

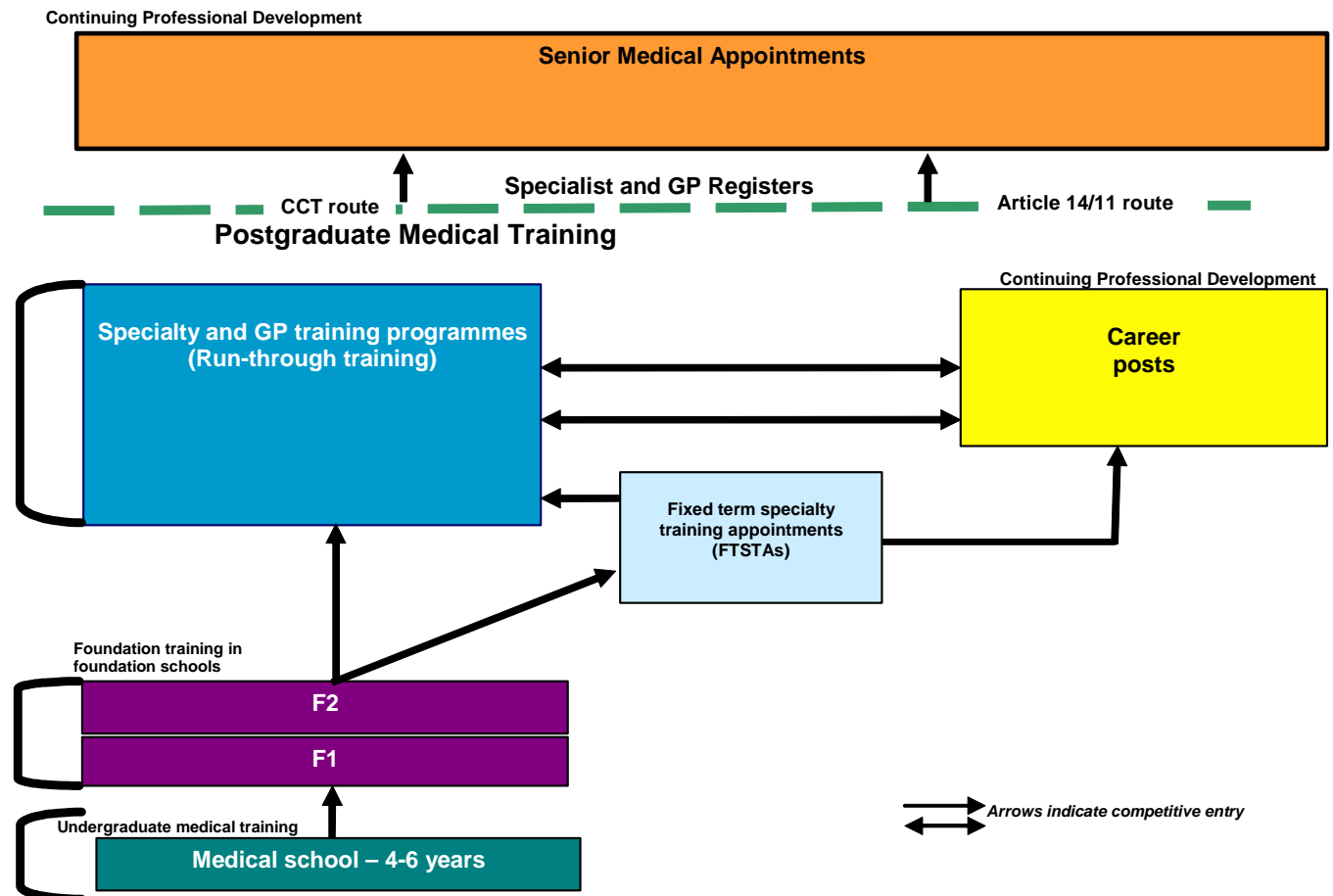
The Gold Guide: Quick Start

This Quick Start to the Gold Guide is a supplement to the Users Manual both of which have been produced by East Midlands Healthcare Workforce Deanery. These can be found at www.eastmidlandsdeanery.nhs.uk/page.php?id=580 and are intended to aid the implementation of the Gold Guide in the East Midlands.

The Gold Guide is a set of standards that guide the specialty training of junior doctors once they leave a Foundation Programme. It should standardise areas such as; Induction, Assessment, Appraisals and the replacement for the RITA process, the Annual Review of Competence Progression. Achieving this will enable trainees and their trainers to track, monitor and evaluate their training experience in a much more robust way. To download the guide click here: www.mmc.nhs.uk/download/Gold_Guide290607.doc

NB: **Bold text** refers to the Gold Guide
For more information or to provide feedback, please email deanerycommunications@eastmidlands.nhs.uk

UK Medical Training Career Framework



Trainee Responsibilities

Trainees MUST:

- take responsibility for their own training, including familiarising themselves with relevant specialty curriculum, assessments and documentation at the beginning of the programme. Educational and Clinical Supervisors will support the trainee but will not take over the trainee's responsibilities to engage with the available elements of specialty training.
- highlight any concerns they have about their access to opportunities that might affect their educational progression, as soon as practicable, to their educational supervisor.
- engage in process of clinical and educational supervision.
- maintain a learning portfolio.
- engage in NHS performance review and ARCP. **Section 7.4 (p 70)**
- demonstrate responsibilities as an employee. **Section 8 (p 98)**

Educational Supervisor Roles **Section 4.22 (p 21)**

Educational Supervisors are responsible for overseeing training and ensuring that clinical and educational achievement is documented and that every reasonable effort is made to ensure satisfactory educational progression.

Educational Supervisors should:

- be adequately prepared for the role and have an understanding of educational theory and practical educational techniques
- be trained to offer educational supervision and undertake appraisal and feedback
- undertake training in competence assessment for specialty training
- be trained in equality and diversity
- provide regular appraisal opportunities which should take place at the beginning, middle and end of a placement
- develop a learning agreement and educational objectives with the trainee which is mutually agreed and is the point of reference for future appraisal
- be responsible for ensuring that trainees whom they supervise maintain and develop their specialty learning portfolio and participate in the specialty assessment process
- provide regular feedback to the trainee on their progress
- ensure that the structured report which is a detailed review and synopsis of the trainee's learning portfolio **(Appendix 4)** is returned within the necessary timescales
- contact the employer (usually the medical director) and the Postgraduate Dean should the level of performance of a trainee gives rise for concern
- be able to advise the trainee about access to career management
- be responsible for their educational role to the training programme director and locally to the employer's lead for postgraduate medical education.



Clinical Supervisor Roles **Section 4.27 (p 23)**

Clinical supervisors for each placement are usually a senior doctor, who is responsible for ensuring that appropriate clinical supervision of the trainee's day-to-day clinical performance occurs at all times, with regular feedback.

All clinical supervisors should:

- understand their responsibilities for patient safety
- be fully trained in the specific area of clinical care
- offer a level of supervision necessary to the competences and experience of the trainee and tailored for the individual trainee
- ensure that no trainee is required to assume responsibility for or perform clinical, operative or other techniques in which they have insufficient experience and expertise
- ensure that trainees only perform tasks without direct supervision when the supervisor is satisfied that they are competent so to do; trainee and supervisor should be aware of their direct responsibilities for the safety of patients in their care
- consider whether it is appropriate (particularly out of hours) to delegate the role of clinical supervisor to another senior member of the healthcare team. In these circumstances the individual must be clearly identified to both parties and understand the role of the clinical supervisor. The named clinical supervisor remains responsible and accountable overall for the care of the patient and the trainee.
- be appropriately trained to teach, provide feedback and undertake competence assessment to trainees in the specialty
- be trained in equality and diversity and human rights best practice.

A clinical supervisor's report must be completed at the end of each 4 month clinical placement for GP Specialty trainees - although only mandatory in GP, this is good practice and is advised in ALL specialties. (*East Midlands recommendation*)

Employer Responsibilities **Section 8.7 (p 90)**

- Ensure mechanisms in place to support training of specialty trainees.
- Ensure clinical responsibility is appropriate to trainee's ability and maintain patient safety.
- Ensure induction to Trust and specialty department.
- Facilitate educational supervision, assessment and appraisal including remediation if required.
- Review with educational supervisors the adequacy of educational opportunities linked to the specialty curriculum.
- Monitor trainee's performance and ensure transfer of information (with trainee's knowledge) to PGD and next employer if necessary. **Section 8.7 (p 91)**



Taking Time Out of Programme (OOP) **Section 6.91 (p 54 and following)**

A trainee may seek the permission of the Postgraduate Dean to spend time out of the Specialty training programme. Time out will normally be for a maximum of one year.

Approved Clinical training

Prospective PMETB-approved training, outside the training programme

Experience

Clinical experience which is not PMETB approved.

Research **Section 6.103**

Research that can be registered for a higher degree.

Career break **Section 6.109-113**

Planned career break to pursue other interests (or for health reasons).

ARCP Process (Annual Review of Competence progression)

Mechanism to review evidence of **all** trainees' progression and includes:

Structured Ed Supervisors report: **(Appendix 4)**, assessments of performance, assessment of experience (log-book, research, audit etc).

Applicable to:

Specialty trainees (run through)

LATs

FTSAs

Trainees OOP **(7.106)**

Academic trainees **(7.95)**

Panel **(7.55)**

Minimum 3 members appointed by training committee or similar body

- Chaired by Associate Postgraduate Dean.
- Others from TPDs, Training Committee, Specialty school or College reps, RSAs, Educational Supervisors, Employers

For academic trainees must include 2 academic reps who are not connected with trainees academic programme (1 from specialty and 1 outside specialty)

(7.95)

Decisions and supporting evidence (random 10% all outcomes and all performance issues) must be scrutinised by a lay member and an external trainer (from within the specialty but outside school/programme).

The trainee will not attend the panel unless certain circumstances apply **(7.65)**.



The outcome will be sent by the Deanery to the College or Faculty. Training Programme Director (TPD) receives the outcome and gives one copy to the Educational supervisor and one to the trainee. The TPD (+/- the Ed Supervisor) should discuss outcome with the trainee, document and plan further training.

Possible outcomes are: **Appendix 5**

- Satisfactory progress
- Unsatisfactory progress or insufficient evidence presented
 - Development of competences required, no requirement for additional training time
 - Inadequate progress – additional training time needed
 - Released from training programme with or without specific competences
 - Incomplete evidence presented - additional training time may be required
- Recommended for CCT
- FTSA outcome
 - Out of programme– recording of appropriate progress
 - Outcome for doctors requiring top-up training.