

The importance of the Placement Supervision Group (PSG) feedback tool

‘Feedback on clinical performance is vital to the development of a doctor’

The clinical learning environment supports the provision of structured and constructive feedback from the wider multi-professional clinical team. Regular feedback from the PSG aids the development of the foundation doctor (FD)¹ [Foundation Programme Review.pdf](#) (Page 40) The Placement Supervision Group (PSG) feedback tool is a useful independent tool in the ePortfolio, to enable clinical supervisors (CS) to obtain in depth feedback on their FD’s, from the PSG about their performance in the workplace.

The PSG tool allows the CS to identify senior members of the multi-professional team who have worked with a FD, to formalise their feedback on the performance of that FD and contribute to the CS end of placement report² [FPcurriculum-2021](#) (Pages 39-43, 49)

The PSG should, if possible be used in each placement however, for each level of F1 and F2 training, **a minimum of one satisfactory PSG feedback summary report, with a minimum of three PSG members**, is required for Annual Review of Competence Progression (ARCP)². [FPcurriculum-2021](#) (Page 49). At the start of the placement, the CS should, if possible, identify the individuals who make up the PSG.¹ [Foundation Programme Review.pdf](#)

Step by Step Guidance on how to initiate feedback from PSG from the ePortfolio

Horus users: [Step by step guidance on how to use the tool in Horus Foundation ePortfolio](#)³

Turas users: [Guidance on NES Turas Foundation ePortfolio](#)⁴

Assessment: Advantages of PSG feedback

Foundation Doctors	Clinical Supervisors	Educational Supervisors	ARCP Panel
<ul style="list-style-type: none"> captures & showcases evidence of good practice, reinforces good behaviours, competence and helps build FD confidence evidences achievement of curriculum outcomes to aid CS completing the end of placement report (particularly if FD worked minimally with CS) provides additional evidence to map to curriculum is useful as additional evidence in specialty applications & interviews helps identify early the need for additional support 	<ul style="list-style-type: none"> highlights FD’s evidence of good practice & achievement of curriculum outcomes aids completion of the CS end of placement report (particularly if FD worked minimally with CS) helps identify and evidence early on the need for additional support. facilitates timely action plans 	<ul style="list-style-type: none"> highlights evidence of good practice & achievement of curriculum outcomes provides important detail of progression to add to ES end of placement reports helps identify and evidence early on the need for additional support. facilitates timely action plans provides additional and contextual evidence of clinical effectiveness & progression essential to patient safety to add to the ES End of Year report 	<ul style="list-style-type: none"> showcases evidence of good practice & achievement of curriculum outcomes provides evidence and contextualises any additional development needs required over the training year. evidences clinical workplace effectiveness essential to patient safety provides required evidence for satisfactory ARCP ‘sign off’ (min x1 satisfactory PSG report per F1 & F2 year)

Annual Review of Competence Progression (ARCP)

A trainee’s progress in their training programme is assessed using a range of defined and validated assessment tools along with professional and triangulated judgements about the trainee’s rate of progress.

The key elements that support decision making in the ARCP process are:

- formative experiential learning tools (SLEs) and other evidence presented in the eportfolio
- summative assessments using interactions with colleagues (MSF TAB) (PSG) (CS & ES reports)
- triangulated judgement by an ES based on evidence from the above in the ES end of year report

Foundation doctor engagement with the assessment will aid the supervisor in making their informed judgement and together with the other elements they contribute to the overall assessment process ARCP.⁵ [Guide for Foundation Training 2019](#)

References

1. HEE Foundation Programme Review 2019. 2. NEW UK Foundation Programme Curriculum 2021. 3. Horus ePortfolio Support site <https://supporthorus.hee.nhs.uk> 4. NHS Education for Scotland, Turas Foundation ePortfolio. 5. Guide for Foundation Training in the UK 2019.

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