

### 2010 Immunology ARCP Decision Aid - Minimal Standards Determining Satisfactory Progress

<b>Curriculum topic</b>	<b>ST3</b>	<b>ST4</b>	<b>ST5</b>	<b>ST6</b>	<b>ST7</b>
<b>Fundamental Immunology</b>	Level 1 competent	Level 2 competent	Level 2 competent	Level 3 competent	Level 3 competent
<b>Primary immunodeficiency</b>	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
<b>Autoimmune disease and systemic vasculitides</b>	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
<b>Allergic diseases</b>	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
<b>Laboratory Immunology (see laboratory training manual and record)</b>				Level 3 competent in all core areas of laboratory immunology	
<b>Audit assessment (AA)</b>		1 completed project		1 completed project	
<b>Teaching observation (TO) episodes</b>	1	1	1	1	1
<b>Acquisition of common competencies (% by end of year) evidenced by above assessments</b>	20%	40%	60%	80%	100%
<b>ALS</b>	Valid	Valid	Valid	Valid	Valid
<b>Examinations</b>			FRCPATH part I		FRCPATH part II
<b>MSF</b>		Satisfactory		Satisfactory	
<b>Patient Survey</b>	Satisfactory		Satisfactory		
<b>Minimum number of work place assessments (comprising a combination of mini-CEX, DOPS, ,CbD, AA and TO) ensuring</b>	6	6	6	6	6

<b>coverage of the key subject areas of the curriculum</b>					
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The above table serves as a guide to ARCP panels in assessing the progress of trainees in Immunology. The rate at which each individual trainee will acquire the necessary knowledge base in the 5 main subject areas of the curriculum (fundamental immunology, immunodeficiency, autoimmune disease, allergy and laboratory immunology) will inevitably vary. The incremental nature of acquisition of competencies (L1 to L3) is mapped against key learning outcomes as defined in the curriculum. It is meant to be interpreted flexibly and designed to ensure that the progress of trainees is measurable. While failure to achieve coverage of the precise proportion of the curriculum at the end of each year should not be seen as an insurmountable barrier to trainee progress, it is necessary for all trainees to achieve Level 3 competence across the curriculum and complete the FRCPATH examination by the end of the training programme.