

JRCPTB

Joint Royal Colleges of Physicians Training Board



ROYAL COLLEGE OF
PHYSICIANS AND
SURGEONS OF GLASGOW



ROYAL
COLLEGE of
PHYSICIANS of
EDINBURGH



Royal College
of Physicians



KIMS ALSHIFA GOLD GUIDE

FIRST EDITION 2022



GUIDELINES FOR INTERNAL MEDICINE TRAINING (IMT)



KIMS ALSHIFA

SUPER SPECIALITY HOSPITAL

Perinthalmanna, Malappuram
Kerala, India - 679322



Level 3 Accreditation from the
Federation of the Royal Colleges of Physicians (UK)

Section 1 : Introduction & Background

Section 2 : Speciality Training: Policy & Organization

Section 3 : Key Characteristics of Specialty Training

Section 4 : Selection of Trainees

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Section 7 : Being an IMT Trainee & an Employee

Internal Medicine Training at KIMS ALSHIFA

Internal Medicine Training (IMT) forms the first stage of speciality training for most doctors training in medical specialities, i.e. those specialities managed by the **Joint Royal Colleges of Physicians Postgraduate Training Board, UK (JRCPTB)**. This document has been designed to provide guidance for Trainees, Supervisors, Tutors and Programme Directors. The body of the document has been extracted from the approved UK curricula. For details of the curriculum of the IMT, one may kindly refer to the Royal College of Physicians website (www.jrcptb.org.uk). KIMS AL SHIFA Healthcare Pvt.Ltd. will deliver IMT in collaboration with JRCPTB, UK.

Purpose of the curriculum

The purpose of the IMT Stage 1 curriculum is to produce doctors with the generic professional and clinical capabilities needed to manage patients presenting with a wide range of medical symptoms and conditions. They will be entrusted to undertake the role of the Medical Registrar in the NHS following successful completion of the IMT Stage 1 and they are qualified to apply for higher speciality training. IMT Stage 1 is a three year programme which includes mandatory training in Internal Medicine, Geriatric Medicine, Intensive Care, Outpatients & Ambulatory service. There will be critical progression point at the end of each year to ensure trainees have the required capabilities and trainees will be required to meet all curriculum requirements including passing the full MRCP UK examination by the time of completion.

High level curriculum outcomes

Capabilities in Practice

The 14 capabilities in practice (CiPs) describe the professional task or work within the scope of Internal Medicine. Each CiP has a set of descriptors associated with that activity or task. Internal

Medicine Training (IMT) forms the first stage of speciality training for most doctors training in medical specialities, i.e. those specialties of the 14 CiPs, 6 are considered generic and cover the universal requirements of all specialties as described in GPC framework. Satisfactory sign off will indicate that there are no concerns before the trainee can progress to the next part of the assessment of clinical capabilities.

The eight clinical CiPs describe the clinical task or activities which are essential to the practice of Internal Medicine. The clinical CiPs reflect the professional generic capabilities required to undertake the clinical task.

Learning outcomes - Capabilities in Practice (CiPs)

Generic CiPs

1. Able to successfully function with NHS organizational and management systems
2. Able to deal with ethical and legal issues related to clinical practice
3. Communicates effectively and is able to share decision making, while maintaining appropriate situational awareness, professional behavior & professional judgement.
4. That the focused on patient safety and delivers effective quality improvement in patient care.
5. Carrying out research and managing data appropriately
6. Acting as a clinical teacher and clinical supervisor

Clinical CiPs

1. Managing an acute unselected take
2. Managing an acute specialty - related take
3. Providing continuity of care to medical inpatients, including management of

- comorbidities and cognitive impairment
4. Managing patients in an outpatient clinic, ambulatory or community setting, including management of long-term conditions
 6. Managing a multi - disciplinary team including effective discharge planning
 7. Delivering effective resuscitation and managing the acutely deteriorating patient
 8. Managing end of life and applying palliative care skills

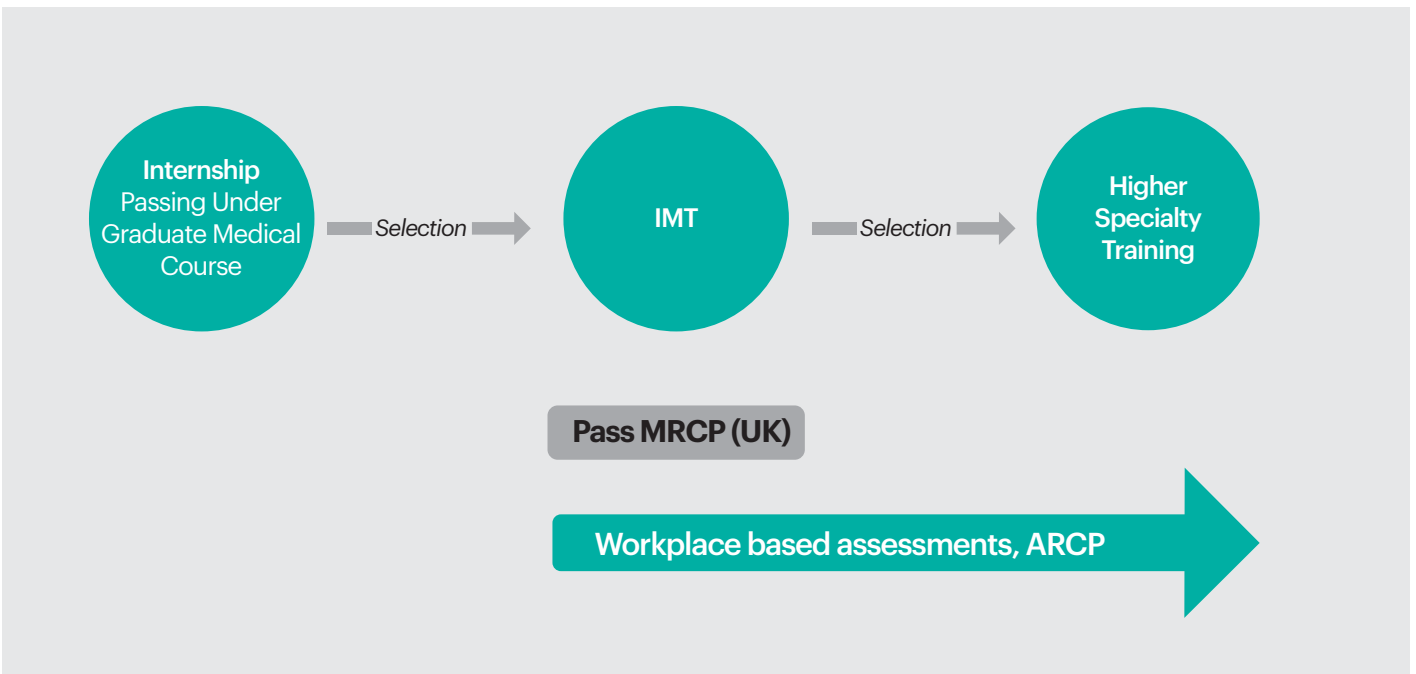
Training Pathway

Entry into Internal Medicine Training is possible after successful completion of internship in India, following under graduate medical course in a Medical College recognized by the Medical Council of India.

The training pathway for Internal Medicine Training will last generally for three years. The IMT programme is designed to deliver core training by acquisition of knowledge and skills as assessed by workplacebased assessments leading to MRCP (UK). The training programme 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-thirds of the time, as well as care of

patients with chronic diseases. Trainees completing core training will have a solid platform from which to continue into Higher Specialty Training.

Trainees will enter and complete the full IMT programme 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 1 written examination 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 IMT programmes

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. On enrolling with JRCPTB, trainees will be given access to ePortfolio for Internal Medicine stage 1. The ePortfolio allows evidence to be built up to inform decisions on a trainee's progress. The trainees main responsibilities are to ensure the ePortfolio is kept up-to-date, arrange assessments and ensure they are recorded, prepare drafts of appraisal forms, maintain their personal development plan, recur their reflections on learning and recur their progress through the curriculum.

Supervision: Each trainee has a series of educators with clearly defined roles and responsibilities overseeing their training which includes supervisors, IMT Programme Director and Vice Chairman & Executive Director (VC& ED), KIMS AL SHIFA. The Supervisors main responsibilities are to use ePortfolio evidence such as outcomes of assessments, reflections and personal development plans to inform appraisal meetings. They are also expected to update the trainees record of progress through the curriculum, write end of attachment appraisals and supervisor's reports. Supervisors can sign off and comment on curriculum capabilities to build up a picture of progression and to inform ARCP panels.

Competency based: Trainees must achieve certain competencies at the end of the programme.

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. Trainees undergo ARCP at the end of each year during the programme.

Enrolment with JRCPTB

Trainees are required to register (enrol) for specialist training with the JRCPTB at the start of their IMT programme. In order to do this, KIMS AL SHIFA is granted administrative rights to the e-portfolio and is responsible for collecting trainee fees due and adding trainee programmes and posts. The list of all trainees given access to the e-portfolio and undertaking the training programme will then be provided by KIMS AL SHIFA to the JRCPTB enrolments lead, who will enrol the trainees. Payment for the cohort of trainees will then be collected from KIMS AL SHIFA by the JRCPTB Enrolments Lead. Trainees will not be recommended for a certificate of completion of IMT until all enrolment fees due have been paid in full.

The KIMS ALSHIFA Gold Guide

"The KIMS AL SHIFA Gold Guide" sets out the local arrangements, in agreement, between JRCPTB, UK and KIMS AL SHIFA, Kerala, India for running the Internal Medicine Training at KIMS AL SHIFA Perinthalmanna. KIMS AL SHIFA Healthcare Pvt. Ltd. will be the location where the trainees undergo their training. This guide is prepared by the steering committee of the program at KIMS AL SHIFA 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

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Section 7 : Being an IMT Trainee & an Employee

INTRODUCTION & BACKGROUND

KIMS AL SHIFA Perinthalmanna

KIMS AL SHIFA Healthcare Pvt. Ltd., is a 500 bedded NABH accredited Multi Super Speciality Tertiary Level Referral Hospital. The Hospital started its functioning, as a NRI venture, during the year 1989. With clear vision and also with the help of a highly qualified and richly experienced team of Doctors of National & International recognition, the hospital grown up day by day and emerged as a center of attraction for the patients who are in search of best medical facility at affordable cost.

Since its inception, during the last 33 years of journey, the hospital never looked back and it comes out stronger and stronger and always tried to be one step ahead of the other hospitals of its grade. In the year 2015, name of the hospital has been changed from Al Shifa Hospital Pvt. Ltd. to KIMS AL SHIFA Healthcare Pvt. Ltd. consequent to the tie up with KIMS Healthcare Management Ltd., Trivandrum. KIMS AL SHIFA adopts all the modern facilities available in the World Health Care field to meet the International Standards. KIMS AL SHIFA proven to be successful throughout its existence and is committed for further development - the scope of further improvement never ends!

KIMS AL SHIFA is ideally located in Perinthalmanna Town - the Medical City of Kerala - well accessed by road and railway networks. While it is just one Kilometer away from Perinthalmanna town, a one hour road journey from Kozhikode International Airport will be sufficient to reach the hospital.

For more information regarding services and other details please visit our website www.kimsalshifa.com

Recognitions

- 1994 - Certified "Baby Friendly Hospital"
- 2001 - DNB in Orthopedics Accredited by NBEMS
- 2002 - Rajiv Gandhi Award for Dept. of Obstetrics & Gynaecology
- 2002 - Rajiv Gandhi Award for Dept. of Oral & Maxillofacial surgery
- 2005 - DNB in Gen. Med. Accredited by NBEMS
- 2006 - Certification of ISO 9001-2000
- 2006 - Award winner of Kerala State Pollution Control Board for the "Best Big Hospital" of the state.
Also in 2001, 2008, 2015 & 2016.
- 2007 - Established Joint Replacement Centre with computer navigation.
- 2007 - Established Kidney Transplantation Center.
- 2007 - Established Cochlear Implantation Centre in south Malabar
- 2008 - Certification of ISO 14001-2004
- 2014 - NABH Accreditation
- 2014 - DNB in ENT Accredited by NBEMS
- 2017 - DNB in Anaesthesia Accredited by NBEMS
- 2020 - ICMR Approval for Covid Antigen Test & RTPCR Test
- 2020 - NABL Accreditation for Molecular Laboratory
- 2022 - DNB Emergency Medicine Accredited by NBEMS
- 2022 - DNB Post MBBS Diploma in Radio Diagnosis Accredited by NBEMS

Accreditations



NABH – 2014
NABL – 2020
NABH 5th Edition – 2021

SECTION 2

SPECIALTY TRAINING: POLICY & ORGANIZATION

Academics

KIMS AL SHIFA runs a number of postgraduate as well as fellowship programmes in various medical and surgical specialties. Currently there are 6 DNB programme of the National Board of Examinations in Medical Sciences (NBEMS) with more than 30 trainee doctors. In addition there are Fellowship programmes in nursing and paramedical courses. Through these KIMS AL SHIFA aims to promote high quality education & training that is responsive to the changing needs of patients & local communities, including responsibility for ensuring the effective delivery of trained personnel for the country at large. Alshifa College of Pharmacy is a KUHS approved centre for research & National Institute of Ranking Framework (NIRF) first ranking premier institute in Kerala.

The courses offered are as follows :

1. Post Graduate (Broad Specialty DNB) courses in General Medicine, Orthopaedics, ENT, Anaesthesiology, Emergency Medicine & Radiodiagnosis.
2. Fellowship in Stroke & Interventional Neurology in association with SNIF
3. BLS & ACLS in collaboration with American Heart Association (AHA)
4. Fellowship in Fetal Radiology in association with Indian College of Radiology & Imaging.

The division of internal medicine along with its well established medical specialties are the main stay in the running of the IMT programme. The internal medicine department is a well-staffed unit with its mix of senior and junior consultants involved in Post Graduate teaching and MRCP Training. This is the biggest unit in KIMS ALSHIFA with respect to the number of patients right from its very inception. To promote patient care and

teaching programme, a hospitalist system of practice is in place now where consultants are divided into two exclusive pools to manage outpatient and inpatient services.

The reputed specialties include Acute Care, Intensive care, Geriatrics, Infectious Diseases Neurology, Cardiology, Rheumatology, Transfusion Medicine, Radiology & Laboratory Medicine, Emergency Medicine, Physical medicine and Rehab, Dermatology, Endocrinology, Nephrology, Psychiatry and Oncology. Majority of these disciplines are staffed by highly reputed and experienced faculty with considerable teaching experience.

KIMS AL SHIFA has established skill acquisition lab in association with KIMS Trivandrum. The candidates are provided training for various invasive procedures which are recommended in the curriculum (on joining the programme a "Decision Aid" listing the necessary skills to be acquired by the Trainee will guide the Trainees to use the services of the skill lab most effectively). They will be guided by experienced teachers for this and as a mandatory requirement the Trainees will acquire BLS and ACLS in the Simulation Lab.

Eligibility for the IMT programme

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 after that have acquired permanent registration from the National Medical Commission (NMC) of India or State Medical Council (SMC).



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 & recognized for enrolment as medical practitioners in the concerned specialties in that country.

Equivalence as a Teaching Faculty with National Board of Examinations in Medical Sciences

KIMS AL SHIFA has faculty positions as per the norms of the National Board of Examinations in Medical Sciences. The criteria for a teaching faculty in an NBE accredited institution is 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.

Preference will be given to candidates who possess the following:

MD/DNB in Medicine or
MRCP Part 1 or
MBBS with 2 years' of work experience in Internal Medicine.

Equivalence of Overseas Post Graduate Qualifications

There are Govt. of India Gazette notifications equating overseas postgraduate qualifications awarded in UK, USA, Canada, New Zealand & Australia to MD/DNB Degrees awarded by the recognized universities and institutions.

Ref : Notifications published in the Gazette of India dated 10.03.2008/ 11.03. 2017 / 22.02.2022 (see below).

MCI-12(1)/2016-Med.Misc./175608
CG-DL-E-23022022-233681

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. "

SECTION 3

KEY CHARACTERISTICS OF SPECIALTY TRAINING

IMT at KIMS AL SHIFA 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).

3.1 Programme Director (PD)

IMT at KIMS AL SHIFA Perinthalmanna is led by the Programme Director assisted by a locally constituted coordination committee of KIMS AL SHIFA to oversee the process of implementation of the prescribed curriculum. Programme Director [PD] (Clinical Lead) is appointed to guide this group and to act as the main point of contact with the curriculum and education provider.

The training programme will be supported by a lead manager / administrator. This person possesses an excellent understanding of how postgraduate medical training is delivered locally and will be a member of the coordination group. They will make all arrangements and write management policies to implement the ePortfolio. The PD will work closely with the manager / administrator in setting up the programme and implementing all aspects of the programme, in particular, ARCPs, recruitment & individual trainee issues.

3.2 Main roles and responsibilities of Programme Director:

- Provides support to clinical supervisors within the programme.
- Participates in all academic activities (conferences, CMEs, seminars etc.)

- organized by various organizations
- Takes into account collective needs of the trainees when planning programmes.
- Contributes to the annual assessment outcome process.
- Helps the trainees who are in need of help & support in all aspects of training.
- To ensure that there is a policy for career management which covers the needs of all trainees in the programme.

The Deputy Programme Director (DPD) will assist the PD in all aspects.

3.3 Educational and Clinical Supervisors

KIMS AL SHIFA 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 AL SHIFA and the JRCPTB will be based on these principles.

KIMS AL SHIFA 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.

Clinical supervisors will demonstrate their competence in educational appraisal and feedback and in assessment methods, including the use of the 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 & responsibilities will be clearly defined. 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 & treatments on an equitable basis
- Treats patients / caregivers with dignity and respect.

3.4 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. The educational supervisor regularly meets with the trainee to help plan their training, review progress and achieve a agreed learning outcomes.

3.5 Clinical Supervisor

Each Trainee will have a Clinical Supervisor during each placement. A clinical supervisor is a trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee's clinical work and providing constructive feedback during a training placement. Some training schemes appoint an Educational Supervisor for each placement. The roles of Clinical and Educational Supervisor may then be merged for that placement.

SECTION 4

SELECTION OF TRAINEES

Applying for IMT at KIMS AL SHIFA for 2022 Guidelines for filling the application

- The IMT programme commences on 1st November.
- The application will be invited in the month of August.
- The selection process will be completed by September
- The total no of candidates per year is limited to 6 ; a waiting list will be maintained for a period of six months.

Application is divided into 5 parts

- Personal
- Eligibility
- Fitness
- References
- Competences

Personal

The candidate is expected to provide personal information such

- 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 & after that have acquired permanent registration from the National Medical Commission (NMC) or State Medical Council (SMC).

Candidates will indicate their MCI registration status and provide their right to work in India.

Fitness

- Declaration of your Medical Fitness.
- Declare if you have been involved in any criminal offense or if there is any pending case against you.

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 your 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

Selection Process

The competency of the candidate will be decided based on the inhouse selection process scoring. 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 Selection Committee of KIMS AL SHIFA).

Interview Process

The purpose of interview is to ensure that the process for entry into postgraduate training programmes are fair and transparent. It consists of marks for aptitude for training, communication skills, ethical skills, clinical skills, extra curricular activities, paper presentations, publications and any other degrees obtained.

STRUCTURE OF INTERVIEW

Interview panel consist of persons who have been trained in selection principles and processes During Interview the candidate will be assessed on six independent aspects by two interviewers at three stations.

The Structure of the Interview

1. Portfolio station

In this station the candidate's application will be reviewed and all documents will be verified. Marks for the other achievements will be awarded at this station.

2. Clinical scenario station

The candidate will be given a clinical scenario and will be asked questions related to this scenario.

3. Ethical and communication scenario station

This station deals the ethical issues and assess the communication skills of the candidates in a given scenario.

The candidates will have 5 minutes between each station and 10 minutes inside. In those 5 minutes before the clinical and ethical stations (Station 2 & 3), candidate will have a Cue card to read that will cover the scenario candidate will face inside. The entire process should take 45 minutes.

There will be two clinical interviewers who will assess different areas of your skills, knowledge, and experience. So overall, the candidates will be assessed and scored by six different interviewers.

The maximum score available is 60 marks.

1) Portfolio station – 20 marks

- a) Additional PG qualification / MRCP (Part- I) / NEET Qlfn - 5 Marks
- b) National Prizes, Distinction, Scholarship etc - 5 Marks
- c) Presentations or Poster at International /National/ regional meetings etc. – 5 Marks
- d) Publications - PubMed, Pear reviewed, first author, co-author or others etc - 5 Marks

2) Clinical Scenario Station – 20 Marks

- a) Clinical discussion – diagnosis and differential diagnosis – 5 + 5 Marks (Two interviewers)
- b) Management – Investigation and treatment - 5 + 5 Marks

3) Ethical and Communication skill station 20 marks

- a) Discussion of ethical issues - 5 + 5 Marks
- b) Communication skills – 5 + 5 Marks

Counseling station

All the candidates should attend the counseling session where the candidates suitability and commitment to the IMT will be assessed.

Publication of final list of selected candidates
Final selected candidates and waiting list will be announced in the website.

SECTION 5

STRUCTURE OF TRAINING

The UK Internal Medicine Training programme is the basis of Curriculum (please refer to RCP website: mrcpuk.org)

During their training

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

Examination:

- All three components of MRCP examination including PACES should be completed before the end of the training.
- For more details please refer to the website of "MRCP examinations".
- **Exams at KIMS AL SHIFA** : Trainees can sit for part 1 and 2 of MRCP in Perinthalmanna.
- **Excelpaces** : Please note that KIMSHEALTH Trivandrum has been running a successful training programme for candidates appearing for PACES titled "Excel paces" since 2008 with an intake of 40 candidates. Examiners from the RCP with a mix of local examiners (drawn from UK, Malaysia, Srilanka and GCC) participate in this training programme which is the only accredited training course outside of the UK by the Federation of the Royal Colleges.

Tuition Fees

Trainees need to pay tuition fees as a single instalment every year at the commencement of each academic period which is nonrefundable. Additional fee will be levied for

1. Examinations (to be paid to MRCP, UK)
2. Fee for any other extra training

Misconduct of Candidates

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

Internal Medicine	6 Months
Cardiology	3 Months
Nephrology	3 Months
Respiratory Medicine	3 Months
Acute Medicine & Critical care	3 Months
Neurology	3 Months
Medical Gastroenterology	3 Months
Emergency Medicine	3 Months
Internal Medicine & Infectious Diseases	3 Months
Psychiatry	15 Days
Radiology	15 Days
Dermatology	15 Days
Oncology & Hematology	15 Days
Internal Medicine & Geriatrics	4 Months

Optional postings like Endocrinology, Rheumatology can be arranged at the expense of other postings

SECTION 6

PROGRESS IN TRAINING & ARCP

6.1 Progressing as a trainee physician

The UK IMT 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 programme at KIMS AL SHIFA 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 curriculum 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 & demonstration of the standards & competences in clinical practice. It means that trainers & 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 IMT 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) & the prospective core training programme 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 AL SHIFA.

Curricula and assessment systems evolve and develop over time. In order to ensure that trainees receive the most relevant and upto-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 & 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 programme. 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 ALSHIFA 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 Programme 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 Vice Chairman and Managing Director of KIMS ALSHIFA.

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 AL SHIFA 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:

Provides an effective mechanism for reviewing and recording the evidence related to a trainee's performance in the training programme or in a recognized training post,

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

Provides a final statement of the trainee's successful attainment of the curricular competences for IMT and thereby the completion of the training programme Enables the Programme Director to present evidence to JRCPTB so that it can award the trainee a certificate of completion of JRCPTB accredited IMT 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 programme 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 nonexhaustive 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 & planning processes) at the start of the training programme. 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/VC & ED 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 workplacebased 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 workplacebased 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 evidencebased, 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 VC & ED. 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 programme 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) & Educational Supervisors are all appropriate panel members.

The panel could also have a representative from KIMS AL SHIFA to enable employers to be assured that the trainees they employ are robustly assessed & are safe to deliver care in their service. The panel should have input from a lay member and two external advisors, one from another IMT 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 & 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 programme 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 programme will be delivered will be determined by the PD. The remedial programmes will be planned by the PD, taking into account the needs of other trainees in the specialty and in related programmes, 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 & KIMS ALSHIFA. The information transmission will be shared with the trainee. Agreement to it being shared is a requisite of joining and continuing in the training programme.

The panel should systematically consider the evidence as presented for each trainee against the specialty or sub-specialty curriculum & 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 programme. At the ARCP, the core training programme 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 .

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:

the trainee who must sign and return it within ten working days. The trainee

- a. 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 KIMSAL SHIFA. 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 programmes.

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 IMT curriculum at the rate required. The rate of progress is defined in the IMT 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 programme. 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 & the circumstances under which it should be delivered (e.g. concerning the level of supervision).

It will, however, be a matter for KIMS ALSHIFA 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 programme. The extension does not have to be taken as a block of 1 year, but can be divided over the course of the training programme as appropriate. The outcome panel should consider the outcome of the remedial programme as soon as practicable after its completion.

OUTCOME 4

Released from training programme: With or without specified competences.

The panel will recommend that the trainee is released from the training programme 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 programme. The additional time begins from the date the panel should have considered the matter. The trainee will have to supply 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 programme. 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 programme to the relevant Royal College

APPEAL PROCESS FOR ARCP OUTCOMES

Trainee must appeal in writing within two weeks of the panel giving clear grounds for the appeal. The local TPD will meet the trainee to try & agree an informal resolution within two weeks. If that fails the trainee can send the written appeal to the the Federation International medical director for training together with the comments of the local TPD on the appeal grounds. The Federation IMD will appoint a senior UK Education specialist and the decision of that doctor will be final.

SECTION 7

BEING AN IMT TRAINEE & AN EMPLOYEE

Accountability issues for KIMS ALSHIFA, PD & Trainees

in specialty training are pursuing training programmes under the management of the PD & are also employees in KIMS AL SHIFA. In fulfilling both of these roles, they incur certain rights & 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 AL SHIFA. As a result, trainees have an employment relationship with KIMS AL SHIFA and are subject to our policies and procedures.

It is important therefore that KIMS AL SHIFA is fully aware of the performance & 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 AL SHIFA and the PD must be clearly defined.

The PD is responsible for the trainee's training and education while in recognized training posts and programmes. The PD does not employ postgraduate trainees but commissions training from KIMS ALSHIFA, 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 ALSHIFA 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 programmes is a rotational experience that allows trainees to develop & demonstrate competences in a range of clinical settings and environments. Trainees rely on the integrity of the training programme 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 programme, as part of the ongoing training process. The transfer of educational information from placement to placement in the training programme is fundamental to the training process and is applicable to every trainee.

Trainees also have an important employee relationship with KIMS AL SHIFA. In situations where KIMS AL SHIFA 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 & at the trainee's next placement to be made aware of the ongoing training & 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 AL SHIFA, 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) & 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 AL SHIFA 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 AL SHIFA.

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, KIMSHEALTH 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 AL SHIFA 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 AL SHIFA 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 AL SHIFA and should be brought to the attention of the relevant PD to its any impact on the training programme.

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 programme is the natural consequence.

The PD will seek assurance from KIMS AL SHIFA 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 AL SHIFA against a trainee but may provide evidence to the panel & 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 & Incompetence

In the first instance where there are issues around poor performance & professional incompetence, KIMS AL SHIFA 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 AL SHIFA 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 (Tranvcore 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 AL SHIFA 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 programme 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 AL SHIFA

CONCLUSION

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



Notes

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