

DAAG newsletter May 2010

At present due to the pace of change and new information we need to send out a newsletter bimonthly. We hope that you find the information useful, particularly in the run up to the summer educational supervision meetings and ARCP panels.

Curriculum coverage

A useful tool for self-assessment of the curriculum can be found via the link below to the Bradford VTS website. This could be used at induction at the beginning of ST3.

<http://www.bradfordvts.co.uk/MRCGP/mrcgp.htm>

Click on “self rating Curriculum instrument”

Applied Knowledge Test

Our registrars perform above average in the CSA exam but a little below average in the AKT examination. We would like to encourage registrars to attend the local college AKT courses and think carefully about how to study for the AKT. Information about the AKT test can be found via the link

http://www.yorksandhumberdeanery.nhs.uk/general_practice/trainees/new_curriculum/

Right hand column of the page “AKT preparation”

There are other AKT resources on the DAAG webpage

http://www.yorksandhumberdeanery.nhs.uk/general_practice/educators_trainers/daag.aspx

Applied Knowledge Test – Critical appraisal

Ten percent of the marks for the AKT come from questions on critical appraisal and evidence-based medicine. Resources for critical appraisal can be found on the link on the webpage below

http://www.yorksandhumberdeanery.nhs.uk/general_practice/educators_trainers/daag.aspx

“Resources for teaching critical appraisal”

Preparing for the CSA

The links below on trainees and educator web pages will take you to valuable advice about preparing for the various competences to be tested in the CSA. It is useful for registrars who have failed the CSA – provides guidance on how to address their weak areas identified on feedback. However it is also a useful resource for both registrars and trainers – who wish to work on competency areas of the CSA.

http://www.yorksandhumberdeanery.nhs.uk/general_practice/trainees/new_curriculum/

http://www.yorksandhumberdeanery.nhs.uk/general_practice/educators_trainers/daag.aspx

See link in right hand column of resources on each page “How to use your CSA feedback”

International Medical graduates

Over the last year there have been work done by educators looking at the particular challenges that International Medical Graduates have while training for British General Practice.

The link below will take you to three documents that look at the difficulties that IMG's face and also provide some educational activities that will help them with those difficulties.

http://www.yorksandhumberdeanery.nhs.uk/general_practice/IMGs/

Performance management of trainees

We have recently clarified options for performance management of trainees. Depending on the level of concern the performance can be managed

- (a) by the educational supervisor and training programme directors. This will be the most commonly used level of management. A performance issue is noted and managed by agreement between the ES and TPD. Goals are set and educator notes are used by the educators to record progress.
- (b) by referral to the locality performance team, usually through the APD linked to the programme. Depending on the level of the concern it is likely that the ES may be changed to a more experienced Educator (often a TPD) if appropriate but that other interventions may be considered and progress will be monitored centrally.
- (c) by a conversation with the locality Deputy Director. This can be done when you think that there is a serious issue, such as behaviors that might need GMC involvement.

- (d) by referral to the next deanery panel for assessment. This will only need to be done in exceptional circumstances where the concerns are such that there may be a need for extra remedial training.

The level of management will depend on the type and severity of the problem and the first line of support for the educational supervisor is the training programme director.

Detailed guidance on the management of GP registrar performance concerns, and tools, which can be used to define the problem, can be found at

http://www.yorksandhumberdeanery.nhs.uk/general_practice/educators_trainers/in_difficulty.aspx

ARCP QA report from the RCGP

We have recently received feedback on our performance in educational supervision and ARCP panels from the College who looked at the e-portfolio, ES reports and panel verdicts on our trainees in the winter panels. We can improve our performance by the following: -

- Making sure that an educational supervision report is always completed within 2 months of the panel, but please do not wait until the last minute – panel members need to be able to look at the report a few days before the panel, in order to prepare their presentations of the trainees.
- Ensure that trainees and educational supervisors both rate the competencies of the trainees, and this is done by reference to evidence within the e-portfolio. We suggest that educational supervisors check that this is done prior to the meeting, and postpone the meeting if the registrar has not done this.

We do acknowledge that the ES job is difficult. The e-portfolio is not intuitive and we hope will become more user friendly in future upgrades. We thank you for your assistance in providing quality educational supervision, both assessing the performance of the registrar from the e-portfolio but also providing guidance by commenting on the entries of the registrar.

Educational supervisor feedback

Both the deanery and the RCGP are keen to support educational supervisors who are carrying out an extremely important task of assessing the e-portfolio and supporting GP registrars.

As part of this process the college has been assessing each deanery against some criteria that it has defined for the quality assurance of educational supervisor reports.

We think that we need to both provide you with feedback about how your ESR performs against this set of criteria and support you with courses and

resources to help you. We are also actively involved in trying to help the college to adapt the e-portfolio to work better for hard-pressed supervisors by adapting the format and the forms to make them more intuitive and user friendly.

We have not chosen the feedback statements below; these come directly from the college, though the assessments on your performance as ES are those made by the ARCP panel.

We would encourage you to take questions about how you should respond to this feedback initially to your local trainers workshops, and also to you local training programme directors, and, if necessary, your APD. Different areas will have different plans for supporting their trainers with this feedback so it is best to start locally.

Feedback for ES – using RCGP ESR descriptors

ES Name:

Trainee:

Date:

Please complete this form giving specific feedback while you are reviewing the trainee ePortfolio then e-mail to [programme](#) co-ordinator or Deanery administrator. Note this form will be reviewed by the panel chair and then sent to the ES after the ARCP panel has met.

Descriptor	Criteria	Comments
Not acceptable	<ul style="list-style-type: none"> • The basis for judgements is not clear, ie they are not referenced to the evidence • Where the judgements can be evaluated, they do not appear to be justifiable • No comment is made on the current state and the progression of competence • Suggestions for trainee development are inadequate in number and/or quality 	
Acceptable	<ul style="list-style-type: none"> • Judgements are generally referenced to the available evidence • Judgements appear to be justifiable • The current state and the progression of competence are made clear • Suggestions for trainee development are routinely made and appear to be appropriate 	

Highlights

Suggestions for Improvement

Learning log training resource for educational supervisors

You may have already received this information via your training programme directors.

The learning log is potentially one of the most important sources of information of how a trainee is thinking and performing. The RCGP has released this training resource in the form of a live e-Portfolio designed to help Educational Supervisors assess the quality of a trainee's log entries.

The training resource can be used by individual Educational Supervisors, but is ideally meant to be used in small groups at Trainers' workshops or similar educational events, where educators can debate their judgements with each other. These small group discussions are important for improving consistency in Workplace Based Assessment.

A handbook has been designed to go with the ePortfolio and is accompanied by a guide for those who are facilitating the small group meetings. It is meant to stimulate group discussion about learning log issues; in particular to look at reflection and validation of log entries.

The workbook takes on average one hour and fifteen minutes to work through in a group setting. A CPD certificate has been attached to be distributed where appropriate.

The material could also be used by individual Educational Supervisors & Trainees together to address some common learning log issues.

The 'log in' for this resource is in the Facilitators & ES workbook' copies of which can be downloaded from:

http://www.rcgp-curriculum.org.uk/eportfolio/learning_log_stimulus_material.aspx

And finally

You deserve a well-earned rest having worked your way through all of this material. There are a lot of new resources to help us make sure that our assessments are rigorous but also drive the learning for our GP registrars. You can either save this newsletter or use the DAAG link below to access this and previous newsletters.

http://www.yorksandhumberdeanery.nhs.uk/general_practice/educators_trainers/daag.aspx

Best wishes for the summer round of educational supervision and panels.

From the Deanery Assessment Advisory Group - Adrian Dunbar, Simon Hall, Paul Johnson, David Rose, Amar Rughani and Mike Tomson,

