

# ARCP Preparation



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# Purpose & Content

The aim of this module is to help trainees to prepare effectively for ARCP

It includes:

- A short video produced by HEE about the basics of ARCP
- Tips & Advice on
  - Knowing your Timelines
  - Portfolios & Work based assessments
  - Demonstrating Reflective Learning
  - Productivity



# ARCP

An animation by HEE giving a brief overview of the ARCP process



<https://youtu.be/UyY6HdkzJ0U>

# Preparation

## Interim & Final ARCP

- Check the dates

## Essential & desired criteria

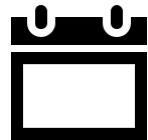
- Check in the curriculum what these are for your specialty programme and your level of training

## Educational Meetings

- Set these up with your educational supervisor in advance

## Prepare your Portfolio

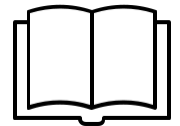
- Different e-portfolios for different specialties
- Ensure you register & have access
- You are expected to keep this up-to-date



# Portfolio

## What is the purpose of a Portfolio?

- A way to monitor professional progress & development
- Lists the competences so supervisors can assess progress & guide you
- Record of clinical service activity, allowing personal reflection
- A broad CV & portfolio of evidence at interviews and appraisals



# Portfolio

## Assessment of Professional Development

Collection of feedback on performance & development from supervisors & other team members

Specific tools:

- Meetings with Educational Supervisor
- Work-based Assessments
- Multisource Feedback
- Clinical supervisor reports



# Portfolio

## Educational Supervisor (ES) Meetings

- Set up initial, midpoint and end of placement meetings with your ES in advance
- In your initial meeting include discussion about your Personal Development Plan (PDP) and learning objectives for the placement
- Use your mid-point review to receive constructive feedback and plan how to achieve outstanding goals for progression
- A record of these meetings should be made in your portfolio and signed by both you & your ES

# Portfolio

## Workplace Based Assessments

- Case based discussion (CBD)
- Mini clinical evaluation exercise (Mini-CEX)
- Assessment of Procedural Skills
- Multisource Feedback



# Case based discussion (CBD)

The CbD is a generic tool that formalises **case discussion** between **trainee and trainer**. They are designed to be a vehicle for direct **feedback** about the case under discussion.

Trainers will use a CbD to assess:

- Clinical **decision-making**
- **Knowledge**
- **Application** of knowledge

# Mini clinical evaluation exercise (Mini-Cex)

An **observed**, real-life, **interaction** between you and a patient. It assesses your **clinical skills**, **attitudes** and **behaviours**.

# Workplace-based assessments (WBAs)

- It is your responsibility to know what is expected
- How many do you need to do?



# Specialty Based Procedural Competencies

## Direct Observation of Procedural Skills

- These are work based assessments to provide feedback on procedural skills for level of training

## Electronic logbooks

- Some specialties require trainees to have an electronic log to record to quantify their procedural or operative training e.g. e-logbook in surgery

## Training Matrix & Capabilities in Practice

- Other specialties have moved away from absolute numbers and towards curriculums about quality of evidence rather than quantity e.g. training matrix for capabilities in practice for Obs & Gynae training

# Top Tip 1

Start preparing early – don't leave everything to the last minute



## Top Tip 2

Try to get assessments signed off steadily through the year



# Top Tip 3

Be succinct in your portfolio but make sure you include enough relevant information



# Top Tip 4

- Be proud of your achievements - don't boast but don't be too modest
- What did you learn?
- Be assertive enough to demonstrate that competencies have been achieved AND humble enough to know and state that you have more to learn
- How might you change what you do in the future?





# Top Tip 5

Do your wba's soon after the clinical encounter while both you and your supervisor can recall the details to reflect and provide feedback



# Top Tip 6

- Know in advance the level of competency for or quantities of assessments or procedures required for your level of training.
- This information may be found on your Royal College website or within the curriculum in your training portfolio



# Top Tip 7

- Make the most of apps (e.g. logbooks) on your phone for ease of recording
- Project management apps e.g. Trello can help in organising and managing your goals, objectives and deadlines (creating calendar alerts or reminders)



# Top Tip 8

- Multisource feedback is a peer review that comes from multi-professional colleagues
- In busy working environments give plenty of time for colleagues to complete this by sending well in advance of ARCP deadlines
- Ask more people than the minimum number of required



# Useful resources

HEE video on ARCP process:

<https://specialtytraining.hee.nhs.uk/ARCP>

HEE's Written ARCP guide for trainees:

<https://specialtytraining.hee.nhs.uk/Portals/1/ARCP%20Trainee%20Guide.pdf>

Professional Support Unit for KSS and London trainees:

<https://london.hee.nhs.uk/professional-development>

Annual review of competency progression: time for universal 'no blame' ARCPs? Christopher Roche Journal of The RSM February 2022 <https://journals.sagepub.com/doi/10.1177/01410768221080774>

