

To: Core and Specialty Trainees
Clinical and Educational Supervisors
Training Programme Directors
Directors of Medical Education

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Dear Colleagues

RE SCHOOL OF PSYCHIATRY ARCP STANDARD OPERATING PROCEDURE

I enclose the School of Psychiatry ARCP Standard Operating Procedure, which will apply to all ARCPs in the Yorkshire and Humber region from December 2019.

Each specialty school is required by HEEYH to write their own standard operating procedure, which must be consistent with National and Regional ARCP guidance. The document has two main functions, first of all, a process for local and central ARCP panels, and secondly, updated guidance for trainers and trainees as to the expected ARCP standards. The latter are now aligned more closely to Royal College Curricula guidance on ARCP standards.

In a number of appendices we have also brought together the previously disparate array of forms and training guidance used within the Yorkshire and Humber region.

It is therefore important that trainees and trainers disregard previous ARCP guidance.

The standard operating procedure should not lead to any significant change in the high standard of practice developed over the last few years. The recently introduced portfolio Educational and Psychiatric supervisors' reports appear to be working well although there is a consistent view that retention of the Annual Structured Report (ASR) has been necessary as a useful summary of training achievements. I would also wish to highlight:

1. It is important to ensure that the form R (section 4.1.5) is completed accurately. A number of trainees have had to rewrite or update their form R recently due to missing information. The

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Royal College are about to pilot a form R integrated within the portfolio and this will hopefully reduce the current burden of uploading this form.

2. There have been lengthy discussions around the question of counting longer periods of sickness absence or accrued annual leave as training within the CCT calculator. This is a complex issue in which national and regional guidance allow a degree of flexibility and discretion. The general principles and approach that will be adopted by ARCP panels is summarised in sections 4.1.6 – 4.1.8.
3. Regarding the core curriculum requirements we have closely aligned our standards with the core curriculum and the latest Royal College guidance. Therefore, the guidance regarding the minimum number of workplace based assessments required (section 5.5) slightly differs compared to previous guidance replicating the table contained in the core curriculum.
4. We have also specified that less than full time trainees are no longer required to undertake a quality improvement project annually, rather, they will be expected to complete three projects over the course of their training (i.e. equivalent to a full time trainee).
5. For specialty trainees the speciality curricula differ slightly in their recommended number of work place based assessments and we recommend the trainees ensure they align with their own specialty curriculum requirements. We have retained the assessment form for special interest sessions and we wish to draw attention to the evidence required for research/academic sessions and leadership/management sessions (section 6.9.4 and 6.9.6).

Going forward a number of the appended forms and guidance documents are a few years old and I will be looking for volunteers to help with their revision.

Please do not hesitate to contact me at the above address if you have any questions about the new guidance.

Yours Sincerely



Dr Darran Bloye
Head of School of Psychiatry
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