

2015 Immunology ARCP Decision Aid

The table that follows includes a column for each training year which documents the targets that have to be achieved for a satisfactory ARCP outcome at the end of the training year for trainees following the 2015 curriculum. Trainees and trainers should refer to the JRCPTB website (www.jrcptb.org.uk) for the most up to date version of the ARCP decision aid.

Curriculum topic	ST3	ST4	ST5	ST6	ST7
Fundamental Immunology	Level 1 competent	Level 2 competent	Level 2 competent	Level 3 competent	Level 3 competent
Primary immunodeficiency	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
Autoimmune disease and systemic vasculitides	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
Allergic diseases	Level 1 competent	Level 2 competent	Level 2 competent	Level 2 competent	Level 3 competent
Laboratory Immunology (see laboratory training manual and record)				Level 3 competent in all core areas of laboratory immunology	
Audit assessment (AA) or Quality Improvement Project Assessment tool (QIPAT)		1 completed project		1 completed project	
Teaching observation (TO) episodes	1	1	1	1	1
Acquisition of common competencies - <i>see below</i>	20%	40%	60%	80%	100%
ALS	Valid	Valid	Valid	Valid	Valid
Examinations			FRCPATH part I		FRCPATH part II
MSF		Satisfactory		Satisfactory	
Patient Survey	Satisfactory		Satisfactory		

Minimum number of SLEs (mini-CEX and CbD) and DOPS	6	6	6	6	6
Detailed, critical case presentation	0	2	2	2	2
Educational Supervisor's Report	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory
Multiple Consultant Report	2	2	2	2	2

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.

Evidence such as reflective logs, courses, teaching and SLEs should be used to demonstrate exploration of curriculum competencies. However, the following common competencies will be repeatedly observed and assessed but do not require linked evidence in the ePortfolio (marked with ^):

- History taking
- Clinical examination
- Therapeutics and safe prescribing
- Time management and decision making
- Decision making and clinical reasoning
- Team Working and patient safety
- Managing long term conditions and promoting patient self-care
- Relationships with patients and communication within a consultation
- Communication with colleagues and cooperation
- Personal Behaviour