Trainee survey	All trainees will know how to access the academic opportunities available to them.

<b>PMETB requirement</b>	<b>6.25</b>	<b>Trainers must enable trainees to learn by taking responsibility for patient management within the context of clinical governance and patient safety.</b>		
<b>College Guidance</b>	<b>6.25</b>	In psychiatry care must be taken to ensure that trainees working within and alongside multidisciplinary teams are given real responsibility	Trainees' job descriptions. SUI reports. Trainers' induction. Trainees' surveys. Post evaluations by trainees. Exit interviews for trainees.	Positive feedback from surveys and evaluations.
<b>School triangulation</b>	<b>6.25</b>			
<b>Educational Supervisors</b>	<b>6.25</b>	Trainers must ensure that trainees are given responsibility for patient management which must be appropriately supervised.		
<b>PMETB requirement</b>	<b>6.26</b>	<b>Trainers must understand and demonstrate ability in the use of the approved in-work assessment tools and be clear as to what is deemed acceptable progress.</b>		
<b>College Guidance</b>	<b>6.26</b>	In psychiatry, those involved in training need a particular understanding of how the work place based assessment tools have been used and are being developed by the RCPsych to assess the competencies set out in the curriculum .	Training the trainers programmes and attendance registers; programme handbooks; Annual reporting; Exit interviews.	ARCP outcomes
<b>School triangulation</b>	<b>6.26</b>			
<b>Educational Supervisors</b>	<b>6.26</b>	Attendance at regular updates (every 3 years) on WPBAs	Exit interviews.	

<b>PMETB requirement</b>	<b>6.27</b>	<b>Trainers must regularly review the trainee's progress through the training programme, adopt a constructive approach to giving feedback on performance, advise on career progression and understand the process for dealing with a trainee</b>		
<b>College Guidance</b>	<b>6.27</b>	a) In psychiatry, regular appraisal needs to include information and assessments from a variety of sources including members of the MDT as well as service users and carers, ensuring that both strengths and areas for development are identified. b) There are many and varied career pathways in psychiatry and advice to trainees regarding these options should take the trainees strengths and any weaknesses into account.	Training the trainers programme; Report from career's guidance/ mentoring lead; Survey reports.	Positive feedback from trainees in national and local surveys
<b>School triangulation</b>	<b>6.27</b>			
<b>Educational Supervisors</b>	<b>6.27</b>	Adherence to appraisal and assessment procedure of trainees. Regular training in supervision skills every 5 years. Must be familiar with processes for helping Trainees in Difficulty	Training the trainers programme; Report from career's guidance/ mentoring lead; Survey reports.	
<b>PMETB requirement</b>	<b>6.28</b>	<b>Trainers must ensure that clinical care is valued for its learning opportunities; learning and teaching must be integrated into service provision</b>		
<b>College Guidance</b>	<b>6.28</b>	<b>In psychiatry, every care must be taken to ensure that vulnerable patients are protected, and appropriate consent is gained.</b>	Survey feedback. Patient feedback. Training the trainers programmes and attendance registers	Positive feedback from patient surveys.
<b>School triangulation</b>	<b>6.28</b>		School Psychiatry Trainee Survey via METIS	
<b>Educational Supervisors</b>	<b>6.28</b>	Must ensure that training opportunities are maximised within the clinical setting. Supervisors must demonstrate that their trainees are learning through clinical experience.	Survey feedback. Patient feedback.	Positive feedback from patient surveys.

<b>PMETB requirement</b>	<b>6.29</b>	<b>Trainers must liaise as necessary with other trainers both in their clinical departments and within the organisation to ensure a consistent approach to education and training and the sharing and good practice across specialties and</b>		
<b>College Guidance</b>	<b>6.29</b>	<b>In Psychiatry, much of the learning takes place in a multidisciplinary environment. Where ever individuals from other professions are regularly involved in the training of doctors these individuals should be encouraged to share their experiences and learn from other involved in training.</b>	Post evaluation; trainer and trainee surveys; Annual report from Head of School	
<b>School triangulation</b>	<b>6.29</b>			
<b>Educational Supervisors</b>	<b>6.29</b>	Supervisors must regularly attend and participate any meetings set up for the purpose of ensuring consistency and sharing good practice	Trainer and trainee surveys;	
<b>PMETB requirement</b>	<b>6.30</b>	<b>Organisations providing postgraduate medical education must ensure that trainers have adequate support and resources to undertake their training role</b>		
<b>College Guidance</b>	<b>6.30</b>	<b>In Psychiatry, some of those involved in postgraduate medical education will have responsibility for the assessment appraisal, teaching and organisation of training for trainees within a programme that are based in different Trusts. Time and administrative support for these extended responsibilities is essential for the coordinated running of these programmes. The distribution of non-consultant medical support to teams should take into account that where training is taking place additional resource may be needed so that they are not disadvantaged when compared with teams where training is not taking place.</b>		
<b>School triangulation</b>	<b>6.30</b>			
<b>Educational Supervisors</b>	<b>6.30</b>	Need to bring to the attention of the Trust and School where resources and support are inadequate to fulfil their role.	National trainers survey; Local trainer survey; Trainee Surveys	Positive feedback for surveys and evaluations from trainers

<b>PMETB requirement</b>	<b>6.31</b>	<b>Deaneries must have structures and processes to support and develop trainers</b>		
<b>College Guidance</b>	<b>6.31</b>	<b>In Psychiatry there is a need to support trainers who have an aptitude to teach psychotherapy skills.</b>	Annual reporting by head of school and programme directors; trainer surveys.	Rising proportion trainers with additional education skills and qualifications.
<b>School triangulation</b>	<b>6.31</b>			
<b>Educational Supervisors</b>	<b>6.31</b>	Ensure that they have a plan for the development of their training skills		
<b>PMETB requirement</b>	<b>6.34</b>	<b>Trainers must have knowledge of, and comply with, the PMETB regulatory framework for medical training.</b>		
<b>College Guidance</b>	<b>6.34</b>		Annual report; induction programmes for trainers.	PMETB Deanery visits
<b>School triangulation</b>	<b>6.34</b>			
<b>Educational Supervisors</b>	<b>6.34</b>	must makes themselves familiar with the regulatory framework		
<b>PMETB requirement</b>	<b>6.35</b>	<b>Trainers must ensure that all involved in training and assessment of their designated trainee understand the requirements of the programme</b>		
<b>College Guidance</b>	<b>6.35</b>	<b>In psychiatry training often occurs with multi-professional teams. It is important to keep members of these teams familiar with modern medical education methods.</b>	<b>Reports from Programme Directors</b>	Wide range of non-medical assessors available, and consistent standards maintained by them.
<b>School triangulation</b>	<b>6.35</b>			
<b>Educational Supervisors</b>	<b>6.35</b>	Must ensure that all those involved in training or assessment of their trainees are familiar with WPBAs.		

PMETB requirement	7.3 There must be robust processes for identifying, supporting and managing trainees whose conduct, health, progress or performance is giving rise to concern.			
<b>College Guidance</b>	7.3		Policy for supporting trainees in difficulty Training programme Handbook Trainer survey Trainee survey Trainees induction programme Trainers induction and programme for teaching the teachers Trust policies	Evaluation of the process will show that where ever any concerns about a trainee's performance have been raised, the policy has implemented and where possible concerns have been rectified using appropriate policies.
<b>School triangulation</b>	7.3		To be added to School constitution – e.g. Terms of Reference of Progress Review Panel Attendance at DiD training days School Psychiatry Trainee Survey	
<b>Educational Supervisors</b>	7.3	Educational supervisors must be aware of policies for trainees in difficulty. They will be expected to work in conjunction with programme directors and local tutors to resolve any training issues connected with identified difficulties	Policy for supporting trainees in difficulty Training programme Handbook Trainer survey Trainee survey Trainees induction programme Trainers induction and programme for teaching the teachers Trust policies	Evaluation of the process will show that where ever any concerns about a trainee's performance have been raised, the policy has implemented and where possible concerns have been rectified using appropriate policies.

<b>PMETB requirement</b>	<b>8.1</b>	<b>The overall educational capacity of the institution and any unit offering training posts within it must be adequate to accommodate the practical experiences required by the curriculum, along with the educational requirements of all health care professionals in the same unit.</b>		
<b>College Guidance</b>	<b>8.1</b>		Trainee survey Trainer survey Handbooks will state the capacity for training in each trust Manpower planning reports	The handbook for the training programme will identify for each post the resources required to achieve the learning objectives of that post.
<b>School triangulation</b>	<b>8.1</b>		School Psychiatry Trainee Survey via METIS All Job Descriptions to be submitted electronically	
<b>Educational Supervisors</b>	<b>8.1</b>	Must raise concerns where training capacity appears to be exceeded at the cost of quality of training	Trainee survey Trainer survey Handbooks will state the capacity for training in each trust Manpower planning reports	The handbook for the training programme will identify for each post the resources required to achieve the learning objectives of that post.
<b>PMETB requirement</b>	<b>8.3</b>	<b>There must be a suitable ratio of trainers to trainees. The educational capacity in the department or unit delivering training must take account of the impact of the training needs of others (e.g. undergraduate medical students, undergraduate and postgraduate health care professionals and non-training grade staff). With regard to trainers, including clinical supervisors, adequate time for training must be identified in their job plans (see also 1.3).</b>		
<b>College Guidance</b>	<b>8.3</b>	In psychiatry, the maximum number of trainees that the consultant can supervise is two. Where there are more than two trainees this will usually be a combination of one trainee at year ST 4-6, one at CT1-3 and one at FY1-2.	Trainee survey Trainer survey Evaluation of posts Annual rotation data Job plans for educational supervisors	No trainees will supervised by an educational Supervisor responsible for more than two trainees
<b>School triangulation</b>	<b>8.3</b>		AMD Board report	
<b>Educational Supervisors</b>	<b>8.3</b>	Must ensure that for every trainee adequate time set aside for clinical and educational supervision Must ensure that there is sufficient clinical activity to fully occupy the training requirements of trainees.	Trainee survey Trainer survey Evaluation of posts Annual rotation data Job plans for educational supervisors	No trainees will supervised by an educational Supervisor responsible for more than two trainees