

**TRAINING SCHEME ASSESSMENT FORM**

**NOTE: The boxes below are a template only. Questions 5 - 15 especially will need expansion to enable a detailed response. Please use additional sheets of paper clearly marked.**

*[The italics in square brackets are guidelines for usage.]*

**1. Name of Training Scheme and its location**

*[A succinct title for the Scheme which summarises its geographical reach.]*

**(a) Type of Training Scheme - basic, full or higher specialist ?**

*[Is the Scheme providing an introduction to psychiatry for postgraduate trainees who may move on to areas other than psychiatry, e.g. general practice (basic) or to full completion of a CCST (full)? Are there provisions for higher specialist training, e.g. in Child/Adolescent, Forensic, Old Age, Adult General, etc. (higher specialist)?]*

**2. List organisations and units visited**

*[List only those units which regularly and substantially provide trainee placements.]*

**3. Number of trainees**

*[It may be helpful to distinguish between trainees who intend a career in psychiatry and those who see the training on offer as part of a different career project.]*

**4. Number of senior psychiatrists who act as Educational Supervisors**

*[Refer to UEMS paper on supervision for wider definition of a role of educational supervisors. Record here only those in active participation as educational supervisors.]*

**5. Describe rotation experience common to all trainees, including location and content**

*[Describe how long trainees can expect to remain in any one post, the area of psychiatric experience offered and where this takes place.]*

**(a) Describe special opportunities, e.g. research or special interest options**

*[Many Schemes have 'special opportunities' which may provide valuable experience but for relatively few or a particularly able elite. These are worth describing if they constitute regular part of opportunities offered in the training scheme.]*

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**(b) Number of trainees utilising these special opportunities**

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**6. Describe clinical supervision in:**

*[What daily clinical exposure can trainees expect to receive in these areas as part of the rotation? For definition of clinical supervision, which is different from educational supervision, see UEMS document on supervision.]*

**(a) Psychotherapy**

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**i. Dynamic**

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**ii. Other psychotherapy, e.g. CBT**

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**(b) Community Psychiatry**

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**(c) Biological Psychiatry**

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**i. Psychopharmacology**

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**ii. ECT and other physical treatments**

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**7. Training environment**

*[Do trainees have a quiet office where they can make clinical notes or study undisturbed?]*

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**(a) Office provision** *[Is there a telephone, reading light, desk, etc.?)]*

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**(b) Domestic provision and study facilities when ‘on-call’ evenings/weekends**

*[Is the sleeping and domestic facility safe, comfortable and equivalent to that at trainee's home? Is food available?]*

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**8. Safety provision**

*[Have arrangements been made to provide a well-lit interview room with alarm, means of escape and which is free of potentially hazardous equipment? Is it in a safe view of other staff?]*

**(a) Emergency department**

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**(b) General ward arrangements**

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**(c) Residential arrangements when ‘on-call’**

*[Are routes to and from doctor’s quarters well-lit and safe? Do these quarters have appropriate security?]*

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**(d) Specific training in avoidance of violence**

*[Do trainees receive practical training on the avoidance of and management of violence? Is this included in induction to the Scheme?]*

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**9. Arrangements for training career planning**

*[Describe whether by rotation, the trainee can build a broad curriculum vitae of experience, how this is pre-planned and how trainees exercise choice.]*

**(a) Assistance for individual rotation planning by the trainee**

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**(b) Arrangements for recording process of training**

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**(c) How are trainees allocated to posts ?**

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**10. How are arrangements made for feedback from trainees to training co-ordinator concerning quality of training?**

*[Are forms available? Is confidentiality maintained between trainee and training co-ordinator so as not to result in adverse consequence for trainees in the event of their making critical comments of the Scheme or a particular trainer?]*

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**11. Do Trainees have opportunity for participation in training committees with trainers?**  
 [Do trainees have a say in local arrangements?]

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**12. Access to library facilities & I.T.**  
 [Are these available out of working hours? Are they geographically accessible?]

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**13. Theoretical training programme**  
 [Do these meet trainee's needs?]

**(a) Describe content and hours**

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**(b) Does this meet UEMS curriculum ?**

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**14. Academic assessment of progress**  
 [Is there a periodic class exam? Does local training prepare candidates for national examinations?]

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**(a) Is a record kept of attendance at the theoretical training programme?**

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**15. Special features unique to this Scheme ?**

*[A chance for the Scheme to describe new developments, aspects of clinical excellence or, in contrast, particular areas of difficulty.]*

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**ASSESSORS CONCLUSIONS**

**1. Obligatory changes necessary**

*[These issues must be addressed before recognition of the Scheme can be considered.]*

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**2. Recommended improvements**

*[Improvement in these areas should be made to bring the Scheme to good standard. Continued recognition will depend on implementation.]*

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**3. Advice**

*[Changes in these areas would substantially improve the Scheme.]*

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**DEFINITION OF TERMS**

**Clinical Supervision**

Advice on routine management issues with an individual patient focus – e.g. as part of a ward round, community team discussion or out-patient clinic discussion of cases.

**Educational Supervision**

Weekly discussion of topics, regular, individual or small group relating to clinical work, professional development from a general perspective, interpersonal work related issues, career advice, discussion of academic issues raised by routine clinical exam preparation work.

**Training Co-ordinator**

Facilitator of a rotation in clinical experience and mentor throughout training career; a senior figure to whom trainees can turn for assistance relating to the totality of their training and its progress.