

GUM ARCP decision aid post Aug 2022 for trainees on 2016 GUM curriculum

The table below sets out the targets to be achieved for satisfactory ARCP outcome at the end of each training year for the GUM 2016 curriculum with revisions for the Covid-19 pandemic. Text highlighted in yellow, represents critical progression points.

Assessment	End of ST3	End of ST4	End of ST5	End of ST6
*GUM / sexual health competencies	Consistent with Level Descriptor at level 1 in GUM curriculum	Consistent with Level Descriptor at level 2 in GUM curriculum	Consistent with Level Descriptor at level 3 in GUM curriculum	Consistent with Level Descriptor at level 4 in GUM curriculum
*HIV competencies	Consistent with Level Descriptor at level 1 in GUM curriculum	Consistent with Level Descriptor at level 2 in GUM curriculum	Consistent with Level Descriptor at level 3 in GUM curriculum	Consistent with Level Descriptor at level 4 in GUM curriculum
*Medical leadership & management competencies	Consistent with Level Descriptor at level 1 in GUM curriculum Generic management and leadership competencies Examples include ability to prioritise personal and team work, working effectively with colleagues and to meet scheduled commitments. Equality and diversity training Knowledge of local governance and complaints procedures	Consistent with Level Descriptor at level 2 in GUM curriculum Participation in, and awareness of, some aspect of management. Examples include responsibility for organising rotas, teaching sessions or journal clubs.	Consistent with Level Descriptor at level 3 in GUM curriculum Awareness of managerial structures and functions within the NHS. Examples include attendance at relevant training modules, knowledge of diagnostic coding and data analysis and participation in local management meetings.	Consistent with Level Descriptor at level 4 in GUM curriculum Understanding of managerial structures. Examples include reflective e-portfolio entries around relevant NHS management activities, budget & cost savings.

*Epidemiology & public health competencies	Consistent with Level Descriptor at level 1 in GUM curriculum	Consistent with Level Descriptor at level 2 in GUM curriculum	Consistent with Level Descriptor at level 3 in GUM curriculum	Consistent with Level Descriptor at level 4 in GUM curriculum
Examinations (pass required to progress to next level)		Diploma in Genitourinary Medicine (Dip G-U Med)	Diploma of the Faculty of Sexual & Reproductive Healthcare (DFSRH)	Diploma in HIV Medicine (Dip HIV Med)
Multi-source feedback (MSF)	Satisfactory		Satisfactory	
Mini-Clinical Evaluation Exercise (Balance between GUM & HIV conditions)	6 Mini-CEX	6 Mini-CEX	6 Mini-CEX	6 Mini-CEX
Case based discussion (Balance between GUM & HIV conditions)	6 CBD	6 CBD	6 CBD	6 CBD
Direct Observation of Procedural Skills (DOPS)	3 DOPS	3 DOPS	2 DOPS	
Quality Improvement projects/Audit	Participation in quality improvement project or audit	Participation in quality improvement project or audit	Completion of quality improvement project with satisfactory Quality Improvement Assessment	Portfolio of quality improvement / audit involvement

			Tool (QIPAT) or completion of audit cycle(s) with satisfactory Audit Assessment (AA)	
Educational supervisor report (ESR) and training portfolio	Satisfactory ESR– to include feedback from at least 2 Multiple Consultant Reports (MCRs)	Satisfactory ESR– to include feedback from at least 2 Multiple Consultant Reports (MCRs)	Satisfactory ESR– to include feedback from at least 2 Multiple Consultant Reports (MCRs)	Satisfactory ESR– to include feedback from at least 2 Multiple Consultant Reports (MCRs)
Multiple consultant reports (MCRs)	Feedback from at least 2 consultants required. One must be from clinical supervisor	Feedback from at least 2 consultants required. One must be from clinical supervisor	Feedback from at least 2 consultants required. One must be from clinical supervisor	Feedback from at least 2 consultants required. One must be from clinical supervisor
Teaching competencies, including Teaching Observation (TO)		Evidence of participation in teaching of medical students, junior doctors and other health care professionals	Other health care professionals Evaluated participation in teaching confirmed by satisfactory TO	Evidence of participation in evaluated teaching with delegate evaluation of that teaching
HIV in-patient competencies				Achieved attachments and competencies outlined in curriculum
Dermatology competencies			Achieved attachments and competencies outlined in curriculum. However, if trainees are unable to perform skin biopsy or punch biopsy independently then being appraised of the technique by online	

			video/training or by observing, without having to perform a biopsy unsupervised should not be a barrier to CCT	
Gynaecology competencies		Achieved attachments and competencies outlined in curriculum		
Medical microbiology competencies			Achieved attachments and competencies outlined in curriculum	
Contraception competencies			Passed DFSRH	Achieved attachments and competencies outlined in curriculum including insertion of contraceptive implants
Research competencies		Evidence of critical thinking around relevant clinical questions	Evidence of developing research awareness and competence such as participation in research studies, critical reviews, presenting at relevant research meetings or on courses where participants assess the trainee	CV with evidence of research awareness and competence. Evidence might include a completed study with a peer-reviewed publication or abstract
GMC requirements	Satisfactory performance, including documented	Satisfactory performance, including documented	Satisfactory performance, including documented	Satisfactory performance, including documented

	<p>annual declaration of health and probity</p> <p>Participation in GMC training survey</p>	<p>annual declaration of health and probity</p> <p>Participation in GMC training survey</p>	<p>annual declaration of health and probity</p> <p>Participation in GMC training survey</p> <p>Patient feedback survey</p>	<p>annual declaration of health and probity</p> <p>Participation in GMC training survey</p> <p>Meets all requirements for revalidation</p>
<p>Events giving concern</p>	<p>The following events occurring at any time may trigger a review of the trainee's progress and possible remedial training: Issues of professional behaviour, poor performance in WPBAs (including the MSF), issues arising from the supervisor's report, issues of patient safety, a substantiated complaint.</p>			

*ePortfolio evidence, including supervised learning events (mini-CEX and CBDs), can be linked to GUM competencies to demonstrate engagement and exploration of the curriculum. Educational supervisor, or an alternative medical educator with knowledge of the trainee, to confirm level achieved in ES report.