

Appendix 7:

## Glossary

<b>AoP</b>	<b>Assessment of performance</b>
<b>ARCP</b>	<b>Annual Review of Competence Progression:</b> The process whereby trainees in specialty training have the evidence of their progress reviewed by an appropriately convened panel so that a judgement about their progress can be made and transmitted to the TPD, the trainee and the trainee's employer
<b>CCT</b>	<b>Certificate of Completion of Training:</b> Awarded after successful completion of a specialty training programme, all of which has been prospectively approved by the GMC (or its predecessor body, the Postgraduate Medical Education and Training Board)
<b>CESR</b>	<b>Certificate of Eligibility for Specialist Registration:</b> Awarded after an applicant has successfully applied to have their training, qualifications and experience assessed against the requirements of the relevant CCT curriculum. (As this is a guide for those in UK training, reference has not been made to those applying in a non-CCT specialty. For details of this evaluation, please refer to the GMC website.)
<b>CEGPR</b>	<b>Certificate of Eligibility for General Practice Registration:</b> Awarded after an applicant has successfully applied to have their training, qualifications and experience assessed against the requirements for the CCT in general practice
<b>CESR(CP)</b>	<b>Certificate of Eligibility for Specialist Registration (Combined Programme):</b> An application process for the award of the CESR through the Combined Programme route. It is for trainees who have a combination of training in a GMC approved programme to successful completion and training and/or experience in posts prior to appointment that were not GMC approved. See GMC website for further information.
<b>CEGPR(CP)</b>	<b>Certificate of Eligibility for General Practice Registration (Combined Programme):</b> An application process for the award of the CEGPR through the Combined Programme route. It is for trainees who have a combination of training in a GMC approved programme to successful completion and training and/or experience in posts prior to appointment that were not GMC approved. See GMC website for further information.
<b>CEGPR(AP)</b>	<b>Certificate of Eligibility for General Practice Registration (Approved Programme):</b> The application process for the award of the CEGPR through the Approved Programme route. It is for doctors who

	completed general practice training in GMC approved training posts but failed to pass one part of the MRCGP examination in the programme.
<b>Clinical supervisor</b>	A trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee's clinical work and providing constructive feedback during a training placement. Some training schemes appoint an educational supervisor for each placement. The roles of clinical and educational supervisor may then be merged.
<b>Competence</b>	The possession of requisite or adequate ability; having acquired the knowledge and skills necessary to perform those tasks that reflect the scope of professional practices. It may be different from <b>performance</b> , which denotes what someone is actually doing in a real life situation.
<b>COPMeD</b>	<b>Conference of Postgraduate Medical Deans in the UK</b>
<b>Core training</b>	The first stage of uncoupled training
<b>Curriculum</b>	A statement of the aims and intended learning outcomes of an educational programme. It states the rationale, content, organisation, processes and methods of teaching, learning, assessment, supervision and feedback. If appropriate, it will also stipulate the entry criteria and duration of the programme.
<b>DME</b>	<b>Director of Medical Education:</b> The title that has largely supplanted the clinical/postgraduate tutor title. This role is local education provider-based.
<b>Domain</b>	The scope of knowledge, skills, competences and professional characteristics that can be combined for practical reasons into one cluster
<b>DRN</b>	<b>Dean's Reference Number:</b> The number allocated to trainees in core or uncoupled training or in LAT posts. These reference numbers are for administrative purposes and do not confer any entitlement to entry to further specialty training.
<b>Educational agreement</b>	A mutually acceptable educational development plan drawn up jointly by the trainee and their educational supervisor
<b>Educational appraisal</b>	A positive process to provide feedback on the trainee's performance, chart their continuing progress in training and identify their developmental needs
<b>Educational contract</b>	The Postgraduate Dean does not employ postgraduate trainees but commissions training from the employer, normally through an educational contract with the unit providing postgraduate education.

	Through this contract, the Dean has a legitimate interest in matters arising that relate to the education and training of postgraduate trainees in the employing environment.
<b>Educational supervisor</b>	A trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a training placement or series of placements. The educational supervisor is responsible for the trainee's educational agreement.
<b>Equality</b>	The term used to describe policies and practices that tackle inequalities, aiming to ensure that all staff are treated fairly and that service users do not experience discrimination. Public sector equality duties are unique pieces of equality legislation. They give public bodies legal responsibilities to demonstrate that they are taking action on race, disability and gender equality in policy-making, the delivery of services and public sector employment. The duties mean that public bodies have to take action to deliver better outcomes for people of different racial groups, disabled people, and men and women (including transsexual men and women). The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment but also to actively promote equality. The health departments, the NHS and companies/persons working on their behalf should take into consideration the nine protected characteristics: age; being or becoming a transsexual person; being married or in a civil partnership; being pregnant or having a child; disability; race including colour; nationality; ethnic or national origin; religion, belief or lack of religion/belief; sex; and sexual orientation. (See <a href="#">Equality Act 2010: Guidance</a> .)
<b>Foundation training</b>	The first two years of postgraduate training following graduation from medical school in the UK. The first year (F1) leads to full registration with the GMC while the successful completion of the two-year programme enables the trainee to apply for specialty training programmes.
<b>GDMO curriculum</b>	<b>General Duty Medical Officer curriculum:</b> Relevant for Defence Deanery trainees
<b>GMC</b>	<b>General Medical Council:</b> Its purpose is to protect, promote and maintain the health and safety of the public by ensuring proper standards in the practice of medicine.
<b>HEE</b>	<b>Health Education England</b>
<b>Human rights</b>	The Human Rights Act came into effect in the UK in October 2000. <a href="#">Making Sense of Human Rights</a> states: "Human rights are rights and freedoms that belong to all individuals regardless of their nationality and citizenship. They are fundamentally important in maintaining a

	fair and civilised society. [...] There are 16 basic rights in the Human Rights Act – all taken from the European Convention on Human Rights. [They] concern matters of life and death [...] but they also cover rights in everyday life, such as what a person can say and do, their beliefs, their right to a fair trial and many other similar basic entitlements.” (pages 2–3)
<b>IOT</b>	<b>Interim Order Tribunal</b>
<b>LAS</b>	<b>Locum appointment for service:</b> Short-term appointment used to fill a service gap in a training programme
<b>LAT</b>	<b>Locum appointment for training:</b> Appointment to fill a gap in a training programme
<b>LEP</b>	<b>Local education provider:</b> The organisation in which a trainee is placed to gain clinical experience so that they can meet the requirements of their specialty curriculum. These are usually hospital trusts or general practices but other organisations can also be LEPs.
<b>MPT</b>	<b>Medical Practitioner Tribunal</b>
<b>MPTS</b>	<b>Medical Practitioner Tribunal Service</b>
<b>NES</b>	<b>NHS Education for Scotland</b>
<b>NIMDTA</b>	<b>Northern Ireland Medical and Dental Training Agency</b>
<b>NTN</b>	<b>National Training Number:</b> The number allocated by HEE, NES, the Wales Deanery or NIMDTA to trainees in specialty training programmes that (subject to satisfactory progress) have an end point of the award of a CCT or CESR(CP)/CEGPR(CP).
<b>OOP</b>	<b>Out of programme:</b> Where trainees take time out of their training programme to undertake a range of activities, with the agreement of HEE, NES, the Wales Deanery or NIMDTA
<b>OOPC</b>	<b>Out of programme for a career break</b>
<b>OOPE</b>	<b>Out of programme for experience</b> that has not been prospectively approved by the GMC and that cannot be counted towards training for a CCT or CESR(CP)/CEGPR(CP) but may be suitable for a CESR/CEGPR
<b>OOPR</b>	<b>Out of programme for research:</b> A period of research that can be counted towards training if it is prospectively approved by the GMC. Research can also be considered for a CESR.
<b>OOPT</b>	<b>Out of programme for training:</b> Training that has been

	prospectively approved by the GMC and can be counted towards a CCT/CESR(CP)/CEGPR(CP)/CEGPR(AP)
<b>Professionalism</b>	Adherence to a set of values comprising statutory professional obligations, formally agreed codes of conduct, and the informal expectations of patients and colleagues. Key values include acting in the patient's best interest, and maintaining the standards of competence and knowledge expected of members of highly trained professions. These standards will include ethical elements such as integrity, probity, accountability, duty and honour. In addition to medical knowledge and skills, medical professionals should present psychosocial and humanistic qualities such as caring, empathy, humility and compassion, social responsibility and sensitivity to people's culture and beliefs.
<b>Programme</b>	A managed educational experience. As defined by the GMC, a programme is a formal alignment or rotation of posts that together comprise a programme of training in a given specialty or sub-specialty. The GMC approves programmes of training in all specialties, including general practice. The programmes are managed by a TPD or their equivalent. A programme is not a personal programme undertaken by a particular trainee.
<b>Revalidation</b>	Revalidation is the process by which all licenced doctors are required to demonstrate over a five-year cycle that they are up to date and fit to practise in their chosen field as well as their full scope of practice. As a doctor in training, you will be generating this information to meet the requirements of your curriculum and training programme, and you will also be required to make a self-declaration of your full scope of practice through completion of Form R (or the alternative in NES). Your Responsible Officer will base their recommendation to the GMC about you for revalidation on your participation in the ARCP process.
<b>Run-through training</b>	The term used to describe the structure of specialty training in which trainees are competitively selected into specialty training curricula that cover both the early and more advanced years of specialty training. Once selected into a run-through specialty training programme, a trainee will be able to complete specialty training in the broad specialty group or specialty, subject to progress. Some specialties have moved away from this model (see uncoupled training) while others have continued with it.
<b>SAC</b>	<b>Specialty Advisory Committee:</b> The usual (but not the only) name used for the committee that advises the Medical Royal College/Faculty on training issues and that sets the specialty specific standards in the context of the generic standards of training set by the GMC

<b>SLE</b>	<b>Supervised learning event:</b> A developmental training experience to help a trainee develop the competences required by their specialist training curriculum
<b>Specialist training</b>	The description of postgraduate training marked by the reforms to postgraduate medical training that began in 1996 under the Chief Medical Officer. Trainees appointed to these programmes are known as Specialist Registrars.
<b>Specialty training</b>	The designation of training after completion of the foundation programme, applying to trainees who have entered this training from August 2007 to undertake a specialty training programme approved initially by the Postgraduate Medical Education and Training Board and, from April 2010, by the GMC
<b>SpR</b>	<b>Specialist Registrar:</b> The title given to trainees who were appointed to specialist training prior to January 2007
<b>StR</b>	<b>Specialty Registrar:</b> The title given to trainees who are appointed to specialty training from August 2007
<b>STA</b>	<b>Specialist Training Authority:</b> Prior to the establishment of the Postgraduate Medical Education and Training Board, the competent authority for specialist training
<b>STC</b>	<b>Specialty Training Committee:</b> The usual (but not the only) name used for the committee that advises and manages training in a specialty within a locality in HEE, NES, the Wales Deanery or NIMDTA
<b>TPD</b>	<b>Training Programme Director:</b> The GMC requires that training programmes are led by TPDs (or their equivalent). TPDs have responsibility for managing specialty training programmes.
<b>Training number</b>	The reference number allocated by HEE, NES, the Wales Deanery or NIMDTA to trainees in specialty training programmes. Each trainee is allocated a single training number that is either a NTN or DRN.
<b>Uncoupled training</b>	Uncoupling means building in a formal opportunity after ST2 (or ST3 in the case of specialties where core training is three years) to change direction or make a more focused career choice in the light of greater experience. It means adding a competitive selection process between ST2 and ST3 (or between ST3 and ST4 in the case of specialties where core training is three years).
<b>Workplace-based appraisal</b>	The process whereby trainees are appraised by their educational supervisors on behalf of their employers, using the assessments and other information that has been gathered in the workplace
<b>Workplace-</b>	The assessment of working practices on what trainees may actually

<b>based assessment</b>	do in the workplace, predominantly carried out in the workplace itself. See <a href="#">GMC   Workplace Based Assessment</a> .
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