


Making ARCPs easier for our Trainees

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Feedback from the trainees

- Significant variation across specialities and geography
- Tick-box exercise
- Boundaries between ARCP and appraisal/feedback blurred
- Current process not rewarding excellence and also not identifying or 'failing' the poorly performing trainee
- ARCP feedback mechanisms vary

National ARCP Review January 2018

- Engagement events involving trainees, educators, health care professionals, system partners and other stakeholders eg lay reps
- Written submissions
- Working groups

Part of Enhancing Working Lives Junior Doctors

Trainee Video

Produced a report and a trainee guide/video

- <https://specialtytraining.hee.nhs.uk/ARCP>

Purpose of the ARCP

As agreed by the Gold Guide, the UK Foundation Programme and the GMC Generic Professional Capabilities guidance

- Assess trainee's progress
- Provide feedback to remediate poor performance
- Demonstrate rigour and fairness
- Quality assure medical training and practice

Recommendations

- 5 key themes
- 16 recommendations
- Promoting flexibility eg deferrals, LTFT, OOP
- Used to support SAS and trust grade doctors
- Used in the wider workforce too with the objective to build workforce transformations by training side by side to meet the needs of the patient

Theme 1 – Delivery of educational and clinical supervision

Regular formative feedback including

- Preparation for the ARCP
- Timely feedback after the ARCP
- Career discussion
- Outcome not a surprise
- ES adequately supported, trained and given time
- Consistent reports

Theme 2 – Consistency of Panels

- Whilst ARCP outcomes are decided in absentia, all trainees should receive timely and supportive feedback afterwards
- Achievements should be recognised
- Panel members trained and provided with national guidance eg decision aides
- Decision aides of consistent quality across specialities and applicable nationally

Theme 3 – Professional and Personal Support for Trainees

- Trainee and ES provided with information about the support available

Theme 4 – Standardisation of QA and Quality Management Processes


- Panels will have clear decision aides to reduce variation across geography and speciality
- HEE working with AoMRC and medical colleges to standardise approaches

Theme 5 – Defining and Communicating the Process

- Everybody understands the process
- Trainees aware of steps involved in revalidation
- Requirements won't change during the training year
- National bodies should set out and communicate expectations of all those involved in ARCPs



Health Education England

- How can we make ARCPs easier for our trainees?
 - How do we make our processes more consistent?
 - How can we best help our trainees understand what they need to do?
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