Quality in Training (QIT) Report 2022

An overview of quality assurance in psychiatry training in 2022

August 2023

Foreword

We are pleased to share the 3rd edition of the Quality in Training report with you. Training and education is the vehicle not only to upskill our workforce but is the primary means of improving the quality of care for our patients. Assuring the quality of training is therefore the first step in improving and maintaining the quality of care for our patients. This report from the Royal College of Psychiatrists has become the cornerstone publication of quality indicators in relation to postgraduate psychiatric training and assessment in the United Kingdom.

As we emerge from a global pandemic, many things have evolved. We have seen the successful implementation of digitisation of College examinations, ARCP derogations and newer assessment approaches. While the CASC Examinations returns to Sheffield, new curricula and the mapping of the syllabus and of exam questions to the new syllabus means that exams are not quite "business as usual". We have tried to retain the technological advances acquired during the digital exam phase in line with our commitment to modernising our training and assessment

In the last year, we have noted an overall reduction in pandemic related ARCP outcomes, with 4 regions reporting no Outcome 10 awards at all. This has been possible with the determined efforts of all trainees, educators and training programme leads. Sadly, 52 trainees left psychiatric training during this period. Although this is a reduction from previous years, we will need to better understand the human stories behind this and how we can support these trainees in the training pathway. Out of programme applications for College support has remained steady. Recruiting to College approved external assessors for ARCP panels remains a challenge. We appreciate the clinical pressures faced by clinicians and hence are particularly grateful for the efforts from you towards delivering, maintaining and assuring quality standards – so vital to ensuring good quality care for our patients. Your efforts have helped us maintain a steady pipeline of workforce even during the rocky pandemic times- and we hope that many if not all of you will continue to prioritise training related work whether as Clinical, Educational, Psychiatric Supervisor; MRCPsych examiner, CESR evaluator or indeed as external ARCP supervisor.

The new College training curricula have been introduced in 2022 and are bedding in gradually. We are the first postgraduate training programme in the world to have embedded public mental health and addressing health inequalities as core curricular outcomes. Ensuring that our trainees and our workforce are consistently able to provide person-centred care considering people's individual biopsychosocial context is key and our Quality indicators for the new curriculum will focus on training gaps if any in relation to these outcomes.

With improvements in technology, there are newer ways in how we assess and manage our patients and there are newer ways in which our patients access and use health related information and help. Ensuring that our clinicians are keeping pace with the rapidly changing digital world is a key priority for us as an organisation setting standards of training and practice. We have taken the lead in producing the Digital Literacy Framework ([Digital Literacy Framework | Royal College of Psychiatrists (rcpsych.ac.uk)](https://www.rcpsych.ac.uk)) and we look forward to seeing the emergence of quality indicators relating to digital capabilities. Finally, given our commitment to upskilling the workforce to help them improve patient outcomes, we have led on developing credentials in areas of clinical need. Liaison Psychiatry and Eating disorders pilots have come on stream and alongside GMC's ratification process for these credentials, we will need to develop quality assurance strategies for the same.

Making training and education directly and explicitly relevant to your professional development and to the care of your patients is our pledge. We hope that our quality standards will help all of us retain our focus on quality and help us as a College to remain at the forefront as a leading organisation setting global standards for psychiatric training and assessments. We commend the QiT report 2022 to you.

Professor Subodh Dave
Dean, Royal College of Psychiatrists

Dr Debasis Das
Specialist Advisor for Quality Assurance, Royal College of Psychiatrists

Summary

The following report highlights our work in education and training in 2022, and ongoing activities supporting quality assurance of education and training standards.

Key highlights from the report include:

- Overview of specialty training, including summaries of data on Certificates of Eligibility for Specialist Registration (CESR) and Certificates of Completion of Training (CCTs).
- Overview of our curricula implementation.
- Summary of ongoing work around externality and improvements in quality oversight.
- Credentialing, including the early-adopter process with the General Medical Council (GMC).
- Workforce initiatives and the Psychiatrists' Support Service (PSS).
- MRCPsych Examination and Differential Attainment.

Data timescales covered are indicated throughout the report. The majority of data is reported from October 2021 to October 2022.

Specialty Training

Certificate of Completion of Training (CCT)

A summary of CCTs awarded in 2022 (August 2021 – August 2022) is provided below per specialty. Figures include those awarded CCTs in dual specialties:

Psychiatric Specialty	Number of CCTs awarded
Child & Adolescent Psychiatry	51
Forensic Psychiatry	40
General (Adult) Psychiatry	191
Medical Psychotherapy	0
Old Age Psychiatry	29
Psychiatry of Learning (Intellectual) Disability	17
Total	**328**

ARCP Outcomes for trainees

A summary of data for overarching numbers of ARCP outcomes and type can be seen below.

Data for 2021 includes data for the period **01/09/2020 to 31/08/2021**. Data for 2022 includes data for the period of **01/09/2021 to 31/08/2022**.

Outcome type	2021		2022	
	Number	Percent	Number	Percent
Outcome 1	1943	52.5%	2067	52.9%
Outcome 2	68	1.8%	94	2.4%
Outcome 3	176	4.8%	232	5.9%
Outcome 4	77	2.1%	52	1.3%
Outcome 5	345	9.3%	411	10.5%
Outcome 6	626	16.9%	649	16.6%
Outcome 7.1	15	0.4%	7	0.2%
Outcome 7.2	1	0%	1	0%
Outcome 7.3	0	0%	0	0%
Outcome 7.4	0	0%	0	0%
Outcome 8 (OOPC)	24	0.6%	12	0.3%
Outcome 8 (OOPE)	20	0.5%	29	0.7%
Outcome 8 (OOPR)	39	1.1%	38	1.0%
Outcome 9	0	0%	0	0%
Outcome 10.1	53	1.4%	23	0.6%
Outcome 10.2	66	1.8%	20	0.5%
No Outcome awarded	249	6.7%	270	6.9%
Total	**3702**		**3905**	

Impact of COVID-19

ARCP Outcome 10

With the continuation of the pandemic, ARCP outcomes 10.1 and 10.2 continue to be in place to support with trainee progression where required. A summary of outcome 10s awarded across all training grades can be found below.

Training Year	Outcome 10.1	Outcome 10.2
CT1/ST1	1	0
CT2/ST2	4	5

CT3/ST3	10	13
Core Training Total	**15**	**18**
ST4	7	0
ST5	1	0
ST6	0	0
Higher Training Total	**8**	**2**

The table below outlines the number of outcome 10s awarded by region.

Region	Outcome 10.1	Outcome 10.2
East Midlands	0	1
East of England	3	0
Kent, Surrey and Sussex	2	0
London	8	2
North East	4	5
North West	1	3
South West - Peninsula	0	0
South West - Severn	0	3
Thames Valley	1	4
Wessex	0	0
West Midlands	0	0
Yorkshire and the Humber	1	1
Scotland	2	0
Wales	0	0
Northern Ireland	1	1
Total	**23**	**20**

Common themes and reasons for outcome 10 awards

Common themes and reasoning for the award of outcome 10s were:

- Psychotherapy competencies, in particular completion of the long case
- Missing supervision reports
  - Including due to supervisor absence
- COVID related impact on training opportunities within community placements
- Lack of ECT experience
- Missing audit or quality improvement activity
  - Including due to OPEL three status of employer
- Self-isolating due to COVID impacting on achieving competencies
  - Including not meeting with patients due to following national guidance around pregnancy and COVID
- MRCPsych exam cancellations/overbooking due to impact of COVID

The digitisation of the MRCPsych in 2020/2021 has seen a positive impact on trainees being able to progress and limited number of ARCP outcomes awarded

for COVID-related delays with examinations, although we note that they do still occur.

COVID-19 Reflective Report

Between 01/09/2021 and 31/08/2022, 71 trainees utilised the COVID-19 reflective report, compared to 288 in the same period the year before. A thematic review of report responses was undertaken. Some of the key themes highlighted in the reflective report included the following under each key question.

Competencies enhanced by working through COVID-19:

- Remote working has encouraged new and innovative ways of working and achieving competencies, along with developing technical skills
- Increased feeling of comradery amongst colleagues
- Enhanced communication skills as a result of phone/video consultations
- Finding alternative communication styles when face covered by mask
- Increased opportunities to study, during usual commuting time and online
- Better knowledge of infection control and illness prevention
- Improved attendance at education and training sessions, due to being held online

Competencies not achieved/more difficult to achieve due to COVID-19:

- Difficulties feeling part of the team due to not meeting in person
- Psychotherapy cases
- Reduced opportunities for workplace-based assessments
- Fewer opportunities to attend Mental Health Act assessments and tribunals
- Challenges completing audits and quality improvement projects

Areas to highlight for development in the Psychiatric Supervisors Report:

- Focus on WPBAs
- Taking on more leadership responsibility
- Being open to new and innovative ways of working
- Psychotherapy long case and issues with completion
- Emergency assessments
- Development via special interest sessions
- More face-to-face supervision (rather than online)
- Communication skills for telephone or video consultations
- Building leadership skills and confidence in these
- Audit and quality improvement project opportunities

The COVID-19 reflective report continues to be available to trainees to support them through the pandemic.

CESR and equivalence

The total number of CESR applications received/submitted by the College in 2022 is outlined below by specialty:

Specialty	Applications	Reviews
General (Adult) Psychiatry	4	8
Old Age Psychiatry	2	2
Forensic Psychiatry	-	1
Child & Adolescent Psychiatry	2	3
Psychiatry of Learning (Intellectual) Disability	-	2
Neuropsychiatry	-	-
Total:	**8**	**16**

In 2022, it is again evident there has been a continued decrease in the number of recommendations over the past three years. In 2022, all of the applications were failed in the first instance. However, the

For failed applications in 2022:

The key areas outlined for failures were similar to previous years but in line with the decrease in recommendations, the ongoing areas of failure are significantly smaller. A summary of the key areas is outlined as follows:

- Clinical governance with regards to ILO11a.
- Research methodology and critical appraisal of research – ILOs 8a and 8b.
- Insufficient setting or age range experience as part of ILO1a.o
- Psychotherapy competencies within ILO5a.

GMC outcomes for CESR for 2022 are outlined below – *applications awaiting a GMC decision have not been included. (Inclusive of Applications and Reviews)*

Specialty	Success	Reject
Child & Adolescent Psychiatry	3	-
General (Adult) Psychiatry	11	1
Forensic Psychiatry	1	-
Old Age Psychiatry	4	-
Psychiatry of Learning (Intellectual) Disability	2	-

Academic Training

In 2020/2021, the College successfully appointed an Associate Dean for Academic Training. An academic sub-specialty advisory committee (SSAC) was set up at the start of 2021 with a focus on the following key areas:

- Supporting trainees who are actively training in academia
- Support with curricula requirements for research and scholarship
- Scope and assess opportunities for research in psychiatry across the UK

- Scoping current activities and developing a UK wide 'Academic Opportunities Map' so psychiatrists can identify opportunities locally available to them (or online without geographical limit). This includes OOPR opportunities and the creation of a network of Academic Tutors
- Promote academic psychiatry & aims of College strategy widely & in innovative ways including being highlighted again within Choose Psychiatry Campaign 2023
- Foundation Taster Weeks set up in partnership with NIHR in 2022 were a success and the SSAC are keen to embed annually - complete
- Dean's Virtual Grand Rounds are successfully underway
- Support for and embedding of the Associate Principal Investigator Scheme in partnership with NIHR - complete
- Scoping and design of a business case for funding for an Academic Research Hub in collaboration with NCCMH – complete

Out of Programme Applications

A summary of out of programme applications for 2022 is outlined below.

OOP Type	Total
Research (OOPR)	5
Training (OOPT)	4
Experience (OOPE)	4
Career Break (OOPC)	7
Pause (OOPP)	0
Acting up as a consultant (AUC)	4
Total	**24**

Most applications recorded were for OOPR and OOPC.

We have not yet received notifications of trainees obtaining an OOP Pause (OOPP). Trainees are not required to apply to the college for prospective approval for OOPP, and the gap analysis and sign-off will be done at local level.

Run-Through Training

ID Run-Through Programme

In August 2022 we secured approval for a pilot run through programme in Psychiatry of Learning Disability. The first cohort of trainees began their core training placements in August 2022. Regular keep in touch meetings are taking place and assessment will begin towards the end of the trainees' first year.

CAMHS Run-Through Programme

In 2021 we secured approval for an extension to the CAMHS run-through pilot for an additional cohort to join the programme from August 2022. In addition, funding was secured to expand the number of training posts offered.

In August 2022, the first cohort from the programme entered ST5. A summary of destination data per cohort is outlined below.

Destination information	Number
Moved to ST5 in Child & Adolescent Psychiatry	6
Moved to ST4 in Child & Adolescent Psychiatry	10
Moved to CT3 in Child & Adolescent Psychiatry	15
Moved to CT2 in Child & Adolescent Psychiatry	10
In CT1 in Child & Adolescent Psychiatry	9
Left training	4
Unknown destination	2

ARCP outcome data across all cohorts throughout the programme is outlined below.

ARCP Outcome	2019	2020	2021	2022
Outcome 1	10	22	31	32
Outcome 2	0	0	0	0
Outcome 3	0	0	0	3
Outcome 4	0	0	0	0
Outcome 5	0	0	2	1
Outcome 10.1 (Covid)	0	0	0	1
Outcome 6	0	0	3	4
Outcome 10.2 (Covid)	0	0	0	0
Not completed/no outcome	0	0	0	0
Total	**11**	**25**	**37**	**41**

Programme next steps

A full evaluation of the programme is underway, including the development of a topic guide for focus groups to support qualitative and quantitative evaluation of the programme.

It is not expected that the full impact of the programme on recruitment and retention will be seen until all cohorts have moved through to ST5.

Plans for future programmes

This year we plan to develop a run-through programme for Old Age Psychiatry, with the aim of offering posts for August 2024. This is subject to GMC approval of the pilot programmes.

Addictions Future Training Initiative (AFTI)

AFTI Network successfully launched in July 2022 with a webinar that introduced the aims, recommendations, progress, and plans for AFTI Network and Tutors.

The Addiction SSAC is now overseeing the AFTI Network and Tutors.

With the support of the College, 2 core network groups have been set up that feed into Addiction SACC, the Addiction Regional Leads Network, consisting of a Regional Lead and a Deputy for each NHSE region and Devolved Nations and the Addiction Tutor Network consisting of Addiction Tutors and Trainees throughout England and the Devolved Nations.

Both these networks are an opportunity to share best practices resulting in a unified approach to how best to support Trainees with the implementation of Addictions into the new curriculum. This is being done through each region facilitating the completion of two CBD in the assessment and management of substance use disorder or behavioral addiction for all trainees in CT1-3.

This work is being led by Dr Julia Sinclair and Dr Louise Sell.

Curricula

Implementation

In February 2022 the College is launched a pilot roll-out of all curricula for CT1 and ST4 new starter trainees. Approximately 300 people were part of the pilot.

The full launch was implemented on 3 August 2022. Trainees have been given a period of two years to fully transition to the new curricula. The final deadline, as stipulated by the GMC, is August 2024.

Trainee circumstances	When to transition
Trainees (WTE or LTFT) starting SCT1, CT2, ST4, ST5 in August 2022 / February 2023	New curricula from August 2022 / February 2023

Trainees (WTE only) starting CT3 or ST6 in August 2022 / February 2023	No requirement to transition
Trainees (LTFT under 50%) starting CT3 or ST6 in August 2022 / February 2023	New curricula from August 2022 / February 2023
Trainees (LTFT 50% - 90%) starting CT3 or ST6 in August 2022 / February 2022	If training will be complete before August 2024, remain on current curricula. If not, transition at first change of training year after Aug 2022 and before Aug 2024.
Trainees (LTFT) who are in placements that do not coincide with standard rotation times / ARCP panels.	Transition at first change of training year after Aug 2022 or at beginning of new placement and before Aug 2024. PSR at end of each placement.
Trainees who are out of programme / on maternity leave	Dependent on stage of training on return and whether supervisors think they will have completed the relevant stage of training by August 2024. If not, transition at first appropriate change of training year.

An extensive range of materials and training was developed to support trainees, trainers another key stakeholders with the implementation. A new section of the website, the Curriculum Implementation hub was created, with access to the suite of support and curriculum documents:

- Curricula for specialties and sub-specialties
- Silver Guide – the repository for the College's rules on psychiatry training
- End of year training standards – exemplar behaviours that we would expect to be able to observe in a trainee meeting the correct standard at the end of each year of training (available for core and specialty curricula
- Examples of placement specific personal development plans, showing how such a plan could address some of the key capabilities within a curriculum
- A summary of the relationships between the ILOs in the previous curricula and the HLOs in the new ones.

In the lead up to both the pilot and the full launch, the College held regular virtual drop-in sessions on various areas of the new curricula, as well as taking every opportunity to communicate the changes via newsletters, direct emails and trainee welcome events.

A comprehensive [e-Learning course](#) was developed and made available within the [training and resources area](#) of the curriculum hub.

Portfolio online

As part of the development of the new curricula, a revision to Portfolio Online was proposed to enable learning and evidence to be mapped to key capabilities and for all that to be visible in a single location, the placement specific personal development plan. The intention of this was to put the curriculum at the heart of training and to encourage trainees and their supervisors to discuss throughout the placement the progress that the trainee was making towards their planned objectives. It was also hoped that it would be a way of tracking development across each year and stage of training.

A great deal of work was done on the implementation of the PSPDP and also on the revision of the work-place based assessments so that they mapped to the curricula HLOs and overtly related assessment to the standards expected at the end of the training year.

The pilot revealed some challenges in the implementation of the PSPDP and a new approach was introduced, though close to the August implementation date.

Extensive communications were sent out in relation to the use of the PSPDP, guidance (process and videos) was included within the eLearning. In the latter part of the year, we ran three drop-ins specifically on Portfolio Online – videos of those sessions are available to view on the [RCPsych website](#).

Curricula Review

A review of the new Curricula will be submitted to the GMC in August 2023.

Credentialing

Liaison Psychiatry – Early Adopter Process

In 2019, the College was identified as an early adopter for the GMC's Credentialing Framework with the Liaison Psychiatry credential. In 2022, we submitted a finalised Liaison Psychiatry curriculum and blueprint for future credentials.

Our submission included a newly developed handbook for credentialing, outlining our supervision and assessment blueprint and provided an overview for all future credentials developed by the College. At the time of writing, approval for this framework was still to be received.

GMC's Credentialing Framework

The GMC's credentialing framework and plans for future credentials highlighted two key types of credentials:

- **Delivery of Training**
  Delivery of Training will have to meet the standards in *Promoting Excellence* and, wherever possible, processes will mirror those used in the delivery of postgraduate medical training leading to the award of a CCT.

- **Recognition Route**
  The GMC are developing an approach that is aimed to align with the GMC's work on new pathways to GP and specialist registration.

  Two key components being developed are;
  - The College provides credential-specific guidance describing the forms of evidence which will support a candidate to demonstrate they meet the outcomes of the credential.
  - The statutory education bodies identify individuals to advise and support applicants in collecting the evidence needed to demonstrate their knowledge, skills and experience, and to provide advice to the panel on whether the applicant meets the outcomes.

RCPsych Credentialing Handbook and Blueprint

Included in our submission to the GMC as part of the early adopter process was our credentialing handbook, outlining our proposed blueprint for all college hosted credentials going forward. The handbook includes:

- Credentialing blueprint:
  - Overview of curriculum structure
  - Time-based requirements
  - Mentorship
  - Assessments and evidence
- Proposed credentialing sign-off and maintenance
- Template assessment sign-off aid
- Template PDP for credentials
- Guidance for supervisors/mentors

At the time of writing, we are awaiting approval of our handbook and aim to publish this on our credentialing webpages[1] when approved.

Eating Disorders Credentialing Pilot

The pilot commenced in October 2022.
As part of the Commission from NHSE (*previously HEE*), the pilot was available to both medics and multi-professionals. The participant split looked like this;

CAHMS Consultant	6
CAHMS Trainee	3
GA Consultant	7
GA Trainee	3
SAS	4

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[1] [RCPsych Credentialing webpages](#) and further information

Paediatrician	1
GP	2
Psychologist	1
Dietitian	2
Nurse	1

The pilot consists of 6 learning days; lectures, scenario day and access to the Eating Disorder Faculty conferences. The course also requires the participant to meet with a trainer, participate in group case discussions and complete an online portfolio.

With careful consideration, the decision was made to offer separate Credentials to Medics and Multi-Professionals going forward. At the time of writing, Cohort 1 of the Medic-only cohort will commence in October 2023 with further development work required for the multi-Professional offer.

Plans for future credentials

Military Psychiatry Credentialing Pilot

Work has been ongoing regarding a credentialing pilot for military psychiatry, and a curriculum has been developed. The credential is aimed at consultants who have been awarded a CCT in General Adult or Forensic Psychiatry. Plans are underway to develop a pilot for this credential, with the aim of progressing this in 2023.

Neuropsychiatry

The College's Neuropsychiatry faculty have been working on developing a credentialing curriculum. Further work will progress once we have received approval for our credentialing blueprint from the GMC.

Quality Assurance Processes

Externality

The College continues to provide appointed external advisors (EAs) to ARCP panels and other quality visits where requested.

In 2022 we saw decline in requests for EAs for ARCP panels. A summary of EA requests received for ARCP panels is outlined below.

Year	ARCPs with EAs allocated	Reports received
2021	5	1
2022	6	0

The reduction has partly been due to COVID-19 and the reduced need for three individuals on ARCP panels, however we also note that it has been difficult to source EAs for panels. In addition, we are also aware that deaneries have started to utilise local arrangements to meet requirements outlined in the Gold Guide.

Improving Externality and Quality Standards
The College has been working to improve externality, and discussions are ongoing.
An options appraisal has been undertaken to assess appropriate ways forward.

Some key points raised around current issues include:

- Difficulty sourcing College appointed EAs
- Concerns around the quality of the training provided to EAs
- Receipt of reports

Further work for 2023 will include a review of the job description and training package for EAs, and increasing the pool of advisors that the College has. Initiatives include making it a requirement that each SAC member must make themselves available for at least 1 externality visit per annum.

Quality Schedule

To ensure we have a regular cycle of quality activities, the QAC developed a quality schedule outlining regular and annual activities. The schedule includes oversight of the following key workstreams:

- Approval of CCT/CESR applications
- Post/Programme requests for support
- Specialty Advisory Committee meetings
- Annual reporting via the Quality in Training report

The schedule will be reviewed annually at QAC meetings.

Specialty Advisory Committees

Specialty Advisory Committees (SACs) play a vital role in overseeing and monitoring key issues within specialties. In psychiatry we have the following SACs:

- General Adult Psychiatry
- Old Age Psychiatry
- Child & Adolescent Psychiatry
- Forensic Psychiatry
- Psychiatry of Intellectual Disability
- Medical Psychotherapy

Since 2018, the SACs have predominantly focused on the curricula review programme, overseeing key issues within specialties on an ad-hoc basis. We are now working to re-establish SACs with their full remit and have updated the terms of reference to reflect a clearer remit, including standing agenda items for meetings.

Key aspects of the SAC remit include:

- Curricula management
- Quality assurance in training (per specialty)
- Workforce and training issues
- Post and programme approvals (where applicable).

In 2022, we have worked to further establish sub-specialty advisory committees (SSACs) in the following key areas:

- Academic Training in Psychiatry (sub-specialty)
- Addiction Psychiatry (sub-specialty)
- Liaison Psychiatry (sub-specialty)
- Rehabilitation Psychiatry (sub-specialty)

We also created a new sub-speciality advisory committee for:

- Neuropsychiatry (sub-specialty)

National Training Survey

Summary

The GMC publishes the National Training Survey (NTS) on an annual basis, the 2022 survey was completed by more than 67,000 trainees and the results showed that trainees rate their training highly and trainers are positive about their work.

The survey questions are focused on the GMC standards for medical education and training which are organised around five themes:

- Learning environment and culture
- Educational governance and leadership
- Supporting learners
- Supporting educators
- Developing and implementing curricula and assessments

Once again, the survey included questions relating to COVID 19 so to monitor its impact on doctors' training, work and wellbeing.

Risk of Burnout

| Trainees	To a very high degree	To a high degree	Some what	To a low degree	To a very low degree
Is your work emotionally exhausting?	16%	34%	37%	10%	3%
Do you feel burnt out because of your work?	14%	25%	38%	17%	7%
Does your work frustrate you?	13%	21%	37%	21%	9%
	Always	Often	Some times	Seldom	Never
Do you feel worn out at the end of the working day?	21%	44%	27%	6%	1%
Are you exhausted in the morning at the thought of another day at work?	14%	30%	33%	17%	7%
Do you feel that every working hour is tiring for you?	6%	16%	32%	31%	15%
Do you have enough energy for family and friends during leisure time?	6%	32%	40%	18%	4%

The NTS Indicator, based on responses to the seven questions, measures overall risk of burnout. It shows that since 2021 the proportion of trainees and trainers at high risk of burnout has increased to 19% of all trainees and 12% of all trainers. In fact, over half of the trainers (52%) and 63% trainees who responded to the questions were at either moderate or high risk of burnout which is the highest level since the questions were introduced.

Psychiatry Trainees at a high risk of burn out is **13%**.

Psychiatry Trainers at high risk of burn out is **10%**.

MRCPsych Examination

The digital delivery of the written papers is now considered business as usual and the rapid increase in (overseas-based) candidate numbers seen in 2021 plateaued in 2022. The majority of candidates sat their exam in Pearson test centres which, whilst still susceptible to technical issues, is more reliable than remote testing via the OnVUE platform.
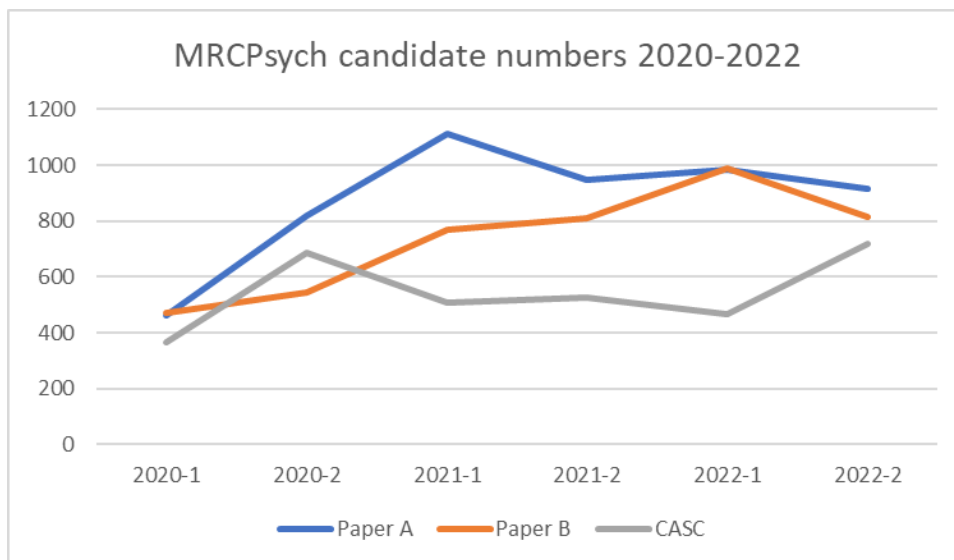
In order to ease capacity concerns at the CASC, a major recruitment campaign was undertaken in 2022 which saw 152 CASC examiners appointed. These appointments were integral to helping us deliver the College's biggest online CASC exam to 717 candidates. Despite these achievements the exam was still oversubscribed.

Assessment Strategy Review (ASR)

The ASR project concluded in 2022 with an extensive set of recommendations receiving approval from the College's Council and Board of Trustees in early 2023. The key recommendations from the ASR were:

- From September 2023, moving to a face-to-face delivery model for CASC (subject to final GMC approval)
- Continuing the delivery of written exams, Papers A and B, via Pearson VUE test centres
- Creation of a new Assessment Oversight Committee to have strategic oversight of educational assessments, and report to the Education and Training Committee (ETC)
- Creation of a formative assessment working group to create a recommendations report by the end of 2023.

Summary of Exam Diets for 2022

Examination Diet	Number of trainees who undertook the examination	Pass Rates (%)
January 2022 – CASC	205	78
March 2022 – Paper B	445	73.9
June 2022 – Paper A	425	53.6
September 2022 – CASC	302	77.2
September 2022 – Paper B	519	79.6
December 2022 – Paper A	380	51.8

Workforce

Psychiatrists' Support Service (PSS)

The Psychiatrists' Support Service (PSS) continues to support the psychiatric workforce, providing confidential support via trained peer-support psychiatrists (PSPs).

The data below is from the period between October 2021 and October 2022.

Type of call	Call number
Total number of calls to the PSS	52
Calls from trainees to the PSS	31*
Calls to the PSS where covid 19 was a factor	9

*There was an additional call from an FY doctor on a psychiatry placement in October 2021. Note that we don't advertise the service to medical students or foundation doctors but if they contact us, we won't turn them away – as you can see though it's a rare occurrence for them to contact us.

Of the calls received, the most common reasons for calls included:

- Burnout
- Stress
- Anxiety

Further information about the service is available on our website[2]. The service can be contacted on **020 8618 4020**, or via pss@rcpsych.ac.uk.

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[2] Psychiatrists' Support Service (PSS)

Differential Attainment

Work around improving differential attainment is ongoing. The College are working to tackle differential attainment in a number of ways, including:

- Hosting masterclasses for the CASC examination component, to help support trainees.
- Expanding international medical graduate (IMG) networks and "buddy" schemes.

GMC work on differential attainment and fair training

The GMC is continuing to work to address differential attainment in training and continues to provide support to organisations with equality and diversity considerations[6]. In due course, the GMC will be asking all medical royal colleges and faculties to report annually on how differential attainment is being addressed with medical specialties.

CASC Masterclasses

Clinical practice, knowledge and exam technique are key requirements for success in CASC. These must be demonstrated across the core areas of:

- Examination.
- History.
- Management.
- Communication.

The feedback provided over the past five CASC diets, online and face to face, shows clearly that those who fail have fundamental problems with these four core competencies. The College, alongside colleagues in the GMC and HEE have developed the CASC Masterclass in order to enhance borderline candidates' chances of performing well in the CASC exams.

The Masterclass course is designed to provide:

- Practice preparing for and undertaking consultations.
- Individualised formative feedback.
- A good understanding of what examiners are looking for.
- Familiarity with the structure and format of the exam, the exam day and exam platform, the standardization process.
- Sound advice on subject knowledge and clinical practice skills.
- A bespoke summary of further actions to be taken by each candidate before the actual exam.

183 participants attended 8 masterclasses between July 2021 and November 2022. The formal evaluation of the impact of the masterclasses will be published in 2023.

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