Implementing the Gold Guide for
Postgraduate Specialty Training in the UK

The User Manual – Secondary Care

This manual must be read in conjunction with the Gold Guide (Technical Specifications) and the Quick Start guide that highlights the essentials for ALL concerned with Specialty Training.

It includes a perspective for those involved with training of both Primary and Secondary care trainees, highlighting the minor differences.

It also includes the current forms and documents that are part of the Appendices of the Gold Guide.

One document additional to the Gold Guide that is a mandatory part of the workplace-based assessment of all GP trainees at the end of each of their placements is the Clinical Supervisor’s Report (CSR).

In the East Midlands it is thought that the CSR is a document that ALL specialties should adopt and adapt for their own trainees, if not already included in their e-portfolio. The Deanery will provide a generic CSR form for all Secondary Care Specialties by January 2008 that can be used electronically or in a paper-based version.
The Educational Supervisor and Specialty Training

There are clear responsibilities for the Educational Supervisor (ES) defined in the Gold Guide; these are identified in paragraph 4.22 of the Guide and expanded throughout the document. This can be found at [www.mmc.nhs.uk/download/Gold_Guide290607.doc](http://www.mmc.nhs.uk/download/Gold_Guide290607.doc).

The role of the ES is not to chase the StR to achieve and complete various assessments but to act as a resource and a guide.

This simple summary highlights particular aspects of your role.

**The Educational Supervisor (ES) will:**

- Be adequately prepared for the role and have an understanding of educational theory and practical educational techniques as well being trained to offer educational supervision and undertake appraisal and feedback. *Much of this will have been achieved through educational activities for trainers.*

- Be trained in equality and diversity. *If you feel there are particular issues arising because of cultural or diversity issues it is sensible to seek advice early.*

- Develop a learning agreement and educational objectives with the StR which is mutually agreed and is the point of reference for future appraisal.

- Be responsible for ensuring that StRs whom they supervise maintain and develop their specialty learning portfolio and participate in the specialty assessment process. *Although you should not have to constantly chase StRs you will need to check that they are progressing satisfactorily and make them aware when they are not.*

- Provide regular feedback to the StR on their progress. *See flow chart below.*

- Ensure that the structured report which is a detailed review and synopsis of the trainee’s learning portfolio is returned within the necessary timescales. *This is probably one of the most important deadlines for the ES.*

- Contact the Training Programme Director (TPD) should the level of performance of a StR gives rise for concern.

- Be responsible for their educational role to the training programme director and locally to the employer’s lead for postgraduate medical education.
The mandatory contacts with an StR are:

- **The Annual Planning meeting.** A formal meeting at the beginning of each year of the Training Programme and reviews the outcome of the previous ARCP (if applicable).

- **The Mid point review meeting.** This is at the mid-point of the training year and reviews StR progress to ensure it is satisfactory.

  *If there are significant issues at this point, the ES should discuss them with the TPD with the knowledge of the trainee.*

- **The End of year review meeting.** This is to prepare an Educational Supervisor's Structured Report for the end of the year.

In addition to the Structured Report this includes completion of the work-based assessment.

The ES should check the StR's progress via the learning log/e-portfolio (depending on speciality) at the end of each post. If progress has not been satisfactory this should lead to a meeting with the StR.

It is recognised that it is a 2-way relationship between the trainee and the ES who is a bridge between the trainee and the TPD, the Employer and the Deanery.

The employer of the ES should be aware of this role and take account of it in any workforce or workload planning.
Annual Planning Meeting
- A learning agreement for the training placements is established.

Check the e-portfolio/learning log.
The StR will have completed a 4 month job and the Clinical Supervisor will have completed end of post report (CSR). The ES should check
  - CSR is satisfactory
  - Assessments are taking place and are satisfactory.
If there are any concerns then arrange to meet with the StR

Mid-year Review Meeting.
The ES and StR meet and review progress. ES should
  - Check progress with learning agreement and assessments
  - Produce summary of the review and agreed actions.

Check the e-portfolio.
The StR will have completed another 4 month job and another CSR completed. The ES should check
  - CSR is satisfactory
  - Assessments are taking place and are satisfactory.
If there are any concerns then arrange to meet with the trainee

End of year review Meeting.
This is an important meeting as ES prepares the report that needs approval from the ARCP which will allow the StR to progress to the next year of training. ES should
  - completes the structured trainers report
  - The ES report seen by TPD and then submitted to ARCP.

Annual Review Competence Progression Panel (ARCP)
The portfolio/learning log, ES report and any further evidence is reviewed and a recommendation is made

Annual Planning Meeting
- Review of ARCP outcome and
- Learning Agreement for training placements agreed

Any concerns speak to TPD. If significant refer to the deanery

TPD and Deanery should already be aware of any concerns

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**Clinical Supervisors Report**  (The following is a draft example only, a final version ready Jan 2008)

### Preview of CSR

#### Structured Clinical Supervisor’s Report

<table>
<thead>
<tr>
<th>Trainee’s Forename</th>
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<tbody>
<tr>
<td>Trainee’s Surname</td>
<td></td>
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<tr>
<td>Trainee’s GMC Number</td>
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<tr>
<td>Training Number</td>
<td></td>
</tr>
</tbody>
</table>

#### Knowledge-base relevant to the placement

*Insufficient Evidence | Needs Further Development | Competent | Excellent*

Feedback on knowledge areas for further development

#### Practical Skills relevant to the placement

*Insufficient Evidence | Needs Further Development | Competent | Excellent*

Feedback on practical skills areas for further development

#### Professional Competencies

1. Communication and consultation skills

*Insufficient Evidence | Needs Further Development | Competent | Excellent*

[More Information on Communication and consultation skills (Click to display)]
### 3. Data gathering and interpretation

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**More Information on Data gathering and interpretation (Click to display)**

### 4. Making diagnosis/making decisions

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**More Information on Making diagnosis/making decisions (Click to display)**

### 5. Clinical Management

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**More Information on Clinical Management (Click to display)**

### 6. Managing medical complexity

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**More Information on Managing medical complexity (Click to display)**

### 7. Administration and IMT

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**More Information on Primary care administration and IMT (Click to display)**

### 8. Working with colleagues and in teams

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

### 10. Maintaining performance, learning and teaching

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**More Information on Maintaining performance, learning and teaching (Click to display)**

### 11. Maintaining an ethical approach to practice

<table>
<thead>
<tr>
<th>Level</th>
<th>Insufficient Evidence</th>
<th>Needs Further Development</th>
<th>Competent</th>
<th>Excellent</th>
</tr>
</thead>
</table>

**More Information on Maintaining an ethical approach to practice (Click to display)**

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More Information on Maintaining an ethical approach to practise (Click to display)

12. Fitness to practise*

More Information on Fitness to practise (Click to display)

Feedback on areas for further development*

Endorsement by Clinical Supervisor

I confirm that the above is based on my own observations and the results of workplace-based assessments and has been discussed with the trainee concerned.

Clinical Supervisor's name

Clinical Supervisor's GMC number

Clinical Supervisor's contact details (assessors will be contacted at random for confirmation)
Educational Supervisor’s Structured Report: submission to the Annual Review of Competence Progression panel by the trainee’s current educational supervisor, summarising the trainee’s learning Portfolio since the previous assessment

(indicative template –may vary by specialty/Deanery)

Name of person submitting report: Training unit
Position

Trainee’s name GMC number

PME TB Programme/Post approval number

Training number (if applicable)

**Previous annual assessments**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

**Previous placements in programme**

<table>
<thead>
<tr>
<th>Training Unit</th>
<th>Clinical supervisor</th>
<th>Dates (to-from)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>

**Current placement**

Clinical supervisor

Dates of placement
Workplace based assessments (WPBAs) in current placement/s (only successful WPBAs should be included here)

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Dates</th>
<th>Number</th>
<th>Outcome</th>
<th>Summary of comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini-CEX</td>
<td></td>
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<td></td>
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<tr>
<td>DOPs</td>
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<tr>
<td>CbD</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>MSF (360 degree)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Patient survey</td>
<td></td>
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</tbody>
</table>

Clinical Supervisor’s report (East Midlands recommendation, Mandatory for GP trainees)

Other (please describe)

Experiential outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date/s</th>
<th>Outcomes</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. log-book</td>
<td></td>
<td>expected activity achieved/not achieved</td>
<td></td>
</tr>
<tr>
<td>2. audits</td>
<td></td>
<td>completed/not completed/had impact/no impact</td>
<td></td>
</tr>
<tr>
<td>3. research projects</td>
<td></td>
<td>work in progress/completed</td>
<td></td>
</tr>
<tr>
<td>4. publications</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. teaching</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. management development</td>
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<tr>
<td>7. presentations</td>
<td></td>
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<tr>
<td>8. courses attended</td>
<td></td>
<td>relevant/not relevant/impact/no impact</td>
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</table>

Other outcomes

<table>
<thead>
<tr>
<th>Date/s</th>
<th>Outcome</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>reported adverse incidents</td>
<td>resolved/pending no case to find/accountable</td>
</tr>
<tr>
<td>2.</td>
<td>complaints</td>
<td>resolved/pending no case to find/accountable</td>
</tr>
<tr>
<td>3.</td>
<td>other</td>
<td>any further comments/observations</td>
</tr>
</tbody>
</table>

I confirm that this is an accurate description/summary of this trainee’s learning portfolio, covering the time period from __/__/____ to __/__/_____

Signed by _________________________        Date_______________________
(educational supervisor)

Signed by _________________________        Date_______________________
(trainee)
### Appendix 5 of Gold Guide

#### Annual Review of Competence Progression (ARCP) Outcomes

**Deanery:** ___________________________  **PMETB Training Programme Approval No.**________

**Trainee:** ___________________________  **Specialty** ___________________________  **NTN**____________________

**Members of the panel:**
1. _____________________________________  2. _____________________________
3. _____________________________________  4. _____________________________
5. _____________________________________  6. _____________________________

**Date of Assessment** ___________________________

**Period covered:**  From __________________________ to ___________________________

**Year / phase of training programme assessed (circle):**

- 1, 2, 3, 4, 5, 6, 7, 8 or other (state) ____________

**Approved clinical training gained during the period:**

<table>
<thead>
<tr>
<th>Placement / Post/ Experience</th>
<th>Dates: from</th>
<th>to:</th>
<th>In / out of Programme</th>
<th>FT / PT as % FT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

**Documentation taken into account and known to the trainee:**

1. Structured report  
2. 

3. 
4. 

**Recommended Outcomes from Review Panel**

**Satisfactory Progress**

1. Achieving progress and competences at the expected rate (clinical)  
2. Achieving progress and competences at the expected rate (academic)

**Unsatisfactory or insufficient evidence (trainee must meet with panel)**

1. Development of specific competences required – additional training time not required
2. Inadequate progress by the trainee – additional training time required

4. Released from training programme with or without specified competences

5. Incomplete evidence presented – additional training time may be required

**Recommendation for completion of training**

6. Gained all required competences (clinical)
7. Gained all required competences (academic)

**Outcomes for trainees out of programme or not in run-through training**

7. Out of programme experience for approved clinical experience, research of career break
8. Fixed-term specialty outcome – competences achieved identified above
9. Top-up training (outcome should be indicated in one of the areas above)

**Signed by:**  **Chair of Panel** ___________________________  **Signed by trainee:** ___________________________

**Date** ___________________________  **Date of next review** ___________________________

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### Supplementary Documentation for trainees with Unsatisfactory Outcome

*trainee must be in attendance*

<table>
<thead>
<tr>
<th>Recommended outcome</th>
<th>Dates: from</th>
<th>to:</th>
<th>In / out of Programme</th>
<th>FT / PT as % FT</th>
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**Detailed reasons for recommended outcome**

1. 
2. 
3. 

**Discussion with trainee**

**Mitigating circumstances**

**Competences which need to be developed**

**Recommended actions**

**Recommended additional training time (if required)**

**Date for next review**

**Signed by:** Chair of Panel  
**Trainee**  
**Date:**

These documents should be forwarded in triplicate to the trainee’s Training Programme Director (who must ensure that the trainee receives a copy through the further appraisal and planning process). Copies must also be sent to the Medical Director where the trainee works, as well as to the College or Faculty if the trainee is on a CCT programme.
Appendix 6 of Gold Guide

Report on Academic Progress

(This form supports the annual review outcome and should form part of the trainee’s permanent record)

Deanery: __________________________ PMETB Training Programme Approval No. ______

Name: __________________________ Specialty ____________ NTN / NTN (A): __________

Members of the panel:

<table>
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<tr>
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<td>6</td>
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Date of Report ____________________________

Period covered: From __________________________ to __________________________

Year / phase of training programme assessed (circle): 1, 2, 3, 4 or other (state) __________

Academic competences gained during period of review (full details of programme should be attached):

Experience gained during the period:

<table>
<thead>
<tr>
<th>Placement / Post / Experience</th>
<th>Dates: from to:</th>
<th>In / out of Prog</th>
<th>PT / FTPT as %FT</th>
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Significant academic outputs during the period:

1. 
2. 
3. 

Documentation taken into account and known to the trainee:

1. 
2. 
3. 

Recommendations:

Trainee (signature) Date of next review (unless not relevant)