KSS SCHOOL OF PAEDIATRICS

Induction Handbook for KSS Trainees 2012 / 2013
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1. Introduction – KSS School of Paediatrics

We would like to take this opportunity on behalf of the School of Paediatrics to welcome you to the Kent Surrey and Sussex Deanery, Training Programme for Paediatrics. Congratulations on your appointment and we wish you every success during your time in Paediatrics training with us.

Dr Peter Martin – KSS Head of School of Paediatrics

Dr Sarah Birks – KSS ST1 to ST3 Training Programme Director

Dr Ivor Lewis – KSS ST1 to ST3 Training Programme Director

Dr Bov Jani – KSS ST4/5 Training Programme Director

Deborah Thomas – KSS Medical Workforce Project Officer

Sithara Gunasinghe – KSS Medical Workforce Project Assistant

Sarah Cadlock – KSS Medical Workforce Administrator
2. Welcome from the Deputy Postgraduate Dean for Secondary Care

It is a great pleasure to welcome you to the next stage of your professional training. KSS intends to help make it the very best of experiences for you and your patients. To that end we will do our very best to ensure that you receive prompt and timely information to assist in your induction to your programme and posts/attachments. We will also endeavour to communicate to you all the important information which allows you to study and achieve excellence in your curriculum coverage.

These are times of great change in the delivery of Post Graduate Medical Education and KSS is determined to embrace all that is progressive.

Opportunities to gain experience for Training In service have to be maximized. The business of KSS is geared towards this ambition for its Trainees.

We welcome feedback on all the activities we manage with you as we pride ourselves on listening to the “Trainee Voice”. This can be done through responses to targeted surveys or simply dropping an e-mail or SMS to your School Workforce Team member.

You will soon get to know all the members of the Schools/Committees who oversee your training and are there to assist you.

We hope you enjoy your experience and look forward to getting to know you.

Dr Kevin Kelleher
Deputy
Postgraduate Dean
for Secondary Care
3. Important Contacts and their roles and responsibilities

It can be quite confusing knowing who to contact when you have an enquiry. Below is a list of the contacts at the KSS Deanery with a summary of their responsibilities to guide you to the correct person. Please don’t hesitate to contact them when you need assistance.

**KSS Deanery Contacts and Responsibilities**

<table>
<thead>
<tr>
<th>Name &amp; Contact Details</th>
<th>Role &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Kelleher</td>
<td>Deputy Postgraduate Dean for Secondary Care&lt;br&gt;Is responsible for overseeing the training of all Secondary Care Specialties within KSS Deanery.</td>
</tr>
<tr>
<td>Peter Martin&lt;br&gt;<a href="mailto:paediatrics@kssdeanery.ac.uk">paediatrics@kssdeanery.ac.uk</a></td>
<td>Head of School&lt;br&gt;The Head of School is responsible for ensuring delivery of training within Paediatrics across KSS.</td>
</tr>
<tr>
<td>Sarah Birks&lt;br&gt;Ivor Lewis&lt;br&gt;Bov Jani&lt;br&gt;<a href="mailto:paediatrics@kssdeanery.ac.uk">paediatrics@kssdeanery.ac.uk</a></td>
<td>Training Programme Directors&lt;br&gt;The Training Programme Director is appointed by the School of Paediatrics and ensures that the generic training within Paediatrics runs smoothly. The college tutors of each trust work directly with the TPD’s, if you have any concerns about your training and would rather discuss the issues with someone outside of your trust - the TPD would be your contact.</td>
</tr>
<tr>
<td>Deborah Thomas&lt;br&gt;<a href="mailto:paediatrics@kssdeanery.ac.uk">paediatrics@kssdeanery.ac.uk</a>&lt;br&gt;Tel: 0207415 3409</td>
<td>Medical Workforce Projects Officer&lt;br&gt;Appointed and based at the KSS Deanery and works with the Head of School and all other members of the school as the non-clinical lead this is the person to contact regarding any administrative matters or when you are not sure of whom to contact regarding any issues.</td>
</tr>
<tr>
<td>Sithara Gunasinghe&lt;br&gt;<a href="mailto:paediatrics@kssdeanery.ac.uk">paediatrics@kssdeanery.ac.uk</a>&lt;br&gt;Tel: 0207415 3638</td>
<td>Medical Workforce Projects Assistant&lt;br&gt;Assisting the Medical Workforce Projects Officer and working with the Medical Workforce Administrator regarding any administrative matters and providing help and support for ePortfolio, trainee data, and Regional Training Day queries.</td>
</tr>
<tr>
<td>Sarah Cadlock&lt;br&gt;<a href="mailto:paediatrics@kssdeanery.ac.uk">paediatrics@kssdeanery.ac.uk</a>&lt;br&gt;Tel: 0207415 3505</td>
<td>Medical Workforce Administrator&lt;br&gt;Works with the Medical Workforce Projects Officer and may be able to provide help and support for, Intrepid (i.e. Deanery database of trainees), ePortfolio, Regional Training Days (RTD) and the School of Paediatrics website.</td>
</tr>
<tr>
<td>ST1 – to be appointed&lt;br&gt;ST2 - Liam Mahoney&lt;br&gt;<a href="mailto:L.mahoney@doctors.org.uk">L.mahoney@doctors.org.uk</a>&lt;br&gt;ST3 - to be appointed&lt;br&gt;ST4 - Eleanor Glenday&lt;br&gt;<a href="mailto:eleanorglenday@doctors.org.uk">eleanorglenday@doctors.org.uk</a>&lt;br&gt;ST5 - Louise Budd&lt;br&gt;<a href="mailto:lcbudd@doctors.org.uk">lcbudd@doctors.org.uk</a>&lt;br&gt;ST5 - Donna Winderbank-Scott&lt;br&gt;<a href="mailto:Donna@gambyte.co.uk">Donna@gambyte.co.uk</a>&lt;br&gt;ST6 - Sarah Kent&lt;br&gt;<a href="mailto:sarahkent@doctors.org.uk">sarahkent@doctors.org.uk</a></td>
<td>Trainee Representatives&lt;br&gt;Represents all Paediatrics Trainees currently managed by KSS Deanery (ST1 to ST6). Attends the Deanery Committee meetings quarterly to feedback any issues raised regarding training programmes.</td>
</tr>
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</table>
Trust Contacts and Responsibilities

Please ensure that you obtain contact information for the following roles at your trust induction:

<table>
<thead>
<tr>
<th>Name &amp; Contact Details</th>
<th>Role &amp; Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Tutor</strong></td>
<td>Each trust has a college tutor or equivalent for Paediatrics. They are responsible for ensuring the quality of Paediatrics training within your trust. The college tutors will assign you an educational supervisor and lead on your in-house teaching. They are your first port of call for any concerns you have about your training or ARCP.</td>
</tr>
<tr>
<td><strong>Medical Education Managers</strong></td>
<td>Each of the trusts has a postgraduate centre which is responsible for providing training and teaching for all trainees within the trusts, working closely with the Directors of Medical Education and College Tutors they co-ordinate training programmes and specialty specific teaching as well as trust training and generic teaching.</td>
</tr>
<tr>
<td><strong>Medical Staffing</strong></td>
<td>Being employees of the trust, medical staffing is where you should go for all employee related issues including pay, leave, contracts and removals etc. You can usually get hold of medical staffing via your switchboards.</td>
</tr>
<tr>
<td><strong>Educational Supervisor</strong></td>
<td>This is a Consultant allocated to you for your current year of training. The ES has an overview of your training and is responsible for your educational planning and career development. (If you are dual accrediting you should have an ES for each specialty). It is your responsibility to proactively arrange regular meetings with your ES to ensure your Personal Development Plan (PDP) and ePortfolio is reviewed. It is recommended that ES should spend the equivalent of 1 hour per week per trainee to allow time for educational support through appraisal, assessment, teaching or support. You must complete a Structured Training Report with them and document it on ePortfolio at the end of each training year.</td>
</tr>
<tr>
<td><strong>Clinical Supervisor</strong></td>
<td>This is a consultant who is responsible for overseeing the trainees who rotate through their departments Work Place Based Assessments (WPBA) and providing feedback. A trainee may have more than one.</td>
</tr>
</tbody>
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4. Deanery, College and GMC Responsibilities

There are three main bodies involved in your training. An outline of their responsibilities to your training:

**Kent Surrey & Sussex (KSS) Deanery**

KSS Deanery is responsible for the:
- Recruitment of trainees
- Annual Review of Competence Progression (ARCPs)
- Allocation of a National Training Number (NTN) for CCT, CESR or CESR CP
- Management of training programmes
- Quality Assurance of training in KSS
- Management of trainees who are working less than full time
- Management of refugee doctors’ scheme
- Approval of various OOPs
- Management of trainees in difficulty
- Management of the Specialty Schools

**The Royal College**

The Colleges are responsible for the:
- Strategic development of the speciality
- National manpower planning
- Development and management of the speciality curriculum
- Establishing training standards
- Registration of trainees and determining projected CCT/CESR/CESR CP dates
- Specialty education initiatives and examinations

**General Medical Council (GMC)**

The GMC has a statutory responsibility for the:
- Standards of Post Graduate Medical Education
- Inspection of Deaneries & Foundation Schools
- Setting standards for trainers & supervisors
- Curriculum approval
- Prospective approval of training posts
- Prospective approval of OOPs
- Managing and analysing the annual trainee and trainer surveys
- Final award of the CCT, CESR or CESR (CP) to trainees
5. Trainee Responsibilities

- Educational agreement with the Deanery
- GMC Good Medical Practice
- Work effectively as an employee
- Equality and Diversity trained and Human Rights
- Maintain contact with your TPD, Educational Supervisor and Clinical Tutor
- Maintain an up-to-date Portfolio and CV
- Participate in your appraisal
- Be aware of what is required for assessment
- Form R - keeping Deanery informed of contact details
- GMC Survey (mandatory toward final sign off at ARCP)
- Report any long term sickness, Parental leave and Resignation to the Deanery in addition to the Trust Medical Staffing department
- Workplace based assessments are completed throughout the training year, and in good time for ARCP

Engagement in the programme:

- Ensure membership of your Royal College
- Attend teaching sessions and training days
- Know and link training opportunities to your curriculum
- Close the loop on audits
- Prepare for examinations well in advance
- Maintain an up-to-date Portfolio and CV
- Maintain logbooks
- Develop your communication skills
- Respond to emails promptly
6. Curriculum(a)

UK training in Paediatrics comprises a minimum of 8 years Specialist training in Paediatrics. The programme is divided into three components: basic, intermediate and advanced training. Successful completion of the programme will lead to the award of a Certificate of Completion of Training (CCT) or a Certificate of Eligibility for Specialist Registration (CESR). The content and structure of the training programmes are determined by the Royal College of Paediatrics and Child Health and approved by the General Medical Council (GMC). The delivery of the programme is overseen by Postgraduate Deans in conjunction with the Deanery Specialty Training Committees.

The curriculum is integral to ePortfolio and all the assessment requirements are mapped against it. It is essential that Paediatric trainees and trainers understand this curriculum as their whole programme is based on it.

The Curriculum includes:

- The competences that need to be achieved by trainees through their stages of training in becoming a paediatrician
- The assessment strategy through the whole of their training to successful completion and the award of a Certificate of Completion of Training (CCT)

Using the Curriculum and its benefits

- Trainees will be able to develop their personal development plans and chart their progress through training, ensuring they are gaining the appropriate experiences and continuing to develop towards being a consultant. This contributes to appraisal, self-assessment, self-directed learning and educational meetings.
- Trainers will be able to ensure their trainees are developing in the correct areas and ensure their teaching covers the right areas. It will also help them complete their end of post review.
- Tutors will be able to ensure local teaching programmes map to the curriculum.
- Lay people will be able to see what their paediatricians are working towards in their training.

7. The Royal College of Paediatrics and Child Health

It is a mandatory requirement for all trainees to be registered with the appropriate Royal College; therefore Paediatrics Trainees must be registered with the in order to gain access to the ePortfolio. If you are not registered the School of Paediatrics will not complete your Annual Review of Competence Progression (ARCP).

http://www.rcpch.ac.uk/home
8. E-Portfolio

ePortfolio

This web-based portfolio is run by the Royal College of Paediatrics and Child Health; this provides a record of progress through training and the achievement of competencies, based on the relevant curricula. The ePortfolio contains details of the curriculum and assessments required at each stage of your training, a template for your Personal Development Plan and areas where you can reflect on your learning. Induction Reports, Mid-Point Review's, Educational Supervisor Reports and ARCP outcomes are also contained here.

https://www.nhseportfolios.org

ASSET (Assessment Services for Education and Training) is the RCPCH owned Web-based Assessment Facility and has an in-house team to manage and deliver all workplace based assessments. As a new trainee you will need to undertake online assessments, you must first enrol with the College before an account is set up for you, Assessments undertaken on ASSET will appear regularly in your ePortfolio account.

https://www.asset.rcpch.ac.uk

Within the KSS Deanery, Paediatric Trainees must maintain the NHS ePortfolio as evidence of learning and progression.

ePortfolio is designed with three purposes in mind - as a:

- Learning tool for trainees,
- To assist with educational supervision
- As a central source of information for all those involved in training.

The trainee’s main responsibility is to ensure the ePortfolio is kept up to date, maintain their personal development plan, record their reflections on learning and record their progress through the curriculum. The content of the ePortfolio feeds directly into the Annual Review of Competence Progression (ARCP) and ultimately, the final sign-off of Core Paediatrics Training.

Advantages

It is convenient and easy to use and an easy way to organise and keep track of your training

Once your account is created you may log in by going to:

www.nhseportfolios.org

On the ePortfolio ensure all details on your profile are correct, in particular your email address, postal address and GMC number.

ePortfolio queries are dealt with using the ePortfolio internal messaging system, rather than by email, however you may also email the Paediatrics Workforce Team at:

paediatrics@kssdeanery.ac.uk
9. Assessments, appraisals and examinations

There will be regular appraisals and assessments during your Paediatric training; however progress is dependent on completion of satisfactory assessments. The timing and format of appraisals and assessments will vary for each specialty specific module and will be in accordance with the requirements specified in individual specialty CCT programmes.

Each element requires a large number of assessments and trainees should be strongly encouraged to complete assessments regularly throughout the programme. It is unlikely that it will be possible to complete all required assessments if trainees leave this task until the end of their placement. The assessment system is trainee driven and they should liaise closely with their trainers/educational supervisors regarding progress through the assessments.

Speciality Specific Competencies and Assessments
Trainees will be assessed in the workplace using a range of assessment tools to be completed by different (sometimes multi-professional) assessors. The assessment methods are described below and will be used in different ways by different specialties. The number of forms needed also varies by specialty and deanery. While completing the minimum number of assessment forms is one requirement for a successful outcome from the ARCP, it may be necessary to complete many more assessments in order to show competence throughout the curriculum.

Multi Source Feedback (ePaedMSF) - is a version of the 360 degree assessment. A number of multidisciplinary raters anonymously score a trainee against a number of domains mostly concerned with attitudes and behaviours.

Mini clinical evaluation exercise (mini-CEX) - is a workplace based method where direct observation of trainee’s clinical skills during an everyday clinical encounter is assessed. These skills include medical interviewing ability, communication and clinical judgement and vary depending on the speciality.

Case based discussion (CbD) - is a discussion generally in a reasonably formal setting centred on the trainees reflection on his/her patient notes. The discussion will bring out key messages of trainees knowledge, case management, diagnostic skills and planning etc. A CbD might be included as part of case presentations at department meetings dependent on the speciality.

Directly Observed Procedural Skills (DOPS) - is a clinical encounter evaluating the trainee’s competence in a particular procedure for example Collection of blood from central lines or Umbilical vessel sampling.

SAIL: Sheffield Instrument for Letters - an instrument to review quality of letter writing.

Who can do your assessments of competency?
- Mini-CEX - an experienced higher level trainee or consultant
- CbD - consultant
- DOPS - senior nurse, experienced higher level trainee or consultant
- ePaedMSF (formerly eSPRAT) - a variety of assessors; senior nurse, experienced higher level trainee, consultant, junior nurse, junior trainee, trainee of equivalent training level, administrative staff

It is expected that approximately 50% of each of the assessments will be completed by consultants.
RCPCH assessment roadmap shows the route through training linked to the assessment required at each level:

Paediatric Training and Assessment Pathway 2012

**Level 1 training (ST1-ST3)**
24 – 36 months
General Paediatrics based in acute setting

**Required Assessments:**
- MSF: 1 per Training Year
- Mini-CeX: 6 per Training Year
- CbD: 4 per Training Year
- DOPS: 1 satisfactory assessment for a range of procedures
- ARCP: 1 per Training Year

MRCPCH must be gained by the end of Level 1.
Must have completed APLS course

**Level 2 training (ST4-ST5)**
12 – 24 months
12 months General Paediatrics
6 months Neonatology
6 months Community Paediatrics

**Required Assessments:**
- MSF: 1 per Training Year
- Mini-CeX: 4 per Training Year
- CbD: 8 per Training Year
- DOPS: 1 satisfactory assessment for a range of procedures
- SAIL: 5 Letters per training year
- ARCP: 1 per Training Year

**Level 3 training (ST6-ST8)**
24 – 36 months
Can Choose;
- General Paediatrics
- Paediatrics with Specialist Interest Sub Specialty (GRID)

**Required Assessments:**
- MSF: 1 per Training Year
- Mini-CeX: 4 per Training Year
- CbD: 6 per Training Year
- DOPS: 1 satisfactory assessment for a range of procedures
- SAIL: 5 Letters per Training Year
- START: Complete in Level 3
- ePaedCCF: Completed in Level 3*
- ARCP: 1 per Training Year

6 month prior to the completion of ST8 trainees are eligible to apply for CCT/CESR-CP.

*This will be available in 2013

ePortfolio must be kept for each training year. LTFT Trainees should complete assessments pro-rata.
Examinations

MRCPCH examination

The MRCPCH examination is for the Diploma of Membership of the Royal College of Paediatrics and Child Health (RCPCH) and is usually taken during the period of basic specialist training, which normally lasts two to three years.

The trainee aims successfully to complete parts 1A and 1B in the early years of ST training and we expect all trainees entering ST 3 to have passed parts 1A and 1B.

Trainees should have completed and passed all parts of the examination including the clinical examination before entering ST4, level 2 training (previously known as paediatric registrar).

Entry into each examination is through registration with the College. The later parts of the examination require that candidates will have had experience in clinical paediatrics. Clearly, doctors could not enter the clinical examination without training in acute paediatrics, the broad spectrum of child health, community paediatrics, safeguarding children and neonatal medicine.

Each part of the examination attracts an entry fee which is paid to the Royal College. All candidates receive notification of their results together with structured feedback which aims to explain the examination performance and provide direction for future training.
10. Annual Review of Competence Progression (ARCP)

The Annual Review of Competence Progression (ARCP) is a mechanism of recording the review of a trainee’s progression through their training programme. The process is two-way and is also an opportunity for the Training Programme Director to establish whether a trainee’s requirements are being met.

ARCP is a vital part of the training programme and unless an “outcome one” (i.e. satisfactory completion of training) is attained at the end of each year of training; you will be unable to progress to the next year/level of specialty training.

Trainee Review Meetings (Interim Reviews)

The 'Trainee Review Meetings' will be an informal discussion for current ST2 to ST5 trainees with the Head of School and Training Programme Director's (possibly with participation from the College Tutors). This will give trainees the opportunity to discuss their training to date, progression, career aspirations and any questions they may have with regards to these areas.

The review meetings are not mandatory, however we will encourage the trainees to attend as this will be an excellent opportunity for discussion.

The purpose of an ARCP

Within KSS, our aim is for doctors in training to be safe, to develop the habits of ‘life-long’ learning and to achieve appropriate standards of practice. By regulating the progress of doctors in training, the ARCP process protects patients and directs the training process. During the ARCP a panel meets to:

- Review training to date, particularly since the previous ARCP/Interim Review
- Ensure that the future training will be of maximum benefit
- Identify any deficits in knowledge and skills
- Ensure that all requirements can be satisfied before moving onto the next level of training/completion of training programme
- Ensure that career plans are realistic

The ARCP panel is usually made up of:

- PG Dean/Head of School/Training Programme Director
- Training Programme Director/Associate Postgraduate Dean
- Trust representative
- Lay member
- External Trainer
- 2 Academic Representatives*
- Military Representative*

*this is only relevant if you are an academic/military trainee.
Enhanced Form R

Newly appointed trainees should receive a Form R from the KSS Deanery to register their details with the Deanery. Trainees are then required to complete a new form R yearly for their ARCP.

ARCP Advice

- Don’t leave your assessments to the last minute!
- Ensure your portfolio and CV are regularly kept up-to-date
- Talk to your Educational Supervisor EARLY if you are having difficulties
- Keep the Deanery informed of any changes in contact details
- If your attendance is required at your ARCP, confirm your ability to attend as soon as possible
- It is your responsibility to know what will be assessed
- If you don’t provide evidence by the ARCP date, you cannot be issued with a Satisfactory Outcome, without exception.
### Possible ARCP Outcomes (Updated from the “Gold Guide” April 2011)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Achieving progress and competences at the expected rate</td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Development of specific competences required – additional training time not required</td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>Inadequate progress by the trainee – additional training time required</td>
</tr>
<tr>
<td><strong>Outcome 4</strong></td>
<td>Released from training programme with or without specified competences</td>
</tr>
<tr>
<td><strong>Outcome 5</strong></td>
<td>Incomplete evidence presented – additional training time may be required</td>
</tr>
<tr>
<td><strong>Outcome 6</strong></td>
<td>Gained all required competences</td>
</tr>
<tr>
<td><strong>Outcome 7.1</strong></td>
<td>Satisfactory progress in or completion of the LAT / FTSTA placement.</td>
</tr>
<tr>
<td><strong>Outcome 7.2</strong></td>
<td>Development of Specific Competences Required – additional training time not required LAT / FTSTA placement</td>
</tr>
<tr>
<td><strong>Outcome 7.3</strong></td>
<td>Inadequate progress by the trainee – additional training time required LAT / FTSTA placement</td>
</tr>
<tr>
<td><strong>Outcome 7.4</strong></td>
<td>Incomplete Evidence Presented - LAT / FTSTA placement.</td>
</tr>
<tr>
<td><strong>Outcome 8</strong></td>
<td>Out of programme; OOPE/OOPR/OOPC</td>
</tr>
<tr>
<td><strong>Outcome 9</strong></td>
<td>Top-up training</td>
</tr>
</tbody>
</table>

**Note: OOPT must have an annual review and would therefore be reviewed under Outcomes 1-5; not Outcome 8**
1. Trainee Representation

Being a Trainee Representative is a great opportunity and something that can be added to your ePortfolio as evidence of Leadership. There are two different types of Trainee Representative roles as outlined below. There are Trainee Representative workshops that run at the start of the academic year, please contact your MEM for further details.

Specialty Training Committee (STC) Trainee Representative

The Specialty Training Committee meets four times a year and has representation from each of our training hospitals. There is an STC Trainee Representative for each Training Year. The role of the STC Trainee Representative is to gather feedback from all KSS Deanery managed Paediatrics Trainees in the year group, attend the four STC meetings a year and raise any notable practice or issues. The points will then be discussed by the STC and the Trainee Representative must then feedback any actions to be taken to the trainee group.

If you would like further information or would like to be considered for the role of a Trainee Representative, please contact the team at: paediatrics@kssdeanery.ac.uk

Trust Local Faculty Group (LFG) Trainee Representative

Each Trust has a Local Faculty Group which meets three times a year and a Trainee Representative is required for each Trust. The role of the LFG Trainee Representative is similar to the role of the STC Trainee Representative only it involves collecting feedback from only the trainees at the local Trust.

If you would like further information or would like to be considered for the role, please contact your MEM.

2. Trainee absences

- Please note that you must be aware of each trust’s process on who to notify when absent, in particular for any unplanned absence (i.e. other than annual, professional or study leave)
- You must enter all unplanned absences on your ePortfolio record and ensure your educational supervisor is aware of any unplanned absences
- Unplanned absences are taken very seriously by the Trusts and the Deanery.
- Any recurrent unplanned absences, particularly from night or weekend shifts will be reviewed
- If you have more than one unplanned absence from work this will be reviewed with you by your educational supervisor and/or college tutor.
- For repeated unplanned absence you may be referred to Occupational Health, for counselling, to the Careers Development Unit or for disciplinary procedures.
3. The Support network available to you - Support services for KSS Deanery trainees

KSS Deanery is committed to ensuring the welfare of its trainees, and wants to ensure that all trainees studying with the Deanery have the best possible chance of success during their training.

We at KSS Deanery maintain and run a number of programmes and services which aim to ensure trainees are supported at all stages:

- Less Than Full-Time Training
- Parental Leave
- Deferring the start of specialty training
- Study leave
- Support for trainees in difficulty
- Inter-Deanery transfers

For further information please see the KSS Deanery website:

http://kssdeanery.org/

There are a number of people who are able to provide support to you whether it be pastoral or career advice:

- Educational supervisor
- Clinical supervisor
- College Tutor
- Head of School
- Training Programme Director
- Specialty Workforce team
- Trainee Representative(s)

Out of Programme

There are different types of Out of Programme activity, some of which will extend overall training time and CCT dates. You should discuss any potential Out of Programme requests with your TPD and gain their agreement before application. Application forms for Out of Programme time are available on the Deanery website and these must be formerly approved by the Head of School. Most Out of Programme training is not funded through the Deanery and trainees need to be clear about how they intend to fund any Out of Programme time. Further details on Out of Programme training can be found in the Gold Guide.


Feedback on posts and educational process

You will be asked to complete the Annual GMC Survey which is a mandatory requirement.
Relocation expenses

From 1 April 2009, the London Deanery is responsible for processing all Relocation Expense claims (covering removal and excess travel expenses) for all London and KSS based trainees on a recognised training programme.

The Deanery’s objective will be the timely reimbursement of a trainee’s verified entitlement to expenses. However, before incurring any expenses for which you anticipate submitting a claim to the Deanery, please complete a relocation eligibility form and return it by post for authorisation, without which a claim will not be processed. You can find this form on the London Deanery website:

http://www.londondeanery.ac.uk/var/relocation

Completed forms should be returned by post (emails will not be accepted) to:

The Relocation Department
London Deanery,
Stewart House,
32 Russell Square,
London
WC1B 5DN

4. Study Leave

KSS Deanery has generic study leave guidelines in place.
Please find below some information on your study leave guidance:

Deanery guidance is available online:

http://kssdeanery.org/specialty/trainers/specialty-training-guide/being-specialty-post/study-leave

Using your study leave:

- Approval rests with your Local Clinical Tutor
- Applications should be received by your Clinical Tutor on the appropriate form at least 6 weeks prior to the leave
- Leave should not be taken within the first two weeks of a new appointment
- You must have an agreed personal development plan before applying for Study Leave
Regional Training Days (RTD)

2012 Regional Training Days for Paediatric Trainees

PLEAT Programme (Paediatrics Learning Education and Training Programme)

The KSS School of Paediatrics has planned an education and training programme for all ST1-ST6) trainees within the Kent, Surrey and Sussex Deanery.

ST1 to ST3 trainees are expected to attend a minimum of 12 PLEAT days over a 3 year cycle (attendance should be spread over the 3 years and not left until the ST3 year).

ST4 to ST5 trainees are expected to attend a minimum of 5 Senior PLEAT or RSM days over a 2 year period (Level 2).

ST6 trainees are expected to attend a minimum of 1 Senior PLEAT or RSM day during their ST6 year.

PLEAT days will be beneficial to education and learning which will be based on the curriculum. All training days will cover the curriculum and additional topics, teaching etc.

Please see the KSS Paediatrics School website for further information and booking details: www.kssdeanery.org/specialty/paediatrics/teaching-pleat

Simulation Training Days

All trainees within the KSS training programme will be expected to attend at least 1 simulation day per year. These will be at 4 Centre's across the Deanery, Ashford & St. Peter’s (St Peter’s), Brighton, Medway, and Western Sussex (Worthing), it is expected that doctors from all grades across the training programme will attend.

There will be scenarios and role playing exercises and each centre will have a simulation lead. It is also expected that there will be some standardisation of the scenarios, so that there will be no obvious difference in the quality of training at different sites, as they will all be using the latest up to date mannequins and equipment.

Role playing and simulation has been shown to be very useful in preparing doctors for difficult, challenging or life threatening scenarios, but yet in an atmosphere of safety. It is expected that these simulation days will go well beyond that of basic resuscitation that is provided on the NLS and APLS/EPLS courses.
STUDY LEAVE AMOUNT

Initial Study Leave Budget: £860
Amount retained by your specialty school (known as ‘topslice’):
  £120 (ST1 to ST3)
  £100 (ST4 to ST5)

Total remaining for local use:
  £740 (ST1 to ST3)
  £760 (ST4 to ST5)

*Please note that KSS managed ST6 trainees who are in a London Deanery post will not be topsliced so will be required to pay from their study leave budget for attendance at PLEAT & Simulation Days

Topsliced Study Leave is used by your specialty school to deliver centrally run training days that you are required to attend.

5. Quality Management

The KSS Deanery is committed to improving and maintaining the quality of its training. There are a number of mechanisms to monitor this quality and trainees are required to participate in this process. Each trainee is required to complete and return the annual GMC trainee survey. In addition there will be Specialty School specific surveys about training posts that trainees will be required to complete.

Any unresolved issues or on-going difficulty, whether in relation to training or other matters which have not been solved locally, should in the first instance be raised with the Training Programme Director. If the trainee wishes to discuss the matter further, he/she should contact the Chair of the Specialty Training Committee, and if necessary, the Head of the School.

Local Education Provider (LEP) Visits

In KSS, LEP Visits take place on an annual basis covering all major specialties in a three to four year cycle. The Specialties to be visited in any one year are chosen by the Schools on a risk-based approach.

All hospitals providing higher training will be visited on a regular basis and trainees are expected to give direct feedback during these visits.

Information for Visits is gathered from:

- Trainee / Trainer Survey data and analyses
- Contract Review process
- LFG Handbooks
- Minutes of Local Academic Board (LAB) and Local Faculty Group (LFG) meetings
- LAB and LFG Annual Audit Reviews
- Records of academic development for individual teachers within LEPs
- Medical Workforce records, including relevant ARCP information
- KSS School Annual Reports, Business Plans and other records
- Correspondence and other documentation relating to individual LEPs
This data is collated into a ‘Bundle’ which provides the written source of evidence for the Visit. The formal Bundle of documents is sent to visitors six weeks in advance of the Visit. Using a standard pro-forma, each visitor is required to read the Bundle, and to identify notable practice; areas where further clarification is required from the LEP; and areas where concern is felt. The Lead Visitor collates Visitors’ comments and leads a discussion with them in advance of the Visit, so that the Visiting Team can develop a set of shared understandings.

During the Visit, the KSS Visitors and the LEP will meet for a series of semi-structured focus discussions, with:

- Postgraduate doctors in hospital and in GP posts
- LFG Leads
- Programme Directors
- Educational Supervisors

At the end of the Visit, brief ‘headline’ feedback will be given to the LEP Chief Executive Officer (CEO), Director of Medical Education (DME) and Medical Director (MD). Any area requiring immediate response will be emailed to the LEP CEO and DME by the next day, and a draft Report will be provided, for factual correction by the DME, one week after the Visit.

The final Report will highlight areas of notable practice, and mandatory and desirable developmental areas, with time-limited action points. The Report will be written using GMC Domains as its headings.

An audit trail of responses to the visit report, in the form of a “tracking chart” will be kept by the Quality Manager, who ensures, through the LAB, that all actions and requirements are followed up and suitable evidence is provided. These responses are reviewed and signed off by the Quality Management Steering Group.
7. Useful Web Links

KSS Deanery Paediatrics Website  
http://kssdeanery.org/paediatrics

ARCP Information and Guidelines  

Leadership Assessment form  
http://kssdeanery.org/school-clinical-leadership

Form R  
http://kssdeanery.org/FormR

ePortfolio  
https://www.nhseportfolios.org

Royal College  
http://www.rcpch.ac.uk/home

Relocation Expenses  
http://www.londondeanery.ac.uk/var/relocation

Curriculum  
http://www.rcpch.ac.uk/home

KSS Regional Training Day Schedule  
http://kssdeanery.org/paediatrics/teaching-and-learning/core-training-days

Gold Guide  
http://kssdeanery.org/gold-guide
Annex: GMC List of domains and standards

**Domain 1. Patient safety**

The duties, working hours and supervision of trainees must be consistent with the delivery of high quality safe patient care.

Standard: The duties, working hours and supervision of trainees must be consistent with the delivery of high quality safe patient care.

**Domain 2. Quality Assurance, Review and Evaluation**

Postgraduate training must be quality controlled locally by deaneries, working with others as appropriate e.g. medical Royal Colleges/Faculties, specialty associations, training deliverers.

Standard: Postgraduate training must be quality controlled locally by deaneries, working with others as appropriate, but within an overall delivery system for postgraduate medical education for which Deans are responsible.

**Domain 3. Equality, Diversity and Opportunity**

Postgraduate training must be fair and based on principles of equality.

Standard: Postgraduate training must be fair and based on principles of equality.

**Domain 4. Recruitment, selection and appointment**

Processes for recruitment, selection and appointment must be open, fair, and effective and those appointed must be inducted appropriately into training.

Standard: Processes for recruitment, selection and appointment must be open, fair, and effective.

**Domain 5. Delivery of curriculum including assessment**

The requirements set out in the curriculum must be delivered.

Standard: The requirements set out in the curriculum must be delivered and assessed.

**Domain 6. Support and development of trainees, trainers and local faculty**

Trainees must be supported to acquire the necessary skills and experience through induction, effective educational supervision, an appropriate workload and time to learn.

Standard: Trainees must be supported to acquire the necessary skills and experience through induction, effective educational supervision, an appropriate workload, personal support and time to learn.

**Domain 7. Management of Education and Training**

Education and training must be planned and maintained through transparent processes which show who is responsible at each stage.

Standard: Education and training must be planned and maintained through transparent processes which show who is responsible at each stage.
Domain 8. Educational resources and capacity

The educational facilities, infrastructure and leadership must be adequate to deliver the curriculum.

Standard: The educational facilities, infrastructure and leadership must be adequate to deliver the curriculum.

Domain 9. Outcomes

The impact of the standards must be tracked against trainee outcomes and clear linkages should be reflected in developing standards.

Standard: The impact of the standards must be tracked against trainee outcomes and clear linkages should be reflected in developing standards.