

Glossary of Educational Terms

A

AoP (Assessments of Performance) - is intended to be an assessment of learning using WpBA tools. AoPs should be recognised as a planned series of events, identified as part of the relevant curriculum, not as an end in themselves in the way that traditional formal examinations can be seen. The RCR has not adopted currently AoPs. See also: **Workplace Based Assessment**.

Appraisal - educational appraisal is a developmental process intended to identify a trainee's development needs, plan for how a trainee will meet these needs, provide feedback on their performance and record progress. Appraisal meetings should usually be held with an educational supervisor and the start, middle and end of each year, and similarly with clinical supervisors for each post.

ARCP (Annual Review of Competence Progression) - an evidence based review of a trainee's progress. It is a process by which trainees in specialty training have the evidence of their progress reviewed by a panel. The panel can then make a judgement about the trainee's progress and report this to the training programme director, the trainee and the trainee's employer. The possible outcomes are:

- Progress into the next year of training.
- Unsatisfactory progression will be informed by some or all of the following (the decision being undertaken by the ARCP panel): lack of curriculum coverage, inadequate or poor outcomes in workplace based assessments and/or examinations and areas of concern within the structured supervisor's report. This will result in one of two outcomes-
 - ❖ Conditional progress into the next year of training. A specific action plan will be formulated with the trainee to redress deficiencies in performance. Progress will be re-assessed as appropriate within the next year of training.
 - ❖ Directed training without progression. If the trainee is so far short of the objectives for their year of training such as to prevent them continuing into the next year of training, directed training is recommended to achieve those objectives. The RCR recommends that repetition of the entire year should only be proposed for exceptional reasons. The RCR curricula include "ARCP Decision Aids" which provide guidance on the expected level of attainment for each year.

Assessment - a systematic process for measuring a learner's progress or level of achievement against defined criteria (including curriculum outcomes). This may be for summative purposes (determining progress) or formative purposes (giving feedback).

Assessment for learning - see Formative assessment.

Assessment of learning - see Summative assessment.

Audit Assessment Tool - a Workplace Based Assessment developed to assess a trainee's competence in completing a clinical audit through a written report or presentation.

C

Case-based discussion (CBD) - assesses the performance of a trainee in their patient management to provide an indication of competence in areas such as clinical reasoning, decision-making and application of medical knowledge in relation to patient care. It also serves as a method to document conversations about, and presentations of, cases by trainees.

CCT (Certificate of Completion of Training) - the award of the CCT marks the end of specialty training, indicating the doctor has reached a standard compatible with independent practice to enable registration on the GMC Specialist Register and hence eligibility for consultant appointment.

Clinical Supervisor - a trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee's clinical work and providing constructive feedback during a specific training placement.

College Tutor - a consultant, accountable to the RCR who has the job of ensuring that the resources for education and training are available to all trainees and that the department or special interest area within his/her Local Education Provider meets RCR standards for training. In some trusts the College Tutor has an explicit role within the educational structure of the trust and joint lines of accountability to the College and their Director of Medical Education. In such cases the appointment of the College Tutor is undertaken jointly by the College and the trust. Some Deaneries prefer the term Specialty Tutor to College Tutor as a means of reflecting this broader role.

Competence - the possession of requisite or adequate ability, having acquired the knowledge, skill and behaviour necessary to perform those tasks which reflect the scope of professional practices. It may be different from "performance", which denotes what someone is actually doing in a real life situation.

Competency - a specific capability, a discrete skill or a visible behaviour that is learnt and assessed separately.

COPMeD (Conference of Post Graduate Medical Deans) - provides a forum in which Postgraduate Deans meet to discuss current issues, share best practice and agree a consistent and equitable approach to medical training in all deaneries across the UK.

Core training – that part of Clinical Radiology training which takes place over the first 3 years of full time training and covers all the basic elements of the specialty culminating in the Part 2B FRCR examination.

Continuing professional development (CPD) - any learning undertaken outside undergraduate education and postgraduate training which helps to maintain and improve performance. In the case of doctors, it covers the development of your knowledge, skills, attitudes and behaviours across all areas of medical practice. It includes all learning activities, both formal and informal, by which doctors maintain and develop the quality of their professional work.

Curriculum - a statement of the aims and intended learning outcomes of an educational programme. It states the rationale, content, organisation, processes and methods of teaching, learning, assessment, supervision, and feedback. If appropriate, it will also stipulate the entry criteria and duration of the programme.

Deanery Report (formerly the Annual Deanery Report) - all deaneries produce an annual deanery report within a specific timeframe and structure. Deaneries are asked to self-assess and report any exceptions against the GMC's standards for postgraduate training and are required to submit an action plan. The deanery's action plan is the key, forward-looking part of the DR. It

identifies actions to be taken to resolve areas of concern with levels of response during the following year; using, for example, a traffic lights system.

Publicly sharing the information held in action plans is an important part of informing patients, the public and trainees amongst other key stakeholders, about both the outcomes of quality assurance and the deanery/LEP's commitments to action. These deanery action plans for each of the UK's 21 postgraduate deaneries are published.

Direct Observation of Procedural Skills (DORPS) - an assessment tool designed to assess the performance of a Clinical Oncology trainee in undertaking a radiotherapy planning procedure, against a structured checklist. The trainee receives immediate feedback to identify strengths and areas for development.

Direct Observation of Systemic Therapy (DOST) - an assessment tool designed to assess the performance of a Clinical Oncology trainee in undertaking, authorizing, prescribing and taking consent for chemotherapy, against a structured checklist. The trainee receives immediate feedback to identify strengths and areas for development.

DOPS (Clinical Radiology) - see Rad-DOPS.

Diversity Training - the process of educating professionals to work with people of widely differing cultural, social and religious backgrounds.

E

Educational Agreement – a contract setting out the terms of educational provision between two parties e.g. trainee and educational supervisor.

Educational Appraisal - see Appraisal.

Educational Supervisor – a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a training placement or series of placements, for a minimum of one year. The educational supervisor is responsible for the trainee's educational agreement.

ePortfolio - a developmental learning tool, for trainees to use to plan, record and reflect on their training. It allows for collection of a shared evidence-base of activities that the trainee has undertaken which will form the basis for appraisal discussions and ARCPs.

Equality (for equal opportunities) - the term used to describe 'policies and practices that tackle inequalities, aiming to ensure that all staff are treated fairly, and that service users do not experience discrimination'.

Externality – the process by which assessment of a training programme or of trainees is given an independent perspective e.g. an outside Regional Education/Specialty Adviser sits on another Deanery's ARCP panel.

F

Formative Assessment - an instructional process that supports both trainee and trainer to identify the developmental needs of an individual and to allow interventions to be made during the learning process. It is not a pass/fail assessment. Currently, all workplace based assessments are individually formative. Also described as "Assessment for Learning".

G

GMC (The General Medical Council) - the regulator of the medical profession in the UK. A doctor must be included on the GMC register to practice medicine in the UK. The GMC is responsible for regulating all stages of medical education in the UK.

Gold Guide - the four UK Health Departments publish 'A Guide to Postgraduate Specialty Training in the UK' which is also known as the "Gold Guide". This document provides the framework for the postgraduate specialty training programmes, including general practice. It is primarily aimed at Postgraduate Deans and their training networks, Medical Royal Colleges/Faculties, employers and others involved in specialty training.

H

Heads of Schools - senior consultants within a deanery who provide strategic leadership for the development of the postgraduate school which provides and co-ordinates the education and training of doctors within a specialty. Schools of Radiology exist in many but not all deaneries. A School of Clinical Oncology exists in London but elsewhere clinical oncology is usually represented within the School of Medicine.

Higher training – refers to the Clinical Radiology subspecialty training undertaken after the completion of core training and culminates in the award of the Certificate of Completion of Training (CCT). There are 2 levels of training for each subspecialty (Level 1 and Level 2). A general radiologist with subspecialty interest is likely to have completed Level 1 training in at least 2 areas. Level 2 training prepares a radiologist to be a monospecialist.

L

LAS (locum appointment service) - an appointment which provides cover for the service element of a placement for up to 3 months. It is implicit that because of the short-term, service-based nature of an LAS placement, there is little structured training or training benefit to be derived from such an appointment which is therefore not approved for training purposes.

LAT (locum appointment training) - a short-term appointment to fill a gap in a training programme. The minimum duration is three months (whole time equivalent) and a LAT should not normally last more than 12 months (whole time equivalent). Providing the post and experience acquired can be seen to contribute demonstrably towards progress through a programme, the LAT can be used prospectively to count toward a CCT.

Level 1/2 training – see **Higher training**.

Local education provider (LEP) - the organisation responsible for the environment (usually clinical) in which training is taking place and includes primary, secondary, community and academic placements. LEPs include health boards, NHS trusts, independent sector organisations and any other service providers that host and support medical students and trainees.

M

Mini-IPX - a Clinical Radiology workplace based assessment designed to assess a trainee's skills in interpreting an imaging study and to provide rapid and prompt feedback to a trainee in a particular area of diagnostic imaging.

Mini-CEX - a Clinical Oncology evaluation exercise tool that assesses a clinical encounter with a patient to provide an indication of competence in skills essential for good clinical care such as history taking, examination and clinical reasoning. The trainee receives immediate feedback to

aid learning. It can be used at any time and in any setting when there is a trainee and patient interaction.

MSF (Multisource feedback) - a workplace based assessment tool which provides judgments about behaviour and generic skills such as communication, team working and reliability in clinical contexts. Assessments are completed by peers, tutors and other members of the healthcare team to give different perspectives about different situations and on several different occasions. The trainee will not see the individual responses by raters; feedback is given to the trainee by the Educational Supervisor.

O

Out of Programme Education (OOPE)/Career Break (OOPC) - trainees with an NTN can have a planned absence from an approved training programme at the discretion of their local PG Dean/Deanery. Such absences are not usually granted for longer than 12 months and do not count towards progress to the award of a CCT.

Out of Programme Training (OOPT)/Research (OOPR) posts - trainees with national training numbers undertaking posts outside of their specialty programme must have prospective approval if the post is to count towards their CCT. Deaneries should apply to the GMC prior to the start of the post (see RCR website at: <http://www.rcr.ac.uk/content.aspx?PageID=955> for more details).

P

Procedure-Based Assessment (PBA) – a workplace based assessment used in surgical training and currently under evaluation for use by higher specialty trainees in Interventional Radiology.

Personal Development Plan (PDP) - a prioritised list of educational needs and intended learning outcomes compiled by a trainee in discussion with the Educational Supervisor. The PDP is an integral part of reflective practice and self-directed learning.

Professionalism - the adherence to a set of values, comprising statutory professional obligations, formally agreed codes of conduct, and the informal expectations of patients and colleagues. Key values include acting in the patients' best interest and maintaining the standards of competence and knowledge expected of members of highly trained professions. These standards will include ethical elements such as integrity, probity, accountability, duty and honour. In addition to medical knowledge and skills, medical professionals should present psychosocial and humanistic qualities such as caring, empathy, humility and compassion, social responsibility and sensitivity to people's culture and beliefs.

Q

Quality assurance (QA) - the QA of medical education and training in the UK includes all the policies, standards, systems and processes in place to maintain and enhance quality. The GMC carries out systematic activities to assure the public and patients that medical education and training meets the required standards. The RCR carries out a QA role for our specialties, monitoring and reviewing the quality of training through our connections with regional advisors, training programmes and trainees.

Quality Improvement Framework (QIF) - the GMC's approach to the regulation of medical education and training, and the name of the document which describes the approach.

Rad-DOPS - a Clinical Radiology workplace based assessment that focuses on the skills that trainees require when undertaking a clinical practical procedure. The Rad-DOPS is a focused observation or "snapshot" of a trainee undertaking a practical procedure.

Reflective practice - a means by which trainees can develop a greater self-awareness about the nature and impact of their performance. This creates opportunities for professional growth and development. Maximum benefit from reflection are said to occur when the process involves interaction with others (for example, the Educational Supervisor) and when trainees value their own personal and intellectual growth. Adequate time for reflective thinking and writing aids the process. Evidence of reflective practice is recommended but is not a requirement of clinical oncology or radiology training. Sometimes called reflexive practice.

Regional Postgraduate Education Adviser (REA) - the regional representative of the Royal College of Radiologists with respect to education and training, and accountable to the Warden for **Clinical Radiology**. He/she performs a vital role in assuring, on behalf of the College, that national standards for training, curriculum delivery and assessment are maintained and provide an external perspective to the Deaneries on the quality assurance processes of their training programmes.

Regional Specialty Advisor (RSA) - the regional representative of the Royal College of Radiologists with respect to education and training, and accountable to the Warden for **Clinical Oncology**. He/she performs a vital role in assuring, on behalf of the College, that national standards for training, curriculum delivery and assessment are maintained and provide an external perspective to the Deaneries on the quality assurance processes of their training programmes.

S

Simulation – the technique of supplementing training in the clinical environment with that in a simulated setting in order to accelerate learning without compromising patient safety. It not only incorporates the use of high fidelity human mannequins, virtual reality simulation and commercially available models for learning practical skills but also the use of actors for the development of communication and behavioural skills.

SLE (Supervised Learning Event) - provide the context for assessment for learning using WpBA tools. The key element is reflection based on structured feedback. The individual SLE will not be scored and individual outcomes will not determine decisions for training progression although engagement with this element of learning and using the portfolio as a whole will be relevant. The RCR has not adopted currently SLEs. **See also Workplace Based Assessment.**

SpR (Specialist Registrar) - the title given to trainees who were appointed into specialty training before August 2007.

STB (Specialty Training Board) - the committee (one for clinical oncology and one for clinical radiology) which advises the College on training issues and set the specialty specific standards within the context of the generic standards of training set by the GMC.

StR (Specialty Registrar) - the title given to trainees who have been appointed into specialty training since August 2007.

Summative Assessment - a standardised test that acts as a hurdle with a pass/fail outcome, e.g. FRCR examination. Also described as assessment of learning.

T

Teaching Observation Tool - a workplace based assessment tool designed to support and develop the qualities expected in a medical teacher.

Trainee - a Specialty or Specialist Registrar on a recognised Radiology/Clinical Oncology training scheme.

Trainer - an experienced practitioner, either a medical or allied healthcare professional, who is competent and actively participates in the training of a trainee in an allocated session, technique or procedure.

Training Programme Director (TPD) - a senior clinician appointed by the Deanery and Postgraduate School to oversee the management of the specialty training programme.

W

Workplace Based Assessment (WpBA) - the evaluation of a doctor's progress in their performance in those areas of professional practice which are best tested in the workplace. It is a process in which evidence of competence in independent practice is gathered in a structured and systematic framework. Evidence is collected during training. The evidence is recorded in a web-based portfolio (the ePortfolio) and used to inform regular reviews and, at the end of training, to make a holistic, qualitative judgment about the readiness of the doctor for independent practice. WpBA is currently a developmental process (formative). It provides feedback to the trainee and drives learning. It may indicate where a doctor is in difficulty.

The GMC has published a discussion document proposing a new approach and terminology to distinguish between the two purposes of workplace based assessment: formative Supervised Learning Events (SLEs) which are used for feeding back on progress and summative Assessments of Performance (AoPs) to determine progress. The RCR has not currently adopted this approach.