ST4-6
Emergency Medicine Training
In Wessex

Trainee Guide August 2018

+ ARCP Guide ST4-6

Emergency Medicine

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Wessex School of Emergency Medicine
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### ARCP Guide ST4-6 EM

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Welcome from the Head of School:

April 2018

Dear New Trainees

Can I start by welcoming you all to the Wessex Higher Specialist Training Programme. We are proud of our reputation for excellent training, in particular:

- We have some of the best results for FRCEM in the UK.
- Our commitment to training is demonstrated by presence of examiners in every department.
- We run:
  - An annual mock FRCEM exam, attended by all HST.
  - Critical appraisal and quality improvement training
  - Level 1 US training and sign off
  - Comprehensive SIM programme
  - Biannual QI Project Presentation Evenings
- Our regional trainee association, WREMTA, organises 15 protected training days per year which are trainee run with consultant oversight. The programme runs over two years with a mix of curriculum-based clinical, management and exam related training.
- We protect training. The Wessex School of EM has clearly defined maximum rota intensity to ensure work-life balance and training opportunities are not adversely affected by service provision. We believe this is vital in the current EM climate.
- A “personal development” day is allocated to each trainee per fortnight for project/audit work, management activity or clinic attendance
- We support trainees who wish for to apply for subspecialty accreditation (ICM, PHEM & PEM are delivered in region) and Health Education Wessex offers fellowships in quality improvement and education
- We encourage Out of Programme applications for suitable projects
- We encourage trainees to be involved in the delivery of training and all trainee groups are represented at School Board Meetings
- We work closely with allied health care professionals and support education in EM across the MDT

If you have any questions or concerns please feel free to contact me directly,

With best wishes

Jo

Dr Jo Hartley
The people involved in your training are:

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HELP

If you have any training administration concerns then the first port of call is normally the Deanery programme manager (Anna Parsons) or programme co-ordinator (Kirsty Sharpen).

There is an EM inbox you can use: emergencymedicine.wx@hee.nhs.uk

If you have other training or personal concerns you should first speak in confidence to your Educational Supervisor or College Tutor, but at all times you are welcome to get in contact with the Training Programme Director (TPD) or Head of School (HoS) directly. Talking early to your trainers if you are worried about anything is helpful and professional. Most problems can be addressed within your local department and Trust. Common issues are with exams, health or training progress. Don’t forget each Trust will also have its own Director of Medical Education (DME) who you or your trainers can contact too for support.

From time to time, doctors struggle to make progress in training despite local support or would benefit from specific expertise. Wessex Deanery has a Professional Development Unit (PDU, previously PSU) for this purpose where referrals come from your local team in partnership with you. http://www.wessexdeanery.nhs.uk/professional_support_unit.aspx

PDU is also able to receive self-referrals or confidential enquiries through their dedicated email: wessex.support@wessex.hee.nhs.uk

Please register with a GP if you are new to the area and remember your Occupational Health Department can help if you have health concerns related to work.

We want you to be aware of bullying, harassment and undermining. This is workplace behaviour that makes someone feel intimidated, degraded, humiliated or offended. It is not always obvious to others but if this happens to you or if you witness it, you should share your concerns.

In the first instance, it’s best to try and resolve the issue informally. Sometimes using a quiet opportunity to explain how the person has made you feel, can be all it takes. If you don’t feel able to do this or you mention something and it fails to work, talk to your educational supervisor or another trusted senior colleague. Every Trust also has a formal process for reporting and dealing with this which you will be able to find on your staff internet pages.

May 2018
WREMTA

Wessex has a ‘Wessex Regional Emergency Trainees Association’ which meets 15 times a year for regional training days. One senior trainee takes responsibility for co-ordinating the WREMTA programme each year.

All trainees are given protected time to attend the 15 annual regional training days, except on nights. If you miss a WREMTA session through nights this should be added to your SL. Some departments adjust twilights to make it possible for you to go, please negotiate with your department. You are expected to attend 70% of the sessions you are able to go to (which will be checked at ARCP).

The format of WREMTA is focused on your training needs. All the sessions are trainee run with consultant oversight. The training is mapped to the curriculum and FRCEM requirements. The timetable is circulated via the trainee email group wessexwremta@gmail.com and is also available on the Deanery website.

Other Wessex Courses

We are really grateful to have enthusiastic trainers in Wessex who have set up a number of excellent courses. This means we are able to run our own critical appraisal, QIP and ultrasound courses. A new sim group is very active so look out for a number of other courses coming up soon. They will be advertised on the Deanery website EM specialty page. Do remember you need to be organised and request study leave in accordance with your Trust requirements.

The Deanery also run a variety of courses which we encourage you to use.

http://www.wessexdeanery.nhs.uk/courses__conferences.aspx
ROTATIONS

Overall responsibility for training is through the Deanery.

Training jobs are allocated by the Training Programme Director. Your 3 year programme will usually rotate through 3 of the 5 hospitals, one of which is Southampton University Hospital as the Major Trauma Centre.

This year we have approved Dorchester and Bournemouth as additional training sites, we very much hope we will have enough trainees to send people there from September 2019.

If you have any particular location requests please contact the TPD directly, but you will be asked to send your preferences in the spring each year. We try hard to meet your location preferences but compromise and flexibility are sometimes needed, especially as the rotation gets fuller. You should be prepared to travel.

Changeover for ST5 and 6 rotations is on the first Wednesday in September (ST4 usually keep the August changeover). You will know your next placement location at least 12 weeks in advance.

Amendments to your length of training are co-ordinated through the Deanery and RCEM. Please also ensure that both the Trust and the Deanery are aware of dates in plenty of time, for example for maternity leave. Similarly at the end of training you will need to tender your resignation to the Deanery as well as the Trust.

Training Posts

You will usually spend one year in each hospital on your rotation. Whilst in the Trust you are employed both by them and the Deanery.

Each department has a Specialty Tutor who oversees all the education and training within that department. Each trainee is allocated an Educational Supervisor (ES) for their time in that Trust. You will meet with them soon after joining for an initial meeting and then at 3 monthly intervals. It is your responsibility to organise these meetings, and to ensure that they are documented on e-portfolio. Your ES will also complete your structured training report before ARCP.

All the department consultants will clinically supervise you on shifts, and can be asked to perform WPBAs. **Only Consultants** can complete your CBDs and mini-CEXs. Associate Specialists and Consultant Nurses can complete DOPs and MSFs and they offer a wealth of experience, advice and support. You need to be aware that Consultant Nurses cannot legally take the ultimate responsibility for patients that you see.

Annual Review of Competence Progression Meeting (ARCP)

Every year you will meet an ARCP panel to review your training progress. Read the full details of what will be required in the “ARCP Guide ST4-6 EM” which is on the Deanery Website (and at the end of this document)
TIME OUT OF PROGRAMME (OOP)

We encourage OOP applications. Look on the Deanery website for detailed information:

There are various possibilities:

- OOPT – time from the programme in a recognised training post which will contribute to CCT
- OOPE – time from programme where clinical experience is gained but does not contribute to CCT
- OOPR – time from programme doing research
- OOPC – for trainees who for personal reasons which to take a career break

If you are considering any of these you are advised to contact the TPD /HoS/ Programme Manager informally in the first instance for support and assistance.

Remember to apply in plenty of time and at least 6 months ahead. Although welcome, your application is not guaranteed to be successful. We have to consider your needs, the impact on the training of others on the rotation, safety of patients and service delivery.

There are opportunities within Wessex for OOPE in medical education and service improvement. We also have local dual accreditation in both Paediatric EM and Intensive Care Medicine. Our local PHEM post has now also started. If you want to dual accredit, do make sure you prepare well in advance by demonstrating relevant interest. Get some experience, do a recognised qualification, volunteer or do some related management or audit work. These will be competitive posts advertised nationally.

WORKING LESS THAN FULL TIME (LTFT)

We have a high proportion of trainees who work LTFT. Many of these have caring responsibilities, but there are other reasons why LTFT is chosen by trainees. In each of 2017 and 2018 EM trainees have been offered a window of opportunity to apply for LTFT training by choice (ie not needing one of the qualifying reasons all other specialties need).

This can be an attractive proposition especially for lifestyle reasons - however do also consider loss of salary and impact on pension. Formal financial advice should be part of your consideration.

There is more information on LTFT on the Deanery website
http://www.wessexdeanery.nhs.uk/policies__procedures/less_than_full_time_training.aspx

Many trainees and trainers have navigated the paperwork, so do ask. We also have a LTFT trainee representative who has lots of experience of the process.

LTFT working will extend your CCT as you still have to complete the equivalent time in training. It also has an impact on ARCP times and frequency and may affect when you rotate (ie not necessarily at the same time as your peers). The rotation has been able to offer some personal flexibility to date and your TPD and Programme Manager will do their best to maintain this, but it can be complicated and compromise is sometimes needed.

Please look at the ARCP section to make sure you understand what will be needed if you are LTFT

May 2018
If you have had a period of absence for any reason, we want you to make a safe and confident return to work. Wessex has a ‘Return to Training Scheme’ which is compulsory for all absences of 3 months or more but can be used for shorter absence periods too. The details and paperwork you need are on the Deanery website:

http://www.wessexdeanery.nhs.uk/guidance__recourses/time_out_of_training.aspx and
http://www.wessexdeanery.nhs.uk/guidelines__procedures/return_to_training_scheme.aspx

The schemes goals are to:

- Allow trainees the opportunity to regain confidence and previously acquired skills
- Supervise a return period which is fully structured, assessed and agreed by the Educational Supervisor and Programme Director

**Scheme Overview**

3 meetings planned with Educational Supervisor:

- Pre-Absence meeting – if absence planned
- Initial Review – 6-8 weeks prior to return, discuss issues, plan
- Return Review – meet to agree that trainee can be signed off, or needs further time.

For health or capability issues Occupational Health or HR may be involved

The return period should be under direct supervision (including any on-calls). WPBAs and other agreed items should be undertaken with appropriate feedback and reflection. The length of supervised return period varies due to individual needs of trainee. The TPD needs to oversee the process and be copied into the paperwork trail.

**KEEPING IN TOUCH DAYS**

These are separate to the return to training scheme and are specifically part of maternity/adoption leave.

Other than in the first two weeks after the baby’s birth you can do up to 10 ‘Keeping in Touch’ (KiT) days. Your maternity pay is not affected by working a KiT days and they count as maternity leave (they do not extend your mat leave)

KiT days for trainees would usually be clinical work but can include attending a training day or staff meeting. Anything you do on any day will count as though you had worked a full day.

Discuss and plan them with your ES.

If you and your partner opted for the Shared Parental Leave system, there is the option to take 'Shared Parental Leave Keeping in Touch' (SPLIT) days.

https://www.gov.uk/employee-rights-when-on-leave
PERIOD OF GRACE AFTER CCT

Although trainees are able to apply for consultant posts up to six months before their anticipated CCT/CESR(CP) date, not all are either able to do this or are successful in their applications.

A Period of Grace enables doctors who have completed training and not yet obtained a consultant post to continue in the Specialty Registrar grade contract for a time-limited period whilst they find employment, usually 6 months. There is no pro-rata modification for LTFT trainees.

Trainees must inform the Programme Manager if they would like a period of grace and should give as much notice as possible before their final ARCP or CCT/CESR (CP) date. 3 months in advance is a reasonable guide.

If a trainee decides to accept a period of grace, they are no longer be considered to be in training but in post for the purposes of service. The usual contractual arrangements should stand i.e 3 months’ notice period.

The Period of Grace is offered at the discretion of the relevant specialty school and the employing Trust. The placement is subject to the availability of posts within the programme and the service needs of the employing Trust. Therefore specific location requests may not be possible.
The RCEM curriculum was updated in August 2015 and everyone is now on the new curriculum which has been updated in your e-portfolio. The main changes were for ST4-6 trainees, so use the RCEM website to make sure you know exactly what’s needed.

Key Documents are accessed from:

http://www.rcem.ac.uk/RCEM/Exams_Training/UK_Trainees/Curriculum/RCEM/Exams_Training/UK_Trainees/Curriculum.aspx?hkey=b71ea8aa-ad2f-43fa-b875-0751888ff76c

- **2015 Curriculum** – all 392 pages of it! The 25 Common Competences and their descriptors are on p21-112
- **Appendix 1** summarises what you need to do in each year of training
- **Appendix 2** contains WPBA forms together with guidance for what constitutes good performance. You and your assessor can access them for information but you should still ticket WPBAs from e-portfolio
- **ARCP checklists**

http://www.rcem.ac.uk/RCEM/Exams_Training/UK_Trainees/Assessment_Schedule/RCEM/Exams_Training/UK_Trainees/Assessment_Schedule.aspx?hkey=67d9cac9-8e51-4c86-b559-a1fa5c826530

Training emphasis is now on developing independence as well as competence. There are fewer mandatory WPBAs and there is a new assessment, the Extended Supervised Learning Event (ESLE) and both this and the “traditional” WPBAs now assess non-technical skills.

At the end of any training year the training faculty, (a selection of the consultants where you have been working) contribute to the decision about whether you are ready to progress. There is a form for this on e-portfolio “faculty educational governance statement”. The final decision about progress though remains at ARCP.

**HST**

During HST you need to show you have covered the whole curriculum. If you go into your e-portfolio and click on curriculum, you can “expand all” to see everything. For each item, upload evidence you have covered it. Your ES should verify each item, saying “achieved” “some experience” or “not achieved” by clicking on the pen icon and adding a comment if desired. Once “achieved” an ES does not need to re-verify each year. Although some curriculum items are similar to core training, only work done in ST4-6 can be used to cover them.

In total there are:

- **5 Higher Major Presentations (HMP)** (need formal - WPBAs mini CEX, CBD, ACAT, ESLE)
- **36 Higher Acute presentations (HAP)** - 18 each year in ST4 and 5
- **6 Paediatric acute presentations (PAP)** - 3 each year in ST4 and 5. These need to be complex major or acute presentations.

All are visible in your e-portfolio. There are also the **25 common competences** to achieve
ST4 and ST5

In each year you are expected to complete:

- **ESLE x3** – first in the first 3/12 by own ES (the **supervising consultant** should normally be on SPA and you on your normal shift)

- **18 HAPs** – these do not have to be by traditional WPBAs, but you can still choose to use them. The following are acceptable but you need to link them to the curriculum. Your ES, when they sign off your curriculum mapping, has to agree your evidence is sufficient. Acceptable evidence is: ESLE, mini CEX, CBD, RCEM learning modules/FOAMed/reflection with clear learning outcomes/audit/teaching assessments. Appendix 2 contains the relevant forms which you will need to scan and upload to your e-portfolio.

- **The 3 complex major or acute paediatric presentations each year** – **MUST** be mini CEX or CBD, one in the first 3/12

- **Procedures** – continue a log of what you have done, these need verifying by your ES as complete by the end of ST6

  PP30-34 (anaesthetic competences) are allowable from ST2.

  Some procedures are rare in ED, (eg paed pacing, cric, trachy change and drainage of auricular haematoma) so you may cover these with relevant LS courses/skills lab teaching or specialty teaching sessions. The key thing is you know how to do them all and practice if at all possible. Remember PD days can be used to seek specific experience. Link the relevant evidence in your e-portfolio

- **Do your ultrasound training in ST4, continue your triggered assessments in ST5** – with level 1 sign off by the end of ST6 [http://www.rcem.ac.uk/Training-Exams/Training/Ultrasound%20Training](http://www.rcem.ac.uk/Training-Exams/Training/Ultrasound%20Training)

- **Work towards Level 4 for the Common Competences**

- If you didn’t sit the Critical Appraisal part of FRCEM in ST3, that should be a priority for ST4.

**ST6**

- **Focus on FRCEM.**

- **ESLE x2 with a focus on running the shop floor** (RCEM says you should be supernumerary and your supervising consultant should be on shift and running the shop floor for these. We find that’s not always possible)

- **Complete Common Competences to Level 4**

- **The whole curriculum should be mapped by final ARCP**

**All Years**

Remember, you will also need to do an MSF each year, keep your life support courses up to date and do your GCP training. You should aim to be an instructor in at least one life support course by the end of ST6

May 2018
This will remain your record of training, and should be reviewed at every educational meeting with your supervisor. It will also be reviewed by the ARCP panel on the day of ARCP. All your documentation should be uploaded onto it.

The usual problems we encounter at ARCP are documents not placed on it at all, or put under headings we wouldn’t expect. Please read through the following advice to ensure that your e-portfolio is user friendly.

**Personal Library**
This is found under “Profile”

**Please make a separate labelled folder for each training year.**
We would like you to place the following in your personal library in a clearly labelled folder:

- USS progress: e-learning, sign off and log book
- QIP progress
- Your anonymised logbook
- Reflective entries (or these can be done in the specific area in e-portfolio)
- And any other of: audits done, talks you have given, e-learning modules completed (a summary sheet signed by the ES is enough), compliments and any complaints or SUIs.

Achievements from other years may stay in your library but ensure they are under a different heading eg “ACCS”. The purpose of these ARCPs is to check you have achieved competences etc whilst in the HST programme.

**Personal Development plan**
This is found under “Reflection” and we recommend you have a plan if only to state things achieved and those you need to achieve eg exams, courses. This section **must be filled in** where there has been evidence of concern about any aspect of your performance, attitude or behaviour. This may be from your structured training report under “weaknesses” or raised in your MSF or as result of you not completing curriculum requirements. Such events should prompt a formal reflection. You should record a strategy for addressing the concern eg for illegible writing, it may be that you will now only write using capital letters/ use a fountain pen and that there will be a formal review of your notes to determine whether there is an improvement.

**Curriculum**
See previous section.
Make the most of all educational activity by linking it to your HST curriculum. At each educational meeting with your Supervisor you should ask them to verify this coverage by clicking on the pen icon and adding a rating and comment (optional). The whole HST curriculum must be covered by the end of ST6. We check progress at each ARCP – don’t leave it all until ST6

**Absences**
All episodes of leave other than SL or AL must be documented in this section. Sickness absence is not counted in individual shifts but the chronological time missed. The GMC requires all absences of more than 2 weeks (cumulative) to be reviewed, to consider the need for additional training time
Reflection
Evidence of reflective practice is a GMC requirement throughout your career. It’s a way of thinking analytically about events, learning from them to change your clinical and professional practice. It is more than a simple account of what happened and is an exploration of how you reacted to and learned from what happened. We will look for reflective practice every year on cases or events you learned from. Remember, neither patients nor colleagues should be identifiable.

You must reflect
- After any complaint or SUI (also required for revalidation).
- On issues identified within your multisource feedback or in your structured training report Education supervisor’s report

You do not have to use the reflective template on e-portfolio and an uploaded document of your own is quite acceptable, but do make a folder in your personal library so we can find your reflections at ARCP.

Logbook
You should keep a logbook of patients seen. You will be expected to see approximately 2000 patients per year, with at least 10% resus cases

The logbook seems to cause some ARCP problems!

So to be absolutely clear: We prefer a single document, ideally an Excel spreadsheet, uploaded to your library. It should have separate pages (books) for each department area – the area names may vary between departments: resus/majors/minors/paeds/CDU/senior reviews. It should have a summary table at the end. It MUST be anonymised. That means no names, addresses, DOB and no hospital or episode numbers. Date of attendance is OK, but not if accompanied by exact time of attendance. Also, don’t simply “hide” columns like DOB, the column must be deleted.

There is a useful template on the Deanery website (ACCS section)

Quarterly Meetings
Look carefully at e-portfolio. You are now required to do quarterly ES meetings with forms completed in your e-portfolio.

Faculty Statement
Your “faculty statement” should be completed in e-portfolio before your ARCP. Your ES has to generate this and it represents the views of the educational faculty in your department (a representative group of your consultants), so do remind them well in advance of ARCP.

MSF
Needed annually. A minimum of 12 returned forms is required, from a good spread of the multi-disciplinary team, with a minimum of 3 consultants. This means you need to send it out to at least 25 people! When you have sufficient responses your ES generates a summary which “releases” it to you. This should be done when you are together so you can discuss the results. You should then put a formal reflection in your portfolio.
Use the RCEM website for the most up to date information

http://www.rcem.ac.uk/Training-Exams/Exams and
http://www.rcem.ac.uk/docs/Exams/FRCEM%20Final%20Information%20Pack%20(updated%20June%202017).pdf

But here’s a quick guide:

The final FRCEM exam has the following components:

- Critical Appraisal
- Clinical SAQ
- OSCE
- Quality Improvement Project
- Management Portfolio (NB assessed as WPBAs and now part of the curriculum not the exam, with completion reviewed at ARCP)

The components of the exam can all be taken separately from August 2016.

You can sit any component in any year from ST4 onwards, except the SAQ and OSCE, which have to be sat in ST6 and the critical appraisal paper which can be any time after success in MRCEM or intermediate FRCEM.

So the minimum training requirement (24 months at ST4/ST5) remains for the clinical components only – the Clinical SAQ and the OSCE. Everything else is “uncoupled” so you can avoid doing everything in ST6.

All sections must be passed to be awarded the Fellowship of the Royal College by examination. The standard is based upon that expected of a newly appointed Consultant in Emergency Medicine

Eligibility

See the RCEM website for latest eligibility details and examination regulations. Download the regulations well before the exam as they provide information, advice and help

Application is online. There is a timetable on the website with a strict 3 week window for applications for each sitting. Use the website and don’t miss the deadline, it’s non-negotiable.

Critical Appraisal You need signed confirmation from your ES or TPD that you have completed a critical appraisal course or attended local relevant training days before you sit this
Final FRCEM Critical Appraisal

The written paper is a series of questions exploring your ability to critique and appraise a paper. You will be given a recently published paper (without the abstract) and a series of short answer questions. These will normally require a short summary to be constructed as well as questions on the methodology, results, conclusions, and questions relating to the practical application of the findings of the paper.

From **August 2016**, candidates will be permitted a maximum of four attempts for the FRCEM Critical Appraisal. Attempts prior to August 2016 will not count towards the number of available attempts.

1. Final FRCEM Management Viva/Management Portfolio

The management viva will remain part of FRCEM until **August 2018**, but after that it becomes a curriculum item, assessed by 4 WPBAs. Everyone with CCT after Aug 2018 needs a management portfolio (even if you passed the management exam prior to that)

You can start your management portfolio from ST3.

A minimum of 4 projects need to be completed, at least one each year and they are WPBAs. The two compulsory projects are a complaint and a Critical Incident investigation, then you need to choose 2 others. The elements of the Critical Incident are: analysing the event, getting statements, synthesising evidence and root cause analysis, so this should guide your choice of event. The most serious events will be very difficult for a trainee to complete as the process is too long and complex.

The WPBA forms and topics are available on e-portfolio. Look at the permissible topics before starting to make sure what you are doing will be suitable.

Each project will take a number of weeks and will need to be supervised by a trainer. Once completed you need to write it up, including a large reflective component. After the write-up your supervisor will need to complete the relevant WPBA with you.

2. Final FRCEM Clinical Short Answer Question (SAQ) Paper

There are **60, 3 mark questions in 3 hours**. These will test the curriculum, including major and acute HST and core topics, including practical procedures and common competences. The clinical scenarios are usually accompanied by a range of data including: diagnostic imaging (XR and CT), ECGs, pathology results, clinical photographs, pathology test results and other relevant clinical data. Candidates may be required to make a diagnosis, interpret data and indicate appropriate investigations and management.

3. Final FRCEM Objective Structured Clinical Examination (OSCE)

There are 12 stations each lasting 8 minutes and 2 resus stations lasting 17 minutes. The scenarios will include real patients, actors, manikins and nurses. A full range of clinical skills will be assessed.

From August 2016, candidates will be permitted a maximum of four attempts for this. Attempts prior to August 2016 will not count towards the number of available attempts. Candidates will be required to pass the FRCEM SAQ within seven calendar years of the date they pass the FRCEM OSCE. Candidates who do not successfully complete the FRCEM SAQ within seven calendar years will be required to resit the FRCEM OSCE, subject to at least one attempt remaining (from the original four permitted attempts)

May 2018
The curriculum areas assessed within the FRCEM Final OSCE are as follows:

<table>
<thead>
<tr>
<th>Stations</th>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>Core Acute</td>
</tr>
<tr>
<td>2a/2b</td>
<td>Resuscitation</td>
</tr>
<tr>
<td>3</td>
<td>Core Major</td>
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<tr>
<td>4</td>
<td>Common competences</td>
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<tr>
<td>5</td>
<td>Common competences</td>
</tr>
<tr>
<td>6</td>
<td>Anaesthetic competences</td>
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<tr>
<td>7a/7b</td>
<td>Paediatric resuscitation</td>
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<tr>
<td>8</td>
<td>Paeds acute</td>
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<tr>
<td>9</td>
<td>Paeds major</td>
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<tr>
<td>10</td>
<td>HST major</td>
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<tr>
<td>11</td>
<td>HST and adult acute</td>
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<tr>
<td>12</td>
<td>Practical Skills</td>
</tr>
<tr>
<td>13</td>
<td>Paeds practical skills</td>
</tr>
<tr>
<td>14</td>
<td>Non-technical skills</td>
</tr>
</tbody>
</table>

4. Final FRCEM Quality Improvement Project (QIP)

This is compulsory from **August 2018** replacing the CTR. At the moment, QIPs are centrally assessed by the College. After August 2018 candidates will no longer be required to attend for a viva.

There are no absolute rules about when you must do your QIP, but since the RCEM has made it possible to spread the burden of exams over the whole of higher specialist training we encourage you to take advantage of that by **doing your QIP in ST4** – get started in the first 3 months.

As with CTRs the choice of topic is key to a good project. Many of you will already have ideas of Quality Improvement Work often growing from practice within your own department. Sources of ideas would be your Supervisors, your department’s recent yellow or green adverse events and M&M meetings. You must read the RCEM website for advice about what is acceptable as a QIP but you should anticipate that a good QIP will take a minimum of 6 -12 months to complete (length up to 6000 words)

Since this is a new element to the exam, we are providing training in QIP methodology. We have a QIP lead in each department and there are regular QIP “clinics” at WREMTA. The regional lead is Dr Sarah Grimwood at Southampton: sarah.grimwood@uhs.nhs.uk

There is also a really helpful website set up by one of our trainees. This is good for QIP ideas. It shows Wessex (but not EM) QIP projects completed: [http://www.healtheducationwessexprojects.org.uk/](http://www.healtheducationwessexprojects.org.uk/)
Preparing to submit your QIP: 10 steps to success

1. Read this advice EARLY during your project!
2. Your QIP write up must be proof-read by your Educational Supervisor and/or local QIP lead.
3. Adhere closely to the RCEM QIP marking scheme for section headings and content. Use the most current examination guidance for details regarding font, spacing, referencing etc.
4. It is a Wessex requirement that trainees must also get a senior examiner to look at their QIP before submission. This significantly improves the quality of submissions.
5. Please only consult one senior reviewer. The following consultants in region offer excellent support at this stage to trainees and are prepared to review your QIP and offer additional feedback
   i. Jo Hartley
   ii. Sarah Grimwood
   iii. Simon Hunter
   iv. Julia Harris
6. Pre-agree with a senior reviewer that they have time to read your QIP.
7. Give both supervisors and senior reviewers plenty of time to read your QIP. It can often take four to six hours to read, check literature/data and make comments. **Reviewing is usually done in the trainers own time.**
8. Submit your QIP for senior review at least 7-8 weeks before submission date for useful feedback. Earlier submissions are welcomed; as this allows more time for you to make revisions.
9. **DO NOT expect a senior reviewer to be able to look at your QIP days before a deadline. NO QIPs will be looked by senior reviewers within 3 weeks of the exam submission deadline.**
10. After submission please send a copy of your QIP to Jo Hartley, letting her know who the senior reviewer was. She does expect to read them all in order to support, benchmark and also look at areas for future development and training for Wessex trainees and educational supervisors.

Please use the RCEM website for guidance and mark scheme – it’s no use finding out at the end that you haven’t used the correct house style, or structure. Read the marking scheme.

https://www.rcem.ac.uk/docs/Clinical%20Audit%20Improvement/23d.%20Quality%20Guidance%20for%20Examination%20Candidates.pdf

http://www.rcem.ac.uk/RCEM/Quality_Policy/Quality_Improvement_Clinical_Audit/QI_Resources/RCEM/Quality-Policy/Quality_Improvement_Clinical_Audit/QI_Resources.aspx?hkey=e014f99c-14a8-4010-8bd2-a6abd2a7b626

You must formally demonstrate QIP progress at your ARCP each year (until it is finished).

See later section
TOP TRAINING TIPS

- Get organised early in the year
- Download the ARCP checklist at the beginning of your training year to see what you need to achieve that year
- Although there are fewer mandatory WPBAs now, you still have to cover 5 HMPs plus 18HAPs and 3 (complex) PAPs each year.
- Maintain an anonymised logbook
- Complete a Level 1 US course in the first 6 months of ST4
- Get QIP training and start your project early in ST4.
- Sit the critical appraisal paper as soon as you can in ST4 if not completed before
- Book a regular e-portfolio session in your diary to upload and link work you have done, it takes time
- Aim to map your curriculum with your ES at regular intervals to avoid a huge amount of work pre ARCP
- Keep your Life Support Courses up to date, and aim to instruct in at least one
- Use the RCEM and Deanery websites to find the facts you need
- Get help early if things go wrong
- Read the rest of this document at least once including the ARCP guide!!!
What is the ARCP?

The ARCP is the Annual Review of Competence Progression and is designed to check you have the evidence to prove you are competent to progress to the next year of training (or completed it entirely for those at the end of their training). It usually takes place in July. It is the same process you underwent during your ACCS training.

It is a formal event. **You should dress smartly or wear scrubs.**

The ARCP Panel

The panel is comprised of a lay person, local EM Consultants, the Speciality Programme Manager from the Deanery and the Chair who is usually the Training Programme Director (TPD) for the Higher Specialty training programme. There may also be a Consultant from another Deanery as an external RCEM representative.

On the day, but before you arrive, the panel reviews your e-portfolio and Form R to check you have completed all the requirements. They decide the outcome you will receive based on that evidence alone. For that reason it is important to ensure that you have submitted all the correct documentation and everything needed is in your e-portfolio.

The ARCP Meeting

The panel will introduce themselves and explain the outcome they are giving you. They may ask for clarification on areas they think evidence is missing and there may be some discussion on aspects of your portfolio or your year of training.

The different outcomes are explained below. If you don’t get an outcome 1 (satisfactory progress) or 6 (end of training), the details of what you need to do will be explained.

Finally you will be asked whether you have any questions/comments for the panel. The ARCP will then be over.

Your ARCP outcome will be recorded in your e-portfolio with the details of any required actions. (In Forms/Educational Supervision/ Meetings – ARCP)

Immediately after your ARCP, outside the room you will be asked to complete a feedback survey on your training year before you leave.

May 2018
# ARCP Outcomes

## Recommended Outcomes from Review Panel

### Satisfactory Progress

1. Achieving progress and competences at the expected rate

### Unsatisfactory or insufficient evidence

2. Development of specific competences required – additional training time not required
3. 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

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

7.1 Satisfactory progress in or completion of the LAT / FTSTA placement.
7.2 Development of Specific Competences Required – additional training time not required LAT / FTSTA placement
7.3 Inadequate progress by the trainee – additional training time required LAT / FTSTA placement
7.4 Incomplete Evidence Presented - LAT / FTSTA placement.

8. Out of programme; **OOPE** (Experience); □ **OPPR** (Research); □ **OPPC** (Career Break) - □

Note: OOPT must have an annual review and would therefore be reviewed under Outcomes 1-5; not Outcome 8

9. Top-up training

**Outcome 5** is often given for trainees who need to complete/ provide a small amount of missing information eg a WPBA. The deadline for completion of this is usually 10 working days and then the outcome is updated (usually to 1, but not inevitably, depending on the circumstances, but you will be advised what is likely)

**Outcome 2** is given if there are specific areas for development which need to be addressed but which do not need to extend training. We will give you specific goals and usually review progress at 3-6 months but you will remain on an Outcome 2 for the year.

**Outcome 3** is given for:
- Exam failure (usually at the end of the 3 year programme)
- Inability to achieve the required competences in the expected time period
- Concerns raised about a trainee that is likely to require a longer period of training time
An ARCP without you being there

We currently expect all trainees to attend their ARCP in person and there should only be exceptional reasons for you not to come. However we understand sometimes it may not be possible. Provided you have completed all that is required and your Educational Supervisor has no concerns (as written on the structured training report) then we can review your e-portfolio and give you an outcome without you being there. However HEE now requires you to meet your TPD in person (annually) if you did not attend the ARCP, whatever outcome you get.

YOU MUST INFORM THE DEANERY YOURSELF IF YOU ARE UNABLE TO ATTEND THE DATES GIVEN ASAP

If we do an ARCP without you being there and there are concerns or your requirements appear incomplete, you will not be given a satisfactory outcome. We will then either ask you to meet another panel on a different date, or ask you to produce the missing evidence within a certain time frame. You will be given the reasons for your outcome and your ARCP form will be uploaded to your e-portfolio.

ARCP and Less than Full Time Training

Less than full time trainees still have an annual ARCP (calendar year) exactly as other trainees. However you may end up needing another ARCP within the year. This is because we are also required to do an ARCP at each "gateway" between training years, whenever that falls. This makes things quite complicated (and is different to what we have done previously).

So, an ARCP may be when you are part way through a training year and if so, the panel will expect you to have demonstrated completion of a proportionate amount of the curriculum ie if you are 2/3 of the way through your training year when the ARCP falls, you will be expected to have completed 2/3 of the curriculum requirements for that year. If it’s at a gateway, you will be required to have completed all the requirements for that year.

See the next section for the paperwork you will need – especially if you have moved department between ARCPs, because you will need 2 sets of some things.

If you have a year with 2 ARCPs, we may not need you to actually attend both times. In those circumstances we’ll let you know if a paper review is possible for one of them.

If you have periods of parental leave or other absence between ARCPs your dates will be adjusted and we will keep you informed. It can feel complicated so please keep communicating with us if things change or you are unsure. We never want to make this difficult but we have to meet the regulations.

Contact the Deanery/TPD for advice well in advance if you are unsure.
Providing the Right Paperwork for ARCP

If you complete an ARCP checklist and your Educational Supervisor completes a Structured Training Report, your paperwork should be complete because these 2 forms prompt all requirements.

Every ARCP will need these 2 documents completed.

If you have worked in more than one department (for 3 months or more), since your last ARCP you will need an STR and checklist from each job so complete them with your ES before you move on.

The 2nd checklist could simply be re-annotated by the 2nd ES, but the items that have changed should be clear and the document will need a new signature and date from both of you.

Don’t forget to make sure you have a faculty statement and a logbook for each job too. Getting some curriculum mapping and common competency updates as you go along would be considered good practice.

1. ARCP Checklists

These are on the RCEM website and also about to be put on e-portfolio

http://www.rcem.ac.uk/Training-Exams/Work%20place%20based%20assessment/The%202015%20RCEM%20WPBA%20schedule/

There is a specific checklist for each year of HST. Print out the relevant one, fill it out and go through it with your ES. It is comprehensive and means you won’t forget anything. Upload it to your library when signed by your ES (physical signature needed, not electronic).

2. Structured Training Report (STR)/Educational Supervisor’s Report

This is now on e-portfolio (those of you who are used to filling in a paper form, this is no longer necessary). The e-portfolio STR MUST be accompanied by the ARCP checklist for your training year as above which should be signed by you and your ES. These 2 forms are key to ARCP, please make sure you allow sufficient time to do them.

You and your ES should ask us (Programme Manager, TPD or HOS) early if you are unsure about anything.

We do not go through your evidence in advance of the ARCP day, so we won’t be informing you if anything is missing. It’s your responsibility to ensure completeness.

3. Other documents

- The panel will look at your reflective practice
- The panel does not release MSF results to a trainee. Feedback and reflection on your MSF are done in advance of the ARCP by your ES
- Your logbook must be presented as described in the training document and must be anonymised
- The panel exercise judgement on precise numbers seen (the expectation is approximately 2000 patients per year, with at least 10% resus cases and an appropriate spread between the various areas)
Curriculum mapping and sign off by your ES must be completed (see below)

You need to explicitly demonstrate QIP progress until you have passed this part of the FRCEM

You must complete least one management project each training year.

Here is my advice for demonstrating your QIP progress for ARCP:

You will see that the College ST4 ARCP checklist expects “progress towards QIP” and for ST5, a “more advanced” stage of completion.

For each ARCP

1. Your ES should write a brief comment about progress on your checklist

2. You should upload evidence to your personal library so the panel can see what you’ve done and when. This should be:
   - a draft or
   - summary document of progress, with dates and ongoing plan
   - and your planned submission date

If you started a project and abandoned it, your written summary should include:

- project chosen, work done, changes you tried to make, why you decided the project could not run
- evidence you have fully d/w ES and department QIP lead
- evidence attended a QIP clinic
- clear plan with time deadlines for new start

This is important because unless you understand why you were unable to progress you are unlikely to choose a successful project next time.
HOW TO MAP THE CURRICULUM

You need to link evidence (WPBAs, e-learning, MSF etc) to the HST curriculum and **your ES needs to verify** it is sufficient. It is a GMC requirement to show evidence of curriculum coverage and all evidence for HST must have been gathered during HST only.

Each Common Competency needs the ES scoring in e-portfolio to show it has been completed (even if WPBAs linked to the competency are already signed by another consultant).

The HMP, HAP and PAP all need to have the evidence for their completion reviewed by the ES. Any WPBA completed by a consultant count as mapped. Any completed by other means eg e-learning, teaching delivered, need the ES verification in e-portfolio to confirm they are adequately covered.

Your ES can only verify or “sign off” if they enter under their own log-in.

Sit down with your ES:

1. Access the curriculum by the tab on the menu on the left of your personal home page.
   “HST (RCEM: HST Curriculum2015)” should be selected, some will say “reformatted”, it depends when you started training.

2. This brings up a list headed “Competences”. There are 5 blue folders underneath – Common Competences, HST Clinical Curriculum, HST Paediatric Medicine, Procedural Competences and Core Training Revisited. I recommend you open each one separately, but you can “expand all”. Either way, be patient, you must wait for everything to fully open. It takes a while for all content to drop down and you will miss things if you don’t.

3. **Common Competences** (25 of them) each should be scored (Level 1-4) by your ES before each ARCP. The score is not a guess, but based on a clear descriptor for each which is in the main curriculum p21 onwards– level 3-4 is usual for HSTs and you will need to achieve level 4 in at least 23/25 by the end of ST6. Your ES clicks on the blue pen icon, chooses a level and can add a comment.

4. **HST clinical curriculum** - all the major and acute presentations (HMPs and HAPs) must be mapped by the end of ST6. Each year your ES needs to click on the blue pen icon to say whether each item is “not achieved”, “some experience” or “achieved” they can also write a comment. Once “achieved” they do not need resigning.

5. **HST paediatric medicine** - all the acute and major paed presentations (PAPs and PMPs) must be mapped by the end of ST6.

6. **Practical Procedures** - again each should be signed off by your ES. PP30-34 (anaesthetic competences) are allowable from ST2.

7. **Core Presentations Revisited** CAPs were completed in ACCS and do not need to be signed off again. It is considered good practice though to link evidence of continuing competency as you go through ST4-6.Everything relevant to HST has to

Hopefully this is clear, but it can feel complicated, especially at first. If you or your trainer have questions please contact me (TPD)
REVALIDATION

Every doctor who is fully registered with a licence to practise needs to participate in revalidation. This includes doctors who are in training. Doctors have to provide supporting information to demonstrate to the GMC and the public that they are up to date, fit to practice, and comply with the relevant professional standards. As a doctor in training, you are generating this information as part of your e-portfolio through your curriculum and training programme.

The revalidation cycle is 5-yearly and begins at full registration with the GMC (for UK trainees, start of F2) with revalidation at 5 years and again at CCT.

Trainees provide evidence for their revalidation as part of the ARCP and need to complete an “Enhanced Form R”. The Responsible Officer (RO) is Dr Peter Hockey, the Postgraduate Dean.

What additional information is needed?

From the trainee

- Enhanced Form R completed via Intrepid, prior to ARCP
  - Scope of work – including any locum shifts you do in your own Trust
  - Significant events
  - Complaints
  - Compliments
  - Probity
  - Investigations
  - Health
- Reflection on Extra work outside Training (locums in other Trusts or festival/event work)

Your employer informs the Deanery of

- Information on any clinical governance issues relating to a trainee
- Specifically on trainees involvement in:
  - Conduct and capacity investigations
  - Serious incidents requiring investigation (SIRIs)
  - Complaints

Full revalidation information for trainees is on the GMC website:
http://www.gmc-uk.org/doctors/revalidation/12383.asp

At ARCP
Panel will review this extra information along with rest of portfolio and structured training report.
PREPARING FOR ST6 SIGN OFF

Your final ARCP will review everything that you have completed over the three years. For this ARCP you will need to ensure that you have evidence on your e-portfolio for:

- Completed Common Competences to level 4 (Wessex accepts research may not be) and signed off by ES
- Mapped the whole curriculum, signed off by ES, including practical procedures as described previously
- Up to date MSF and CV
- Up to date in ALL life support courses (strict – a course booked but after CCT is not OK). Ideally you should be an instructor in at least one, but this is not compulsory
- Level 3 Safeguarding Children
- GCP training
- Anonymised logbook
- FRCEM
- Level 1 US signed off
- Submitted revalidation forms to Deanery
- Evidence of reflection especially on any complaints or SUJs

Paper Portfolio

You may wish to maintain a paper portfolio, but are not required to do so.

We strongly suggest you maintain an up to date CV