Guidance on trainee assessment and review

Induction for CMT trainees

Appraisal

Induction appraisal
- Set educational objectives for placement
- Personal Development Plan (PDP)

Mid-point review
- Review ePortfolio evidence of progression
- Amend PDP if appropriate

End of attachment
- Review PDP and curriculum progress
- Record any areas of development required

Evidence of training progress

- ARCP decision aid sets out the requirements for each training year *(updated for August 2015)*

- Record evidence of training in ePortfolio, eg:
  - ❑ Supervised learning events (SLEs) and other workplace based assessment (WPBA)
  - ❑ Reflective practice (see the new way on the eportfolio to help you record this)
  - ❑ Summary of clinical activity and teaching attendance (see the new form on the eportfolio to help you record this)

SLEs and WPBA

- Trainees should actively seek feedback following supervised learning events
- Trainees and assessors should formulate action plans and arrange follow-up
- Guidance on specialty trainee assessment and review is available on the JRCPTB website www.jrcptb.org.uk

Linking evidence in ePortfolio

ePortfolio evidence should be linked to curriculum competencies to show engagement and learning

One piece of evidence may be sufficient if it demonstrates a learning area has been explored

SLE linkages should be limited to 8 competencies for ACAT and 2 each for mini-CEX and CbD

Assigning ratings

- You should assign a self-rating for each competency explored (drop-down box) with comments and evidence to support the reasons you believe you have achieved the level required

- Refer to the current ARCP decision aid (www.jrcptb.org.uk) for the minimum requirements for satisfactory outcome

Sampling of evidence

- Your supervisor will not examine all competencies but will sample the evidence you provide to determine progress, as per the decision aid

- Your supervisor will give an overall rating for a group of competencies (eg common competencies) to confirm that your have met the curriculum requirements

1
- Trainee records evidence of learning – eg SLEs, reflection
- Trainee links evidence to relevant competencies and assigns self-ratings with comments

2
- Supervisor samples evidence and records rating and comments
- Feedback to trainees on areas for development

3
- Supervisor reviews evidence and completes rating and comments at group competency level
- Supervisor completes educational supervisor report

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Educational supervisor (ES) report

- The ES report is pivotal to the ARCP process and includes:
  - Summary of multiple consultant reports (MCRs) and multi-source feedback (MSF)
  - Summary of clinical skills and procedures
  - Outcome of sampling of curriculum competencies
- The ES report must be signed off (not saved in draft) to be visible to the ARCP panel

Procedural competencies for CMT

- Procedural competencies for CMT are classified as
  - Essential (A) - clinical independence essential
  - Essential (B) - clinical independence desirable
  - Desirable

- Requirements for pleural aspiration and insertion of intercostal drain for pneumothorax and fluid have been clarified in the ARCP decision aid

New for August 2015

- Summary of clinical activities and teaching attendance form

- Reflective practice 'R-card' and after event refection form

- Restructure of assessment tab menu

- Please refer to JRCPTB website ePortfolio information for further details

Guidance and further information

The following resources are available on the JRCPTB website
www.jcrptb.org.uk

- ❑ Assessment guidance
- ❑ ARCP decision aid and curriculum
- ❑ Template logbook
- ❑ ePortfolio user guides and updates
- ❑ Pre-ARCP checklist
- ❑ Specialty placement checklists