

# **COVID-19: Accrediting trainee experience during the current crisis**

## **Guidance for Trainees and Faculty (Nov 2020 update)**

During the current situation, many trainees may be required to be redeployed to a different working environment to that which they were expecting during their training or have returned to clinical practice having been out-of-programme.

These (re)deployments will be very challenging but, in most situations, trainees will still be developing skills that can be recognised towards their training.

It is important for trainees and their trainers to meet before or early in a redeployment to define elements of the experience gained that can be used towards curriculum requirements. This discussion should explore the experiences that may be beneficial, what and how evidence may be gathered to support curriculum objectives and what on-going support the trainee can expect during redeployment.

Collecting evidence of this experience should be contemporaneous where possible, as the supervisor's opinion on a trainee's performance will need to be captured as soon as practically possible and at the time of the experience in deployed placement as situation awareness might be lost with a different supervisor when moving back from redeployment.

The process for recognising experience during these times needs to be light touch. It is suggested that:

- Trainees should keep a log of their placements and type of activities they undertake.
- Trainees may seek to undertake supervised learning events or workplace-based assessments where this is feasible
- Writing a reflection on experiences and how the pandemic has affected them may be useful

It is not possible to define how a trainee's experience may be useful in each individual circumstance, but consideration should be given to aspects of the GMC/GDC General Professional Capabilities<sup>1</sup> which are common across all curricula. It is likely that evidencing the following domains would be particularly appropriate,

- Domain 1: Professional values and behaviours
- Domain 2: Professional skills
- Domain 3: Professional knowledge
- Domain 5: Capabilities in leadership and team working

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<sup>1</sup><https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/generic-professional-capabilities-framework>

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The COVID Self-Certification may also help trainees to collect and collate evidence of valuable experience during a redeployment<sup>2</sup>, as may the COVID Passport<sup>3</sup>.

As the crisis settles and trainees return to their planned training programmes they should seek to meet with their Educational Supervisors (ES) or TPDs for a conversation as to how the work they have undertaken during the crisis can be used to evidence elements of their curriculum and potentially review training progression in accordance with guidelines from the relevant College.

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<sup>2</sup> [https://www.ficm.ac.uk/sites/default/files/covid\\_self-certificate\\_any\\_health\\_professional\\_final\\_v1\\_21.july.2020.docx](https://www.ficm.ac.uk/sites/default/files/covid_self-certificate_any_health_professional_final_v1_21.july.2020.docx)

<sup>3</sup> [https://www.ficm.ac.uk/sites/default/files/covid\\_skills\\_passport\\_final.docx](https://www.ficm.ac.uk/sites/default/files/covid_skills_passport_final.docx)