The table that follows specifies the targets that have to be achieved for a satisfactory ARCP outcome at the end of each training year.

It is not expected that every competence will have been individually assessed, but that a range of different competencies will have been sampled using the assessment methods available. It is the trainee’s responsibility to organise these assessments with their clinical supervisors in a timely fashion throughout the training year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST3 (year 1 specialty training)</td>
<td><strong>Minimum satisfactory assessments sampled across year 1 competencies of progressive elements of curriculum plus any modules undertaken during the year:</strong> 4 mini-CEX* 10 CbD* 4 DOPS 1 MSF Other documents to be reviewed at ARCP: 1 audit assessment Attendance record Educational supervisor’s report</td>
</tr>
<tr>
<td>ST4 (year 2 specialty training)</td>
<td><strong>Minimum satisfactory assessments sampled across year 2 competencies of progressive elements of curriculum plus any modules undertaken during the year:</strong> 4 mini-CEX* 10 CbD* 4 DOPS 1 Patient Survey 1 Teaching Observation Other documents to be reviewed at ARCP: 1 audit assessment Attendance record Educational supervisor’s report</td>
</tr>
<tr>
<td>ST5 –PYA (year 3 specialty training)</td>
<td><strong>Minimum satisfactory assessments sampled across year 3 competencies of progressive elements of curriculum plus any modules undertaken during the year:</strong> 4 mini-CEX* 10 CbD* 4 DOPS 1 MSF Other documents to be reviewed at ARCP: 1 Audit assessment Attendance Educational supervisor’s report CbD/ educational supervisor’s report to confirm adequate knowledge</td>
</tr>
<tr>
<td>ST6 (year 4 specialty training)</td>
<td><strong>Minimum satisfactory assessments sampled across year 4 competencies of progressive elements of curriculum plus any modules undertaken during the year:</strong> 4 mini-CEX* 4 DOPS 1 Patient Survey</td>
</tr>
</tbody>
</table>
At each ARCP, the presented assessments should indicate, appropriate to the trainee’s stage in training, that the trainee is making satisfactory progress towards being able to act independently, on the completion of training, as a specialist in medical ophthalmology.

* Supervised Learning Events (SLEs) should be performed proportionately throughout each training year by a number of different assessors and should include structured feedback and actions plans to aid the trainees’ personal development

<table>
<thead>
<tr>
<th>1 Teaching Observation</th>
<th>1 Audit assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Other documents to be reviewed at ARCP:</strong></td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td>Educational supervisor’s report</td>
</tr>
<tr>
<td>Educational Supervisor’s Report</td>
<td>Satisfactory report for each training year</td>
</tr>
<tr>
<td>Multiple Consultant Report</td>
<td>4-6 MCR per year</td>
</tr>
<tr>
<td></td>
<td>ES to include summary and actions resulting in ES report</td>
</tr>
</tbody>
</table>

Medical Ophthalmology ARCP Decision Aid (revised 2014)