

Remediation Policy

Health & Wellbeing Department

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1.0 Introduction

1.1. Purpose

This policy is designed to be used in the remediation of Trainers and Trainees, where poor level of professionalism negatively impacts on the training progress. Trainers and Trainees may present with certain deficits such as, but not limited to:

- poor communication
- poor interpersonal skills
- poor insight, poor attitude
- low self-esteem/confidence or a combination of these factors.

The purpose of this document is to outline the process of identifying Trainers and Trainees requiring remediation, how remediation is planned, executed and reviewed, key success indicators and what to do if remediation fails.

1.2. Scope

This policy applies to all RCPI official Trainers and all Trainees enrolled on any training programme within the College.

1.3. What is remediation?

Remediation during training is the process of facilitating improvement for Trainers and Trainees who are not meeting their role and/or training requirements in terms of their professionalism as outlined above.

Remediation in RCPI is a mandatory process of improvement which includes a range of interventions, assessments and on-going reviews.

For the purpose of this policy 'remediation' refers to Trainers and Trainees who are struggling with the non-clinical aspects of their training. Remediation under this policy differs from clinical remediation, in that it relates only to Trainers and Trainees who may require support from the Health and Wellbeing Department.

Clinical remediation of Trainees only is managed through the "Progression Through Training" policy (PTE004).

2.0 Objective and Definition

The objective of this policy is to ensure that Trainers and Trainees are given ample opportunities to succeed in their role and in training. The policy aims to provide all RCPI approved Trainers and Trainees with a supportive learning environment and network that focuses on non-clinical skills and directly relates to their health and wellbeing. This policy is intended to be used in identifying the need for remediation, and for the development of an effective remediation plan.

Background

The process of identification, support and management of Trainers and Trainees in need of remediation must be followed in order to ensure that the integrity of the training programme is upheld.

3.0 Roles and Responsibilities

RCPI's Health and Wellbeing Department

RCPI is responsible for all Trainees and their progress through training with the ultimate goal of being signed off. RCPI is also committed to supporting its community of approved Trainers, including Trainers who require remediation to retain their approved Trainer status. Any health and wellbeing/interpersonal skills issue which prevents normal progression through training are relevant under this policy. The Health and Wellbeing Department is responsible for:

- (a) Providing support and information to Deans, NSDs, Trainers and Trainees in relation to decision making, planning and evaluating remediation.
- (b) Communicating to Trainers, Trainees, and training sites what resources they have access to, what assistance can be offered in the remediation process and how this assistance is provided.
- (c) Specifying a point at which the Health and Wellbeing department must become involved in the remediation process of a Trainer/Trainee.
- (d) Establishing a supportive learning environment for all Trainers/Trainees by conducting an initial assessment and developing a remediation plan specific to each person in need of additional support.
- (e) Monitoring and providing support in the remediation process. This should consist of regular meetings and progress reviews every three months, or more frequently if appropriate.
- (f) Advising on a plan and pathways for practical support such as psychology, mentoring, relevant reading, training courses, one-to-one coaching.
- (g) Providing resources, training and support as part of the remediation process.

Trainers

The Trainers are pivotal to the process of remediation as they have access to performance-related information through daily interaction with the Trainees and the entire team. Trainers are responsible for:

- (a) Providing on-going workplace-based assessment and feedback to the Trainee.
- (b) Ensuring appropriate level of supervision.
- (c) Ensuring that Trainees are exposed to a variety of situations appropriate to their level.
- (d) Where issues or concerns are observed discuss these with the Trainee and provide effective feedback.
- (e) Providing local remediation interventions where possible.
- (f) Where issues are persistent, inform the NSD and/or assessment panel and ensure appropriate recording of factual information and observed behaviour are documented and recorded as per related policies.
- (g) Where the Trainer is the person remediated, engaging fully with the remediation process and providing personal feedback and Trainees' feedback on improvement and potential gaps.

NSD/Associate Director

Where issues with Trainer's or Trainee's performance are enduring, the above must be aware of the issues, background and context. They should gather as much information as possible and consider referring the matter to Health and Wellbeing as per Referral to Health and Wellbeing Policy. The NSD/Associate Director's responsibility is in:

- (a) Providing on-going support to Trainers when they attempt to resolve issues locally.
- (b) Where issues are persistent, inform RCPI Health and Wellbeing department and collaborate to identify best possible remediation pathway.
- (c) Escalate to the Dean/Chair when necessary.
- (d) Attend follow up meetings with the Trainer/Trainee where a three month follow up is indicated.
- (e) Liaise with Trainers as Trainees rotates from one training post to the next and elicit feedback regarding progress.

Trainees/Trainers

Trainers and Trainees are employees of their local training site and as such they have a contractual relationship with their employer. They are subject to the employer's employment terms and conditions as well as their obligations to fulfil their roles and meet the training requirements of their programme stated in the RCPI curriculum and training programme.

This includes:

- (a) Contributing to the work of their department and working effectively with their colleagues and supervisors.
- (b) Reaching work-related performance standards appropriate to their stage of training.
- (c) Progressing towards necessary levels of responsibility and autonomy.
- (d) Where remediation is indicated, fully participate in the process to ensure its success.
- (e) Ensure own health and wellbeing is maintained and managed responsibly.

Training sites/ Employers

Employers must ensure that employment laws are upheld and that employer responsibilities are fulfilled. Training sites must ensure that they meet the College's accreditation requirements and that they have the appropriate infrastructure and resources in place to provide training relevant to their accreditation status.

Medical Council

The Medical Council is responsible for regulating doctors. Its purpose is to protect the public by promoting the highest standards of healthcare amongst doctors. The main responsibilities of the Medical Council are to:

- a) Maintain the register of doctors.
- b) Ensure high standards of medical education and training.
- c) Specify standards of practice for doctors, including the areas of professional competence and ethics.
- d) Provide guidance to doctors on compliance with standards of practice.
- e) Promote good medical practice.
- f) Investigate complaints made about doctors and, if deemed necessary, conduct disciplinary procedures.
- g) Medical Practitioners Act 2007 (MPA) sets out in a very formal way, the regulatory pathways of referral to the Health Committee. The underlying principle behind the establishment of this Committee is to support doctors in the maintenance of their registration during illness and recovery, where there is no patient risk that could be subject of a complaint.

RCPI Training & Faculty Office

The Training and Faculty office is responsible for the on-going management of the training programmes and the activities of the Institute and Faculties. The office's level of involvement will vary depending on the issue and will be required to assist in the management or aspects of the remediation process via their managers.

4.0 Initial Assessment

Deficiencies in a Trainee's progress may be highlighted by the Trainer and may include poor interpersonal skills such as but not limited to:

- Poor eye contact
- Difficulty conversing with patients or other staff
- Difficulty reading emotions
- Poor work ethics (tardiness, no show, appearing dishevelled, poor personal hygiene)
- Lack of insight and defensiveness when provided with critical feedback
- Reoccurring conflicts at work especially if with a number of different colleagues
- Inappropriate behaviour
- Disengagement (spacing out)
- Bullying allegations or other complaints made against the Trainee
- Aggressive, rude, deviant, or non-collegial behaviours

Deficiencies in Trainers' ability to fulfil their role as an approved RCPI Trainer may include poor interpersonal skills such as but not limited to:

- Poor communication skills
- Difficulty providing feedback
- Difficulty in assessing Trainees' progress
- Poor work ethics (tardiness, no show, appearing dishevelled, poor personal hygiene)
- Inappropriate behaviour
- Bullying allegations or other complaints made against the Trainer
- Aggressive, rude, deviant, or non-collegial behaviours
- Disengagement

Health and Wellbeing Initial Assessment

The initial assessment would be conducted by means of a face-to-face meeting (where possible) between the Health and Wellbeing Representative and the Trainer/Trainee. As the remediation plan is required to be case-specific, it is necessary to understand the individual's needs, and this should be ascertained at this stage. The following are generally addressed at the initial meeting:

- The concerns relating to the person's overall performance and the context of their referral to health and wellbeing are explained.
- Building a relationship with the individual by allowing the person to express themselves and explain their perspective on the situation.
- Identify context surrounding the problem to devise a remediation plan which is likely to be successful.
- The meeting will conclude with an agreed plan of action to be approved by the relevant stakeholders.
- Information will be shared between parties as per Confidentiality Policy.

5.0 Developing a Remediation Plan

Stages of the remediation process

Trainees identified under this policy are required to engage in a written remediation plan, which will be developed through direct collaboration with the Trainee and the NSD/RPD.

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Ensure the Trainer/Trainee:

- (a) Is fully involved in the preparation of the remediation plan.
- (b) Agrees to the terms of the plan.
- (c) Has access to additional health and wellbeing supports during the process where appropriate.

The terms of remediation must:

- (d) Be agreed by the Trainee, Trainer, NSD and Associate Director of Training or Dean/Chair where the person remediated is a Trainer.
- (e) Address the underlying issues identified during the initial assessment.
- (f) Outline details of the support for the individual and any additional training required.
- (g) Detail how the progress will be monitored during the remediation process, such as progress reviews every three months etc.
- (h) Have a timeframe for completion.

Remediation may involve;

- (i) Access to external courses e.g. wellbeing courses
- (j) Coaching and mentoring
- (k) Specialised assessment
- (l) Regular monitoring and feedback
- (m) Regular meetings with the Health and Wellbeing Department
- (n) Psychology/Counselling
- (o) Psychiatry

6.0 Outcome of the Remediation Plan

The outcome of a remediation process is determined via a discussion between the individual and the relevant stakeholders. The person remediated will be deemed to have made sufficient or insufficient progress based on observations, feedback mechanism, assessment, reports and other such evidence to support the decision-making process. The outcome of remediation is classed as either:

- Failed remediation
- Adjustment to remediation
- Successful remediation

Outcome of a remediation programme could be assessed in several different ways:

- Direct feedback from Trainee and Trainer
- Performance reviews
- Survey
- Successful return to training programme (yes/no)
- Unsuccessful return to training programme (feedback required to determine why remediation was unsuccessful)

Failed Remediation

If a Trainee refuses to participate in the remediation plan and refuses to engage with support provided, it may be necessary to remove them from the training programme.

Examples of failed remediation may include:

- Recurrent unprofessional behaviour
- Poor insight into deficits (inability to acknowledge failure to progress despite several warnings)
- When a Trainee fails to progress at a pace that will allow them to complete the training programme in a reasonable length of time
- Trainee refuses to participate in the remediation plan

If a Trainer disengages from the activities indicated in the remediation plan, it may be necessary to end the remediation process and consider removing the Trainer from the RCPI's official Trainers list.

Adjusting the remediation plan

If a Trainee is found to be engaging with the remediation plan, but still shows no real progress (feedback elicited from Trainers and NSD/Associate Director), the Health and Wellbeing department to make necessary modification to the existing plan.

Successful remediation

A Trainee who engages fully with the remediation plan and shows the progress expected of them in the designated time frame, may continue with the training as normal.

Determining what constitutes a successful remediation is also an important part of the process so that it can be determined if a Trainee is back on track to becoming a competent independent physician.

- Achieving minimum level of competency when compared with their peers.
- Demonstrating sustained improvement over a pre-determined period of time.

7.0 Documenting the Process

It is essential to document remediation efforts. It can be used to help Trainees understand when they may have a deficiency, help to build a strategy for remediation and may be needed to justify remedial actions.

Documentation of expected performance is also important for remedial action. Expectations for a Trainee should include written goals and objectives, defined performance targets and grading policies, probation and dismissal. This documentation can then be used to track a Trainee's progress.

Outcome review

If a remediation plan has failed, it is essential to identify why this may be the case, so that in future other factors may be considered in the development of a remediation plan. Conducting an outcome review may involve meeting with the Trainee to gain their perspective. If the remediation plan could not be adjusted effectively, a reason for that should be provided. If the remediation plan was successful, outlining the reasons is important. Gathering information is essential to facilitate the continuous improvement of the process.

8.0 Review

This Policy shall be subject to review every three years from the date of approval of this document by the Training Committee.

The RCPI may choose to amend this policy at any time, ensuring that any future amendments comply with applicable laws.

Approved By:	Date
Training Committee	September 2024
Review	
Review by Training Committee	September 2027

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