

2010 Clinical Genetics ARCP Decision Aid – revised November 2016

The decision aid sets out the targets that have to be achieved for a satisfactory ARCP outcome at the end of each training year. This document has been updated with 2016 curriculum changes and replaces all previous versions.

Year of Training	ARCP year 3 (End of ST3)	ARCP year 4 (End of ST4)	ARCP year 5 (End of ST5 = PYA)	ARCP year 6 (End of ST6 = CCT)
Expected competence	Trainees should be competent in the initial assessment of patients presenting with a common genetic disorder. They should be competent in putting forward a basic plan for genetic investigations and clinical management	Trainees should be competent in the assessment of patients presenting with the majority of common genetic conditions. Trainees should be competent in their approach to the assessment of patients with some rare genetic disorders	Trainees should be autonomously competent in the assessment and management of patients presenting with common genetic disorders. Trainees should be competent in the assessment and management of genetic disorders presenting acutely (for example in pregnancy)	Trainees should be autonomously competent in the assessment and management of patients presenting with genetic conditions
Clinical Genetics Certificate Examination		Attempt/pass CE	Attempt/pass CE	Passed CE in order to obtain CCT
mini-CEX*	4 mini-CEX with emphasis on recording family tree, clinical history or clinical examination of patients with genetic conditions. (the Educational Supervisor should choose the topic to be assessed for at least 1 of the mini-CEX)	4 mini-CEX with emphasis on the assessment, management and genetic counselling of patients with genetic conditions. (the Educational Supervisor should choose the topic to be assessed for at least 1 of the mini-CEX)	4 mini-CEX with emphasis on the assessment, management and genetic counselling of patients with genetic conditions including those with more complex pedigrees or genetic disorders (the Educational Supervisor should choose the topic to be assessed for at least 1 of the mini-CEX)	4 mini-CEX on the assessment, management and genetic counselling of patients with genetic conditions with the emphasis on complex disorders. (the Educational Supervisor should choose the topic to be assessed for at least 1 of the mini-CEX)

Year of Training	ARCP year 3 (End of ST3)	ARCP year 4 (End of ST4)	ARCP year 5 (End of ST5 = PYA)	ARCP year 6 (End of ST6 = CCT)
CBD*	4 CBD with emphasis on family tree, clinical history or clinical findings in patients with genetic conditions. (the Educational Supervisor should choose the topic to be assessed for at least 1 of the CbD)	4 CBD with emphasis on the assessment, management and genetic counselling of patients with genetic conditions. (the Educational Supervisor should choose the topic to be assessed for at least 1 of the CbD)	4 CBD with emphasis on the assessment, management and genetic counselling of patients with genetic conditions including those with more complex pedigrees or genetic disorders. (the Educational Supervisor should choose the topic to be assessed for at least 1 of the CbD)	4 CBD on the assessment, management and genetic counselling of patients with genetic conditions with the emphasis on complex disorders (the Educational Supervisor should choose the topic to be assessed for at least 1 of the CbD)
MSF	Satisfactory		Satisfactory	
Patient Survey		Satisfactory		Satisfactory
Adult Life Support and Paediatric Life Support	Must have valid ALS and PLS	Must have valid ALS and PLS	Must have valid ALS and PLS	Must have valid ALS and PLS
Audit	Evidence of participation in an audit.	Evidence of participation in an audit.	Evidence of completion of an audit with major involvement in design, implementation, analysis and presentation of results and recommendations	Satisfactory portfolio of audit involvement including assessment.(AA)
Research	Evidence of critical thinking around relevant clinical questions.	Evidence of critical thinking around relevant clinical questions.	Evidence of developing research awareness and competence through participation in research studies, critical reviews, presentation at relevant research meetings or participation in courses	Satisfactory academic portfolio with evidence of research awareness and competence. Evidence could include a completed study with presentations or publication, a completed higher degree with a research component or a research degree (MD or PhD)

Year of Training	ARCP year 3 (End of ST3)	ARCP year 4 (End of ST4)	ARCP year 5 (End of ST5 = PYA)	ARCP year 6 (End of ST6 = CCT)
Teaching	Evidence of participation in teaching of medical students, junior doctors, genetic counsellors or other HPs. Assessed by TO	Evidence of participation in teaching of medical students, junior doctors, genetic counsellors or other HPs	Evidence of participation in teaching with results of students' evaluation. Evidence of understanding of the principles of adult education via training course. Assessed by TO	Portfolio evidence of ongoing evaluated participation in teaching. Evidence of implementation of the principles of adult education
Management	Evidence of awareness of and participation in some aspect of management systems: examples might include responsibility for organising rotas, teaching sessions or journal clubs	Evidence of awareness of and participation in some aspect of management systems: examples might include responsibility for organising rotas, teaching sessions or journal clubs	Evidence of awareness of managerial structures and functions within the NHS: this could include attendance at relevant courses or participation in relevant local management meetings with defined responsibilities	Evidence of understanding of managerial structures: for example reflective portfolio entries regarding relevant NHS management activities
Events giving concern	The following events occurring at any time may trigger review of trainee's progress and possible targeted training: issues of professional behaviour; lack of engagement with work-place based assessment, poor MSF performance; issues arising from supervisor report or issues of governance including patient safety.			
Educational Supervisor's Report	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Multiple Consultant Report (MCR)	2	2	2	2

*Supervised learning events (SLEs) should be performed proportionately throughout each 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 personal development