



# **GUIDELINE FOR CORE MEDICAL TRAINING**

**AT KERALA INSTITUTE OF MEDICAL SCIENCES (KIMS)  
TRIVANDRUM, INDIA**

**KIMS GOLD GUIDE**  
First Edition 2018



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## KIMS GOLD GUIDE -

### A GUIDELINE FOR CORE MEDICAL TRAINING (UK)

AT KERALA INSTITUTE OF MEDICAL SCIENCES (KIMS), TRIVANDRUM

#### CORE MEDICAL TRAINING AT KIMS

Core Medical Training (CMT) forms the first stage of specialty training for most doctors pursuing postgraduate training in medical specialties, i.e. those specialties managed by the Joint Royal College Of Physicians Postgraduate Training Board, UK (JRCPTB). The JRCPTB carries out this work on behalf of the Federation of Royal College of Physicians (RCP) which comprises the RCPs of Edinburgh, Glasgow and London. The curriculum for CMT is a subset of both the curriculum for General Internal Medicine (GIM) as well as Acute Internal Medicine (AIM). This document has been designed to provide guidance for Trainees and Trainers which include Supervisors and Program Directors (PD). The body of the document has been extracted from the approved UK curriculum but only includes the syllabus requirements for CMT and not the further requirements for GIM or AIM. KIMS will deliver CMT in collaboration with JRCPTB, UK.

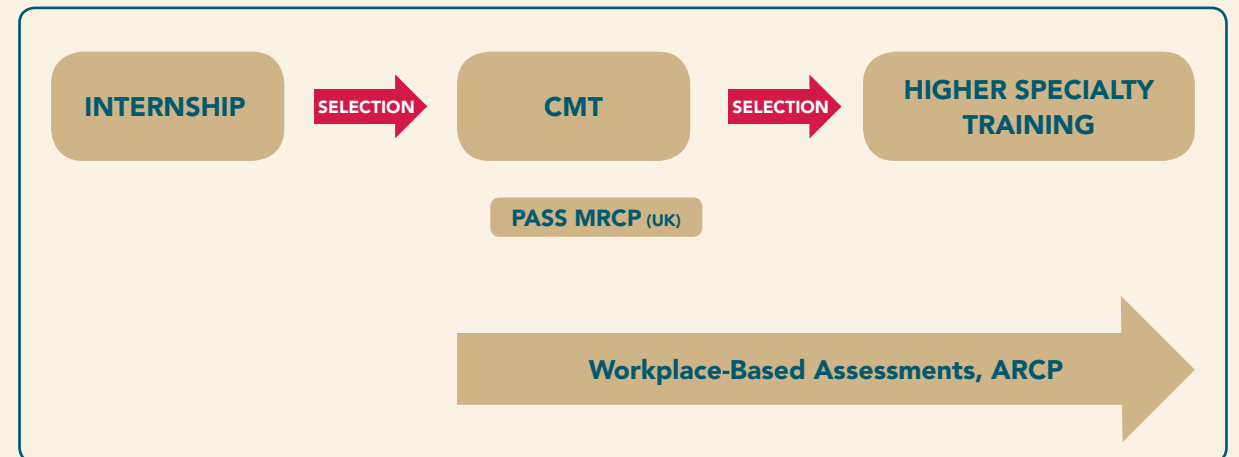
#### PURPOSE OF THE CURRICULUM

There is a need for physicians to have the ability to investigate, treat and diagnose patients with acute and chronic medical symptoms, with the provision of high quality review skills for inpatients and outpatients fulfilling the requirement of specialist-led continuity of care. The purpose of the curriculum is to define the process of training and the competencies needed for the successful completion of Core Medical Training.

#### TRAINING PATHWAY

Entry into Core Medical Training is possible after successful completion of Internship in India, following Undergraduate Medical Course in a Medical College recognized by the Medical Council of India.

#### TRAINING PATHWAY



ARCP – Annual Review of Competence Progression

The training pathway for Core Medical Training will last generally for three years. The CMT programme is designed to deliver core training by acquisition of knowledge and skills as assessed by workplace-based assessments leading to MRCP(UK). The training program is broad based consisting of a number of placements in medical specialties. These placements must include direct involvement in the acute medical emergencies for at least two-third of the time, as well as care of patients with chronic diseases. Trainees completing core medical training will have a solid platform from which to continue into Higher Specialty Training.

Trainees will enter and complete the full CMT program including workplace-based assessments, the MRCP (UK) examination and success in the Annual Review of Competence Progression (ARCP). The three components of the MRCP(UK) examination including PACES can be sat in centres in India. The MRCP(UK) PACES examination is designed to test the clinical knowledge and skills of trainee doctors who hope to enter higher specialist training. Trainees must have passed the Part-I& II written examinations within the last 7 years before taking PACES. The examination sets rigorous standards to ensure that Trainees are competent across a range of skills and ready to provide a high standard of care to patients. In PACES, candidates are assessed for their ability to carry out essential clinical skills. There are five clinical stations where there are either patients with a given condition or trained stand-ins (surrogates). At each station, there are two independent examiners. These are senior physicians who have been recruited and trained to carry out PACES. These examiners will observe and evaluate the candidates' performance.

#### FEATURES OF THE CMT PROGRAMME ARE:

**Trainee Led:** The ePortfolio\* is designed to encourage a Trainee centered approach with the support of Educational Supervisors. The ePortfolio contains tools to identify educational needs, enables the setting of learning goals, reflective learning and personal development.

\*ePortfolio: The JRCPTB ePortfolio is a web based tool which Trainees and Supervisors, record evidence of attainment of competencies and progression throughout the training programme.

**Supervision:** A system of supervision is designed. Each Trainee has a series of educators with clearly defined roles and responsibilities overseeing their training which includes Supervisors, Programme Director and Chairman& Managing Director (CMD), KIMS. The Programme Director will be the key to setting up and implementation of the programme.

**Competency Based:** Trainees must achieve certain competencies at the end of the program.

**Appraisal Meetings with Supervisors:** Regular appraisal meetings and review of competence progression are set out in the ePortfolio.

**Workplace Based Assessments:** Regular workplace based assessments are conducted throughout the training with an ARCP at the end of each academic year during the program.

ENROLMENT WITH JRCPTB

Trainees are required to register (enroll) for specialist training with the JRCPTB at the start of their CMT program. In order to do this KIMS is granted administrative rights to the ePortfolio and is responsible for collecting Trainee fees due and adding Trainee programs and posts. The list of all Trainees given access to the ePortfolio and undertaking the training program will then be provided by KIMS to the JRCPTB enrolments lead, who will enroll the Trainees. Payment for the cohort of Trainees will then be collected from KIMS by the JRCPTB Enrolments Lead. Trainees will not be recommended for a Certificate of Completion of CMT until all enrolment fees due have been paid in full.

THE KIMS GOLD GUIDE

“The KIMS Gold Guide” sets out the local arrangements, in agreement, between JRCPTB, UK and KIMS, Kerala, India for running the Core Medical Training at KIMS Trivandrum. KIMS Trivandrum will be the location where the Trainees spend the majority portion of their training, but KIMS will also make use of KIMS Al-Shifa Hospital at Perinthalmanna, a Strategic Business Unit (SBU) of KIMS as a secondary site to rotate Trainees. This guide is prepared by the Coordination Committee at KIMS to provide guidance to all the stakeholders of this programme.

The guide is written under the following headings:
Section 1 : Introduction and Background
Section 2 : Specialty Training: Policy and Organization
Section 3 : Key Characteristics of Specialty Training
Section 4 : Selection of Trainees
Section 5 : Structure of Training
Section 6 : Progress in Training and the ARCP
Section 7 : Being a CMT Trainee and an Employee

SECTION 1

1.1. INTRODUCTION AND BACKGROUND

Kerala Institute of Medical Sciences (KIMS), Trivandrum

Launched in January 2002,KIMS is a 650-bed multi-specialty tertiary care hospital where a highlycompetent team of specialists and sophisticated technology come together to deliver top quality medical aid. Over the years KIMS has emerged as one of the leading Centres of pioneering medical work, research and academics in India with a global outreach.

With a fine fusion of the cardinal principles of holistic care and hospitality with the three-pronged approach of courtesy, compassion, and competence, Trivandrum-based KIMS offers a wide range of services. For more information regarding services and other details, please visit KIMS website, [www.kimsglobal.com](http://www.kimsglobal.com).

KIMS also runs hospitals in other cities in the state of Kerala such as Kollam, Kottayam, Kochi and Perinthalmanna. KIMS has presence (hospitals and clinics) in Bahrain, Saudi Arabia, Dubai, Oman and Qatar as well. The basic objective of the hospital chain is to evolve a single point model offering state of the art treatment and care.

1.2. ACCREDITATIONS

- ACHSI (Australian Council on Healthcare Standards International)
- KIMS got ACHSI accreditation in the year 2006 for demonstrating continuous improvements in patient safety and delivery of quality healthcare that is at par with international standards.
- NABH (National Accreditation Board for Hospitals & Healthcare Providers - India)
- KIMS received NABH in the year 2006 as a recognition of its commitment to ensure safe healthcare practices and infection control measures.
- NABL (National Accreditation Board for Testing & Calibration Laboratories)
- The Laboratory at KIMS is accredited by NABL in the year 2008, for ensuring precise diagnosis and following safe practices.
- NABH (National Accreditation Board for Hospitals & Healthcare Providers - India)
- KIMS Blood Bank is accredited by NABH in the year 2011, as recognition of its commitment to make safe blood and blood products easily available at the hour of need by adhering to modern techniques and quality standards.



### 1.3. RECOGNITIONS

- Best Hospital IT Project Award 2017
- CMO Asia National Award for Best In-house Magazine.
- NiB Awards 2016 for Best House Journal.
- Golden Peacock National Quality Award 2014 in Healthcare Sector.
- Best Service Provider Award 2014 from Star Health and Allied Insurance Company Ltd.
- Golden Peacock International Business Excellence Award for the year 2013 initiated by Institute of Directors, United Kingdom.
- Commendation Certificate of Kerala State Government for energy conservation for the year 2012.
- TRIMA CSR award 2012, for excellence in CSR Activities undertaken for the financial years 2010-2011 and 2011-2012.
- Dr. Prathap C. Reddy Safe Care award for Best Medication Safety Initiative 2011.
- Avaya Global Connect Customer responsiveness Award 2010.
- South Asian Federation of Accountants (SAFA) award for best presented accounts and corporate governance disclosure.
- A – stable rating by CRISIL for best financial reporting in the year 2008.
- Hospital Management Asia (HMA) Award for the Project Musculo skeletal injuries in 2009.
- AV Gandhi Memorial Award 2007 and 2008 for excellence in Cardiology.
- Award for transparency in financial reporting in the year 2005 and 2008.
- Best Power User Award by Cyber India Online for optimal power utilisation in the healthcare industry in India in 2004.
- Kerala State Pollution Control Board Award for biomedical waste management in 2004 & 2006.
- Health Tourism Award 2005 for maximum foreign exchange earnings.
- Best Customer Site Award from HCL Infosystems Ltd.
- Regional ACLS Training Center by American Heart Association.



Golden Peacock Award for Quality (2013)

## SECTION 2

### 2.1. SPECIALTY TRAINING: POLICY AND ORGANIZATION

KIMS runs a number of postgraduate as well as fellowship programme in various Medical and Surgical Specialties. Currently there are 21 DNB programme of the National Board of Examinations (NBE) in various disciplines with more than 160 Trainee Doctors. In addition, there are Fellowship programmes in Nursing and Paramedical courses. Through these, KIMS aims to promote high quality education and training that is responsive to the changing needs of patients and local communities, including responsibility for ensuring the effective delivery of trained personnel for the country at large.

### 2.2. THE COURSES OFFERED ARE AS FOLLOWS:

1. Post Doctoral (Super specialty) Courses in 9 specialties.
2. Post Graduate (Broad Specialty) Courses in 12 specialties
3. Fellowship courses in 4 specialties
4. PhD in Cardiology (Irkutsk State Medical University)
5. KIMS Masters of Emergency Medicine (Upstate University, USA)
6. BLS, ALS and PALS in collaboration with American Heart Association (AHA)

### 2.3. ELIGIBILITY FOR THE CMT PROGRAM

Candidates must hold an MBBS Degree from any of the recognized National or International Medical Institutions which are listed as per the Indian Medical Council Act, 1956. Candidates must have completed the mandatory internship and obtained the permanent registration from the Medical Council of India (MCI) or State Medical Council (SMC).

Preference in selection will be given to candidates who possess the following:

- MD/DNB in Medicine or
- MRCP Part 1 or
- High NEET Score or
- MBBS with 2 years experience in Internal Medicine.

Candidates applying on the basis of National Eligibility cum Entrance Test (NEET) scoring will be ranked for interview according to their score.

### 2.4. EQUIVALENCE OF MRCP (UK) WITH MD / DNB

There is a Government of India Gazette notification equating MD/DNB Degrees awarded by the recognized universities and institutions equivalent to overseas postgraduate qualifications.

The notification is shown below:

Notification published in the Gazette of India dated 10.03.2008  
**INDIAN MEDICAL COUNCIL ACT, 1956,**  
**The THIRD SCHEDULE-Part II**

The said Schedule under the heading “Part II Recognition Medical Qualification Granted by Medical Institutions outside India not included in the Second Schedule”, after the entries relating to the qualification Doctor of Philosophy (Ph.D.) in Medical Sciences (Dagestan Medical Institute), U.S.S.R. “

“All post graduate medical qualification awarded in Australia and recognized for enrolment as medical practitioners in the concerned specialties in that country”

“All post graduate medical qualification awarded in Canada and recognized for enrolment as medical practitioners in the concerned specialties in that country”

“All post graduate medical qualification awarded in New Zealand and recognized for enrolment as medical practitioners in the concerned specialties in that country”

“All post graduate medical qualification awarded in United Kingdom and recognized for enrolment as medical practitioners in the concerned specialties in that country”

“All post graduate medical qualification awarded in United States of America and recognized for enrolment as medical practitioners in the concerned specialties in that country”

## 2.5. EQUIVALENCE AS A TEACHING FACULTY WITH NATIONAL BOARD OF EXAMINATIONS

KIMS has faculty positions as per the norms of the National Board of Examinations. The criteria for a teaching faculty in an NBE accredited institution are as follows:

**Senior Consultant:** Should have a minimum of 8 years of experience after qualifying MD/MS/DM/MCh/DNB/Fellowships of Royal Colleges(UK/Australia/Canada)/American Board in the specialty concerned.

**Junior Consultant:** Should have a minimum of 5 years of experience after qualifying MD/MS/DM/MCh/DNB/Fellowships of Royal Colleges (UK/Australia/Canada)/American Board in the specialty concerned.

# SECTION 3

## 3.1. KEY CHARACTERISTICS OF SPECIALTY TRAINING

CMT at KIMS is an “Uncoupled” training programme, where there are three years of core training followed by open competition for higher specialty training posts and progression to completion of training (provided the Trainee satisfies all the competency requirements). KIMS will be the local education provider (LEP) who holds the Trainees contract of employment and is also the Employer of the Trainees Clinical Supervisor and the Educational Supervisor. The other resources available through LEP include PD and the HR department.



## 3.2. PROGRAMME DIRECTOR (PD)

CMT at KIMS Trivandrum will be led by the Programme Director assisted by a locally constituted Steering Committee of KIMS to oversee the process of implementation. Programme Director [PD] is appointed to guide this group and to act as the main point of contact with the Curriculum and Education Provider. PD manages all the day-to-day issues of Trainees in the programme.

The training programme will be supported by an Administrator. This person is a non clinician and possesses an excellent understanding of how postgraduate medical training is delivered locally and will be a member of the steering committee. They will make all practical arrangements, write management procedures and implement the ePortfolio. The PD will work closely with KIMS in setting up the programme and implementing all aspects of the programme, in particular, ARCPs, recruitment and individual trainee issues.

## 3.3. MAIN ROLES AND RESPONSIBILITIES OF PROGRAMME DIRECTOR:

- Responsible to ensure the training programme delivers the specialty curriculum and enable Trainees to gain the relevant competencies, skills, knowledge etc.
- Provides support to clinical supervisors within the program.
- Participates in the recruitment process.
- Participates in all academic activities (conferences, CMEs, seminars etc.) organized by various organizations
- Takes into account collective needs of the trainees when planning programs.
- Contributes to the annual assessment outcome process.
- Helps the trainees who are in need of help and support them in all aspects of training.

- Ensures that there is a policy for career-management which covers the needs of all trainees.
- The Deputy Programme Director (DPD) will assist the PD in all aspects.

### 3.4. EDUCATIONAL AND CLINICAL SUPERVISION

KIMS explicitly recognizes that supervised training is a core responsibility, in order to ensure both patient safety and the development of the medical workforce to provide for future service needs. The commissioning arrangements and educational contracts/agreements developed between KIMS and the JRCPTB will be based on these principles.

KIMS will develop locally-based specialty trainers to deliver educational and clinical supervision and training in the specialty. This will be supported by the education department of the Royal College of Physicians of London. In doing so, clear lines will be drawn regarding their accountability as an employer as well as an educational supervisor.

### 3.5. CLINICAL SUPERVISOR

Clinical supervisors will demonstrate their competence in educational appraisal and feedback and in assessment methods, including the use of specific in-work assessment tools approved by the JRCPTB. Trainers involved in appraisal and assessment of trainees must also be trained in these areas. Such training is undertaken through a range of training modalities e.g. facilitated programme, online or self-directed learning programme.

All trainees will have a clinical supervisor for each placement or post in their specialty programme. In some elements of a rotation, the same individual may provide both clinical supervision and education supervision, but the respective roles and responsibilities will be clearly defined.

### 3.6. EDUCATIONAL SUPERVISOR

The Programme Director will designate Educational Supervisors who will be responsible for overall supervision and management of each trainee during the tenure of the course. They will be responsible for the trainee's educational agreement.

It will be essential that trainers and trainees have an understanding of human rights and equality legislation. They must embed in their practice, behaviors which ensure that patients and caregivers have access to medical care that:

- Is equitable
- Respects human rights
- Challenges unlawful discrimination
- Promotes equality
- Offers choices of service and treatments on an equitable basis
- Treats patients/caregivers with dignity and respect.

## SECTION 4

### 4.1. SELECTION OF TRAINEES

Applying for CMT at KIMS, Kerala, India - guidelines for filling the application

The CMT programme at KIMS commences on 1st November every year.

- The application will be invited in the month of April and the notification will be made out in prominent National Dailies as well as the Journal of Association of Physicians of India (JAPI) and the KIMS website.
- The closing date for application will be 15<sup>th</sup> of May and the selection process will be completed by June / July and there is a fee of Rs.2,000/- (change in date according to the NEET schedule possible).
- The total number of candidates per year is limited to 10; a waiting list will be maintained for a period of six months.
- In case the candidate drops out of the course within six months of joining, a retainer fee of 50% of the enrollment fee will be deducted and the balance returned

### 4.2. APPLICATION IS DIVIDED INTO FIVE PARTS

- Personal details
- Eligibility
- Fitness
- References
- Competences

#### PERSONAL

The candidate is expected to provide personal information such as

Name

Address

Contact details

#### ELIGIBILITY

- Candidates must hold an MBBS degree from one of the recognized National or International Medical Institutions which are listed as per Indian Medical Council Act, 1956.
- Candidates must have completed the mandatory internship and after that have acquired permanent registration from the Medical Council of India (MCI) or State Medical Council (SMC).

- Attested certificates to be attached.

### FITNESS

- Declaration of Medical Fitness
- Declare if involved in any criminal offense or if there is any pending criminal case.

### REFERENCES

There should be two references – one from a Clinical Referee and the other from an Academic referee as detailed below.

1. **Clinical Referee:** should be a practitioner who can comment on the clinical skill of the candidate.
2. **Academic Referee:** must be from the candidate's medical school, either a professor, senior lecturer, lecturer, reader, director of clinical studies or a person holding an honorary medical school contract as advised by the medical school. The referee should have ideally known the candidate for one year, at least for a minimum of six months and should be aware of the performance of the candidate during all years spent at the Medical School.

### COMPETENCE

#### 4.3. SELECTION PROCESS

The competency of the candidate for the interview will be decided based on the NEET scoring (for candidates with MBBS Degree eligible as per the criteria laid out earlier). All candidates with PG degree in Internal Medicine or a pass in MRCP Part I will be automatically eligible for the interview. The number of candidates to be called for the interview will be decided by the Steering Committee.

#### 4.4. INTERVIEW PROCESS

During Interview the candidate will be assessed by two interviewers each at three stations.

The total marks for the interview will be 60

Clinical Examination and Viva (stations 2&3) : 40 marks

#### 4.5. STRUCTURE OF INTERVIEW

##### Station 1 (20 marks):

Evidence / Application / Suitability / Commitment

The candidate's application will be reviewed and all documents verified. Marks for other achievements will be awarded at this station, apart from discussion regarding the candidate's suitability and commitment to CMT. Marks will be given as per the following schedule

- Additional PG Qualification : (5) Marks
- National Prizes, Distinctions, Scholarships etc. : (5) Marks
- Publications(PubMed,Peer Reviewed,First Author) : (5) Marks
- Teaching experience : (5) marks

##### Station 2 (20 Marks):

Clinical Scenario / Communication skills

The candidate will be given a clinical scenario and will be asked questions related to this scenario. The discussion will be along the following lines:

1. Possible next steps
2. Possible potential treatments
3. Additional information to be gathered
4. Communication skills

##### Station 3 (20 marks):

1. Ethical Scenario: Deals with consideration of the moral, ethical, legal issues of a particular situation.
2. Professionalism and governance: The discussion will be prompted by a short question and the candidate will need to provide demonstration and understanding of the professionalism and governance in that given situation.Awareness of the candidate with Good Medical Practice will be evaluated.

# SECTION 5

## STRUCTURE OF TRAINING

The UK Core Medical Training programme is the basis of Curriculum (please refer to JRCPTB website)

### During the period of training:

1. Trainees will be called residents.
2. They will receive a contract of employment from the HR department of KIMS.
3. The contract rules will be the same as that of the other PG Residents in KIMS.
4. They will be paid a monthly stipend as fixed by the KIMS.
5. They will rotate through the major specialties viz. Cardiology, Gastroenterology, Nephrology, Neurology and Respiratory Medicine apart from Internal Medicine under the supervision of supervisors.
6. Candidates will need to complete ACLS and BLS training before joining for the Core Medical Training at KIMS Trivandrum, or at least obtain these within the first 3 months of joining the programme.

### 5.1 ROTATIONAL POSTING OF CANDIDATES

#### • Year 1

- Internal Medicine - 6 months
- MDICU - 4 months
- Cardiology and CCU - 2 months (Daily specialty teaching)

#### • Year 2

- |                      |            |                   |            |
|----------------------|------------|-------------------|------------|
| Neurology            | - 2 months | Nephrology        | - 2 months |
| Gerontology          | - 1 month  | Psychiatry        | - 1 month  |
| Rheumatology         | - 1 month  | Oncology          | - 1 month  |
| Gastroenterology     | - 1 month  | Endocrinology     | - 1 month  |
| Respiratory medicine | - 1 month  | Internal Medicine | - 1 month  |

#### • Year 3

- Internal Medicine - 6 months
- Respiratory Medicine - 1 month
- Dermatology - 1 month
- Radiodiagnosis/Interventional Radiology- 1 month
- Pain/Palliative Care (optional)
- Ophthalmology (optional)

While posted to medical specialty Residents will be asked to do on call duty in internal medicine (Neurology, Cardiology and MDICU excluded)

### 5.2 CURRICULUM

CMT curriculum covers a breadth of topics and healthcare issues. Curriculum of the UK core Medical Training Programme forms the basis, and same aspects are adapted to fit the local content and training patterns.

### 5.3 ACCREDITATION BY JRCPTB

Core Medical Training is delivered in KIMS in partnership and collaboration with the Joint Royal College of Physicians Training Board (JRCPTB). KIMS will receive provisional accreditation from JRCPTB at the start of the programme in November 2018. The final accreditation will take place when the program has been in place for one year. JRCPTB will provide full accreditation in 2019 with retrospective effect from 2018.

### 5.4 EXAMINATION:

MRCP is a requirement for completing CMT. Consideration is given to the support for candidates in particular dedicated PACES training on a regular basis.

- All three components of MRCP examination which includes two written examinations (Part I & II) and practical examination, PACES should be completed before the end of the training and in order to move from CMT into higher specialty training.
- For more details (please refer to the website of MRCP examinations).

### 5.5 MISCONDUCT OF CANDIDATES

Misconduct by the trainees has to be reported to the Program Director. Necessary actions will be taken with the help of the Steering Committee.

# SECTION 6

## 6.1 PROGRESS IN TRAINING AND THE ARCP

### Progressing as a trainee physician:

The UK CMT curriculum approved by the General Medical Council (GMC) for UK specialty training defines the standards of knowledge, skills and behavior that must be demonstrated to achieve progressive development towards the award of the UK Certificate of Completion of Training (CCT). The curriculum is mapped against the GMC's standards in Good Medical Practice, which forms the basis of all UK medical practice. The program at KIMS replicates as much of the UK curriculum as possible and when accredited by JRCPTB is considered 'equivalent' by JRCPTB.

Competences, knowledge, skills and behavior take time and systematic practice to acquire and to become embedded as part of regular performance. Implicit, therefore in a competence-based programme of training must be an understanding of the minimum frequency of practice, level of experience and time required to acquire competence and to confirm performance in the specialty.

The assessment frameworks for specialty training complement the approved curricula and should deliver a coherent approach that supports the trainee in developing competences in a sustainable way, through a combination of workplace-based assessments, both formative, such as supervised learning events (SLEs), and summative, such as assessments of performance (AoPs) and examinations. This approach is designed programmatically to allow the clinical and professional performance of trainees in everyday practice to be assessed.

The emphasis on workplace-based assessments aims to address this through assessing performance and demonstration of the standards and competences in clinical practice. It means that trainers and trainees must be realistic about undertaking these assessments, and that educational supervisors must ensure that appropriate opportunities are provided to enable this to happen effectively. Trainees gain competences at different rates, depending on their own abilities, their determination and their exposure to situations that enable them to develop the required competences. The expected rate of progress in acquisition of the required competences is defined in the CMT curriculum. This will enable reasonable timeframes and resources for support and remediation to be set so that trainees are aware of the boundaries within which remediation can and will be offered. There are occasions where progress in training cannot be achieved because of events external to training, such as ill-health. This will lead to training time being suspended (the training clock stops) and the prospective core training program end date will be reviewed at the Annual Review of Competence Progression (ARCP). The decision to suspend training time is an important one and needs to be formalized with written agreement from the Programme Director at KIMS.

Curricula and assessment systems evolve and develop over time. In order to ensure that trainees receive the most relevant and up-to-date training and assessed using the most appropriate tools, they will be required to move to the most recent curriculum in their specialty and use the most recent assessment tools. As part of any developments, implementation plans for the transition of trainees to new curricula and assessment systems will be published.

## 6.2 ASSESSMENT OF PROGRESSION

Structured postgraduate medical training is dependent on having a curriculum that clearly sets out the competences of practice, an assessment framework to know whether those competences have been achieved and an infrastructure that supports a training environment in the context of service delivery.

The three key elements that support trainees in this process are formative assessments and interactions (e.g. SLEs and other supervisor discussions), summative assessments (e.g. assessments of performance and examinations) and triangulated judgment made by a named educational supervisor. These three elements are individual but integrated components of the training process. While the formative elements are for use between trainee and educational supervisor, they will aid the supervisor in making their informed judgment so that together with the other elements they contribute to the ARCP.

Assessment is a formally defined and approved process that supports the curriculum. A trainee's progress in training programme is assessed using a range of defined and validated assessment tools, along with professional and triangulated judgments about the trainee's rate of progress. A review (ARCP) results in an "Outcome" following evaluation of the written evidence of progress and determines the next steps for the trainee. A satisfactory outcome confirms that the required competences have been achieved.

## 6.3 EDUCATIONAL AGREEMENT

All trainees should have an educational agreement for each training placement, which sets out their specific aims and learning outcomes for the next stage of their training, based on the requirements of the curriculum for the specialty and on their most recent ARCP outcome. This should be the basis of all educational review discussions throughout all stages of training. The educational agreement will need regular review and updating.

The trainee's educational supervisor must ensure that the trainee is aware of and understands the trainee's obligations as laid down in the educational agreement, including (but not exclusively): awareness of the trainee's responsibility to initiate workplace-based assessments, awareness of the requirement to maintain an up-to-date educational portfolio, understanding of the need to address areas identified in the trainee's educational portfolio including undertaking and succeeding in all assessments of knowledge (usually examinations) and performance in a timely fashion based on the recommended timescale set out in the specialty curriculum and awareness of the need to engage in processes to support revalidation.

## 6.4 THE EDUCATIONAL SUPERVISOR AND EDUCATIONAL REVIEW

All trainees must have a named educational supervisor who should provide, through constructive and regular dialogue, feedback on performance and assistance in career progression.

Educational review is mainly a developmental, formative process that is trainee-focused. It should enable the training for individual trainees to be optimized, taking into account the available resources and the needs of other trainees in the program. Training opportunities must meet the JRCPTB standards.

Appraisal is a continuous process. As a minimum, the educational section of appraisal should take place at the beginning, middle and end of each phase of training, and should be documented in the educational portfolio. However, educational review can be undertaken more

frequently and this should be the case where a previous assessment outcome has identified inadequate progress or where there are specific educational objectives that require enhanced supervision.

The educational supervisor is the crucial link between the educational review and workplace-based assessment processes since the educational supervisor's report provides the summary of the assessment evidence for the ARCP process. The outcome from the educational review underpins and provides evidence to KIMS about the performance of Trainees and evaluated at ARCP. This is supported by self-declaration evidence from the trainee as an employee about any relevant conduct or performance information.

The educational supervisor may also be the clinical supervisor (particularly in small specialties and small training units). Under such circumstances, the educational supervisor could be responsible for some of the workplace-based assessments and producing the structured report as well as providing the educational review for the trainee.

Great care needs to be taken to ensure that these roles are not confused. Indeed, under such circumstances, the trainee's educational supervisor should discuss with the Program Director, a strategy for ensuring that there is no conflict of interest in undertaking educational review and assessment for an individual trainee.

The purpose of educational review is to: help identify educational needs at an early stage and agree educational objectives that are SMART (Specific, Measurable, Achievable, Realistic, Time bound), provide a mechanism to receive the report of the review panel and to discuss this with the trainee, provide a mechanism for reviewing progress, and a time when remedial action can be arranged and monitored. This will assist in the development of the skills of self-reflection and self-appraisal that will be needed throughout a professional career. This will also enable learning opportunities to be identified in order to facilitate a trainee's access to these mechanisms for giving feedback on the quality of the training and make training more efficient and effective for a trainee.

During educational review discussion with educational supervisor, trainees must be able to raise concerns without fear of being penalized. Patient safety issues must be identified by clinical incident reporting and reflective notes should be maintained in an educational portfolio, in addition to being reported through organizational procedures when they occur. However, where it is in the interests of patient or trainee safety, the trainee will be informed that the relevant element of the educational review discussion will be raised through appropriate clinical governance/risk management reporting systems. This will usually be with the Chairman and Managing Director of KIMS.

The educational supervisor and trainee should discuss and be clear about the use of an educational portfolio. Regular help and advice should be available to the trainee to ensure that the portfolio is developed to support professional learning.

Regular feedback will be provided by the educational supervisor regarding progress in training as part of educational review meetings. This will be a two-way process in the context of an effective professional conversation. Trainees should discuss the merits or otherwise of their training experience and identify factors that may be inhibiting their progress. Records should be made on the trainee's educational portfolio of these regular educational review meetings, and these must be shared between trainee and educational supervisor.

The educational review process is the principal mechanism whereby there is an opportunity

to identify concerns about progress as early as possible. Concerns should be brought to the attention of the trainee during educational review meetings. Account should be taken of all relevant factors that might affect performance (e.g. health or domestic circumstances) and these should be recorded in writing. An action plan to address the concerns should be agreed and documented between the educational supervisor and trainee. If concerns persist or increase, further action should be taken and this should not be left to the ARCP process. Direct contact should be considered with the PD, the lead for professional support, trainee support groups, and the CMD, alerting them to these concerns.

## 6.5 ANNUAL REVIEW OF COMPETENCE PROGRESSION (ARCP)

### Purpose of the ARCP

The ARCP provides a formal process that uses the evidence collected by the trainee, relating to progress in the training programme. It should normally be undertaken on at least an annual basis for all trainees in specialty training, and it will enable the trainee, the Programme Director and KIMS to document that the competences required are being gained at an appropriate rate and through appropriate experience. The process may be conducted more frequently if there is a need to deal with performance and progression issues outside the annual review. It is not in itself a means or tool of assessment.

The ARCP fulfills the following functions:

1. Provides an effective mechanism for reviewing and recording the evidence related to a trainee's performance in the training program or in a recognized training post,
2. Provides a means whereby the evidence of the outcome of formal assessments, through a variety of workplace-based assessment tools and other assessment strategies (including examinations that are part of the assessment system), is coordinated and recorded to present a coherent record of a trainee's progress
4. Provides a final statement of the trainee's successful attainment of the curricular competences for CMT and thereby the completion of the training program
5. Enables the Programme Director to present evidence to JRCPTB so that it can award the trainee a certificate of completion of JRCPTB accredited CMT equivalent training. .

The ARCP process is applicable to all trainees, whose performance must be assessed to evaluate progression. Trainees who resign from a programme should normally have their progress made up to their resignation date reviewed by an ARCP panel and an appropriate outcome should be recorded. If a review is not undertaken, this should be recorded.

## 6.6 ARCP: ASSESSMENT

This section deals with the elements of the ARCP that are designed to review evidence and arrive at a judgment, known as an outcome of progress. It does not address the important processes of educational review and program planning, which should respectively precede and follow from the ARCP process.

Assessment strategies will vary between curricula but will contain a variety of elements. These include items from the following non-exhaustive list of well-constructed and fit-for-purpose professional examinations that explicitly map back to the curriculum:

- Direct observation of procedural skills (DOPS)
- Case note reviews
- Case-based discussion (CBD)
- Multi-source feedback (MSF)
- Assessments in clinical skills facilities
- Clinical evaluation exercises (mini-CEX)
- Direct observation of non-clinical skills (DONCS)
- Self-reflective learning logs

Workplace-based assessments are grouped into formative, structured SLEs (assessments for supervised learning events) and AoPs (assessments of performance). A summary of the assessments undertaken along with a summary of the outcomes of these assessments should be collected for each period of training. Assessments are spread throughout the time period under review. These summaries will be provided as part of the educational supervisor’s report to the ARCP panel.

Logbooks, audit or quality improvement reports/projects, research activity and publications, document of other sorts of experience and attainment of skills that trainees may need to demonstrate. They are not in and of themselves assessment tools but are a valid record to demonstrate progress. Information about these areas should be retained in a specialty specific educational portfolio, which all trainees must maintain to record their evidence about training and performance in training. The portfolio will also form the basis of the educational and workplace-based assessment process as well as of the annual planning process. Trainees should familiarize themselves with the relevant specialty curriculum, assessment arrangements and other documentation requirements needed for the assessment of their progress (and the supporting educational review and planning processes) at the start of the training program. When changes are made to the assessment system or expectations for trainees, it is the responsibility of the faculty to notify trainees and trainers of the new requirements so that the changes can be implemented.

Trainees must also familiarize themselves with the requirements of the UK’s GMC’s Good Medical Practice.

**Trainees must:**

- Maintain a portfolio of information and evidence, drawn from the scope of their medical practice
- Reflect regularly on their standards of medical practice and take part in regular and systematic clinical audit and/or quality improvement
- Respond constructively to the outcome of audit, appraisals and the ARCP process.
- Undertake further training where required by the Programme Director, engage with systems of quality management and quality improvement in their clinical work and training, participate in discussion and any investigation around serious untoward incidents in the workplace, and record reflection of those in their educational portfolio
- Inform PD/CMD if they receive a criminal or civil conviction or a police caution

If genuine and reasonable attempts have been made by the trainee to arrange for workplace-based assessments to be undertaken but there have been logistic difficulties in achieving this, the trainee must raise this with their educational supervisor immediately since the workplace-

based assessments must be available for the ARCP panel. The educational supervisor should raise these difficulties with the PD. Between them, they must facilitate appropriate assessment arrangements within the timescales required by the assessment process.

**6.7 ARCP: EDUCATIONAL SUPERVISOR’S REPORT**

The purpose of the report is to provide a summary of progress including collation of the results of the required workplace-based assessments, examinations and other experiential activities required by the specialty curriculum (e.g. logbooks, evidence of research activity, publications, quality improvement activities and audits). Educational supervisors and Trainees should familiarize themselves with the relevant curriculum and assessment framework.

Through triangulation of evidence of progression in training and professional judgment, the named educational supervisor will contribute a structured report to the ARCP. This report must:

- 1 Reflect the educational agreement and objectives developed between the educational supervisor and the trainee
- 2 Be supported by evidence from the workplace-based assessments planned in the educational agreements
- 3 Take into account any modifications to the educational agreement or remedial action taken during the training period for whatever reason
- 4 Provide a summary comment regarding overall progress during the period of training under review, including (where possible) an indication of the recommended outcome supported by the views of the training faculty

The report should be discussed with the trainee prior to submission to the ARCP panel. The report and any discussion that takes place following its compilation must be evidence-based, timely, open and honest. If such a discussion cannot take place, it is the duty of the educational supervisor to report the reasons to the ARCP panel in advance of the panel meeting.

If there are concerns about a trainee’s performance, based on the available evidence, the trainee must be made aware of these concerns and they should be documented in their educational portfolio. Trainees are entitled to a transparent process in which they are assessed against agreed published standards, told the outcome of assessments and given the opportunity to address any shortcomings. Trainees are responsible for listening, raising concerns or issues promptly and taking the agreed action. The discussion and actions arising from it should be documented. The educational supervisor and trainee should each retain a copy of the documented discussion.

**6.8 ARCP: COLLECTING THE EVIDENCE**

Programme Director (PD) will make local arrangements to receive the educational portfolio from trainees, and they will give them and their trainers at least six weeks notice of the date by which it is required. Trainees should obtain all necessary components. The educational portfolio must be made available at least two weeks before the date of the ARCP panel meeting. Trainees will not be “chased” to provide access to their educational portfolio by the required date. As a consequence, if trainees have not documented attained competences, they will not be able to progress.

As part of their documentary evidence for each ARCP, trainees must submit an updated

documentation form giving accurate demographic details for use. It is up to the trainee to ensure that the documentary evidence that is submitted, including their educational portfolio, is complete. This must include all required evidence (including that which the trainee may view as negative). All clinical assessments of progress and performance should be included in the evidence available to the ARCP panel and retained in the trainee's educational portfolio so that they are available for discussion with the educational supervisor during educational review sessions.

It is important to ensure that all relevant evidence is provided to the ARCP panel. This includes details of all areas in which the trainee has worked as a doctor (including voluntary) as well as details of any investigations that have yet to be completed. (Reflective notes around completed investigations should have already been included in the educational portfolio.)

Where the documentary evidence submitted is incomplete or otherwise inadequate so that the panel cannot reach a judgment, no decision should be taken about the performance or progress of the trainee. The failure to produce timely, adequate evidence for the panel will result in Outcome-5 (see section 6.12).

It may be necessary for the PD to provide an additional report, for example detailing events that led to a negative assessment by the trainee's educational supervisor. It is essential that the trainee has been made aware of this and has seen the report prior to its submission to the panel. This is to ensure the trainee is aware of what had been reported; it is not intended that the trainee should agree the report's content. Where the report indicates that there may be a risk to patients arising from the trainee's practice (and this has not already been addressed), this risk needs to be shared immediately with the PD and the CMD. The trainee needs to be made aware that this will happen.

Trainees may submit as part of their evidence to the ARCP panel a response to their trainer's report or to any other element of the assessment documentation for the panel to take into account in its deliberations. While it is understood that for timing reasons, such a document will only be seen by the ARCP panel in the first instance, it should be expected that the contents of any document will be followed up appropriately. This may involve further consideration by the PD. The ARCP panel is constructed to look at matters of educational performance, assess progression in training and provide an opinion to the PD in relation to revalidation. However, the evidence provided to the panel may relate to other issues and concerns such as clinical safety or perceived undermining within the hospital. While the panel is not in a position to investigate or deal with allegations of this nature, it will bring such matters to the attention of the PD in writing immediately following the panel meeting for further consideration and investigation as necessary. Panels must take such allegations very seriously. Trainees must ensure they are familiar with these educational and clinical governance/risk management arrangements and follow these policies, including reporting their concerns. All Education Supervisors must make such policies known to trainees as part of their induction.

### 6.9 THE ARCP PANEL

The ARCP panel has the following objectives:

1. consider and approve the adequacy of the evidence and documentation provided by the trainee, which at a minimum must consist of a review of the trainee's educational portfolio including a structured report from the educational supervisor(s), documented assessments (as required by the specialty curriculum) and achievements. The panel should provide comment and feedback where applicable on the quality of the structured educational supervisor's report.

2. Consider the time out of training during the assessment period and from entry to the program and to determine whether the training duration needs to be extended provided that adequate documentation has been presented, make a judgment about whether the trainee's progress has been satisfactory and whether they can progress to the next level of training. Trainees who are full time and receive Outcome 1 (see section 6.12) will progress to the next level.
3. Consider suitability to progress to the next stage of training or confirm training has been completed satisfactorily

### 6.10 COMPOSITION OF THE ARCP PANEL

The ARCP panel has an important role, which its composition should reflect. It should consist of at least three panel members appointed by the training committee.

The Programme Director (PD), Deputy Programme Director (DPD) and Educational Supervisors are all appropriate panel members. The panel could also have a representative from KIMS to enable employers to be assured that the trainees they employ are robustly assessed and are safe to deliver care in their service.

The panel should have input from a lay member and two external advisors, one from another CMT equivalent site and one external assessor provided by JRCPTB from the UK. They must be trained for their roles. The lay advisor will primarily review the process followed by the ARCP panel and the conduct of the panel, as measured against accepted general good practice for ARCP panels and the standards that are set in the Gold Guide. The lay advisor should not be asked to judge whether the ARCP outcome awarded to the trainee is appropriate or whether the trainee has made satisfactory progress. The lay advisor may be asked on occasion to contribute a lay perspective to inform elements of the ARCP panel's activities but the role is to ensure the process is followed correctly, not to give an opinion on the outcome or the trainee's progress. The lay advisor is not performing the role of panel chairperson but has responsibility (along with all the panel members) to ensure that the conduct of the review conforms to good practice.

The PD or their nominated deputy must be present at any panel meeting involving cases where it is possible that a trainee could have an outcome indicating unsatisfactory progression, which may require an extension to training.

If either the lay member or an external advisor has concerns about the outcomes from the panel, these will be raised with the PD for further consideration, who may decide to establish a different panel to consider further the evidence that has been presented and the outcomes recommended.

All members of the panel (including the lay member and those acting as an external advisor) must be trained for their role. Educational and clinical supervisors should declare an interest if their own trainees are being considered by a panel of which they are members. Where there are any concerns about satisfactory educational progress, they should withdraw temporarily from the process while their trainee is being considered and the panel should be constituted such that in that situation it remains quorate in accordance with panel composition.

### 6.11 HOW THE ARCP PANEL WORKS

The panel will be chaired by the Programme Director.

The process is a review of the documented and submitted evidence that is presented by the trainee. As such, the trainee is not always required to attend the panel. However, the PD may wish to have trainees present on the day to meet with the panel after its discussion of the evidence and agreement as to the outcome(s).

Trainees must not be present while the panel is considering the outcomes. Where the PD, educational supervisor or academic educational supervisor has indicated that there may be an unsatisfactory outcome(s) through the ARCP process, the trainee will be informed of the possible outcome prior to the panel meeting. After the panel has considered the evidence and made its judgment, if an unsatisfactory outcome is recommended, the trainee must meet with either the ARCP panel or a senior educator involved in the training program at the earliest opportunity.

The purpose of this meeting is to discuss the recommendations for focused or additional remedial training if so required. If the panel recommends focused training towards the acquisition of specific competences (Outcome 2) [see section 6.12] then the timescale for this should be agreed with the trainee.

If additional remedial training is required (Outcome 3) [see section 6.12], the panel should indicate the intended objectives and proposed timescale. The framework of how a remedial program will be delivered will be determined by the PD. The remedial program will be planned by the PD, taking into account the needs of other trainees in the specialty and in related programs, and it must be arranged with the full knowledge of the employer to ensure that clinical governance aspects are addressed.

This additional training must be agreed with the trainee, trainers and KIMS. The information transmission will be shared with the trainee. Agreement to it being shared is a requisite of joining and continuing in the training program.

The panel should systematically consider the evidence as presented for each trainee against the specialty or sub-specialty curriculum and the assessment framework. Details of placements, training modules etc. completed must be recorded on the ARCP form including where trainees continue to hold a training slot but are out of the program. At the ARCP, the core training program end date should be reviewed and adjusted if necessary, taking into account such factors as statutory leave, sickness or other absence of more than 14 (normal working) days in any year prior agreement with the PD .

6.12 OUTCOMES FROM THE ARCP

The initial outcome from the ARCP may be provisional until quality management checks have been completed. The outcome(s) recommended by the panel for all trainees will be made available by the PD to:

- a the trainee who must sign and return it within ten working days. The trainee should retain a copy of the signed form in their educational portfolio. Where electronic systems are used, digital signatures will be acceptable. The trainee is signing the document to demonstrate that they have been informed of the outcome, not that they agree with the outcome. Signature of the outcome does not change the trainee’s right to request a review or appeal.
- b the PD (and/or the trainee’s educational supervisor) who should meet with the trainee to discuss the outcome and plan the next part of their training documenting the plan fully.

- c the trainee’s educational supervisor who should use this to form the basis of further educational review and workplace-based assessment that the educational supervisor undertakes on behalf of KIMS. It is the educational supervisor’s responsibility to raise any areas of concern about the trainee’s performance that link to clinical governance as documented by the ARCP process, with the Programme Director (or their nominated officer).
- d JRCPTB who maintain outcome documents as part of the minimum data set to substantiate its recommendation of a final certificate of completion.

All trainees should receive standard written guidance relevant to their outcome, which as appropriate should detail the duration of any extension to training, requirements for remedial action, and reference to the review and appeal processes.

The panel will recommend one of the six outcomes described below for each specialty/sub-specialty for each trainee, including those on integrated clinical/academic programs.

OUTCOME 1  
Satisfactory progress: Achieving progress and the development of competences at the expected rate

Satisfactory progress is defined as achieving the competences in the CMT curriculum at the rate required. The rate of progress is defined in the CMT curriculum (e.g. with respect to assessments, experiential opportunities, examinations etc). (It is possible for trainees to achieve competences at a more rapid rate than defined)  
For the following outcomes (Outcomes 2–5), the trainee is required to meet with the panel after the panel has reached its decision.

OUTCOME 2  
Development of specific competences required: Additional training time not required

The trainee’s progress has been acceptable overall but there are some competences that have not been fully achieved and need to be further developed. It is not expected that the rate of overall progress will be delayed or that the prospective date for completion of training will need to be extended or that a period of additional remedial training will be required.

OUTCOME 3  
Inadequate Progress: Additional training time required

The panel has identified that a formal additional period of training is required which will extend the duration of the training program. Where such an outcome is anticipated, the trainee must attend the panel. The trainee, educational supervisor and employer will need to receive clear recommendations from the panel about what additional training is required and the circumstances under which it should be delivered (e.g. concerning the level of supervision). It will, however, be a matter for KIMS to determine the details of the additional training within the context of the panel’s recommendations, since this will depend on local circumstances and resources. Where such additional training is required because of concerns over progress, the overall duration of the extension to training should normally be for a maximum of one year, unless exceptionally, this is extended at the discretion of Programme Director but with an

absolute maximum of two years additional training during the total duration of the training program. The extension does not have to be taken as a block of 1 year, but can be divided over the course of the training program as appropriate. The outcome panel should consider the outcome of the remedial program as soon as practicable after its completion.

**OUTCOME 4**

**Released from training program: With or without specified competences**

The panel will recommend that the trainee is released from the training program if there is still insufficient and sustained lack of progress, despite having had additional training to address concerns over progress. The panel should ensure that any relevant competences which have been achieved by the trainee are documented.

An outcome 4 may also be recommended in some circumstances where there has not been additional training, for example for disciplinary reasons or where the trainee has exhausted all attempts at passing an exam without having received additional training time.

**OUTCOME 5**

**Incomplete evidence presented: Additional training time may be required**

The panel can make no statement about progress or otherwise since the trainee has supplied either no information or incomplete information to the panel. If this occurs, on the face of it, the trainee may require additional time to complete the training program. The additional time begins from the date the panel should have considered the matter. The trainee will have to supply the panel with a written account within five working days as to why the documentation has not been made available to the panel. The panel does not have to accept the explanation given by the trainee and can request the trainee to submit the required documentation by a designated date, noting that available “additional” time is being used in the interim. If the panel accepts the explanation offered by the trainee accounting for the delay in submitting the documentation to the panel, it can choose to recommend that additional time has not been used. Once the required documentation has been received, the panel should consider it (the panel does not have to meet with the trainee if it chooses not to and the review may be done “virtually” if practicable) and issue an assessment outcome.

Alternatively the panel may agree what outstanding evidence is required from the trainee for an Outcome 1 and give authority to the Chair of the panel to issue an Outcome 1 if satisfactory evidence is subsequently submitted. However if the Chair of the panel does not receive the agreed evidence to support an Outcome 1 then a panel will be reconvened.

**OUTCOME 6**

**Gained all required competences: Will be recommended as having completed the training program.**

The panel will need to consider the overall progress of the trainee and ensure that all the competences of the curriculum have been achieved prior to recommending the trainee for completion of the training program to the relevant Royal College.

**SECTION 7**

**7.1 BEING A CMT RESIDENT AND AN EMPLOYEE**

**Accountability issues for KIMS, PD and Trainees**

Trainees in specialty training are pursuing training programs under the management of the PD and are also employees in KIMS. In fulfilling both of these roles, they incur certain rights and responsibilities.

While the PD is responsible for managing the delivery of training to postgraduate trainees, this is always in the context of trainees being the employees of KIMS. As a result, trainees have an employment relationship with KIMS and are subject to KIMS policies and procedures.

It is important therefore that KIMS is fully aware of the performance and progress of all doctors, including trainees in their employment. In addition, there must be a systematic approach to dealing with poorly performing trainees. In this context, the relationship between KIMS and the PD must be clearly defined.

The PD is responsible for the trainee’s training and education while in recognized training posts and programs. The PD does not employ postgraduate trainees but commissions training from KIMS, normally through an educational contract with the unit providing postgraduate education.

Through this contract, the PD has a legitimate interest in matters that relate to the education and training of postgraduate trainees in the employing environment.

KIMS will ensure that mechanisms are in place to support the training of trainees so that problems may be identified to be addressed at an early stage. For this clinical responsibility is tailored to a realistic assessment of the trainees’ competence so that patient safety remains paramount and the trainees are not put at risk by undertaking beyond their competence. This should include, for example (but not exclusively),

- 1. Introduction to key team members and their roles,
- 2. Clarity about any of the geographic areas where a trainee might need to work,
- 3. A working understanding of the equipments that might be required (especially in an emergency situation),
- 4. Access to and requirements for the use of protocols and guidance documents,
- 5. Out-of-hours arrangements and clearly defined supervisory arrangements, including an identified educational supervisor and sufficient and appropriate clinical supervision for every trainee,
- 6. Clearly defined and timely training arrangements for trainees, with objectives agreed early in their training placement with their educational supervisor,

7. Regular opportunities to continue to plan, review and update these objectives,
8. Regular assessment of competence, undertaken by trained assessors and handled in a transparent manner, with substantiated and documented evidence of poor performance and conduct where and when this is necessary,
9. Where necessary, the support to deliver defined and agreed additional remedial training

## 7.2 TRANSFER OF INFORMATION

The basic structure of specialty training programs is a rotational experience that allows trainees to develop and demonstrate competences in a range of clinical settings and environments. Trainees rely on the integrity of the training program to support their growth and development within it.

Trainees must maintain an educational portfolio that is specialty specific and covers all aspects of their training. They must share this with their educational supervisors as they move through their rotational program, as part of the ongoing training process. The transfer of educational information from placement to placement in the training program is fundamental to the training process and is applicable to every trainee.

Trainees also have an important employee relationship with KIMS. In situations where KIMS has had to take disciplinary action against a trainee because of conduct or performance issues, it may be that the employment contract ends before these proceedings are completed, in which case it may be appropriate for the employment contract to be extended while investigations are in progress. It is in the trainee's interest to have the matter resolved, even if they move on or have already moved on to the next placement in the rotation. The PD will usually help to facilitate this.

It will be essential in such circumstances for the educational supervisor and at the trainee's next placement to be made aware of the ongoing training and these are addressed.

Where a trainee has significant health issues that may impact the education process and these are under occupational health review commissioned by KIMS, the trainee's consent to share such review reports will be necessary.

It is also essential, for the sake of patient safety and to support the trainee where required, that information regarding any completed disciplinary or competence issue (and a written, factual statement about these) is transferred to the next employer. This should make reference to any formal action taken against the trainee, detailing the nature of the incident triggering such action, any allegations that were upheld (but not those that were dismissed) and the outcome of the disciplinary action along with any ongoing or planned remedial training. Information about any completed disciplinary procedure that exonerated the trainee will not be passed on.

The ARCP process that incorporates educational and clinical supervisor reviews should ensure that KIMS is aware of the progress and performance of all its employees who are in postgraduate training.

Where a trainee has identified educational or supervisory needs that must be addressed as a result of the disciplinary process, information concerning these will be transferred by the PD to the educational supervisor in KIMS.

In all of these circumstances, the trainee has the right to know what information is being transferred and the right to challenge its accuracy but not to prevent the information being transferred.

In all professions, it is recognized that employees may sometimes encounter difficulties during their career. These may show up in various ways (e.g. in terms of conduct, competence, poor performance, ill health or dropping out of the system). Although it is recognized that the cost of training doctors is high and that their retention is therefore often cost effective, it cannot be at the expense of patient safety, which is of paramount importance.

Where personal misconduct is unconnected with training progress, KIMS may need to take action in accordance with guidance such as local HR policy. The PD should be involved from the outset.

The end of an employment contract does not necessitate the discontinuation of a disciplinary process. Any warning or suspension notice would cease to have effect once employment with KIMS ends but an inquiry should still proceed all the way to a finding. The range of responses to a disciplinary finding will, however be limited by the expiry of the employment contract. For example, KIMS will not be able to dismiss an ex-employee or ask that a subsequent employer do the same. Any proven offence by a trainee must be recorded by KIMS and should be brought to the attention of the relevant PD to its any impact on the training program.

The PD should be aware of any disciplinary action against a trainee, at the earliest possible stage, and act on the information accordingly. Once a finding has been reached, the PD will need to consider whether it is appropriate to arrange further training placements and the terms of those placements. If it is not appropriate to arrange further placements because the findings preclude further training, removal from the training program is the natural consequence.

The PD will seek assurance from KIMS through the educational contract that trainees will be managed in accordance with the best employment practice.

The PD must not be involved as a member of a disciplinary or appeal panel in any disciplinary procedures taken by KIMS against a trainee but may provide evidence to the panel and advise on training and education matters if required.

Termination of a trainee's employment contract after due process will mean that specialty training is discontinued and the training number is relinquished. An ARCP outcome will not be awarded in such circumstances.

## 7.3 POOR PERFORMANCE AND INCOMPETENCE

In the first instance where there are issues around poor performance and professional incompetence, KIMS should advise the PD of any trainee who is experiencing difficulties as well as the action being taken to support and remedy any deficiencies. The PD and KIMS must work closely together to identify the most effective means of helping/supporting the trainee while ensuring that patient safety is maintained at all times. Educational and informal but clearly identified and documented action should be taken wherever possible, prior to invoking formal measures.

On occasion, a trainee might make or be involved in a critical or serious, isolated medical error. Such situations may lead to a formal investigation and are stressful for all staff involved. The

PD must be kept informed in writing at each stage of any such investigation and should ensure that all support is offered to the trainee throughout the process.

Where a trainee is expected to move to another training placement before the inquiry has been completed, the PD will ensure the continuing involvement of the trainee in the inquiry process.

**7.4 POOR PERFORMANCE & THE TMC (TRAVANCORE MEDICAL COUNCIL)**

At times, the performance of a doctor may be poor enough to warrant referral to the TMCs fitness to practice process. Trainees, in common with all doctors, may be subject to fitness to practice investigation and adjudication by the TMC. Significant fitness to practice concerns might include serious misconduct, health concerns or sustained poor performance, all of which may threaten patient safety.

The following applies to trainees absent from training when they would be expected to be in training:

- the trainee must advise KIMS and the PD if the absence is owing to ill health or maternity/paternity leave.
- if the trainee is taking time off from the training program for sickness, or maternity/paternity leave and the sum of these absences exceeds 14 days in any 12-month period, then a review of training should be undertaken and the expected end of training date adjusted.

Payment in respect of ill health, maternity/paternity absence remains the responsibility of KIMS.

**CONCLUSION**

This gold guide has been prepared for the guidance of trainees, supervisors, tutors and program directors, and underpins the training programme delivered through CMT at KIMS Trivandrum. The body of this document has been extracted from the approved UK curriculum and includes the syllabus requirements for CMT by collaborating with JRCPTB. The CMT programme at KIMS shows the accademic and professional commitment of KIMS to provide world class education to young doctors aspiring greater heights in the practice of Internal Medicine.