

2016 Genitourinary Medicine ARCP Decision Aid

The following table sets out the targets to be achieved for satisfactory ARCP outcome at the end of each training year for the 2016 GUM curriculum.

Assessment	ARCP year 3 (End of ST3)	ARCP year 4 (End of ST4)	ARCP year 5 (End of ST5)	ARCP year 6 (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	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
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)

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 to confirm level achieved in ES report.

Assessment	ARCP year 3 (End of ST3)	ARCP year 4 (End of ST4)	ARCP year 5 (End of ST5)	ARCP year 6 (End of ST6)
Multi-source feedback (MSF)	Satisfactory		Satisfactory	
Supervised learning events (SLEs) should be carried out regularly throughout the training year by a number of different assessors across the breadth of the curriculum with structured feedback and action plans to aid the trainee's development. SLEs comprise mini-CEX and CbDs				
Mini-Clinical Evaluation Exercise (Balance between GUM & HIV conditions)	6 Mini-CEX (see suggested topics)	6 Mini-CEX (see suggested topics)	6 Mini-CEX (see suggested topics)	6 Mini-CEX (see suggested topics)
Case based discussion (Balance between GUM & HIV conditions)	6 CbD (see suggested topics)	6 CbD (see suggested topics)	6 CbD (see suggested topics)	6 CbD (see suggested topics)
Direct Observation of Procedural Skills (DOPS)	3 DOPS Such as: 1. Female genital examination including bimanual examination, speculum insertion and cervical cytology sampling 2. Male examination with proctoscopy and sample collection 3. Liquid nitrogen cryotherapy 4. Lumbar puncture	3 DOPS Such as: 1. Light microscopy for detection of sexually transmitted infections 2. Dark ground microscopy 3. Point of care testing	2 DOPS Such as: 1. Insertion of sub-dermal contraceptive implant 2. Skin biopsy or punch biopsy	
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 Tool (QIPAT) or completion of audit cycle(s) with satisfactory Audit Assessment (AA)	Portfolio of quality improvement / audit involvement

Assessment	ARCP year 3 (End of ST3)	ARCP year 4 (End of ST4)	ARCP year 5 (End of ST5)	ARCP year 6 (End of ST6)
Educational supervisor report and training portfolio	Satisfactory – to include feedback from at least 2 Multiple Consultant Reports (MCRs)	Satisfactory – to include feedback from at least 2 Multiple Consultant Reports (MCRs)	Satisfactory – to include feedback from at least 2 Multiple Consultant Reports (MCRs)	Satisfactory – to include feedback from at least 2 Multiple Consultant Reports (MCRs)
Teaching competencies (including Teaching Observation WPBA)		Evidence of participation in teaching of medical students, junior doctors and other health care professionals	Evaluated participation in teaching confirmed by satisfactory Teaching Observation (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	
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	CV with evidence of research awareness and competence. Evidence might include a completed study with a peer-reviewed publication or abstract

			research meetings or on courses where participants assess the trainee	
Medical leadership & management competencies	<p>Generic management and leadership competencies</p> <p>Examples include ability to prioritise personal and team work, working effectively with colleagues and to meet scheduled commitments.</p> <p>Equality and diversity training</p> <p>Knowledge of local governance and complaints procedures</p>	<p>Participation in, and awareness of, some aspect of management.</p> <p>Examples include responsibility for organising rotas, teaching sessions or journal clubs.</p>	<p>Awareness of managerial structures and functions within the NHS.</p> <p>Examples include attendance at relevant training modules, knowledge of diagnostic coding and data analysis and participation in local management meetings.</p>	<p>Understanding of managerial structures.</p> <p>Examples include reflective e-portfolio entries around relevant NHS management activities, budget & cost savings.</p>
GMC requirements	<p>Satisfactory performance, including documented annual declaration of health and probity</p> <p>Participation in GMC training survey</p>	<p>Satisfactory performance, including documented annual declaration of health and probity</p> <p>Participation in GMC training survey</p>	<p>Satisfactory performance, including documented annual declaration of health and probity</p> <p>Participation in GMC training survey</p> <p>Requirements for revalidation including patient feedback survey</p>	<p>Satisfactory performance, including documented annual declaration of health and probity</p> <p>Participation in GMC training survey</p> <p>Meets all requirements for revalidation</p>
Events giving concern	<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>			

Examples of topics for Supervised Learning Events (mini-CEX/CbD)

	First 6 months of Training	Second 6 months of Training
ST3	<ol style="list-style-type: none"> 1. Sexual history taking 2. Male genital examination 3. Female genital examination (including bimanual) 4. Speculum examination 5. Proctoscopy 6. Urethral discharge 7. Vaginal discharge 8. Rectal discharge 9. Genital lumps 10. Maintaining confidentiality 	<ol style="list-style-type: none"> 1. Genital ulcers 2. Systemic syphilis & extra-genital manifestations of STIs 3. Genital infestations 4. Genital dermatoses 5. HIV post-exposure prophylaxis 6. Monitoring of HIV patients 7. Primary HIV infection 8. Pelvic pain 9. Scrotal pain 10. Ethical dilemma 11. HIV pre-test discussion
ST4	<ol style="list-style-type: none"> 1. Light microscopy 2. Dark ground microscopy 3. Treponemal serology 4. Emergency contraception 5. Vulvo-vaginitis 6. Balanitis 7. Newly diagnosed HIV 8. Starting antiretroviral therapy 9. Switching antiretroviral therapy 10. Child protection and risk assessment 	<ol style="list-style-type: none"> 1. Assessment of Fraser competence 2. Sexual assault 3. Erectile dysfunction 4. Managing antiretroviral side effects/complications 5. HIV ante-natal care 6. Point of care testing 7. Recurrent GUM problems 8. Genital dermatoses 9. Intraepithelial neoplasia 10. Sero-negative arthritis
ST5	<ol style="list-style-type: none"> 1. ART treatment failure & HIV drug resistance 2. Contraception initiation and maintenance 3. LARC methods 4. Contraception in HIV positive patients 5. Hepatitis B infection in immunocompetent patients 6. Hepatitis C infection in immunocompetent patients 7. TB and respiratory conditions with HIV infection 8. Neurological HIV disease 9. Gender-based violence 10. Management of herpes in pregnancy 	<ol style="list-style-type: none"> 1. Skin or punch biopsy 2. Management of advanced immunosuppression 3. Insertion of sub-dermal contraceptive implants 4. HIV & viral hepatitis co-infection 5. Metabolic & CVS conditions in HIV patients 6. HIV salvage therapy 7. Gastrointestinal conditions & HIV infection 8. Management of malignancy with HIV 9. STI in an under 16 yr old 10. Management of syphilis in pregnancy

Topics from earlier in training programme can be repeated or assessed for first time if not done previously.