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| Referral Form  Professional Support Unit Referral FrameworkFor review of trainees giving cause for concern ***(Referral forms to be completed by the Head of School or Training Programme Director in conjunction with the Educational Supervisor)*** |  |

Trainees who are having difficulties may come to attention through a number of routes, including, but not exclusively, direct observation, feedback from supervisors and assessments (particularly TABs/MSFs). This framework of potential areas of concern may be used to:

* Raise awareness of the ways in which concerns may present
* Identify the areas of concern for a particular trainee and collate supporting evidence
* Facilitate discussion with the trainee and provide a written document to share with the trainee
* Relate concerns to the 4 domains of the GMC Framework for *Good Medical Practice:* Domain 1 Knowledge, Skills and Performance; Domain 2 Safety and Quality; Domain 3 Communication, partnership and teamwork; Domain 4 Maintaining trust
* Facilitate report writing, such as referrals for further support
* Identify an overall level of concern and make a risk assessment
* Relate the areas of concern to the expected level of achievement for the stage in training, as identified through the Foundation and Specialty curricula. This is particularly important for concerns identified with clinical performance; professional behaviour should be maintained at all stages of training

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| If a trainee is referred to the PSU, the ES/CS will be requested to complete this framework. The areas of concern are not all encompassing and there is significant overlap between areas; discussion with the trainee should aim to capture their perspective and seek to understand the underlying reasons behind the identified concerns. |

*This framework should be used to support a performance review meeting with the trainee, which should be formally documented, and record the trainee’s perspective and reflection on the concerns raised, as well as identified actions for both the trainee and, as appropriate, the trainer.* ***Referrals that are not signed by the trainee will be rejected.***

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| **Trainee Details:** | **Current Placement:** | **Supervisors Details:** | **Actions already taken (i.e OH):** |
| **Name:** | **Hospital / Practice**  **Name:** | **Educational Supervisor:**  **Name:**  **Email:** |  |
| **Tel No:** | **Speciality:** | **Clinical Supervisor:**  **Name:**  **Email:** |
| **Email: (do not use trust email)** | **Grade:** | **Training Programme Director:**  **Name:**  **Email:** |
| **GMC Number:** | **GPVTS if applicable:** | **Other relevant contact details:** |

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| **Area of Concern** | **Concern**  **Y/N** | * **Supporting and specific evidence must be provided** * **Comment/Cross-over with other areas** * **Excellence should also be identified where evident** | **GMC**  ***Good Medical Practice* Framework domain** |
| **Clinical performance, knowledge and skills *(please provide specific examples)*** |  |  | **Domain 1- Knowledge, Skills and Performance**  **Domain 2 – Safety and Quality** |
| **Identified concerns with one or more aspects of the consultation process.**  These may include concerns with history taking, clinical examination, diagnostic skills and decision making, developing/implementing management plans and documentation, written and electronic.  *Concerns should be related to the expected level of achievement for the stage of training* |  |  | * 1. **Apply knowledge and experience to practice**   **Ensure that all documentation (including clinical records) formally recording your work is clear, accurate and legible** |
| **Not responding effectively in emergency situations.**  This may also be reflected if the trainee is frequently unavailable/ does not respond to bleeps  The trainee may show a lack of situational awareness, especially when under pressure |  |  | * 1. **Apply knowledge and experience to practice** |
| **Clinical complaints or critical incidents that have involved the trainee**  The trainee should have the opportunity to have a debrief following critical incidents in order to reflect and identify learning opportunities |  |  | * 1. **Contribute to and comply with systems to protect patients**   2. **Respond to risks to safety**   3. **Treat patients and colleagues fairly and without discrimination** |
| **Repeated exam failure**  This should be related to expected achievement at level of training, and may reflect a number of the key areas |  |  | * 1. **Maintain your professional performance** |
| **Identified concerns with technical skills**, particularly in craft specialties  *Concerns should be related to expected standard for current level of training* |  |  | * 1. **Apply knowledge and experience to practice** |

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| **Area of Concern** | **Concern**  **Y/N** | * **Supporting and specific evidence must be provided** * **Comment/Cross-over with other areas** * **Excellence should also be identified where evident** | **GMC  *Good Medical Practice* Framework domain** |
| **Concerns with time management / prioritisation**  This may be reflected by a low work rate.  Slowness in completing tasks, clerking patients, patient assessment in clinic or surgery, or dictation/ admin tasks may raise concerns.  The trainee may have rigidity or inflexibility of approach, with difficulty in seeing “the big picture”.  The trainee may be working outside of shifts but not completing tasks, and has anxiety about making an error |  |  | * 1. **Apply knowledge and experience to practice**   2. **Ensure that all documentation (including clinical records) formally recording your work is clear, accurate and legible**   3. **Contribute to and comply with systems to protect patients**   4. **Respond to risks to safety** |
| **Health/social issues**  ***(please provide specific examples)*** |  |  | **Domain 2 – Safety and Quality** |
| **Health / social issues can be reflected across all the key areas.**  Non-medical life events can impact on trainee performance  Concerns may arise from:  Frequent absences / sick leave, particularly on busy days/weekends/night shifts  Fall-off of previous good performance  Poor motivation, engagement with role |  |  | * 1. **Protect patients and colleagues from any risk posed by your health** |
| **Overt or disclosed ill health**  **Drug or alcohol abuse** |  |  |
| **Area of Concern** | **Concern**  **Y/N** | * **Supporting and specific evidence must be provided** * **Comment/Cross-over with other areas** * **Excellence should also be identified where evident** | **GMC  *Good Medical Practice* Framework domain** |
| **Professional behaviour and attitudes**  ***(please provide specific examples)*** |  |  | **Domain 1- Knowledge, Skills and Performance**  **Domain 2 – Safety and Quality**  **Domain 3 – Communication, partnership and teamwork**  **Domain 4 –Maintaining trust** |
| **Concerns identified with communication skills with patients, relatives and/or colleagues**  This may include verbal, written and electronic communication |  |  | * 1. **Ensure that all documentation (including clinical records) formally recording your work is clear, accurate and legible**   2. **Communicate effectively**   3. **Work constructively with colleagues and delegate effectively** |
| **Concerns of lack of respect for patients and/or colleagues**  This may also include recognition of patient confidentiality |  |  | * 1. **Work constructively with colleagues and delegate effectively**   2. **Establish and maintain partnerships with patients**   3. **Show respect for patients**   4. **Treat patients and colleagues fairly and without discrimination** |
| **Not working effectively as part of a team**  This may include tasks being left for the next shift, not providing effective handover, or not taking responsibility at an appropriate level for experience.  Colleagues, medical and non-medical, may be avoiding seeking out the trainee’s opinion or help |  |  | * 1. **Contribute to and comply with systems to protect patients**   2. **Communicate effectively**   3. **Work constructively with colleagues and delegate effectively** |
| **Area of Concern** | **Concern**  **Y/N** | * **Supporting and specific evidence must be provided** * **Comment/Cross-over with other areas** * **Excellence should also be identified where evident** | **GMC  *Good Medical Practice* Framework domain** |
| **Issues with insight:**  This may be reflected as limited insight with a lack of awareness of own limitations and defensive behaviour to feedback  Disproportionate insight may lead to low work rate and anxiety about making an error |  |  | * 1. **Apply knowledge and experience to practice**   2. **Contribute to and comply with systems to protect patients** |
| **Lack of availability and accessibility:**  Recurrently late; Not responding to bleeps; Uncertainty as to whereabouts; Abrupt absences with no explanation |  |  | * 1. **Contribute to and comply with systems to protect patients** |
| **Patient or staff complaints about professional behaviour** |  |  | * 1. **Contribute to and comply with systems to protect patients**   2. **Communicate effectively**   3. **Work constructively with colleagues and delegate effectively**   4. **Treat patients and colleagues fairly and without discrimination** |
| **Challenging behaviour**  This may include bursts of temper, verbal or physical aggression |  |  | * 1. **Communicate effectively**   2. **Work constructively with colleagues and delegate effectively** |
| **Probity** |  |  | * 1. **Act with honesty and integrity** |
| **Area of Concern** | **Concern**  **Y/N** | * **Supporting and specific evidence must be provided** * **Comment/Cross-over with other areas** * **Excellence should also be identified where evident** | **GMC  *Good Medical Practice* Framework domain** |
| **Engagement with education and training**  ***(please provide specific examples)*** |  |  | **Domain 1- Knowledge, Skills and Performance**  **Domain 3 – Communication, partnership and teamwork**  **Domain 4 –Maintaining trust** |
| **Not taking responsibility for personal education** |  |  | * 1. **Maintain your professional performance** |
| **Not engaging with educational process**  Not providing evidence of participating in educational activities  This may include, but not exclusively, poor attendance at formal teaching sessions, or falling behind with portfolio completion  This may reflect an attitudinal issue or disorganisation |  |  | * 1. **Maintain your professional performance** |
| **Career concerns**:  Uncertainty or lack of engagement over future career choice, repeated exam failure, disillusionment with medicine can all affect trainee performance |  |  | * 1. **Maintain your professional performance** |
| **Training Environment / Support Issues**  ***(please provide specific examples)*** |  |  | **Domain 2 – Safety and Quality**  **Domain 3 – Communication, partnership and teamwork** |
| **Trainee expressing concerns about training environment:**  these may be concerns with excessive workload, working beyond their competence or supervision  Concerns may be reflected in the behaviour and/or health of the trainee as absence from work: unexplained/sudden/frequent, especially on busy days/weekends/night shifts |  |  | * 1. **Apply knowledge and experience to practice**   2. **Contribute to and comply with systems to protect patients**   3. **Respond to risks to safety** |
| **Trainee expressing concerns about support systems**  These may include relationship concerns between trainer(s) and trainee |  |  | * 1. **Maintain your professional performance**   2. **Respond to risks to safety**   3. **Work constructively with colleagues and delegate effectively** |
| **Trainee’s perspective** |  | | |
| **Additional Comments** |  | | |

**Overall level of concern:** **Low**   **Overall risk assessment:** **Low**  **Risk to:** **Patients**

**Intermediate**  **Intermediate**  **Trainee**

**High**   **High**   **Colleagues/teams**

**Employer**

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| **Educator’s signature:** | **Date:** |
| **Trainee’s signature:** | **Date:** |

**Please send this referral to psu.eoe@hee.nhs.uk**