

Appendix B

Annual Structured Report Higher Trainees

To be completed electronically by the Educational Supervisor. The Educational Supervisor should send the completed document to the Trainee by email with a copy sent to the Trainee's Clinical Supervisor.

This should then be saved as 'ASR (DD/MM/YYYY)' in the 'Supervision' folder of Trainee's ePortfolio.

This report will be used at the Annual Review of Competence Progression. The Trainee should complete parts of the form before and their Educational Supervisor should complete it at a meeting with the trainee. The ASR should cover the period from the last ARCP and is a summary of the evidence in the Trainee's portfolio, an assessment of the trainee's progress towards their objectives for the period covered by the ARCP. It should highlight any gaps in evidence in the contained in the portfolio including if the trainee does not have enough WPBAs, if WPBAs have not been completed by appropriate raters, missing supervisor reports, absence of evidence relating to each area (eg a statement that an audit has been completed, but no evidence of completed audit in portfolio).

Trainee Details			
Full Name		NTN	
Training Programme			
Year of Training			
CCT Specialty ie GA, OA, etc			

Educational Supervisor Details	
Name of Educational Supervisor	

Last ARCP				
Date	Period covered		Outcome	If not Outcome 1, summarise action required and progress made
	From	To		

Previous Higher Training Placements			Dates	
No	Placement & Specialty	Clinical Supervisor	From	To
1				
2				
3				
4				

Section 2: Evidence Summary

Workplace-Based Assessments (WPBAs) in this ARCP Year

The trainee should enter details about each assessment on this table prior to the meeting with their Educational Supervisor. The Educational Supervisor must review all WPBAs in the trainee's portfolio and document any areas where a need for development has been identified in WPBAs as well as reporting on action taken and progress made.

Assessment	No.	Date of Assessment	Outcome <i>(numerical score for performance at this stage of training)</i>	Name and Job Title of Assessor
ACE	(1)			
	(2)			
	(3)			
	(4)			
	(5)			
	(6)			
Mini-ACE	(1)			
	(2)			
	(3)			
	(4)			
	(5)			
	(6)			
	(7)			
	(8)			
	(9)			
DONCs	(1)			
	(2)			
	(3)			
	(4)			
CBD	(1)			
	(2)			
	(3)			
	(4)			
	(5)			
	(6)			
Mini-PAT	(1)			
	(2)			
Other (describe):				
Development Requirements <i>Areas identified in WPBAs where developments are required</i>				
Action(s) taken or to be Taken				

Experiential Outcomes

Evidenced by Portfolio Review

Activity	Development(s)
<p>Audit(s) <i>Record title and role of the Trainee in each audit undertaken during the year</i></p>	
<p>Management Development</p>	
<p>Psychotherapy <i>This section should be completed for Advanced Trainees in GA/OA psychiatry who are conducting psychotherapy</i></p>	<p>Summary of Cases:</p> <p>Psychotherapy WPBAs completed (Number, type and outcome):</p> <p>Summary of other evidence of psychotherapy experience in portfolio:</p>
<p>Teaching <i>Include information about the audience, topic and form of evidence</i></p>	<p>Teaching Material in portfolio: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Details (if applicable):</p> <p>WPBAs: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Details (if applicable):</p> <p>Other (include details):</p>
<p>Special Interest Sessions <i>Evidence must be presented by the Trainee about each special interest they are pursuing and should include Special Interest Supervisor report and relevant WPBAs (ACEs/miniACEs/CBDs are required if the special interest session includes direct patient contact). If the session is not directly patient related then a clear account of how the session is being used and documentary evidence of output is required eg if taking on a management project a completed report should be present in the portfolio.</i></p>	<p>Subject:</p> <p>Objectives:</p> <p>Any actions/developments:</p>
<p>Research Sessions <i>Evidence must be presented by the Trainee about each research project they are involved in and should include a report from their Research Supervisor, a summary of progress made and evidence of their actual performance should be present in the portfolio eg if the role is recruitment how many patients have they recruited to the study?, if they are writing up a project the completed document should be included in the portfolio, etc</i></p>	<p>Subject:</p> <p>Any actions/developments:</p>
<p>Publications <i>Full title, reference and role in publication should be stated here. Copy of article should be present in the portfolio.</i></p>	<p>Publications since last ARCP: Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Reference:</p>
<p>Presentations <i>Academic/research activities at regional, national and/or international level (this does not include Case Conference or Journal Club presentations) Presentation should be present in portfolio</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Details (what was presented and where):</p>
<p>Does the Trainee have evidence that they have completed the Health Education Yorkshire and Humber Annual Survey?</p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>

Other Outcomes	Date(s)	Comments/Notes
Involvement in Serious Incidents		Give details of how the Trainee was involved. Please specify if Trainee practice was found to be a concern and if any action has been or will be taken.
Other Incidents		Give details of how the Trainee was involved. Please specify if Trainee practice was found to be a concern and if any action has been or will be taken.
Complaints		Give details of how the Trainee was involved. Please specify if Trainee practice was found to be a concern and if any action has been or will be taken:
Sick Leave		
Other Leave (e.g. Maternity, Paternity, Carer, Compassionate)		

Section 3: Overall Summary

The *Educational Supervisor* should rate the trainee's performance in each of the following domains on the basis of all reports, WPBAs and other evidence in the trainee's portfolio. This assessment is a summary of all evidence gathered since the last ARCP. In assessing these domains, the Educational Supervisor should rate the Trainee against their expectations for the current level of training. When this report is completed in the final placement of a stage of training (ie ST5 or ST6), the Educational Supervisor should rate the Trainee against the standard expected for completion of that stage of training.

*Excellent – exceeds curriculum requirements

Competent – meets curriculum requirements

*Needs further development – has not achieved standard required for curriculum

*Insufficient evidence – does not have enough relevant evidence in portfolio to enable a rating to be made

*Any ratings of 'excellent', 'insufficient evidence' and/or 'needs further development' should be explained in detail in box below section.

Professional Competencies <i>See footnotes at the end of this document for further information on the competencies, or hover you mouse over each list below</i>	Insufficient evidence	Needs further development	Competent	Excellent
1. Providing a good standard of practice and care ⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Decisions about access to care ⁱⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Treatment in emergencies ⁱⁱⁱ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Maintaining good medical practice ^{iv}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Maintaining performance ^v	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Teaching and training, appraising and assessing. ^{vi}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Relationships with patients ^{vii}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Dealing with problems in professional practice ^{viii}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Working with colleagues ^{ix}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Maintaining probity ^x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Ensuring that health problems do not put patients at risk ^{xi}	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Confirmation of Training Passport	<input type="checkbox"/>	<input type="checkbox"/>

Further Information on Professional Competencies	
<i>Further information and clarification must be provided if any domains above are rated as 'excellent', 'insufficient evidence' or 'needs further development'</i>	
Areas of achievement <i>Provide reason for each "Excellent" rating above</i>	
Areas for development <i>Provide reason for each "Needs further development" rating above</i>	
Areas in which there is insufficient evidence <i>Highlight any areas in which insufficient evidence to rate performance has been provided and any reason for lack of evidence</i>	
Probity or other concerns in the period covered	

I certify that this form is an accurate representation of evidence presented in the above named Trainee's portfolio for the Annual Review of Competence Progression.

Form completed by (Educational Supervisor):

Date form completed:

FOOTNOTES FOR COMPLETION OF SECTION 3

ⁱ This competency is about the clinical assessment of patients with mental health problems. It includes history-taking, mental state examination, physical examination, patient evaluation, formulation and record keeping. It also includes the assessment and management of patients with severe and enduring mental health problems. Evidence to consider will include WPBAs, particularly the ACE, mini-ACE, CBD and multi-source feedback

ⁱⁱ This competency is about the application of scientific knowledge to patient management including access to appropriate care, and treatment. Evidence to consider will include WPBAs, particularly the ACE, mini-ACE, CBD and multi-source feedback

ⁱⁱⁱ This competency is about the assessment and management of psychiatric emergencies. Evidence to consider will include WPBAs, particularly the ACE, mini-ACE, CBD and multi-source feedback

^{iv} This competency is about the maintenance and use of systems to update knowledge and its application to professional practice. This will include legislation concerning patient care, the rights of patients and carers, research and keeping up to date with clinical advances. Evidence to consider will include WPBA, reflective notes in the trainee's portfolio, the trainee's Individual Learning Plan and any record of educational supervision that they have kept

^v This competency is about the routine practice of critical self-awareness, working with colleagues to monitor and maintain quality of care and active participation in a programme of clinical governance. Evidence to consider will include multi-source feedback, records of audit and research projects undertaken and the trainee's reflective notes on these projects.

^{vi} This competency is about the planning, delivery and evaluation of learning and teaching; appraising and evaluating learning and learners; supervising and mentoring learners and providing references. Evidence to consider will include multi-source feedback, completed Assessment of Teaching forms and any quality data kept by the relevant teaching faculty or programme

^{vii} This competency is about the conduct of professional patient relationships, including good communication, obtaining consent, respecting confidentiality, maintaining trust and ending professional relationships with patients. Evidence to consider will include WPBAs, particularly the ACE, mini-ACE, CBD and multi-source feedback

^{viii} This competency is about handling situations where there are concerns regarding the conduct or performance of colleagues, handling complaints and formal inquiries, holding indemnity insurance and providing assistance at inquiries and inquests. Evidence to consider will include CBD, multi-source feedback and reflective notes, including critical incident reports

^{ix} This competency is about treating colleagues fairly, by working to promote value-based non-prejudicial practice; about working effectively as a member and a leader of multidisciplinary teams; arranging clinical cover; taking up appointments; sharing information with colleagues and appropriate delegation and referral. Evidence to consider will include CBD and multi-source feedback

^x This competency is about maintaining appropriate ethical standards of professional conduct which may include the following: providing information about your services; writing reports, giving evidence and signing documents; carrying out and supervising research; properly managing financial and commercial dealings; avoiding and managing conflicts of interest and advising others on preventing and dealing with them and appropriately managing financial interests that may have a relevance to professional work. Evidence to consider will include CBD and multi-source feedback and your review of reports written by the trainee.

^{xi} This competency is about the doctor's awareness of when his/her own performance, conduct or health, or that of others might put patients at risk and the action taken to protect patients. Behaviours you may wish to consider: observing the accepted codes of professional practice, allowing scrutiny and justifying professional behaviour to colleagues, achieving a healthy balance between professional and personal demands, seeking advice and engaging in remedial action where personal performance is an issue.