

CSRH GUIDANCE NOTE 3

TRANSITION TO NEW CURRICULUM

Overall timescale

Trainees will move to the new ePortfolio by 1 August 2021, apart from those in ST5 and ST6 who may choose to remain on the 2017 curriculum. The FSRH has published FAQs on its website to assist with the transition process.

Date	Activity
5 May 2021	1 st CSRH Workshop leading to UAT of new ePortfolio functions
30 May 2021	Deadline for feedback on new ePortfolio
16 June 2021	SAC confirms which trainees are remaining on 2017 curriculum (ST5 and ST6 only) and who will be going to ARCP
14 July 2021	2 nd CSRH Workshop focussing on self-assessment prior to transfer and new ESR
30 July 2021	Completion of self-assessment which should be stored in ePortfolio
1 August 2021	New curriculum accessible on ePortfolio
15 September 2021	ESR completed for ARCP
30 September 2021	ARCP takes place using old ESR

Step 1 – Confirmation of trainee intention

TPDs should report on which trainees will be remaining on 2017 curriculum and who will be going to ARCP on 30 September to the SAC meeting on 16 June. This information is needed for planning purposes.

Step 2 – Self-assessment

All trainees, whether they are staying on the 2017 curriculum or moving to the new one, will begin the process of complete a self-assessment with Educational Supervisors, starting at the 14 July workshop. Self-assessments should be completed by 30 July can be stored in the Personal Library section of the ePortfolio. The purpose of the self-assessment is to provide trainees and Educational Supervisors with a sense of how progress made during the training year maps to the new Capabilities in Practice, and to flag up any issues to address after 1 August. It is also part of the transition to the self-ownership of the new curriculum and ePortfolio. Trainees who are going to ARCP can use the self-assessment to inform the ESR.

Step 3 – Launch of new curriculum on ePortfolio

From 1 August, the new CSRH curriculum will be accessible on the ePortfolio for trainees who are transferring. Trainees and Educational Supervisors should start using the new forms from this date. The new curriculum will not be accessible to those trainees who are remaining on the 2017 curriculum. Completed forms in the 2017 curriculum will still be available for those transferring and will be able to be linked to the new curriculum – however these will not appear in the Create forms drop-down menu. However, those remaining on the 2017 curriculum will only be able to use the old forms.

Step 4 – ESR and ARCP

The 2017 ESR will remain available for both transferred and non-transferred trainees. Everyone taking part in the ARCP process should use this ESR which should be completed by 15 September. After the ARCP process on 30 September, this ESR will not be available for those who transfer. Because the ARCP will be taking place only 8 weeks after the move to the new curriculum, it is anticipated that the vast majority of evidence will be from the old curriculum.

This ARCP will be conducted using the Covid derogations in the GMC approved Matrix, so trainees will be able to progress with 10 satisfactory TO1s, 2 reflections and evidence of engagement with the training programme.

Less-than-full-time trainees

Currently LTFT trainees have workplace-based assessments counted on a pro rata basis, with the exception of TO1s and reflections. Given that the Matrix will no longer prescribe numbers for assessments (apart from summative OSATS), professional judgement will need to be applied by both trainee and ES as to what constitutes satisfactory progress. There will still be an annual requirement for an audit/quality improvement project and the numbers of Patient Feedback Forms will be the same in any 5 year period. A single clinic observation form (Mini-CEX DOC) will suffice in any year of training, whether that be 12 months or 20.

Unsatisfactory outcome management

Trainees with **outcomes 2 or 3** need their SMART objectives documented clearly on both the old and new curriculum documentation in the ePortfolio. Trainees may have an outcome 2 or 3 because of specific developmental training objectives identified from the 2017 curriculum. After transfer the trainee in this situation needs to provide the evidence that they have achieved these objectives.

Global judgement is a key component of the assessment process in the new curriculum. This is the means by which trainers can (backed by evidence) give outcomes 2 or 3 when needed that are not simply based on a lack of completion of the logbook or WPBA. This will need careful consideration by the ARCP panel whilst ES become familiar with the updated assessment process.

The ARCP Panel should give feedback on the quality of the ES Report as part of the process, in the spirit of promoting good practice.

Trainee groups

An **ST5 or ST6** trainee who chooses to remain on the 2017 curriculum must fulfil the requirements of the old Matrix in terms of numbers of WBAs and ongoing competency OSATS. The ARCP Panel's attention should be drawn to this. The old training matrix (with the required numbers of WPBA, reflective practice, etc) will remain the assessment standard for these trainees until completion of their training and will be available on the FSRH website. Therefore the ARCP panel need to be satisfied that they have completed all the requirements of the old curriculum in order to be awarded an outcome 6. For those that choose to transfer to the new curriculum, the ES should review the evidence from old and new curricula in the ES report. The ARCP Panel will need to review as to whether there is sufficient evidence from both old and new curricula to justify the award of an Outcome 6.

The issues for **academic trainees** are broadly similar to those of **LTFT** trainees at whatever stage of training they are at. The need to apply the % Whole Time Equivalent (WTE) to progression applies to transition planning.

Trainees on maternity leave should be encouraged to attend a training day on the new curriculum as one of their Keeping In Touch (KIT) days. It may be appropriate for the Training Programme Director (TPD) to provide oversight of the progression of these trainees to ensure that they are not disadvantaged. The ARCP panel will make suggestions at the transfer ARCP which should be addressed in the Return To Work meeting with the ES, and documented in the Personal Development Plan.

Formative assessments will now be available for ES to see in the new curriculum. The ES should use meetings and the PDP to support trainees. These trainees may need more support when transferring to the new curriculum and ePortfolio.

It is recommended that a summary of progress is undertaken before OOP is taken, with a plan for what needs to happen on return agreed with the ES.

Subsequent ARCPs

A trainee who is at the end of a training year and has accumulated evidence in the new curriculum will have their progress recorded against the CiPs in the ESR. The ARCP Panel should then consider whether they agree with the global judgement of the ES. They may do this by reviewing the evidence accrued, including the required procedures. Satisfactory progress in both clinical and non-clinical CiPs must be made. The requirements of the new Matrix and sign-off of procedures must be met, as well as the defined entrustable levels of supervision for clinical CiPs for progression from one ST year to the next.

Resources and support

Each CIP will have a CIP Guide which explains the purpose of the CIP, CIP content, signpost to learning resources, statement of expectations of what a trainee should be able to do at each of the three stages of training, and case studies to help trainees and trainers with the global assessment process. The CIP Guides are on the FSRH website and linked to the ePortfolio.

The CIP Guides are an integral part of the education support package to be made available on-line as part of the implementation of the new curriculum. A plan is being developed as to the content and format of such a training package.