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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>		
College Guidance	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>	<b>1.1</b>			
Programme Directors	1.1	Trainee Induction Teaching programme.	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>
<b>School triangulation</b>	<b>1.2</b>		School Psychiatry Trainee Survey via METIS	
Programme Directors	1.2	Ensure supervision arrangements are included in induction programmes for trainers and trainees	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>Programme Directors</b>	<b>1.3</b>	Evaluate posts to ensure trainees are receiving satisfactory level of 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</b>	<b>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.	Induction programmes and training for trainees Content of induction and programmes of Training for trainers Local policies for obtaining consent Training programme content includes obtaining consent Trainers maintain section 12 approval	MHA commission reports indicate good practice.
<b>School triangulation</b>	<b>1.4</b>		Collation of MHA reports from all trusts – Education department	
<b>Programme Directors</b>	<b>1.4</b>	Include consent issues in induction programmes and in ongoing training for trainers Ensure that trainees develop competence in obtaining consent as part of the training programme	Induction programmes and training for trainees Content of induction and programmes of Training for trainers Local policies for obtaining consent Training programme content includes obtaining consent Trainers maintain section 12 approval	MHA commission reports indicate good practice.

<b>PMETB requirement</b>	<b>1.5</b>	<b>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>		National Trainee Survey EWTD monitoring Evaluation of posts	<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>Programme Directors</b>	<b>1.5</b>	Evaluation of posts should inquire about on-call rota patterns.	National Trainee Survey EWTD monitoring Evaluation of posts	<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	<ul style="list-style-type: none"> <li>•National Trainee Survey</li> <li>•Trainees' timetables show time is allocated for the handover.</li> </ul>
<b>School triangulation</b>	<b>1.6</b>			
<b>Programme Directors</b>	<b>1.6</b>	Include in Trainer induction	National Trainee Survey Induction programmes content Local policies and monitoring of handover arrangements Evaluation of posts Trainees timetables	<ul style="list-style-type: none"> <li>•National Trainee Survey</li> <li>•Trainees' timetables show time is allocated for the handover.</li> </ul>

<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	Board members are all aware of responsibilities in relation to above legislation.
<b>School triangulation</b>	<b>2.1</b>		AMD Board Report	
<b>Programme Directors</b>	<b>2.1</b>	Train trainers in above legislation Include in induction	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.
<b>PMETB requirement</b>	<b>2.3</b>	<b>Deaneries, working with others as appropriate, must have processes for local quality management, and through local education providers, for quality control, of all postgraduate posts and programmes designed to ensure that the requirements of PMETB's standards for training, assessment and curricula are met.</b>		
<b>College Guidance</b>	<b>2.3</b>	In psychiatry there are additional standards set out by the College and its Faculties that must be met.	Board minutes Content of training and induction for supervisors. Trainee induction programme	●Annual QA reporting of posts and programmes is able to indicate strengths and weaknesses in curriculum delivery.
<b>School triangulation</b>	<b>2.3</b>			
<b>Programme Directors</b>	<b>2.3</b>	Ensure Trainer awareness of PMETB standards through induction programmes	Board minutes Content of training and induction for supervisors. Trainee induction programme	●Annual QA reporting of posts and programmes is able to indicate strengths and weaknesses in curriculum delivery.

<b>PMETB requirement</b>	<b>3.1</b>	<b>At all stages training programmes must comply with employment law, the Disability Discrimination Act, Race Relations (Amendment) Act, Sex Discrimination Act, Equal Pay Acts, the Human Rights Act and other equal opportunity legislation that may be enacted in the future, and be working towards best practice. This will include compliance with any public duties to promote equality.</b>		
<b>College Guidance</b>	<b>3.1</b>		Board minutes Post evaluation data Local surveys of facilities Local policies and practice	Training programmes achieve best practice in the daily application of the above legislation
<b>School triangulation</b>	<b>3.1</b>		AMD Board report	
<b>Programme Directors</b>	<b>3.1</b>	Evaluation of posts for evidence of bullying / discrimination	Board minutes Post evaluation data Local surveys of facilities Local policies and practice	Training programmes achieve best practice in the daily application of the above legislation
<b>PMETB requirement</b>	<b>3.2</b>	<b>Information about training programmes, their content and purpose must be publicly accessible either on or via links on Deanery and PMETB websites.</b>		
<b>College Guidance</b>	<b>3.2</b>		Deanery Website review PMETB website review Training programme handbooks	Up to date information can be found with ease.
<b>School triangulation</b>	<b>3.2</b>		Handbook being updated by Dr Hackett	
<b>Programme Directors</b>	<b>3.2</b>	Each programme must have a comprehensive handbook with details of training posts, training programme and policies relating to both training activity and implementation of college curriculum	Deanery Website review PMETB website review Training programme handbooks	Up to date information can be found with ease.
<b>PMETB requirement</b>	<b>3.3</b>	<b>Deaneries must take all reasonable steps to ensure that programmes can be adjusted for trainees with well-founded individual reasons for being unable to work full time to work flexibly within the requirements of PMETB Standards and rules. Deaneries must take appropriate action to encourage trusts and other training providers to accept their fair share of doctors training flexibly.</b>		
<b>College Guidance</b>	<b>3.3</b>		National trainee survey Board minutes Trainee induction programme Evaluation of posts and programmes	<ul style="list-style-type: none"> <li>●All those with good reasons to work less than full time are able to do so</li> <li>●LTFT trainees have equal access to training and learning opportunities</li> </ul>
<b>School triangulation</b>	<b>3.3</b>		Details to be in the handbook and on the website.	
<b>Programme Directors</b>	<b>3.3</b>	Must facilitate less than full time working placements where a need has been identified Ensure trainers are aware of less than full time working issues 3. Trainer induction must include awareness of LTFTW	National trainee survey Board minutes Trainee induction programme Evaluation of posts and programmes	<ul style="list-style-type: none"> <li>●All those with good reasons to work less than full time are able to do so</li> <li>●LTFT trainees have equal access to training and learning opportunities</li> </ul>

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>Programme Directors</b>	3.4	Must facilitate such placements where a need has been identified Ensure trainers are aware of relevant issues Ensure trainees are aware of how to obtain support with special 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>Programme Directors</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</p> <p>Handbook</p> <p>P/F review by Admin team</p>	
<b>Programme Directors</b>	5.1	<p>Those with responsibility for the organisation of programmes must ensure that trainees are placed to ensure that they receive sufficient and relevant experience. There must be forward planning of rotational placements where possible. There needs to be some flexibility within programmes to allow trainees to develop subspecialty skills in addition to the core skills.</p> <p>Selection of trainers to the programme must reflect the needs of trainees to obtain the necessary competencies</p> <p>ARCP panels must assess that the appropriate range of competencies have been acquired.</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>

PMETB requirement	5.2 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>College Guidance</b>	5.2	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	<p>Annual reports to the board on meeting the curriculum</p> <p>Trainees survey</p> <p>Trainers survey</p> <p>ARCP Outcomes</p> <p>Minutes and reports from programme subcommittee meetings</p> <p>Induction and programmes of training the trainers</p> <p>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</p>
<b>School triangulation</b>	5.2		<p>School Psychiatry Trainee Survey via METIS</p> <p>TPD reports</p> <p>ARCP / Exam outcomes</p>
<b>Programme Directors</b>	5.2	<p>Ensure that programme is proactively addressing the need to meet the curriculum, e.g. through curriculum subcommittees</p> <p>Ensure that there is induction and ongoing training for trainers on the curriculum for their year/ specialty</p>	<p>Annual reports to the board on meeting the curriculum</p> <p>Trainees survey</p> <p>Trainers survey</p> <p>ARCP Outcomes</p> <p>Minutes and reports from programme subcommittee meetings</p> <p>Induction and programmes of training the trainers</p> <p>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</p>

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			
<b>College Guidance</b>	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.
<b>School triangulation</b>	5.4		<u>School Psychiatry Trainee Survey via METIS</u> <u>College Tutor's report for Board</u>	
<b>Programme Directors</b>	5.4	Ensure that the core training and other courses that trainees are expected to attend are clearly identified and disseminated to trainers and trainees Maintain registers of attendance at training events Make clear at Trainer and Trainee induction the expected attendance at training events Encourage the use of learning agreements Develop system to allow trainees to report problems attending training events	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>Programme Directors</b>	<b>5.5</b>	Induction for trainers and trainees must include details and training in the use of college workplace based assessment tools and how they relate to specific competencies within the curriculum	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>5.6</b>	<b>The purposes of each and all components of the approved assessment system must be specified and available to the trainees, trainers, professional bodies including the regulatory bodies, and the public</b>		
<b>College Guidance</b>	<b>5.6</b>			
<b>School triangulation</b>	<b>5.6</b>			
<b>Programme Directors</b>	<b>5.6</b>	Induction for trainers and trainees must include details and training in the use of college workplace based assessment tools and how they relate to specific competencies within the curriculum	0	0
<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>Programme Directors</b>	<b>5.7</b>	Must ensure that educational supervisors are familiar with and use appropriate assessment methods as trainees progress.		

PMETB requirement	5.9 Trainees must have regular feedback on their performance within each post.		
<b>College Guidance</b>	5.9		<p>1. Programme Handbook            Trainee survey            3. Evaluation of posts.            4. Induction and programmes of training the trainers            5. ARCP outcomes            6. Trainer survey</p> <p>2. All trainees will receive regular and timely feedback from supervisors who have been trained for this purpose</p>
<b>School triangulation</b>	5.9		<p>School Psychiatry Trainee Survey via METIS            Portfolio review (ESR, Mid-point review, Nos. of WPBA, CTR)</p>
<b>Programme Directors</b>	5.9	<p>Induction programme for trainers must include training on effective feedback and expectations as a trainer to provide feedback regularly. Evaluation of training posts</p>	<p>1. Programme Handbook            Trainee survey            3. Evaluation of posts.            4. Induction and programmes of training the trainers            5. ARCP outcomes            6. Trainer survey</p> <p>2. All trainees will receive regular and timely feedback from supervisors who have been trained for this purpose</p>

<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>Programme Directors</b>	<b>6.1</b>	Must develop and run induction programs for all trainees entering each year/speciality programme, setting out curricular objectives for the year and how the trainee will be assessed	<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 learning. This discussion should include the setting of aims and objectives for the trainee to achieve in the post.</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>Programme Directors</b>	<b>6.2</b>	Ensure that educational supervisors and trainees are aware of their responsibility to set educational objectives	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>6.3</b>	<b>Trainees must have a designated educational supervisor.</b>		
<b>College Guidance</b>	<b>6.3</b>		Rotation data and programme handbooks	At all times there will be a designated and Educational Supervisor for each trainee.
<b>School triangulation</b>	<b>6.3</b>		Educational Team LOCUM LIST AMD Board report	
<b>Programme Directors</b>	<b>6.3</b>	Ensure that all trainees have a designated approved educational supervisor.	Rotation data and programme handbooks	At all times there will be a designated and Educational Supervisor for each trainee.
<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>Programme Directors</b>	<b>6.4</b>	Ensure that a model for educational agreements is available and distributed to educational supervisors Must monitor that educational agreements are being completed	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>6.5</b>	<b>Trainees must have a logbook and/or a learning portfolio relevant to their current programme, which they discuss with their educational supervisor (or representative)</b>		
<b>College Guidance</b>	<b>6.5</b>		Trainee survey Copies of documentation used ARCP outcomes Induction and programmes of training for trainers Content of Trainee induction	All trainees will have a training portfolio, which supervisors and trainees have received training and guidance in using.
<b>School triangulation</b>	<b>6.5</b>		To be collected in the School Portfolio reviews	
<b>Programme Directors</b>	<b>6.5</b>	Ensure that the relevant portfolio is available for trainees and trainers to use, and that as the portfolio develops, updated versions are disseminated Ensure that trainers and trainees receive guidance on the use of portfolios, both summative and formative assessment.	Trainee survey Copies of documentation used ARCP outcomes Induction and programmes of training for trainers Content of Trainee induction	All trainees will have a training portfolio, which supervisors and trainees have received training and guidance in using.
<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>Programme Directors</b>	<b>6.6</b>	There must be timetabled midpoint or three monthly review to review the progress of trainees, with the outcome recorded and copies maintained in the learning portfolio	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>Programme Directors</b>	<b>6.7</b>	Ensure that all posts are evaluated on a regular basis	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>6.8</b>	<b>There must be ready access to career advice</b>		
<b>College Guidance</b>	<b>6.8</b>		Programme Handbook / website Trainee survey Reports from careers advice lead to the Board Induction programme for trainees Induction and programme of training the trainers	All trainees will know how to access relevant careers advice from a person who is trained to provide this.
<b>School triangulation</b>	<b>6.8</b>		To be covered in handbook	
<b>Programme Directors</b>	<b>6.8</b>	Ensure that information on obtaining careers advice is included in trainees' induction Ensure that trainers are aware of the role of careers advice through induction and ongoing training.	Programme Handbook / website Trainee survey Reports from careers advice lead to the Board Induction programme for trainees Induction and programme of training the trainers	All trainees will know how to access relevant careers advice from a person who is trained to provide this.

<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>Programme Directors</b>	<b>6.9</b>	The continued approval of all posts is subject to a review of the intensity of work and job plan on at least an annual basis Regular Evaluation of posts must include questions on the intensity of work and work patterns.	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>Programme Directors</b>	<b>6.10</b>	Introduction and ongoing training of trainers should set out expectations with regards to teaching and supervision of trainees within posts.	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>Programme Directors</b>	<b>6.11</b>	Anti bullying policies must be included in the induction programme for both trainers and trainees.	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>Programme Directors</b>	<b>6.12</b>	Ensure that there is inquiry about non educational workload at the midpoint and end of Post review.	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>Programme Directors</b>	<b>6.13</b>	Expectations with regards to involvement in clinical audit must be included in induction for trainees and their participation in audit reviewed at the annual review training in the principles of clinical audit must be included in the programme	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>Programme Directors</b>	<b>6.14</b>	Trainee induction must include information on accessing occupational health services Trainer induction should make trainers aware of when they should encourage trainees 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>Programme Directors</b>	<b>6.15</b>	Ensure that there is a relevant timetabled programme of educational meetings that trainees are expected to attend Ensure that trainers are aware of the programme of training that trainees are expected to attend Where trainees requests study leave in addition to the organised training programme, guidelines should be available to assist trainees and educational supervisors decide upon the appropriateness of that request	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>Programme Directors</b>	<b>6.16</b>	Training in generic professional skills must be part of the programme of training Evaluation of training in generic professional skills for each post	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</b>	<b>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>Programme Directors</b>	<b>6.17</b>	The programme of training must include multidisciplinary learning.	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</b>	<b>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>Programme Directors</b>	<b>6.18</b>	Ensure trainees are informed of how to obtain counselling in induction Ensure that trainers are aware of counselling services and when to advise trainees to access them	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</b>	<b>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>Programme Directors</b>	<b>6.19</b>	Induction programmes should include advice on how to obtain study leave Each program must make clear how much study leave is taken up with the local programme of training	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>Programme Directors</b>	<b>6.20</b>	Guidance on the use of study leave must be included in the induction programme	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>6.21</b>	<b>The process for applying for study leave must be fair and transparent, and information about a deanery-level appeals process must be readily available.</b>		
<b>College Guidance</b>	<b>6.21</b>		Handbook Induction Programmes for trainees Trust policies	All trainees will know how to apply for study leave and the associated deanery level appeals procedures.
<b>School triangulation</b>	<b>6.21</b>		Handbook & Website: Statement of study leave policy	
<b>Programme Directors</b>	<b>6.21</b>	Induction for trainees must include information on study leave policies and appeals	Handbook Induction Programmes for trainees Trust policies	All trainees will know how to apply for study leave and the associated deanery level appeals procedures.
<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>Programme Directors</b>	<b>6.22</b>	The programme of training must include an academic component	Board minutes Training programme Trainee survey	All trainees will know how to access the academic opportunities available to them.

<b>PMETB requirement</b>	<b>6.23</b>	<b>Trainees who recognise that their particular skills and aptitudes are well-suited to an academic career should be encouraged and guided in that endeavour.</b>		
<b>College Guidance</b>	<b>6.23</b>		Trainee survey Training programme handbook	Within the programme of training there will be clearly identified individuals with responsibility to provide support and advice to those who are well suited to an academic career.
<b>School triangulation</b>	<b>6.23</b>		Head of School Report: Exception reporting, Names of those involved in the programme	
<b>Programme Directors</b>	<b>6.23</b>	Within each programs there must be educational supervisors with the skills and relevant experience to support a trainee to develop an academic career	Trainee survey Training programme handbook	Within the programme of training there will be clearly identified individuals with responsibility to provide support and advice to those who are well suited to an academic career.
<b>PMETB requirement</b>	<b>6.24</b>	<b>Trainees who elect, and are competitively appointed to, follow an academic path must be sited in flexible programmes of academic training that permit multiple entry and exit points throughout training (from standard training programmes).</b>		
<b>College Guidance</b>	<b>6.24</b>		Handbook	Academic programmes of training will demonstrate flexibility in their approach, allowing trainees to develop both the academic and non academic competencies required for them to complete their training
<b>School triangulation</b>	<b>6.24</b>		Head of School Report: See 6.26	
<b>Programme Directors</b>	<b>6.24</b>	Training programmes must develop academic pathways within the overall programme to facilitate academic training	Handbook	Academic programmes of training will demonstrate flexibility in their approach, allowing trainees to develop both the academic and non academic competencies required for them to complete their training
<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>Programme Directors</b>	<b>6.25</b>	Trainees must have a programme of placements that expose them to increasing levels of responsibility.		

<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>Programme Directors</b>	<b>6.26</b>	Must ensure that there are speciality meetings with trainers to ensure consistency and that the information on the expected usage of the tools is set out in the relevant training programme handbook.	Training the trainers programmes and attendance registers; Programme handbooks	
<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 whose progress gives cause for concern</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>Programme Directors</b>	<b>6.27</b>	Must ensure that trainees' progression is reviewed regularly. TPDs must be familiar with and contribute to the process for assisting Trainees in Difficulty as necessary.	Training the trainers programme; Report from career's guidance/ mentoring lead; Survey reports.	

<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 professions.</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>Programme Directors</b>	<b>6.29</b>	Must ensure that there are speciality meetings with trainers to ensure consistency.	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>Programme Directors</b>	<b>6.30</b>	Programme directors should ensure that there are identified individuals who can be approached by trainers who require advice and support on educational matters.	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>Programme Directors</b>	<b>6.31</b>	Ensure that all of the trainers are involved in any Training the Trainers events.	Annual reporting by head of school and programme directors; trainer surveys.	
<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>Programme Directors</b>	<b>6.34</b>	induction of trainers	Annual report; induction programmes for trainers.	PMETB Deanery visits
<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>Programme Directors</b>	<b>6.35</b>	Induction of trainers	Reports from Programme Directors	

<b>PMETB requirement</b>	<b>7.1</b>	<b>Training programmes must be supported by a management plan with a schedule of responsibilities and defined processes to ensure the maintenance of PMETB standards in the arrangement and content of training programmes.</b>		
<b>College Guidance</b>	<b>7.1</b>		Constitution of school board Job descriptions for school board members Reports by head of school Reports by programme directors and year leads Job plans for those involved in medical education include time allocated to this function	School will have a published schedule showing who is responsible for monitoring and meeting the PMETB Standards for Training.
<b>School triangulation</b>	<b>7.1</b>		AMD Board report and verification of School constitution	
<b>Programme Directors</b>	<b>7.1</b>	Must report to the board on a range of specific objectives set as above.	Constitution of school board Job descriptions for school board members Reports by head of school Reports by programme directors and year leads Job plans for those involved in medical education include time allocated to this function	School will have a published schedule showing who is responsible for monitoring and meeting the PMETB Standards for Training.

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>Programme Directors</b>	7.3	Information regarding the Policy for trainees in difficulty will be included in induction programmes for trainers and trainees. Programme directors will play a key role in the management of trainees in difficulty for their speciality.	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>Programme Directors</b>	<b>8.1</b>	Ensure that no more trainees are placed within any trust than it has the capacity to provide training for.	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>8.2</b>	<b>There must be access to educational facilities (including a library), and resources (including access to the Internet in all workplaces) of a standard to enable trainees to achieve the outcomes of the programme as specified in the curriculum.</b>		
<b>College Guidance</b>	<b>8.2</b>	In psychiatry there is a need to recognise the dispersed nature of services and the importance of adequate educational and information resources	Handbook Trainee survey Evaluation of posts	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.
<b>School triangulation</b>	<b>8.2</b>		AMD Board report School Psychiatry Trainee Survey via METIS	
<b>Programme Directors</b>	<b>8.2</b>	Trainees must not be placed within trusts where educational facilities do not meet the required standards	Handbook Trainee survey Evaluation of posts	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.

<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>Programme Directors</b>	<b>8.3</b>	Must not place trainees where there is an unsuitable ratio of trainers to 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
<b>PMETB requirement</b>	<b>8.4</b>	<b>Relevant specialty - specific educational resources must be available and accessible where these are stipulated in PMETB-approved curricula e.g. clinical skills centres, 'wet labs'.</b>		
<b>College Guidance</b>	<b>8.4</b>	In psychiatry an example would be facilities and resources for developing communication skills including simulated patients and audio-visual recording materials.	Trainee survey Trainer survey ARCP outcomes	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.
<b>School triangulation</b>	<b>8.4</b>		AMD Board report School Psychiatry Trainee survey	
<b>Programme Directors</b>	<b>8.4</b>	Trainee whose with specific educational needs must be placed within trusts where there are resources to ensure these educational needs can be met	Trainee survey Trainer survey ARCP outcomes	For all trainees there will be access to educational resources of a standard set out in the Royal College Psychiatrists Training Handbook.