

BY THE END OF BASIC LEVEL TRAINING		
	ASSESSMENT	
Academic and research [including Audit]	<ul style="list-style-type: none"> • Has recorded satisfactory attendance at local audit, M&M, MDT and journal club meetings • Reflective portfolio of attendances • Has engaged in audit personally • Passed primary exam 	
Improvement Science, Safe and Reliable Systems	<ul style="list-style-type: none"> • Evidence of participation in critical incident reporting • Evidence of active participation in a Quality Improvement project 	
Teaching and learning	NO FORMAL ASSESSMENT	
Management	<ul style="list-style-type: none"> • Understands the structure of local management • Engages with departmental organisational processes • Observes local and national systems for clinical governance 	

BY THE END OF INTERMEDIATE LEVEL TRAINING		
	ASSESSMENT	
Academic and research [including Audit]	<ul style="list-style-type: none"> • Has recorded satisfactory attendance at 15 of local audit, MDT, M & M and journal club meetings • Reflective portfolio of attendances • Passed Final FRCA exam • Has presented at Journal club, Audit and Morbidity and Mortality meeting • Portfolio shows clinical critical incidents and reports 	
Improvement Science, Safe and Reliable Systems	<ul style="list-style-type: none"> • Has personally led a Quality Improvement project • Presentation of a Quality Improvement project (case study, oral or poster presentation) • Participates in learning sets (face to face or web based) 	
Teaching and learning	<ul style="list-style-type: none"> • Appropriate reports from educational supervisor and consultant/SAS trainers • Portfolio recording their engagement in teaching and learning; including reflections • Record of participation in their institutions formal educational meetings and teaching • Feedback on teaching delivered, including own reflections • A-CEX relating to their own teaching and supervision of a more inexperienced trainee • CBD on selected education topics 	
Management	<ul style="list-style-type: none"> • Understands the structure of local management • Engages with departmental organisational processes • Observes local and national systems for clinical governance 	

BY THE END OF HIGHER / ADVANCED LEVEL TRAINING		
	ASSESSMENT	
Academic and research [including Audit]	<ul style="list-style-type: none"> • Has recorded satisfactory attendance at 15 local audit, MDT, M & M and journal club meetings • Reflective portfolio of attendances • Undertaken research methods course • Presented literature review • Written up case report or evidence-based review (typically a BJA Ed article) to a standard suitable for publication OR contribution to a departmental guideline or change in practice to a reasonable standard for implementation 	
Improvement Science, Safe and Reliable Systems	<ul style="list-style-type: none"> • Presentation of a Quality Improvement project through poster, case study or oral presentation ideally at a regional, national or international quality forum • Supervises a Quality Improvement project involving trainees at basic / intermediate level • Leads in learning sets (face to face or web based) • Completion of an extended essay on a quality improvement topic • Authorship of a peer-reviewed quality improvement research paper 	
Teaching and learning	<ul style="list-style-type: none"> • Is prepared for the consultant role of clinical teacher and assessor in the workplace • Is a valued member of the departmental educational team as participant and teacher • Delivers excellent theatre teaching in the course of clinical supervision • Uses an appropriate range of educational knowledge and skills in delivering a variety of presentations • Prepares and delivers excellent teaching on a variety of topics • Higher/Advanced Level [For all trainees] • G-24 • Performs workplace-based assessments reliably • Exercises leadership in terms of patient safety in the context of clinical supervision • Understands the many diverse roles and responsibilities of clinical educators • Has a broad knowledge of the educational governance framework within which they work; explicitly the role of the GMC, NHS employing organisations, the Deaneries and the role of the College • Demonstrates a commitment to ensuring their ongoing continuing professional development in the field of medical education • Keeps a comprehensive reflective portfolio of learning and of their engagement with ongoing professional development • Every trainee must provide the ARCP panel with evidence of training in education in line with the minimum learning outcomes. This will often include attendance at suitable 'How To Teach' events. Attendance at external courses is not necessary where suitable local teaching is 	

	available and has been approved by the School of Anaesthesia.	
Management	<p>Learning outcomes:</p> <ul style="list-style-type: none"> • Understands the structure of relevant national management and how this integrates with local management • Able to organise their own contractual, job planning, and quality review processes • Ready to undertake departmental administrative and Managerial roles with appropriate guidance and support 	