

ACCS CORE TRAINING PROGRAMME HANDBOOK 2017-2018

Version 11 – 03 October 2017

Trainee Name:	
GMC number:	
ACCS parent speciality:	
College training number:	
Base hospital:	
Overall educational supervisor:	
<u>Emergency Medicine</u>	
Dates:	
Clinical supervisor:	
<u>Acute Medicine</u>	
Dates:	
Clinical supervisor:	
<u>Anaesthetics</u>	
Dates:	
Clinical supervisor:	
<u>Intensive Care Medicine</u>	
Dates:	
Clinical supervisor:	

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Introduction

A warm welcome to the East of England ACCS training programme which comprises of:

First year: EM/AM (in any order, both in 6-month blocks) – CT1

Second year: Anaesthetics/ICM (in any order, both in 6-month blocks) – CT2

Third year: Parent speciality – CT3

This handbook has been designed to enable trainees to easily keep track of their progress towards their ARCP (Annual Review of Competence Progression) in the summer.

EM and AM stream trainees are expected to use e-portfolio to record workplace based assessments and the workbook to keep track of progress.

The Anaesthetic e-portfolio is not yet designed for AM and EM assessments (CT1), Anaesthetic stream trainees should use this handbook to keep track of progress and supplement it with the paper-based assessment forms.

Copies of paper-based assessment forms can be found within this handbook and at <https://rcoa.ac.uk/accs>

Supervision and assessment

Clinical supervisor (CS) - the person who looks after the trainee on the shop floor and does the assessments. There may be several of these per attachment.

Educational supervisor (ES) - the person who does the appraisal and the structured training reports (STR) necessary for the ARCP. They may also do some workplace based assessments.

In the East of England, ACCS trainees should be allocated an ES from their parent specialty on their entrance to the ACCS programme. The ES oversees the trainees' progress throughout the first 2 years. A Clinical Supervisor should also be allocated for each placement.

Each trainee is expected to meet with his or her ES at the beginning, middle and end of each 6-month training period. During this time, educational objectives will be set and these will be used to assess the trainee's progress. Evidence of achievement of these objectives, together with the results of the WPBAs will form the content of the Structured Training Report (STR). The ARCP panel will review this report, and the trainee's 'Portfolio of Evidence' to confirm all required competencies has been achieved, before the trainee is allowed to proceed to the next level of training.

Structured training reports (STR) need to be submitted at least a month before the ARCP panel meet so that any problems are identified. The trainee should be fully aware of the content of the STR before it is submitted. Included in this report will be attendance at regional training (expected to be 75% of sessions) and documentation of the number of days absent (other than annual & study leave). Additional training time in the relevant speciality might have to be considered in the event of absence of more than 14 days per year.

Multisource feedback

The trainee is expected to undertake a **multisource feedback** with a minimum of 12 responses, including 2 from consultants, at least once a year.

Competency level descriptors

Competency Level Descriptors			
Level	Task orientated competence	Knowledge orientated competence	Patient management competence
1	Performs task under direct supervision.	Very limited knowledge; requires considerable guidance to solve a problem within the area.	Can take history, examine and arrange investigations for straight forward case (limited differential diagnosis). Can initiate emergency management and continue a management plan, recognising acute divergences from the plan. Will need help to deal with these.
2	Performs task in straightforward circumstances, requires help for more difficult situations. Understands indications and complications of task.	Sound basic knowledge; requires some guidance to solve a problem within the area. Will have knowledge of appropriate guidelines and protocols.	Can take history, examine and arrange investigations in a more complicated case. Can initiate emergency management. In a straightforward case, can plan management and manage any divergences in short term. Will need help with more complicated cases.
3	Performs task in most circumstances, will need some guidance in complex situations. Can manage most complications, has a good understanding of contraindications and alternatives.	Advanced knowledge and understanding; only requires occasional advice and assistance to solve a problem. Will be able to assess evidence critically.	Can take history, examine and arrange investigations in a more complex case in a focused manner. Can initiate emergency management. In a most cases, can plan management and manage any divergences. May need specialist help for some cases.
4	Independent (consultant)	Expert level of knowledge.	Specialist.

	practice.		
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These descriptors do not exactly marry with the WPBAs so your supervisor will need to interpret e.g. excellent or above expectations may equal level 3 or 4.

The completion of the WPBA's and STRs is the trainee's responsibility. If no documentation is produced for the ARCP, the trainee will fail to progress.

Portfolios

All 3 parent specialties of the ACCS training programme (EM, Anaesthesia/ITU and Medicine) have e-portfolios. We expect all ACCS trainees to register with their chosen Specialty College and take up the appropriate e-portfolio. This should be used throughout the 3 years. Although e-portfolios are mainly designed for the parent specialty they are all flexible enough to allow the WPBAs, ES meetings and MSFs for the other specialties to be done and all keep libraries where key documents can be scanned and kept. If you have any problems please contact the specific Training Programme Director (TPD).

Trainees streamed in Emergency Medicine

Emergency Medicine stream trainees should use the RCEM e-portfolio .

http://www.rcem.ac.uk/RCEM/Exams_Training/UK_Trainees/Applying_for_Specialty_Training/RC-EM/Exams_Training/UK_Trainees/ePortfolio.aspx

Trainees streamed in Anaesthetics

Anaesthetic trainees should use the Royal College of Anaesthetists e-portfolio. The portfolio can be accessed at:

<http://www.rcoa.ac.uk/e-portfolio/>

Using the e-portfolio is more appropriate from the second year when you start the Anaesthetic/ICM modules because the EM/AM competencies are not currently supported. However, the ES reports and MSF can be completed on the e-portfolio.

Paper copies of the WPBAs specific to CT1, the Clinical Supervisor and Educational Supervisor reports are attached to this workbook and should be completed appropriately during the CT1 "EM/AM year" and brought to the ARCP meeting. The summary tables included in this workbook can be included in the ES Report, which can be scanned and placed in the library on e-portfolio.

Your CT1 ARCP will be completed on paper and can be scanned and kept with your paper anaesthesia portfolio and uploaded to e-portfolio. Please seek advice from your Educational Supervisor as to the best appropriate documentation to be used.

Trainees streamed in Acute Medicine

Physician trainees should register with the Physician e-portfolio for all parts of their training. You can record the first 2 years of ACCS on the JRCPTB e-portfolio. Further details can be found on the acute medicine page of the HEEoE website.

The JRCPTB e-portfolio can be accessed at:

<https://www.jrcptb.org.uk/eportfolio-information>

Also of interest are the websites below:

<https://www.jrcptb.org.uk/enrolment>

AMGER – Acute Medicine Group in the Eastern region

<https://www.facebook.com/AMGER-1421274178127047/>

Society of Acute Medicine

<http://www.acutemedicine.org.uk>

Guidance for assessments

Workplace based assessments (WBPAs)

Since the introduction of the new ACCS curriculum in 2012, ACCS training is now described under the headings of:

1. Common Competencies

These are competencies that should be acquired by all doctors during their training period starting within the undergraduate career and developed throughout postgraduate training. For ACCS trainees, competence to at least **level 2** descriptors will be expected prior to progression into further specialty training.

2. Major Presentations
3. Acute Presentations
4. Anaesthesia in ACCS
5. Practical Procedures

The full curriculum can be found at

<http://www.rcoa.ac.uk/system/files/TRG-CU-ACCS2012.pdf>

Guidance is included below on the **minimum** requirements for WBPAs for each module. It is recommended that you sign and date in the table when each WBPA has been completed to keep track of your progress. The completed checklist can be uploaded to your e-portfolio. It is valuable as a reference for your Educational Supervisor when completing your Structured Training Report (STR) and will be reviewed at your ARCP.

FIRST YEAR: ACCS CT 1 (EM / AM)

Emergency Medicine and Acute Medicine

During the first two years of the ACCS programme, you will spend 6 months in Emergency Medicine and 6 months in Acute Medicine. During your time in each specialty, you should attend all locally arranged educational sessions and the required ACCS Regional Training Days.

The specialties are complimentary and you are expected to encounter many of the same presentations during both rotations. You must gather evidence of competency across a broad curriculum.

The evidence must take the form of work-place based assessments where specified and additional competencies may be demonstrated with a combination of e-learning, reflective entries, teaching, and audit. Summative assessments of your management of the Major Presentations and several of the Acute Presentations must be completed by a consultant as outlined in the ARCP Checklist. It is recognised that some rare presentations may only be encountered in a simulation session or life support course. Work-place based assessments can be requested on courses in the same way that they are requested in real practice but should make up only a small number of your overall competency assessments and should only be required for the rare presentations that you are less likely to encounter in everyday practice.

The curriculum competencies are listed below followed by the CT/ST1 ARCP Checklist. For further information please see the RCEM Curriculum - August 2015.

Paper WPBA forms can be found at <https://www.rcoa.ac.uk/accs/assessments-and-appraisals/assessment-forms>

ACCS Competencies

Core competencies – During the first 2 years CT1-2, the trainee must seek evidence of level 2 competence in 50% of the common competences.

	Core competencies:	Sign and date:
CC1	History taking	
CC2	Clinical examination	
CC3	Therapeutics and safe prescribing	
CC4	Time and workload management	
CC5	Decision making and clinical reasoning	
CC6	The patient as central focus of care	
CC7	Prioritisation of patient safety in clinical practice	
CC8	Team working and patient safety	
CC9	Principles of quality and safety improvement	
CC10	Infection control	
CC11	Managing long term conditions and promoting patient self-care	
CC12	Relationships with patients and communication within a consultation	
CC13	Breaking bad news	
CC14	Complaints and medical error	
CC15	Communication with colleagues and cooperation	
CC16	Health promotion and public health	
CC17	Principles of medical ethics and confidentiality	
CC18	Valid consent	

CC19	Legal framework for practice	
CC20	Ethical research	
CC21	Evidence and guidelines	
CC22	Audit	
CC23	Teaching and training	
CC24	Personal behaviour	
CC25	Management and NHS structure	
	Major presentations:	Sign and date:
CMP1	Anaphylaxis	
CMP2	Cardio-respiratory arrest	
CMP3	Major trauma	
CMP4	Septic patient	
CMP5	Shocked patient	
CMP6	Unconscious patient	
	Acute presentations:	Sign and date:
CAP1	Abdominal pain	
CAP2	Abdominal swelling, mass and constipation	
CAP3	Acute back pain	
CAP4	Aggressive/disturbed behaviour	
CAP5	Blackout/collapse	
CAP6	Breathlessness	
CAP7	Chest pain	
CAP8	Confusion, acute delirium	
CAP9	Cough	

CAP10	Cyanosis	
CAP11	Diarrhoea	
CAP12	Dizziness and vertigo	
CAP13	Falls	
CAP14	Fever	
CAP15	Fits/seizure	
CAP16	Haematemesis/melaena	
CAP17	Headache	
CAP18	Head injury	
CAP19	Jaundice	
CAP20	Limb pain and swelling - atraumatic	
CAP21	Neck pain	
CAP22	Oliguric patient	
CAP23	Pain management	
CAP24	Painful ear	
CAP25	Palpitations	
CAP26	Pelvic Pain	
CAP27	Poisoning	
CAP28	Rash	
CAP29	Red eye	
CAP30	Suicidal ideation/mental health	
CAP31	Sore throat	
CAP32	Syncope and pre-syncope	
CAP33	Traumatic limb and joint injuries	

CAP34	Vaginal bleeding	
CAP35	Ventilatory support	
CAP36	Vomiting and nausea	
CAP37	Weakness and paralysis	
CAP38	Wound assessment and management	
	Practical procedures:	Sign and date:
PP1	Arterial cannulation	
PP2	Peripheral venous cannulation	
PP3	Central venous cannulation	
PP4	Arterial blood gas sampling	
PP5	Lumbar puncture	
PP6	Pleural tap and aspiration	
PP7	Intercostal drain –Seldinger	
PP8	Intercostal drain – open	
PP9	Ascitic tap	
PP10	Abdominal paracentesis	
PP11	Airway protection	
PP12	Basic and Advanced Life Support	
PP13	DC Cardioversion	
PP14	Knee Aspiration	
PP15	Temporary pacing (external/wire)	
PP16	Reduction of dislocation / fracture	
PP17	Large joint examination	
PP18	Wound management	

PP19	Trauma primary survey	
PP20	Initial assessment of the acutely unwell	
PP21	Secondary assessment of the acutely unwell (post resus)	
PP22	Connection to a mechanical ventilator	
PP23	Safe use of drugs to facilitate mechanical ventilation	
PP24	Managing the patient fighting the ventilator	
PP25	Monitoring respiratory function	
PP26	Deliver a fluid challenge safely to an acutely unwell patient	
PP27	Describe actions required for accidental displacement of tracheal tube of tracheostomy	

The training committee recognise that it may not be feasible to complete this number of WPBAs in a 24 month period and will take a pragmatic approach. It is expected that the trainees will complete at least **90%** of the total number.

Annual Review of Competence Progression

Checklist for ACCS CT/ST1

Please create a file in your personal library on e-portfolio labeled:

ARCP CT-1

All paper-based evidence must be scanned and uploaded to the ARCP CT-1 file with an appropriate title (e.g. ALS Certificate 2017)

The checklist below should be used as guidance to be certain you are completing all of the required competencies as you progress through your training year.

Work-place-based assessments or specific training modules must be completed, signed, uploaded and linked to the curriculum codes on your e-portfolio as evidence that you have achieved each competency.

Trainee Name: _____ DRN/NTN: _____

Emergency Medicine

Summative assessments by a consultant in at least 2 Major Presentations	Date of assessment	Assessor's name
• CMP1 Anaphylaxis	Date	Name
• CMP2 Cardio-respiratory arrest (or current ALS certification)	Date	Name
• CMP3 Major Trauma	Date	Name
• CMP4 Septic patient	Date	Name
• CMP5 Shocked patient	Date	Name
• CMP6 Unconscious patient	Date	Name
Summative assessments by a consultant in each of the following 5 Acute Presentations:		
• CAP1 Abdominal Pain	Date	Name

• CAP6 Breathlessness	Date	Name
• CAP7 Chest Pain	Date	Name
• CAP18 Head Injury	Date	Name
• CAP30 Mental Health	Date	Name

Formative assessments in at **least 5 further Acute Presentations** using a variety of assessment tools including ACAT(EM) which can cover up to 5 acute presentations

1. Date	2. Date	3. Date	4. Date	5. Date
Name	Name	Name	Name	Name

10 other **Acute Presentations** covered by: Teaching delivered / Audit / E-learning modules / Reflective practice / Additional WPBAs

1. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
2. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
3. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
4. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
5. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
6. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
7. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
8. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
9. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
10. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name

Practical procedures as DOPS in each of the following 5 domains:		
• Airway Maintenance	Date	Name
• Primary Survey	Date	Name
• Wound Care	Date	Name
• Fracture/Joint manipulation	Date	Name
• Any 1 other procedure	Date	Name

Acute Medicine

Formative assessments in 2 Major Presentations not yet covered:				
• CMP1 Anaphylaxis	Date	Name		
• CMP2 Cardio-respiratory arrest	Date	Name		
• CMP3 Major Trauma	Date	Name		
• CMP4 Septic patient	Date	Name		
• CMP5 Shocked patient	Date	Name		
• CMP6 Unconscious patient	Date	Name		
Formative assessments in at least 10 Further Acute presentations using a variety of assessment tools including ACAT(GIM)				
1. Date	2. Date	3. Date	4. Date	5. Date
Name	Name	Name	Name	Name
6. Date	7. Date	8. Date	9. Date	10. Date
Name	Name	Name	Name	Name
10 other Acute Presentations covered by: Teaching delivered / Audit / E-learning modules / Reflective practice / Additional WPBAs				
1. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name		
2. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name		
3. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name		

circle)		
4. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
5. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
6. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
7. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
8. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
9. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
10. Teaching / Audit / E-learning / Reflective / WPBA (Please circle)	Date	Name
Practical procedures as 5 DOPS		
11. Date	12. Date	13. Date
14. Date	15. Date	
Name	Name	Name
Name	Name	Name

Overview by end of CT/ST1

Summative Assessments by a Consultant of a minimum of 4 Major Presentations	
Summative Assessments by a Consultant of a minimum of 5 Acute Presentations	
Formative Assessments of 15 further Acute Presentations assessed by ACAT and other WPBA tools	
Achievement of 20 further Acute Presentations demonstrated by WPBAs, e-learning, teaching, audit, reflective practice	
DOPS Demonstrating competence in the 10 Practical Procedures domains	
Clinical Supervisor's Report /End of Placement Review for the Emergency Medicine Rotation	

Clinical Supervisor's Report /End of Placement Review for the Acute Medicine Rotation	
Educational Supervisor's Report / Structured Training Report (EM-stream)	
MSF Minimum of 12 responses (annually) with a minimum of 2 consultants	Date
Multi Consultant Review x 4 - AM Stream Trainees only	
Faculty Governance Statement completed by Educational Supervisor - EM-Stream Trainees only	
Audit or Quality Improvement Project one to be completed every 12 months	
Progress in relevant post graduate examinations	Exams achieved
Reflective notes Record of any personal complaints, incidents, SUIs and any GMC concerns received must be recorded in e-portfolio and reflective notes written in response	
Compliments and thanks Scanned and uploaded to e-portfolio	
ALS or equivalent Certificate scanned and uploaded to e-Portfolio	Date
Safeguarding Children Level 2 Certificate scanned and uploaded to e-Portfolio	Date
Progress toward achieving level 2 common competences confirmed by supervisor and trainee (For EM-stream Trainees – complete the red and blue man symbols in the e-portfolio)	
Number of Regional Training Days attended	Number
Up-to-date CV uploaded to personal library on e-portfolio	
Form R submitted to HEEoE	
Survey monkey feedback completed for each placement (returned to ACCS Administrator when requested)	

To be completed by trainee and countersigned by Educational Supervisor

Trainee signature:		Date:	
Education Supervisor signature:		Date:	
Education Supervisor name PLEASE PRINT			

SECOND YEAR:

ACCS CT2 (ANAESTHETICS / ICM)

Anaesthetics

The ACCS anaesthesia curriculum and assessments

The anaesthesia training in ACCS is identical to the first six months of training core anaesthesia trainees receive. During the anaesthesia component of ACCS, trainees must complete the following sections of the ACCS curriculum as a minimum and attain all the identified minimum clinical learning outcomes.

Initial assessment of Competency (IAC) 0-3 months

Link for paper certificate and further information:

<http://www.rcoa.ac.uk/training-and-the-training-programme/initial-assessment-of-competencies-iac>

The IAC is the first milestone in anaesthetic training and will normally be achieved within the first 3 to 6 months of 1:1 supervised anaesthetic training. Once trainees have achieved the IAC they may work without direct supervision and join the on call rota but they will at all times remain under the supervision of a named consultant anaesthetist. The IAC is completed on paper and both pages of the certificate should then be uploaded to the trainee's e portfolio. There will soon be the facility for anaesthetic streamed ACCS trainees to complete the IAC directly onto the RCoA eportfolio.

To obtain the IAC, trainees must complete the following workplace based assessments, each as a separate assessment event, giving a total of 19 WPBA:

Assessments to be used for the Initial Assessment of Competence

A-CEX		
Assessment Code	Assessment	Trainer/Date
IAC_A01	Preoperative assessment of a patient who is scheduled for a routine operating list [not urgent or emergency]	
IAC_A02	Manage anaesthesia for a patient who is not intubated and is breathing spontaneously	
IAC_A03	Administer anaesthesia for acute abdominal surgery	
IAC_A04	Demonstrate Rapid Sequence Induction	
IAC_A05	Recover a patient from anaesthesia	

DOPS		
Assessment Code	Assessment	Trainer/Date
IAC_D01	Demonstrate functions of the anaesthetic machine	
IAC_D02	Transfer a patient onto the operating table and position them for surgery [lateral, Lloyd Davis or lithotomy position]	
IAC_D03	Demonstrate cardio-pulmonary resuscitation on a manikin	
IAC_D04	Demonstrates technique of scrubbing up and donning gown and gloves	
IAC_D05	Basic competencies for pain management – manages PCA including prescription and adjustment of machinery	
IAC_D06	Demonstrates the routine for dealing with failed intubation on a manikin	

CBD		
Examine the case-notes. Discuss how the anaesthetic plan was developed. Ask the trainee to explain their approach to preoperative preparation, choice of induction, maintenance, post operative care. Select one of the following topics and discuss the trainees understanding of the issues in context.		
Assessment Code	Assessment	Trainer/Date
IAC_C01	Discuss the steps taken to ensure correct identification of the patient, the operation and the side of operation	
IAC_C02	Discuss how the need to minimise postoperative nausea and vomiting influenced the conduct of the anaesthetic	
IAC_C03	Discuss how the airway was assessed and how difficult intubation can be predicted	
IAC_C04	Discuss how the choice of muscle relaxants and induction agents was made	
IAC_C05	Discuss how the trainee's choice of post-operative analgesics was made	
IAC_C06	Discuss how the trainee's choice of post-operative oxygen therapy was made	
IAC_C07	Discuss the problems emergency intra-abdominal surgery causes for the anaesthetist and how the trainee dealt with these	
IAC_C08	Discuss the routine to be followed in the case of failed intubation	

Both pages of the Initial Assessment of Competence Certificate (IAC) should be completed, signed, dated and scanned and uploaded to your library. The Initial Assessment of Competence Certificate is available for download from the secure area of the College website.

<http://www.rcoa.ac.uk/document-store/initial-assessment-of-competence-certificate>

The Introduction to Anaesthesia - the start of training (3-6 months, previously known as the Basis of anaesthetic practice):

All ACCS trainees must complete, in addition to the IAC, the modules listed under 'Introduction to anaesthesia' and all the associated learning outcomes.

The introduction to anaesthesia consists of the following 8 units of training. The required WPBA, and codes, needed for completion of these units, are contained within this handbook. Anaesthesia streamed trainees should complete the WPBA electronically in order to populate their e portfolio.

- 1. Preoperative assessment**
 - a. History taking
 - b. Clinical examination
 - c. Specific anaesthetic evaluation
- 2. Premedication**
- 3. Postoperative and recovery room care**
- 4. Perioperative management of emergency patients**
- 5. Induction of general anaesthesia**
- 6. Intra-operative care**
- 7. Management of respiratory and cardiac arrest**
- 8. Control of infection**

Core Anaesthesia (6-24 months, previously known as basic training)

There are an additional two units within anaesthetic core training, (listed under Core Anaesthesia) but not part of the 'Introduction to Anaesthesia', which are of added interest to ACCS trainees:

1. Transfer medicine
2. Sedation

Trainees wishing to complete these additional 'core training' units may do so once the IAC and 'Introduction to anaesthesia' have been successfully completed. These additional units are optional for the ACCS trainee, but compulsory for anaesthetic stream trainees.

The **blueprint** for the workplace based assessment tools are defined in **Annex B** of the Curriculum for a CCT in Anaesthetics 2010, updated 2016.

<http://www.rcoa.ac.uk/system/files/TRG-CCT-ANNEXB.pdf>

The Introduction to Anaesthesia - the start of training (3-6 months, previously known as the Basis of anaesthetic practice):

Preoperative assessment

Learning outcomes
To perform a structured preoperative anaesthetic assessment prior to surgery and recognise when further assessment/optimisation is needed
To explain options and risks of routine anaesthesia to patients in a way they understand and obtain consent for anaesthesia
To formulate a plan for the management of common coexisting diseases

Competence	Description	Trainer	Date
A-CEX			
OA_BS_01	Obtains a history relevant to the planned anaesthesia and surgery including: <ol style="list-style-type: none"> i. A history of the presenting complaint for surgery ii. A systematic comprehensive relevant medical history iii. Information about current and past medication iv. Drug allergy and intolerance v. Information about previous anaesthetics and relevant family history 		
OA_BS_06	Makes appropriate plans for surgery: <ol style="list-style-type: none"> i. Manages co-existing medicines in the perioperative period ii. Plans an appropriate anaesthetic technique[s] iii. Secures consent for anaesthesia iv. Recognises the need for additional work-ups and acts accordingly v. Discusses issues of concern with relevant members of the team vi. Reliably predicts the level of supervision they will require 		

DOPS			
CE_BS_01	Performs an examination relevant to the presentation and risk factors that is valid, targeted and time efficient		
CE_BS_04	Performs relevant additional examinations		
CBD			
OA_BK_02	Describes the ASA and NCEPOD classifications and their implications		
OA_BK_04	Lists the indications for preoperative fasting and understand appropriate regimens		
OA_BK_05	Explains the methods commonly used for assessing the airway to predict difficulty with tracheal intubation		
OA_BK_08	Discusses how to manage drug therapy for co-existing disease in the perioperative period including, but not exclusively: obesity, diabetic treatment, steroids, anti-coagulants, cardiovascular medication and antiepileptics		

Unit of training sign off complete

Date:

Premedication

Learning outcomes	
To prescribe premedication when indicated, especially for the high risk population	

Competence	Description	Trainer	Date
A-CEX			
PD_BK_02	Lists basic indications for prescription of premedicant drugs		
PD_BK_07	Identifies local/national guidelines on management of thrombo-embolic risk and how to apply them		
DOPS			
PD_BS_01	Selects and prescribes appropriate agents to reduce risk of regurgitation and aspiration, in time frame available		
CBD			
PD_BK_05	Recalls/lists the factors that influence the risk of patients at increased risk of gastric reflux/aspiration and understands strategies to reduce it		

Unit of training sign off complete

Date:

Postoperative and recovery room care

Learning outcomes
To manage the recovery of patients from general anaesthesia
To describe the organisation and requirements of a safe recovery room
To identify and manage common postoperative complications in patients with a variety of co-morbidities
To manage postoperative pain and nausea and vomiting
To manage postoperative fluid therapy
Safely manage emergence from anaesthesia and extubation
Shows awareness of common immediate postoperative complications and how to manage them
Prescribes appropriate postoperative fluid, analgesic regimes
Assess and treats PONV

Competence	Description
A-CEX	
PO_BK_07	In respect of postoperative pain: <ol style="list-style-type: none"> i. Describes how to assess the severity of acute pain ii. Knows the 'analgesic ladder' and identifies appropriate postoperative analgesic regimes including types of drugs and doses iii. Knows how to manage 'rescue analgesia' in patient with severe pain iv. Lists the complications of analgesic drugs
PO_BK_08	In respect of PONV: <ol style="list-style-type: none"> i. Recognises the impact of PONV ii. List the factors that predispose to PONV iii. Describes the basic pharmacology of anti-emetic drugs iv. Describes appropriate regimes for prevention and treatment of PONV
DOPS	
PO_BS_01	Performs safe tracheal extubation
PO_BS_03	Transfers an unconscious patient from the operating theatre to the recovery room
CBD	
PO_BS_10	Recognises when discharge criteria have been met for patients going home or to the ward

Unit of training sign off complete

Date:

Perioperative management of emergency patients

Learning outcomes
Delivers safe perioperative care to adult ASA 1E and/or 2E patients requiring uncomplicated emergency surgery

Competence	Description
A-CEX	
ES_BK_02	In respect to the preparation of acutely ill patients for emergency surgery: <ol style="list-style-type: none"> i. Describes the resuscitation of the patient with hypovolaemia and electrolyte abnormalities ii. Discusses how patients may be inadequately fasted and how this problem is managed iii. Discusses the management of acute preoperative pain
DOPS	
ES_BS_01	Resuscitates acutely ill patients and identifies the need for appropriate plans for intra and postoperative care.
CBD	
ES_BK_03	Lists the indicators of severe illness

Unit of training sign off complete

Date:

Induction of general anaesthesia

Learning outcomes
To conduct safe induction of anaesthesia in ASA grade 1-2 patients confidently
To recognise and treat immediate complications of induction, including tracheal tube misplacement and adverse drug reactions
To conduct anaesthesia for ASA 1E and 2E patients requiring emergency surgery for common conditions
Demonstrates safe practice behaviours including briefings, checklists and debriefs
Demonstrates correct pre-anaesthetic check of all equipment required ensuring its safe functioning
Demonstrates safe induction of anaesthesia, using preoperative knowledge of individual patients co-morbidity to influence appropriate induction technique; shows awareness of the potential complications of process and how to identify and manage them

Competence	Description	Trainer	Date
A-CEX			
IG_BK_01	<p>i. Recalls the pharmacology and pharmacokinetics, including doses, interactions and significant side effects of drugs used during induction of anaesthesia</p> <p>ii. Describes the factors that contribute to drug errors in anaesthesia and strategies used to reduce them</p>		
IG_BK_03	<p>In respect of the induction of anaesthesia:</p> <p>i. Describes the effect of pre-oxygenation and knows correct technique</p> <p>ii. Explains the techniques of intravenous and inhalational induction and understands the advantages and disadvantages of both techniques</p> <p>iii. Describes the physiological effects of intravenous induction</p> <p>iv. Describes how to recognise an intra-arterial injection of a harmful substance and its appropriate management</p> <p>v. Identifies the special problems of induction associated with cardiac disease, respiratory disease, musculoskeletal disease, obesity and those at risk of regurgitation/pulmonary aspiration.</p>		
DOPS			
IG_BS_01	Demonstrates safe practice in checking the patient in anaesthetic room		
IG_BS_04	Selects, checks, draws up, dilutes, labels and administers drugs safely		
CBD			

IG_BK_05	In respect of tracheal intubation: i. Lists its indications ii. Lists available types of tracheal tube and identifies their applications iii. Explains how to choose the correct size and length of tracheal tube iv. Explains the advantages/disadvantages of different types of laryngoscopes and blades		
IG_BS_14	Demonstrates safe perioperative management of ASA 1 and 2 patients requiring emergency surgery		

Unit of training sign off complete

Date:

Intra-operative care

Learning outcomes
The ability to maintain anaesthesia for elective and emergency surgery
The ability to use the anaesthesia monitoring systems to guide the progress of the patient and ensure safety
Considers the effects that co-existing disease and planned surgery may have on the progress of anaesthesia and plans for the management of significant co-existing diseases
Recognise the importance of working as a member of the theatre team
Safely maintains anaesthesia and shows awareness of potential complications and their management

Competence	Description	Trainer	Date
A-CEX			
IO_BS_04	Uses a nerve stimulator to assess the level of neuromuscular blockade		
DOPS			
IO_BS_01	Directs the team to safely transfer the patient and position of patient on the operating table and is aware of the potential hazards including, but not exclusively, nerve injury, pressure points, ophthalmic injuries		
IO_BS_03	Maintains anaesthesia with a face mask in the spontaneously breathing patient		
CBD			

IO_BS_06	Maintains accurate, detailed, legible anaesthetic records and relevant documentation		
IO_BS_10	<p>Manages common co-existing medical problems [with appropriate supervision] including but not exclusively:</p> <ul style="list-style-type: none"> i. Diabetes ii. Hypertension iii. Ischaemic Heart Disease iv. Asthma and COPD v. Patients on steroids 		

Unit of training sign off complete

Date:

Management of respiratory and cardiac arrest in adults and children

Learning outcomes
To have gained a thorough understanding of the pathophysiology of respiratory and cardiac arrest and the skills required to resuscitate patients
Understand the ethics associated with resuscitation
Be able to resuscitate a patient in accordance with the latest Resuscitation Council (UK) guidelines. [Any trainee who has successfully completed a RC(UK) ALS course in the previous year, or who is an ALS Instructor/Instructor candidate, may be assumed to have achieved this outcome]

Valid Advanced Life Support/ALS instructor and EPLS or similar		
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OR

Certificate from trust resuscitation officer after completion of CASTest		
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OR

Competence	Description	Trainer	Date
A-CEX			
RC_BK_19	Identifies the signs indicating return of a spontaneous circulation		
DOPS			
RC_BS_06	Performs external cardiac compression		

RC_BS_08	Uses a manual or automated defibrillator to safely defibrillate a patient		
CBD			
RC_BK_17	Recalls/describes the Adult and Paediatric Advanced Life Support algorithms		
RC_BK_16	Recalls/discusses the reversible causes of cardiac arrest and their treatment, including but not limited to: <ul style="list-style-type: none"> i. Hypoxia ii. Hypotension iii. Electrolyte and metabolic disorders iv. Hypothermia v. Tension pneumothorax vi. Cardiac tamponade vii. Drugs and toxins viii. Coronary or 		

If you have a valid ALS certificate, save it as library evidence and send a DOPS to the assessor. You can get your CUT form for this module signed off with one WPBA provided you have completed your Advanced Life Support within the validity period.

Unit of training sign off complete

Date:

Infection control

Learning outcomes
To understand the need for infection control processes
To understand types of infections contracted by patients in clinical setting
To understand and apply most appropriate treatment for contracted infection
To understand the risks of infection and apply mitigation policies and strategies
To be aware of the principles of surgical antibiotic prophylaxis
The acquisition of good working practices in the use of aseptic techniques

Competence	Description	Trainer	Date
A-CEX			
IF_BS_03	Be able to administer IV antibiotics taking into account <ul style="list-style-type: none"> i. Risk of allergy ii. Anaphylaxis 		
DOPS			
IF_BS_01	Identifies patients at risk of infection and applies an infection mitigation strategy		
IF_BS_05	Demonstrates the correct use of disposable filters and breathing systems		

CBD			
IF_BK_05	Explains the need for antibiotic policies in hospitals		
IF_BK_09	Recalls/explains the need for, and methods of, sterilisation		

Unit of training sign off complete

Date:

Transfer medicine (optional)

Learning outcomes
Correctly assesses the clinical status of patients and decides whether they are in a suitably stable condition to allow intra-hospital transfer [only]
Gains understanding of the associated risks and ensures they can put all possible measures in place to minimise these risks
Core clinical learning outcome
Safely manages the intra-hospital transfer of the critically ill but stable adult patient for the purposes of investigations or further treatment [breathing spontaneously or with artificial ventilation] with distant supervision

Attendance at the Transfer training Course		

AND / OR

Competence	Description	Trainer	Date
A-CEX			
TF_BK_02	Explains the risks/benefits of intra-hospital transfer		
TF_BK_03	Recalls/describes the minimal monitoring requirements for transfer		
TF_BS_01	Demonstrates the necessary organisational and communication skills to plan, manage and lead the intra-hospital transfer of a stable patient		
DOPS			
TF_BS_02	Demonstrates how to set up the ventilator and confirm correct functioning prior to commencing transfer		
TF_BS_03	Demonstrates safety in securing the tracheal tube securely prior to commencing the movement/transfer		

TF_BS_07	Demonstrates appropriate choices of sedation, muscle relaxation and analgesia to maintain the patient's clinical status during transfer		
CBD			
TF_BK_05	Outlines the physical hazards associated with intra-hospital transfer		

Attended transfer training course at

on date:

Unit of training sign off complete

Date:

Sedation (optional)

Learning outcomes
To gain a fundamental understanding of what is meant by conscious sedation and the risks associated with deeper levels of sedation
To be able to describe the differences between conscious sedation and deeper levels of sedation, with its attendant risks to patient safety
Understands the particular dangers associated with the use of multiple sedative drugs especially in the elderly
To be able to manage the side effects in a timely manner, ensuring patient safety is of paramount consideration at all times
To be able to safely deliver pharmacological sedation to appropriate patients and recognise their own limitations
Core clinical learning outcome
Provision of safe and effective sedation to ASA 1 and 2 adult patients, aged less than 80 years of age using a maximum of two short acting agents

Competence	Description	Trainer	Date
A-CEX			
CS_BK_01	<p>Can explain:</p> <p>i. What is meant by conscious sedation and why understanding the definition is crucial to patient safety</p> <p>ii. The differences between conscious sedation and deep sedation and GA</p> <p>iii. The fundamental differences in techniques /drugs used /patient safety</p> <p>iv. The significant risks to patient safety associated with sedation</p>		
CS_BS_05	Demonstrates the ability to recognise and manage the complications of sedation techniques appropriately, including recognition and correct management of loss of verbal responsiveness		
DOPS			
CS_BS_02	Demonstrates ability to explain sedation to patients		
CS_BS_04	Demonstrates the ability to administer and monitor intravenous sedation to patients for clinical procedures		
CBD			
CS_BK_10	Can explain the use of single, multiple drug & inhalation techniques		
CS_BK_13	Explains the need for robust recovery and discharge criteria when conscious sedation is used for out-patient procedures and the importance of ensuring appropriate escort arrangements are in place		

Unit of training sign off complete

Date:

The ACCS Anaesthesia Assessment System

Work Place Assessments: Trainees may use their existing AM or EM e-portfolio if they intend to remain within either of those specialties post-ACCS. However, paper based documentation will be issued by the Anaesthetic College Tutor when you start your anaesthetic post. If needed, the elements therein can be mapped across to e-portfolio or a scanned image of completed key documentation uploaded into the library section of the programme.

Anaesthetic ACCS trainees will be able to enter the required work place based assessments directly onto the e-portfolio provided by The Royal College of Anaesthetists (RCoA). All up to date versions of anaesthetic Work Place Assessment forms (WPAs) can be found on the RCA website. They are subtle variations of WPAs that will be familiar to you already; Anaesthetic Clinical Evaluation Exercises (A-CEX), Directly Observed Procedures (DOPs) and Anaesthetic Case Based Discussions (CBDs). The anaesthetic assessments are clearly centred on the anaesthesia part of the curriculum but opportunities to cover major and acute presentations whilst undergoing anaesthetic training should also be used.

Anaesthetic CBDs: As in other facets of ACCS, Anaesthetic CBDs are not intended as a test of knowledge, or as an oral or clinical examination. They are intended to assess the clinical decision-making process and the way in which the trainee used medical knowledge when managing a single case. In practical terms, the trainee will arrange a CBD with an assessor (Consultant or senior trainee) and bring along a selection of three anaesthetic records from cases in which he/she has recently been solely involved. The assessor selects one and then engages the trainee in a discussion around the pre-operative assessment of the patient, the choices and reasons for selection of techniques and the management decisions with respect to pre-, intra- and post-operative management. A CBD is the trainee's chances to have somebody pay close attention to an aspect of their clinical thinking and to provide feedback. Feedback and discussion is mandatory.

Consultant/Trainer Feedback: This tool has long been used throughout the East of England School of Anaesthesia and is now being used across the entire Health Education East of England (HEEoE). It is a uni-sourced Feedback WPA. The Anaesthetic College Tutor obtains the feedback and a summated view will be given to you prior to your first formal Performance Review. This is to allow reflection and your own comments to be added. For ACCS Trainees, this review will coincide with the final sign off of the Initial Assessment of Competence (IAC) at the three-month stage. It is a snapshot of your generic skills (both technical and non-technical), attitudes and behaviours. It supports your portfolio in the same way as multi-source feedback, but is generated by those Consultant Anaesthetists who you have worked with, and **needs to be available to your ARCP panel.**

Logbook

All trainees should maintain a logbook of their anaesthetic cases, from the **start** of ACCS anaesthesia which **needs to be available to your ARCP panel as a summary report by age, speciality, ASA grade and level of supervision**. Theatres in individual trusts may collate this electronically. Trainees should ensure that their name is in the theatre “book” and that their involvement with cases is kept on record. There is an electronic logbook available from the Royal College of Anaesthetists (RCOA) website that is free to download regardless of speciality and trainees are strongly advised to use this for their records, as it will generate the required reports. (iGas logbook and similar apps have too many glitches and are not all maintained by the developers)

Keep this record from the start of ACCS Yr 2 –in cases when the evidence was not available at a trainee's ARCP, it was extremely problematic for the trainee to try and collect the information in retrospect.

Intensive Care Medicine

This unit is delivered in a single 6-month block. During Basic training in ICM, the trainee will be working under direct supervision for the majority of the time, being introduced to the knowledge and skills required for ICM. A broad-based outline knowledge of the wide range of problems which are seen in ICM is necessary at Basic level. Greater understanding and expertise can then be built upon this during higher stages of training should trainees wish to pursue ICM as a career. The new ICM Curriculum is available at

<http://www.ficm.ac.uk>

Those trainees that pursue Anaesthetic Core Training Post-ACCS should not train any further in ICM until they reach the level of Specialist Trainee.

Below are the key learning outcomes for Basic level training in ICM

- Appreciate the factors involved in the decision to admit to the ICU
- Identify a sick patient at an early stage
- Be able to undertake immediate resuscitation of patients with cardiac arrest and sepsis
- Have an outline understanding of the pathology, clinical features and the management of common problems which present to ICU
- Understand the principles and place of the common monitoring and interventions in ICU
- Be able to follow a management plan for common ICU problems and recognise developing abnormalities, but appreciate that they will need assistance in deciding on an appropriate action
- Be able to continue the management, with distant supervision of:
 - a resuscitated patient
 - a stable post-operative patient
 - a patient established on non-invasive ventilation

Welcome to Intensive Care Medicine

This document is based on Basic ICM level of the Royal College of Anaesthetists 2010 Curriculum (Annexe F) however the competencies have been reduced to those that ACCS trainees can reliably achieve. Please use this document rather than the full Annexe F.

Please note **ALL** the Principle and Additional competencies must be signed off by the end of ACCS.

Principle competencies must be done in the ICM training module.

Additional competencies are not optional, they **MUST** all also be completed by the end of ACCS training, but these Additional ICM competencies **MAY** be obtained outside the ICM module.

As an example: the Additional competency '1.1 Manages cardiopulmonary resuscitation – ALS recommended' **MUST** be signed but this could be signed based on experience in the ICM, emergency medicine, acute medicine or anaesthesia modules. Trainees should familiarize themselves with the Additional competencies at the beginning of ACCS so that these may be obtained during other ACCS modules where possible.

Irrespective of which base specialty you come from we would like you to complete these assessments. This should add clarity as to what is expected of you but also help you if you wish to continue Intensive Care Medicine training further.

In addition to the competencies laid out here we will also ask you to undertake a **Multisource Feedback exercise** towards the end of your attachment. This helps us gauge your progress and also your relationships with the multidisciplinary team, patients and relatives which are not easily measured by competencies.

About this workbook

This workbook has been put together to help trainees keep track of their assessments during the ICM block. Assessments should still be completed on e-portfolio.

Guidance has been drawn from CCT in Anaesthesia, Annex F – Intensive Care Medicine.

<http://www.rcoa.ac.uk/system/files/TRG-CCT-ANNEXF.pdf>

How to use this workbook

Record of assessments

To facilitate keeping track of your progress, print out Section 1 (Principle Assessments) and record the completion of the assessments by dating them in the trainee evidence column.

At least one piece of suitable evidence is required for each of the relevant competencies. **One clinical encounter can be used to cover multiple curriculum competencies.**

A single patient encounter involving a history, examination, differential diagnosis and construction and implementation of a management plan could assess many of the competencies together. For example, a trainee may see a patient in the acute admission unit, assess them, start investigations, diagnose their pneumonia, start the patient on antibiotics and bring them to the ICU where they may need respiratory support. In such a scenario the trainee can, via the use of CBD, DOPS or CEX, bundle together assessment of competencies such as:

- 1.1 - Adopts a structured and timely approach to the recognition, assessment and stabilisation of the acutely ill patient with disordered physiology
- 2.1 - Obtains a history and performs an accurate clinical examination
- 2.2 - Undertakes timely and appropriate investigations
- 2.5 - Obtains and interprets the results of blood gas samples
- 4.6 - Manages the care of the critically ill patient with specific acute medical conditions
- 4.2 - Manages antimicrobial drug therapy
- 11.3 - Performs arterial catheterisation

Assessment Tools Key The 'Assessment Tools' column describes what type of workplace-based assessment is suitable for each competency. Other types of evidence may be used to demonstrate competencies, as described in 'Additional Assessment Tools Key' below. Please ensure that the numbering of evidence items in this table matches that in your portfolio. The paperwork for the individual Cbd, DOPS, I-CEX etc can be downloaded from this link, if your base speciality is not Anaesthesia.

<http://www.ficm.ac.uk/curriculum-and-assessment/assessments-forms>

Workplace-Based Assessment Tools Key
Case-Based Discussion [CBD]
Direct Observation of Procedural Skills [DOPS]
ICM Mini-Clinical Evaluation Exercise [I-CEX]

Multi-source Feedback [MSF]
Simulation

CAT Target Level

'CAT Target Level' indicates the final competency level for this stage of training. Trainees should not normally be marked higher than these levels at the end of CAT, unless in exceptional circumstances with accompanying evidence, therefore you are unlikely as an ACCS trainee to be graded higher than level 2 for most competencies. Please see the full ICM Syllabus for details of the knowledge, skills and behaviours which make up each competency.

Competency Level Descriptors			
Level	Task orientated competence	Knowledge orientated competence	Patient management competence
1	Performs task under direct supervision.	Very limited knowledge; requires considerable guidance to solve a problem within the area.	Can take history, examine and arrange investigations for straight forward case (limited differential diagnosis). Can initiate emergency management and continue a management plan, recognising acute divergences from the plan. Will need help to deal with these.
2	Performs task in straightforward circumstances, requires help for more difficult situations. Understands indications and complications of task.	Sound basic knowledge; requires some guidance to solve a problem within the area. Will have knowledge of appropriate guidelines and protocols.	Can take history, examine and arrange investigations in a more complicated case. Can initiate emergency management. In a straightforward case, can plan management and manage any divergences in short term. Will need help with more complicated cases.
3	Performs task in most circumstances, will need some guidance in complex situations. Can manage most complications, has a good understanding of contraindications and	Advanced knowledge and understanding; only requires occasional advice and assistance to solve a problem. Will be able to assess evidence	Can take history, examine and arrange investigations in a more complex case in a focused manner. Can initiate emergency management. In a most cases, can plan management and manage any divergences. May need specialist help for some cases.

	alternatives.	critically.	
4	Independent (consultant) practice.	Expert level of knowledge.	Specialist.

Section 1 – Principle assessments (These competencies must be assessed during the ICM module)

ICM Domain and Competencies	CAT Target Level	Level Achieved	Assessment Tools	Trainee Evidence Date & Assessment (eg D1, D2 etc)
Domain 1: Resuscitation and management of the acutely ill patient				
1.1 Adopts a structured and timely approach to the recognition, assessment and stabilisation of the acutely ill patient with disordered physiology	1		I, C	
1.4 Triage and prioritises patients appropriately, including timely admission to ICU	1		C	
Domain 2: Diagnosis, Assessment, Investigation, Monitoring and Data Interpretation				
2.1 Obtains a history and performs an accurate clinical examination	1		I	
2.2 Undertakes timely and appropriate investigations	1		I, C	
2.4 Obtains appropriate microbiological samples and interprets results	1		D, C	
2.5 Obtains and interprets the results from blood gas samples	2		D, C	
2.8 Integrates clinical findings with laboratory investigations to form a differential diagnosis	1		I, C	
Domain 3: Disease Management				

3.2 Identifies the implications of chronic and co-morbid disease in the acutely ill patient	1		C	
3.3 Recognises and manages the patient with circulatory failure	1		I, C	
3.4 Manages the patient with, or at risk of, acute renal failure	1		I, C	
3.6 Recognises and manages the patient with neurological impairment	1		I, C	
3.9 Recognises and manages the septic patient	1		I, C	
Domain 4: Therapeutic interventions/ Organ support in single or multiple organ failure				
4.2 Manages antimicrobial drug therapy	2		I, C	
4.4 Uses fluids and vasoactive / inotropic drugs to support the circulation	2		I, C	
4.6 Initiates, manages, and weans patients from invasive and non-invasive ventilatory support	1		D, C	
4.8 Recognises and manages electrolyte, glucose and acid-base disturbances	1		I, C	
Domain 7: Comfort and recovery				
7.2 Manages the assessment and treatment of delirium	2		D, I, C	
7.3 Manages sedation and neuromuscular blockade	2		D, I, C	
7.4 Communicates the continuing care requirements of patients at ICU discharge to health care professionals, patients and relatives	1		M, I	

7.5 Manages the safe and timely discharge of patients from the ICU	1		M, I	
Domain 8: End of life				
8.1 Describes the process of withholding or withdrawing treatment with the multi-disciplinary team	1		C	
Domain 9: Paediatric Care				
9.2 Describes national legislation and guidelines relating to child protection and their relevance to critical care	1		C Child safeguarding certificate	
Domain 10: Transport				
10.1 Undertakes transport of the mechanically ventilated critically ill patient outside the ICU	1		D, I Transfer course	
Domain 11: Patient safety and health systems management				
11.2 Complies with local infection control measures	3		C, D	
Domain 12: Professionalism				
12.8 Ensures continuity of care through effective hand-over of clinical information	2		C, M, I	

Principle ICM competencies module sign-off – to be completed following ICM module and acquisition of principle competencies. (see also the sign off for Additional competencies below)

Trainer Signature:

Trainer Name (Print):

(ICM Educational Supervisor)

Date:

Trainee Signature:

Trainee Name (Print):

Date:

***** PLEASE ENSURE THAT YOU ALSO COMPLETE THE ADDITIONAL ASSESSMENTS AND ICM FINAL SIGN OFF WHICH IS LOCATED ON PAGES 45-47 *****

Section 2 – Additional Assessments (Required but may be obtained and signed outside ICM)

ICM Domain and Competencies	CAT Target Level	Level Achieved	Assessment Tools	Trainee Evidence Date & Assessment (eg D1, D2 etc)
Domain 1: Resuscitation and management of the acutely ill patient				
1.2 Manages cardiopulmonary resuscitation – ALS recommended	3		ALS certificate	
1.3 Manages the patient post resuscitation	1		I, S	
1.5 Assesses and provides initial management of the trauma patient	1		D, I, C	
Domain 3: Therapeutic interventions/ Organ support in single or multiple organ failure				
3.1 Manages the care of the critically ill patient with specific acute medical conditions e.g. liver failure, gastrointestinal failure	2		I, C	
3.10 Recognises and manages the patient following intoxication with drugs or environmental toxins	2		I, C, S	
Domain 4: Therapeutic interventions/organ support in single or multiple organ failure				
4.8 Understands the assessment and management of nutritional support on the intensive care unit	2		C	
Domain 5: Practical procedures				
5.2 Performs emergency airway management	2		D, S	
5.3 Performs difficult and failed airway management according to local protocols	2		D, S Anaesthetic IAC	
5.8 Performs arterial catheterisation	1		D, C	

5.9 Performs ultrasound techniques for vascular localisation	1		D	
5.10 Performs central venous catheterisation	1		D, C	
5.15 Performs lumbar puncture (intradural / 'spinal') under supervision	2		D, S	
5.19 Performs nasogastric tube placement	3		D	
Domain 12: Professionalism				
12.14 Participates in multidisciplinary teaching	3		M	
12.2 Communicates effectively with members of the health care team	2		M	
12.13 Seeks learning opportunities and integrates new knowledge into clinical practice	2		M	

ACCS ICM Final sign off - Principle and Additional competencies completed

Any ICM, EM, AM or Anaesthesia Educational Supervisor may sign this once the Principle competencies are signed by the ICM Supervisor (above) and all the Additional Competencies are complete:

Trainer Signature:

Trainer Name (Print):

(Educational Supervisor)

Date:

Trainee Signature:

Trainee Name (Print):

Date:

Annual Review of Competence Progression

Checklist for ACCS CT/ST2

Please create a file in your personal library on e-portfolio labelled:

ARCP CT-2

All paper-based evidence must be scanned and uploaded to the ARCP CT-2 file with an appropriate title (e.g. IAC Certificate)

The checklist below should be used as guidance to be certain you are completing all of the required competencies as you progress through your training year.

Work-place-based assessments or specific training modules must be completed, signed, uploaded and linked to the curriculum codes on your e-portfolio as evidence that you have achieved each competency.

Trainee Name: _____ DRN/NTN: _____

Anaesthetics

Formative assessment of 5 Anaesthetic-CEX:	Date of assessment	Assessor's name
• IAC A01 Preoperative assessment	Date	Name
• IAC A02 Management of the spontaneously breathing patient	Date	Name
• IAC A03 Anaesthesia for laparotomy	Date	Name
• IAC A04 Rapid Sequence Induction	Date	Name
• IAC A05 Recovery	Date	Name
Formative assessment of 8 Specific Anaesthetic CbDs:		
• IAC C01 Patient identification	Date	Name
• IAC C02 Post op nausea & vomiting	Date	Name
• IAC C03 Airway assessment	Date	Name
• IAC C04 Choice of muscle relaxants & induction agents	Date	Name
• IAC C05 Post op analgesia	Date	Name

• IAC C06 Post op oxygen therapy	Date	Name
• IAC C07 Emergency surgery	Date	Name
• IAC C08 Failed Intubation	Date	Name
Formative assessment of 6 further anaesthetic DOPS:		
• IAC Basic and advanced life support	Date	Name
• IAC D01 Demonstrate function of anaesthetic machine	Date	Name
• IAC D02 Transfer and positioning of patient on operating table	Date	Name
• IAC D03 Demonstrate CPR on a manikin	Date	Name
• IAC D04 Technique of scrubbing up, gown & gloves	Date	Name
• IAC D05 Competences for pain management including PCA	Date	Name
• IAC D06 Failed Intubation practical drill on manikin	Date	Name

PLUS – Introduction to Anaesthesia (3-6 months)		
• Pre-operative assessment	Date	Name
• Pre-medication	Date	Name
• Induction of GA	Date	Name
• Intra-operative care	Date	Name
• Post-operative recovery	Date	Name
• Anaesthesia for emergency surgery	Date	Name
• Management of cardio-respiratory arrest (adult and children)	Date	Name
• Infection Control	Date	Name
Optional modules		
• Sedation	Date	Name
• Regional block	Date	Name
• Emergency surgery	Date	Name
• Safe Transfers	Date	Name

Intensive Care Medicine

Formative assessments in 2 missing Major Presentations:				
• CMP1 Anaphylaxis	Date	Name		
• CMP2 Cardio-respiratory arrest	Date	Name		
• CMP3 Major Trauma	Date	Name		
• CMP4 Septic patient (ideally assessed in ICM)	Date	Name		
• CMP5 Shocked patient	Date	Name		
• CMP6 Unconscious patient	Date	Name		
Formative assessment of any Acute Presentations not yet covered				
1. Date	2. Date	3. Date	4. Date	5. Date
Name	Name	Name	Name	Name
Formative assessment of 13 practical procedures as DOPS (may be assessed as Mini CEX or CbD if indicated), including:				
• ICM 1 Peripheral venous cannulation	Date	Name		
• ICM 2 Arterial cannulation	Date	Name		
• ICM 3 ABG sampling & interpretation	Date	Name		
• ICM 4 Central venous cannulation	Date	Name		
• ICM 5 Connection to ventilator	Date	Name		
• ICM 6 Safe use of drugs to facilitate mechanical ventilation	Date	Name		
• ICM 7 Monitoring respiratory function	Date	Name		
• ICM 8 Managing the patient fighting the ventilator	Date	Name		
• ICM 9 Safe use of vasoactive drugs and electrolytes	Date	Name		
• ICM 10 Fluid challenge in an acutely unwell patient (CbD)	Date	Name		
• ICM 11 Accidental displacement ETT / tracheostomy	Date	Name		
• Any other	Date	Name		
• Any other	Date	Name		

Overview by end of CT/ST2

All 6 Major Presentations completed	
All 38 Acute Presentations completed	
All 45 Practical procedures completed	
Clinical Supervisor's Report / End of Placement Review for the Anaesthetics Rotation	
Clinical Supervisor's Report / End of Placement Review for the ICM Rotation	
Educational Supervisor's Report / Structured Training Report (EM-stream)	
IAC Certificate 2-page document signed by Clinical Supervisor and Anaesthetics College Tutor and uploaded to e-portfolio	
Introduction to Anaesthesia Modules Completed, signed and uploaded to the e-portfolio	
Anaesthesia Consultant/Trainer Feedback Completed and uploaded to the e-portfolio	
Anaesthetic Logbook (RCoA Format required for Anaesthetic-Stream Trainees)	
Principle ICM Competencies Modules Completed, signed and uploaded to the e-portfolio	
ACCS ICM Final Sign-Off – Principal and Additional Competencies Completed, signed and uploaded to the e-portfolio	
MSF Minimum of 12 responses (annually) with a minimum of 2 consultants Anaesthetic-stream Trainees note: ICM training specifically requires an MSF in ICM	

Multi Consultant Review x 4 – AM-stream trainees only	
Audit or Quality Improvement Project One to be completed every 12 months	
Reflective notes Record of any personal complaints, incidents, SUIs and any GMC concerns received must be recorded in e-portfolio and reflective notes written in response	
Compliments and thanks Scanned and uploaded to e-portfolio	
Progress in relevant post graduate examinations	
Resuscitation courses relevant to specialty (ALS, ATLS, APLS or equiv.)	Date
Safeguarding Children Level 2 Completed and certificate uploaded to ePortfolio	Date
Progress toward achieving level 2 common competences confirmed by supervisor and trainee (For EM-Stream Trainees – complete the red and blue man symbols in the e-portfolio)	
Number of Regional Training Days attended	Number
Up-to-date CV uploaded to personal library on e-portfolio	
Form R submitted to HEEoE	
Survey monkey feedback completed for each placement (returned to ACCS Administrator when requested)	

To be completed by trainee and countersigned by Educational Supervisor

Trainee signature:		Date:	
Education Supervisor signature:		Date:	
Education Supervisor name PLEASE PRINT			

What Happens Next?

Anaesthetics & ICM

In the East of England your CT3 year of the ACCS programme in anaesthesia will be undertaken in the same hospital as the first two years of your programme. The Initial Assessment of Competency and the Basis of Anaesthetic Practice will have been completed during CT2 and the final year of the programme will be dedicated towards completing the remainder of Basic Level Training. This involves passing the primary FRCA examination and completion of Core Anaesthesia as detailed on the College website (www.rcoa.ac.uk/node/207).

Acute medicine

As there is currently no written curriculum or decision aid for ACCS-AM CT3 trainees doing CMT, they have been asked to follow the same curriculum as for the CMT2 year for this year and this has been set up on their e-portfolio.

Emergency Medicine

EM streamed ACCS trainees will move to ST3, usually in the same hospital as their ACCS programme. The curriculum for ST3 is available on the College of Emergency Medicine website. The ST3 year includes paediatrics. The exact format for this varies between hospitals but must include at least 3 months paediatrics and the trainees should see a minimum of 700 children and keep a record of this for their portfolio. Trainees should also attend the regional training programme including the 3-day Musculo-skeletal and paediatric course currently held at Peterborough in the autumn. By the end of ST3 trainees need to have passed the MCEM or equivalent diploma to progress to Higher Speciality Training.

ACCS Specific Teaching

There is a regional teaching programme for ACCS Trainees which ACCS trainees are expected to attend. Please get in touch with your individual Departments to arrange study leave on these days. The sessions are held on the first Friday of every month.

All teaching programmes can be found on the Health Education, East of England website:

<https://heeo.e.hee.nhs.uk/node/3593>

AM trainees are welcome to join the CMT training in their base hospitals and the regional AM training days. The later will be posted on the website as soon as they are available to the ACCS TPD

There will also be some CEM examination workshops and mock OSCEs for EM trainees.

Simulation training

ACCS CT1 High Fidelity Simulation days – Addenbrooke's

Simulation course for the first year of your ACCS training is delivered at Addenbrooke's Hospital, James Paget Hospital and other venues. There are several courses throughout the year and we encourage all ACCS trainees to attend. HEEOE funds these courses for all ACCS CT1 trainees. Please organise this directly with the School of Emergency Medicine Administrator.

The simulation lead is Rachel Hoey, rachel.hoey@whht.nhs.uk for any queries

Anaesthetic stream trainees

All ACCS Anaesthesia trainees will attend an anaesthetic critical incident simulation course. Trainees from Basildon, Broomfield, Colchester and Southend will attend Anaesthetic Critical Incidents (ACI) at the PMI Simulation suite, Anglia Ruskin University, Chelmsford. All other trainees will attend Anaesthetic Crisis Resource Management (ACRM) at Addenbrooke's Simulation Centre, Cambridge. You will be allocated your date in advance.

Contacts

- Nam Tong, Head of School of Emergency Medicine – nam.tong@gehkl.nhs.uk
- Diane Williamson, ACCS Training Programme Director - dane.williamson@addenbrookes.nhs.uk
- Anna Frost, Admin Manager, East of England School of Emergency Medicine anna.frost@addenbrookes.nhs.uk
- Emily Simpson, Chair of EoE ACCS Committee, Deputy Regional Advisor Anaesthesia emily.simpson2@meht.nhs.uk
- Nicola Barber, Regional Advisor, Anaesthetist nicola.barber@addenbrookes.nhs.uk
- Elspeth Reid, Anaesthetics TPD South Elsbeth.reid@meht.nhs.uk
- Lalitha Vedham, Anaesthetics TPD North Lalitha.vedham@nnuh.nhs.uk
- Chantal Kong, TPD in Acute Medicine for ACCS CT3 chantal.kong@whht.nhs.uk
- Harith Altermimi, TPD In Acute Medicine h.altermimi@nhs.net
- TBC - Head of School for Medicine
- Helen Hobbiger, Head of School for Anaesthetics Helen.Hobbiger@gehkl.nhs.uk
- Pawan Gupta, Core EM TPD for CT3 and DRE-EM pgupta@nhs.net
- Rachel Hoey, Simulation Lead for ACCS rachel.hey@whht.nhs.uk
- Nick Wilson, Simulation Lead for East of England nick.wilson@meht.nhs.uk

Resources

- For Acute Medicine attachment/ acute physician trainee's portfolio:
<http://www.jrcptb.org.uk/enrolment>
- For Emergency Medicine trainee's portfolio:
http://www.rcem.ac.uk/RCEM/Exams_Training/UK_Trainees/Applying_for_Specialty_Training/RCEM/Exams_Training/UK_Trainees/ePortfolio.aspx
- For EM WPBAs
- http://www.rcem.ac.uk/RCEM/Exams_Training/UK_Trainees/Assessment_Schedule/RCEM/Exams_Training/UK_Trainees/Assessment_Schedule.aspx
- For Anaesthetic training and e-portfolio:
<http://www.rcoa.ac.uk/>
- For core trainee survival guide
http://www.aagbi.org/sites/default/files/core_survival_guide_09.pdf
- Specific ACCS website:
<https://rcoa.ac.uk/accs>
- HEEOE School of Emergency Medicine website:
https://heeoeh.ee.nhs.uk/em_home

The RCOA guide for novice anaesthetists supports the first 3-6 months in anaesthesia and is a very useful resource for all ACCS trainees

<http://www.rcoa.ac.uk/careers-and-training/the-rcoa-guide-novice-trainees>

HEEoE ACCS Programme - **Initial Meeting: ACUTE MEDICINE** (Anaesthetic stream CT1s only)

Trainee	
Educational Supervisor	
Position & GMC number	
Training Unit / Hospital	
Period of this placement	From: _____ To: _____
Introduction / Background	
Courses and exams	
Expectations and goals for the placement	
Curriculum Competencies and WPBA Requirements	
<p>For ACCS trainees competence to at least level 2 descriptors will be expected prior to progression into further specialty training.</p> <p>Major presentations: 2 formative assessments (Mini-CEX or CbD) covering 2 of the 6 major presentations are to be completed during the acute medicine section of ACCS. The major presentations are:</p> <ul style="list-style-type: none"> • Anaphylaxis • cardio-respiratory arrest • major trauma • The septic patient • The shocked patient • The unconscious patient <p>Acute presentations: 10x formative assessments (mini-CEX, CbD, ACAT)</p> <p>Plus: 8-10 of the remaining acute presentations covered using ACATs, e-learning, reflective entries, teaching and audit.</p> <p>Practical procedures: 5x DOPs covering 5 of the 44 listed practical procedures not covered</p>	

elsewhere. These are:

- Lumbar puncture
- Pleural tap & aspiration
- Intercostal drain insertion (seldinger)
- Intercostal drain insertion open
- Ascitic tap
- Abdominal paracentesis
- DC cardioversion
- Knee aspiration
- Temporary pacing (external/wire)
- Large joint examination
-

Minimum number of assessments per 6 months:

- 3 Mini-CEX
- 5 DOPs
- 3 Cbds
- 3 ACATs plus 1 MSF

Review of Personal Development Plan

HEEoE ACCS Programme - **Initial Meeting: ACUTE MEDICINE** (Anaesthetic stream CT1s only)

Personal Development Plan

What development HEEoE ACCS Programme - Initial Meeting: ACUTE MEDICINE (Anaesthetic stream CT1s only) Personal Development Plan needs have I?	How will I address them?	Date by which I plan to achieve the development goal	Outcome	Completed
Explain the need.	Explain how you will take action, and what resources you will need? e.g. time, financial support	The date agreed with your appraiser for achieving the development goal. e.g. Timescale	How will your practice change as a result of the development activity? e.g. Review	Agreement from your appraiser that the development need has been met. e.g. what evidence?

HEEoE ACCS Programme - **Initial Meeting: EMERGENCY MEDICINE** (Anaesthetic stream CT1s only)

Trainee
Educational Supervisor
Position & GMC number
Training Unit / Hospital
Period of this placement
Introduction / Background
Courses and exams
Expectations and goals for the placement
Curriculum Competencies and WPBA Requirements
<p>Summative assessment (Mini-Cex or CBD) in two of the following major presentations:</p> <ul style="list-style-type: none"> • CPM1 – Anaphylaxis • CPM2 – Cardio-respiratory arrest • CPM3 – Major trauma • CPM4 – Septic patient • CPM5 – Shocked patient • CPM6 – Unconscious patient (2) <p>Summative assessment (Mini-Cex or CBD) in all of the following acute presentations:</p> <ul style="list-style-type: none"> • CAP7 – Chest pain • CAP1 – Abdominal pain • CAP6 - Breathlessness • CAP30 – Mental health • CAP18 – Head injury (5) <p>Formative assessments (ACAT-EM) in 5 additional acute presentations (5)</p> <p>10 additional assessments of acute presentations using a combination of</p>

- elearning
- reflective entries
- teaching and audit assessments
- additional ACAT-EMs

(10)

Assessment of practical procedures including:

- Airway management
- Primary survey
- Wound care
- Fracture reduction/joint reduction

Another DOPS

(5)**27**

Review of Personal Development Plan

HEEoE ACCS Programme - **Initial Meeting: EMERGENCY MEDICINE** (Anaesthetic stream CT1s)
 Personal Development plan

What development needs do I have?	How will I address them?	Date by which I plan to achieve the development goal	Outcome	Completed
Explain the need.	Explain how you will take action, and what resources you will need? e.g. time, financial support	The date agreed with your appraiser for achieving the development goal. e.g. Timescale	How will your practice change as a result of the development activity? e.g. Review	Agreement from your appraiser that the development need has been met. e.g. what evidence?

East of England ACCS Programme
Structured Clinical Supervisors Training Report

Trainee Details - Year of training: CT1 CT2

Name of Clinical Supervisor submitting report:	
Position:	

Trainee Details - Year of training: CT1 CT2

Parent Specialty:	
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Workplace Based Assessments

Summary of workplace-based assessments undertaken during this period and outcomes

	Number	Comments
Mini-Clinical Evaluation Exercise - mini-CEX		
Case-based Discussion - CbD		
Directly Observed Procedures - DOPs		
Acute Care Assessment Tool - ACAT		
Other (please specify)		
Comments:		

Curriculum Competencies: Please provide an interim report and comments on the trainee's progress against curriculum requirements at this stage of training

Summary of other activity: Teaching, courses, exams, audit, research, other

Has the trainee attended/delivered an appropriate number of organised teaching sessions?

Courses or certificates obtained (ALS, ATLS, APLS, EPLS, Simulation, US, Other):

Relevant examinations attempted and results:.....

Audit: Has the trainee participated in audit during this period? Comments on the audit:

Research: Has the trainee participated in research during this

period?

Other activities: please specify:

Clinical incidents, complaints:

Provide details of any clinical Incidents or complaints which have involved this trainee.

Date	Description/Comments	Outcome (delete as appropriate)
		Resolved / Pending / No case to find / Accountable
		Resolved / Pending / No case to find / Accountable

Areas of good practice

Please provide details of areas of strength in the trainee's clinical practice, including evidence of excellence

Areas for development

**Multi-Source Feedback: Has an MSF been completed with 10 or more responses in this period?
Comment on the MSF or other relevant feedback:**

Do you have any concerns about this trainee?

Yes

No

Comment on the trainee's progress, as supported by the evidence provided.

Probity and Health

Do you have any concerns about the trainee's probity or health?

Yes

No

Comments on probity or health:

Overall Progress

Summarise the trainee's progression during the period of this report:

	Tick one	Comments
Well above expectations for stage of training		
Above expectation for stage of training		
Meets expectations for stage of training		
Borderline for stage of training		
Below expectations for stage of training		
Well below expectations for stage of training		

Trainee comments regarding above report

Signed by _____ Date _____

(supervisor)

Signed by _____ Date _____

(trainee)

College of Emergency Medicine

Structured Training Report for ACCS EM

The clinical supervisor must complete this STR, having reviewed the trainees learning portfolio and WPBAs

Trainee's Name			
Educational Supervisor name			
Position & GMC number			
Training Unit			
PMETB programme/Post			
Training number (if applicable)			
Previous annual assessments			
Dates		Outcome	
1			
2			
3			
4			
5			
Previous placements in ACCS programme			
		Clinical supervisor	Dates
Acute medicine			
Anaesthetics			
ICM			
Current placement			
		Clinical supervisor	Dates
Emergency Medicine			
WPBA in current placements (only successful WPBAs should be included here)			
Assessment	Dates and number	Outcome	Comments
Mini-CEX (min x 2)			
DOPs (min x2)			
CBD (min x2)			
MSF (min x1 a year)			
Other (please specify)			
Experiential outcomes (please review evidence in learning portfolio)			

Activity	Date	Outcome	Comments
Log book			
CG activity			
PDP			
Educational achievements			
Management			
Short courses			
Other evidence			
Other outcome to be considered that may not be in the learning portfolio			
Activity	Date	Outcome	Comments
Critical incidents			
Complaints			
Other			

Summary of Trainees Assessment

Educational Supervisor to complete. Please attach evidence if available to support opinions or give examples of behaviours.

Strengths of Trainee

Weaknesses of Trainee

Suggestions for improvement

I confirm that this is an accurate description/summary of this trainee's learning portfolio and WPBA, covering the period fromto

ES Name and Signature

Trainee Signature

Date:

Date:

East of England ACCS Programme

Structured Educational Supervisor Training Report

Trainee Details - Year of training: CT1 CT2

Parent Specialty:

Posts Included:

From	To	Hospital	Speciality	Clinical Supervisor

Curriculum Competencies

Has the trainee provided evidence to demonstrate suitable progress against the curriculum requirements for their stage of training?

Yes

No

Comment on the curriculum progress, particularly if answering No:

Workplace Based Assessments

The following number of workplace-based assessments have been undertaken during this period and a summary sheet of outcomes has been attached

	Number
Mini-Clinical Evaluation Exercise - mini-CEX	
Case-based Discussion - CbD	
Directly Observed Procedures - DOPs	
Acute Care Assessment Tool - ACAT	
Other (please specify)	

Multi-Source Feedback

Does the trainee hold a current ALS certificate?	Yes	No	Has an MSF been completed with 12 or more responses in this period?
Does the trainee hold a current ATLS certificate?	Yes	No	
Does the trainee hold a current EPLS, APLS certificate?	Yes	No	
Has the trainee successfully completed:-			
The MRCP Part 1 examination?	Yes	No	
The MRCP Part 2 Written/PACES examination?	Yes	No	
The MCEM Part A?	Yes	No	
The MCEM Part B or C examination?	Yes	No	
The FRCA Part 1 examination?	Yes	No	

Not required in this period	
Required but not completed on schedule	

Yes and summary sheet has been attached	
---	--

Did the outcome of the MSF demonstrate satisfactory progress? Yes No

Comment on the MSF, particularly if answering No:

Summary of other activity

Clinical skills / procedures (make reference to a log book if applicable)

Has the trainee performed appropriate numbers of procedures where indicated by the curriculum? Yes No

Comments:

Other courses attended:

Audit

Has the trainee participated in audit during this period?

Not required in this period	
Required but not completed on schedule	
An ongoing audit is in progress	
Yes and audit summary has been attached	

Was the audit performed satisfactorily?

Yes

No

Has the audit led to a change in practice?

Yes

No

Has the audit closed the loop in the audit cycle?

Yes

No

Comments on the audit:

Research

Has the trainee participated in research during this period?

Yes

No

(Involvement in research is not a requirement for a trainee at this point in their training, if however the trainee has participated in research during this period; please include a summary of their research experience, skills and publications)

Comments on research:

Educational Events

Has the trainee provided evidence of attendance at the required number of organised educational events (including any distance learning etc.)? Yes No

Has the trainee attended additional courses Yes No

Comments on the evidence of attendance at educational events:

Teaching

Has the trainee delivered any organised teaching sessions? Yes No

Is there evidence of satisfactory feedback on teaching? Yes No

Comments on teaching:

Management skills development

Has the trainee developed any specific management skills during this period? Yes No

Comments on management skills:

Clinical Incidents or Complaints

Please provide details of any Clinical Incidents or Complaints which have involved this trainee.

Date	Description/Comments	Outcome (delete as appropriate)
		Resolved / Pending / No case to find / Accountable
		Resolved / Pending / No

		case to find / Accountable
--	--	----------------------------

Summary of clinical supervisors reports over the whole year:

Report one:

Report Two:

Areas of good practice

Please provide details of areas of strength in the trainee's clinical practice, including evidence of excellence

Areas for development

Do you have any concerns about this trainee?

Yes

No

If "Yes" include details below with comments on the trainee's progress as supported by the evidence provided.

Probity and Health

Do you have any concerns about the trainee's probity or health?

Yes

No

Comments on probity or health:

--

Overall Progress

Summarise the trainee's progression during the period of this report:

	Tick one box
Well above expectations for stage of training	<input type="checkbox"/>
Above expectation for stage of training	<input type="checkbox"/>
Meets expectations for stage of training	<input type="checkbox"/>
Borderline for stage of training	<input type="checkbox"/>
Below expectations for stage of training	<input type="checkbox"/>
Well below expectations for stage of training	<input type="checkbox"/>

Trainee's Comments on This Report

--

Signed by _____

Date _____

(supervisor)

Signed by _____

Date _____

(trainee)

ACCS Specialty Specific Assessments forms & and EM Work Place Based Assessment Forms

The link below contains all the paper-based assessment forms recommended for use by each college.

[http://www.rcem.ac.uk/docs/Training/2015%20Curriculum%20-%20Appendix%202%20\(Oct%202016%20update\)%20-%20for%20website.pdf](http://www.rcem.ac.uk/docs/Training/2015%20Curriculum%20-%20Appendix%202%20(Oct%202016%20update)%20-%20for%20website.pdf)

Clinical Supervisors Educational Meeting

This meeting form is to be used for the Initial Meeting between Clinical Supervisors and Trainees.

Trainee's Name:

GMC Number:

Name of Clinical Supervisor / Educational Supervisor:

Meeting Date:

PDP Learning Objectives:

Review of previous 3-6 months:

Lessons learnt:

Courses/exams booked or completed:

Audit *(planned or completed)*

Research *(planned or completed)*

Examination:

Induction received: Yes No

Reviewed personal plan:

Meeting confirmed:

Educational Supervisor Signature

Trainee signature