

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.

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.

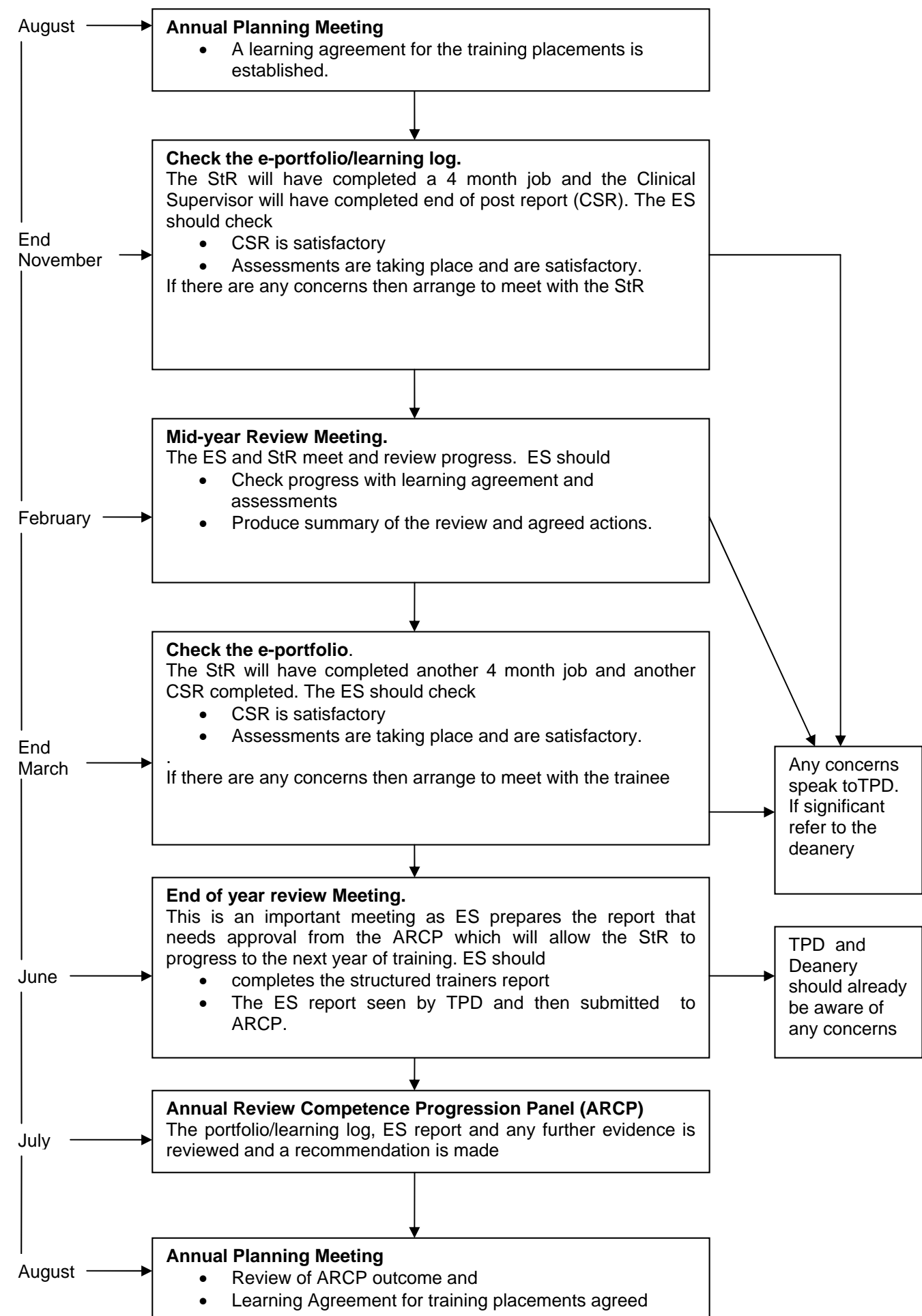
- **The End of year review meeting.** This is to prepare an Educational Supervisor's Structured Report for the end of the year.

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.



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

Preview of CSR

Structured Clinical Supervisor's Report

Trainee's Forename

Trainee's Surname

Trainee's GMC Number

Training Number

Knowledge-base relevant to the placement

*

<input type="radio"/> Insufficient Evidence	<input type="radio"/> Needs Further Development	<input type="radio"/> Competent	<input type="radio"/> Excellent
---	---	---------------------------------	---------------------------------

Feedback on knowledge areas for further development

Practical Skills relevant to the placement

*

<input type="radio"/> Insufficient Evidence	<input type="radio"/> Needs Further Development	<input type="radio"/> Competent	<input type="radio"/> Excellent
---	---	---------------------------------	---------------------------------

Feedback on practical skills areas for further development

Professional Competencies

1. Communication and consultation skills*

<input type="radio"/> Insufficient Evidence	<input type="radio"/> Needs Further Development	<input type="radio"/> Competent	<input type="radio"/> Excellent
---	---	---------------------------------	---------------------------------

[More Information on Communication and consultation skills \(Click to display\)](#)

3. Data gathering and interpretation*

<input type="checkbox"/> Insufficient Evidence	<input type="checkbox"/> Needs Further Development	<input type="checkbox"/> Competent	<input type="checkbox"/> Excellent
---	--	---------------------------------------	---------------------------------------

[More Information on Data gathering and interpretation \(Click to display\)](#)

4. Making diagnosis/ making decisions*

<input type="checkbox"/> Insufficient Evidence	<input type="checkbox"/> Needs Further Development	<input type="checkbox"/> Competent	<input type="checkbox"/> Excellent
---	--	---------------------------------------	---------------------------------------

[More Information on Making diagnosis/ making decisions \(Click to display\)](#)

5. Clinical Management*

<input type="checkbox"/> Insufficient Evidence	<input type="checkbox"/> Needs Further Development	<input type="checkbox"/> Competent	<input type="checkbox"/> Excellent
---	--	---------------------------------------	---------------------------------------

[More Information on Clinical Management \(Click to display\)](#)

6. Managing medical complexity*

<input type="checkbox"/> Insufficient Evidence	<input type="checkbox"/> Needs Further Development	<input type="checkbox"/> Competent	<input type="checkbox"/> Excellent
---	--	---------------------------------------	---------------------------------------

[More Information on Managing medical complexity \(Click to display\)](#)

7. Administration and IMT*

<input type="checkbox"/> Insufficient Evidence	<input type="checkbox"/> Needs Further Development	<input type="checkbox"/> Competent	<input type="checkbox"/> Excellent
---	--	---------------------------------------	---------------------------------------

[More Information on Primary care administration and IMT \(Click to display\)](#)

8. Working with colleagues and in teams*


<input type="checkbox"/> Insufficient Evidence	<input type="checkbox"/> Needs Further Development	<input type="checkbox"/> Competent	<input type="checkbox"/> Excellent
---	--	---------------------------------------	---------------------------------------


10. Maintaining performance, learning and teaching*


<input type="checkbox"/> Insufficient Evidence	<input type="checkbox"/> Needs Further Development	<input type="checkbox"/> Competent	<input type="checkbox"/> Excellent
---	--	---------------------------------------	---------------------------------------


[More Information on Maintaining performance, learning and teaching \(Click to display\)](#)

11. Maintaining an ethical approach to practise*

 Insufficient Evidence

 Needs Further Development


 Competent


 Excellent


[More Information on Maintaining an ethical approach to practise \(Click to display\)](#)

12. Fitness to practise*

 Insufficient Evidence

 Needs Further Development

 Competent

 Excellent

[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

PMETB Programme/Post approval number

Training number (if applicable)

Previous annual assessments

Dates Outcome

- 1.
- 2.
- 3.
- 4.
- 5.

Previous placements in programme

Training Unit Clinical supervisor Dates (to-from)

- 1.
- 2.
- 3.
- 4.
- 5.

Current placement

Clinical supervisor

Dates of placement

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

Assessment	Dates	Number	Outcome	Summary of comments
Mini-CEX				
DOPs				
CbD				
MSF (360 degree)				
Patient survey				
Clinical Supervisor's report (East Midlands recommendation, Mandatory for GP trainees)				
Other (please describe)				

Experiential outcomes

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

<u>Other outcomes</u>	Date/s	Outcome	Comment
1. reported adverse incidents		resolved/pending no case to find/accountable	
2. complaints		resolved/pending no case to find/accountable	
3. other		any further comments/observations	

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)

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:				
Placement / Post/ Experience	Dates: from	to:	In / out of Programme	FT / PT as % FT
1.				
2.				
3.				
Documentation taken into account and known to the trainee:				
1. Structured report	<input type="checkbox"/>	2.	<input type="checkbox"/>	
3.	<input type="checkbox"/>	4.	<input type="checkbox"/>	
<u>Recommended Outcomes from Review Panel</u>				
<i>Satisfactory Progress</i>				
1. Achieving progress and competences at the expected rate (clinical)				<input type="checkbox"/>
Achieving progress and competences at the expected rate (academic)				<input type="checkbox"/>
<i>Unsatisfactory or insufficient evidence (trainee must meet with panel)</i>				
2. Development of specific competences required – additional training time not required				<input type="checkbox"/>
3. Inadequate progress by the trainee – additional training time required				<input type="checkbox"/>
4. Released from training programme with or without specified competences				<input type="checkbox"/>
Released from academic programme				<input type="checkbox"/>
5. Incomplete evidence presented – additional training time may be required				<input type="checkbox"/>
<i>Recommendation for completion of training</i>				
6. Gained all required competences (clinical)				<input type="checkbox"/>
Gained all required competences (academic)				<input type="checkbox"/>
<i>Outcomes for trainees out of programme or not in run-through training</i>				
7. Out of programme experience for approved clinical experience, research or career break				<input type="checkbox"/>
8. Fixed-term specialty outcome – competences achieved identified above				<input type="checkbox"/>
9. Top-up training (outcome should be indicated in one of the areas above)				<input type="checkbox"/>
Signed by: Chair of Panel _____ Signed by trainee: _____				
Date _____ Date of next review _____				

Supplementary Documentation for trainees with Unsatisfactory Outcome
(trainee must be in attendance)

Recommended outcome	Dates: from	to:	In / out of Programme	FT / PT as % FT
----------------------------	--------------------	------------	------------------------------	------------------------

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: 1 _____ 2 _____
3 _____ 4 _____
5 _____ 6 _____

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:

Placement / Post/ Experience	Dates: from	to:	In / out of Prog	PT / FTPT as %FT
------------------------------	-------------	-----	------------------	------------------

- 1.
- 2.
- 3.
- 4.
- 5.

Significant academic outputs during the period:

- 1.
- 2.
- 3.

Documentation taken into account and known to the trainee:

- 1.
- 2.
- 3.
- 4.

Recommendations:

Trainee (*signature*)

Date of next review (*unless not relevant*)