



Australian and New Zealand
College of Anaesthetists
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Joint Faculty of Intensive Care Medicine



The Royal Australasian
College of Physicians

GUIDELINES FOR THE IN-TRAINING ASSESSMENT OF TRAINEES IN INTENSIVE CARE MEDICINE

1. Introduction

In-training assessment (ITA) of Trainees in Intensive Care Medicine is an essential part of the Trainees' education. It complements other methods of evaluation, such as examinations. ITA is a joint process of evaluation and goal setting by the Trainee and the Supervisor of Training (SOT), and requires active participation by the Trainee. It is essential that the assessment is conducted in accordance with sound educational principles, and that the principles of natural justice are observed.

Assessment may be formative or summative. Formative assessment is personal and aims to be supportive of the Trainee. Summative assessment is an external validation of the trainee's development measured against objective criteria, for example by examination. The Faculty's ITA is mainly a formative process, but does have some summative aspects.

2. Objectives

The objectives of ITA are to:

- 2.1 Assess and assist with the Trainee's progress towards appropriate goals.
- 2.2 Provide regular feedback to Trainees.
- 2.3 Develop any remedial activities for the Trainee that may be required.

However, the failure to fully achieve the objectives will not invalidate the process.

3. Process

Each Trainee must maintain a training portfolio throughout their training. It should include originals or copies of formal documents related to training and courses passed, as well as voluntary documentation such as a log-book. It **MUST** contain a copy of the signed ITA form from each final assessment with an SOT, and should contain all self evaluation performance forms. It may be necessary for the trainee to produce the copies of final assessment forms when undergoing future assessments.

- 3.1 During the Advanced Training Years or Core Years formal assessment meetings **MUST** occur between the SOT and each Trainee at the end of each six month period (or sooner if the attachment is less than six months). Additional meetings between the Trainee and SOT should occur as appropriate. An interview at the beginning of the period is highly desirable. The purpose of such an early interview is to review the Trainee's previous performance, and set appropriate goals for the next training term. This may involve review of the Trainee's Training Portfolio. The agreed goals need to be written down and kept in the portfolio. There should also be regular group meetings between the SOT and the Trainees together with the Head of Department if appropriate. Any Trainee experiencing difficulty should bring this to the attention of the SOT as early as possible. During the Basic Training Years, ITAs are not mandatory for the Trainee for the purposes of accreditation, although it is highly recommended. However ITAs may be necessary for other programs, and if the Trainee is working in ICM as a Basic Trainee it is desirable that they should undergo formal assessment and feedback.
- 3.2 At the final assessment interview, the SOT and Trainee will review and discuss performance during the completed attachment.
- 3.3 The formal assessment of the Trainee's performance over the previous attachment should be based upon;
 - 3.3.1 An assessment by the three senior staff who are best placed to provide that assessment. Each must complete section B and C of the ITA form, and/or:

3.3.2 An assessment by a consensus meeting of the senior staff of the Department in writing using the ITA form. The SOT should use this information to complete the definitive ITA form. Prior to the final interview, the Trainee may be asked to complete section C of an ITA form as self evaluation. This information can be used to discuss the past term and to establish goals for the next one. The completed final ITA form must be signed by the Trainee and the SOT, after the Trainee has had an opportunity to add comments. If the Trainee is continuing at the same institution for the following six months, then the final interview can be joined with the initial interview for the next term.

3.4 Destination of forms:

3.4.1 The signed original copy of the ITA form should be submitted to the Faculty Executive Officer by the SOT within two weeks of the assessment. These forms will become part of the Trainee's central record and will be reviewed by the Censor.

3.4.2 A copy of the signed ITA form will be retained by the Trainee, along with any self evaluation forms the Trainee completed, and should be retained in the Trainee's portfolio.

3.5 The following points may assist senior staff and SOTs in situations where the Trainee's performance is not at the level indicative of a satisfactory assessment.

3.5.1 If there is a performance less than that 'consistent with level of experience' in any of the skills/attitudes/abilities listed on the ITA form (indicative of a consensus view of the senior staff involved), then this matter must be discussed with the trainee with a view to establishing remedial strategies. An isolated 'unsatisfactory' attribute does not necessarily constitute an unsatisfactory assessment.

3.5.2 A consistent unsatisfactory attribute over more than one assessment or multiple unsatisfactory attributes on the one occasion must be discussed with the Trainee and remedial strategies drawn up. The Trainee should be told in writing that his/her future performance will be specially monitored and planning for the next term should take that requirement into account.

3.5.3 Continued performance during serial assessments which is globally less than 'consistent with level of experience' may be indicative of a situation which should be discussed with the Head of Department, and reported to the Executive Officer of the Faculty.

3.5.4 Advice as to remedial strategies can be obtained from the Education Officer or from the Education Unit via the Faculty Executive Officer.

4. Unsatisfactory ITA Performance

When a Trainee consistently performs at a level which is considered to be below that to be acceptable for a developing intensive care medicine specialist, notwithstanding repeated documented attempts at correction, then the provisions outlined in the ANZCA College Document TE18 Guidelines for Assisting Trainees with Difficulties section 7 or the RACP Independent Review of Training should be considered. This will require that processes in addition to In-Training Assessment are invoked. Advice can be obtained from the Education Officer or the Faculty Executive Officer.

Trainees may appeal against a JFICM decision on a matter of process. The appeal will be considered according to the appeal procedure of ANZCA.

These guidelines should be interpreted in conjunction with the following documents:

ANZCA Professional Document TE18 – Guidelines for Assisting Trainees with Difficulties

RACP Document – Independent Review of Training

This document has been prepared having regard to general circumstances, and it is the responsibility of the practitioner to have express regard to the particular circumstances of each case, and the application of this document in each case.

Documents are reviewed from time to time, and it is the responsibility of the practitioner to ensure that the practitioner has obtained the current version. Documents have been prepared having regard to the information available at the time of their preparation, and the practitioner should therefore have regard to any information, research or material which may have been published or become available subsequently.

Whilst the Joint Faculty endeavours to ensure that Documents are as current as possible at the time of their preparation, it takes no responsibility for matters arising from changed circumstances or information or material which may have become available subsequently.

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