

High Level Principles for Supporting Trainees

1. Conversations with the trainee's educational supervisor should involve a formative forward looking discussion, rather than a predominantly summative approach to assessment. Trainees should be able to seek advice from TPDs or other local senior medical educators if required.
2. There should be access to support and advice for all trainees in each of their training years in every speciality, with particular emphasis on those entering their final year of training which should focus on the entirety of practice required for CCT.
3. Processes should be high-quality and supportive, co-designed with trainees and educators.
4. Trainers must be appropriately trained, particularly in relation to detailed understanding of the current curriculum requirements, to be effective in giving advice.
5. There should be a clear delineation between the formative forward looking supervisor conversations in advance of the ARCP and the ARCP process itself as described in the Gold Guide (although the information included in supervisor reports could contribute alongside other formative information to future planning for trainees).
6. The formative forward looking conversations should be helpful rather than burdensome to those involved – trainees, trainers, organisations:
 - a. A robust locally managed and delivered approach overseen by TPDs
 - b. Appropriate value for money for the NHS.