



Guidelines for Training Performance Management

The training programme recognises that during the HST programme trainees may underperform and not achieve the desired performance requirements of the curriculum. There may be a multitude of reasons for this underperformance. The training programme provides support to all trainees so that they can maximise their development and career progression throughout training.

The support escalations are outlined below:

- Consultant Trainer.
- Unit Educational Supervisor.
- The Dean of Postgraduate Surgical Education or Programme Director (PD) for the specialty.

All trainees are encouraged to use the above contacts during their time on the programme should they encounter any problems or wish to seek career advice.

Trainees who are identified as performing below the standard appropriate to their stage of training will be required to undergo additional formal assessment. The specific competencies underlying the sub-optimum performance require identification, in addition to an examination of the trainee holistically. Following further assessment and evaluation appropriate training, assessment and other supports as deemed necessary will be put in place and form part of a learning support or remediation plan for the trainee. Documentation of this process must be clearly communicated and agreed by trainee, trainers, the Dean and / or the PD.

In order to implement the above processes the following will occur:

A1. Scheduled meeting between trainee, the consultant trainers and Dean and / or PD:

A meeting will take place between the relevant parties (the trainee, the consultant trainers and the Dean and / or PD). The goal of the meeting is to identify where performance has been sub-optimal, the competencies involved and explore underlying reasons for underperformance.

A2. Identification of competencies:

The specific technical, clinical or professional competencies underpinning the suboptimum performance will be identified. These will be clearly recognised and communicated both verbally and in writing to the trainee, the consultant trainers, the Dean and the PD.

A3. Assessment plan:

A plan to assess the relevant competences will be put in place. An appropriate assessment, in the form of workplace based assessments, will be completed by more than one trainer. The number, type and timing of the WBAs will be clearly communicated to the trainee, trainers, the Dean and PD. Clear goals regarding progress, relevant performance standard and timeline in which to demonstrate same must be identified and aligned with curricular outcomes.

B. Review of progress:

A further review meeting to assess progress will be scheduled. The timing of same should be clearly communicated and agreed with trainee, trainers, the Dean and PD.

C. Further evaluation of the underperforming trainee:

Trainees who are identified as performing below the standard required may be requested to undergo further evaluation with additional assessments or appraisals. These assessments may be outside of those areas identified as suboptimum in order to develop a holistic view of the trainee's practice and in order to develop a meaningful feedback plan to support training. The results of these assessments will inform if additional supports need to be put in place.

This process (A- E) will be repeated until the competencies in question have been acquired to the relevant standard within an agreed timeline. If the agreed goals of remediation are not met, further steps to support the trainee may need to be taken.

This will be communicated to the trainee and the trainers, Dean and PD.