

**Training Capacity Assessment Form**

**A tool for RAs/FTs/TPDs to evaluate the provision
of supervision and education of Learners on the ICU**

This form has been developed as a tool to support local assessment of training capacity within Intensive Care Units. Units may adapt and use it to inform internal reviews, particularly where training concerns have been raised, or expansion of the workforce is being considered. It reflects the principles outlined in the *FICM Principles of a Training Capacity Assessment* and aims to promote consistency and good practice across the UK. Not all sections will apply to every unit, and any data referenced should be current. [Supporting materials can be found in the Unit Briefs section on our website.](https://www.ficm.ac.uk/careersworkforcerecruitment/regional-post-information-unit-briefs)

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| --- | --- |
| **Name of Assessor** |  |
| **Role of Assessor**(e.g. TPD/RA/FT) |  |
| **Date of Assessment** |  |

**Initial Screening Tool**

*This summary tool supports early reflection on the training capacity within the ICU. It does not replace the full Training Capacity Assessment Form, which should be completed to inform any significant changes or decisions.*

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| --- | --- | --- |
| **Area** | **Key Questions** | **Response****(✔,✖,N/A)** |
| **Workforce** | Are there sufficient IiTs and other rota residents to maintain safe rotas? |  |
| Are rota gaps impacting training or service delivery? |  |
| Are there ACCPs contributing to the workforce? |  |
| **Supervision** | Are there enough ES/CSs with adequate job-planned time? |  |
| Is there a designated Clinical Lead for ACCPs/tACCPs? |  |
| **Facilities** | Are rest areas, IT access, and locker/storage facilities available to residents? |  |
| **Educational Environment** | Is there regular local/unit-based teaching, M&M meetings, and access to QIP or research activity? |  |
| Do learners have access to clinical exposure, simulation, and procedural skills development? |  |
| **Governance & QA** | Is the education of learners regularly reviewed through local QA processes? |  |
| Is there engagement with Deanery QA processes (e.g. NTS, NETS)? |  |
| Are there strong working relationships with the Clinical Lead, DME, TPD, and RA? |  |
| **Capacity Judgement** | Is the current training provision adequate for existing learners? |  |
| Is there clear capacity and support to expand the training provision? |  |

**Intensive Care Unit**

|  |  |
| --- | --- |
| Name of Hospital ICU: |  |
|  |
| Number of Beds | Level 2 |  | Level 3 |  |  |
|  |
| Admissions per year: |  |  |  |  |
|  |
| Case Mix Description (e.g. Emergency vs Elective, Ventilator days, Renal and CVS support etc. ICNARC/equivalent data may be helpful) |
|  |
| Specialist services offered (if any): |
|  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Outreach Service: | Nurse Led |  | Medical Led |  | N/A |  |

**Workforce**

|  |  |  |
| --- | --- | --- |
| No. of Intensivists in Training (IiTs) currently on the CCT programme:  |  |  |
| If there are rota gaps, please elaborate below:  |
|  |

|  |  |
| --- | --- |
| No. of resident doctors other than IiTs (incl. Foundation, IMT, ACCS etc):  |  |

|  |  |
| --- | --- |
| No. of Locally Employed Doctors (LEDs) (including Portfolio Pathway): |  |

|  |  |  |  |
| --- | --- | --- | --- |
| No. of ACCPs on rota: |  | No. of trainee ACCPs: |  |

|  |  |
| --- | --- |
| No. of medical students: |  |
| Detail of frequency and placement length of medical students:  |
|  |
| No. of Resident Rotas (considering all areas covered by critical care team, e.g. EM, catheter labs, Paediatrics, cardiac arrests, emergency airway outside of theatres, elective work):  |
|  |
| How are the supervision needs of different learner groups (IiTs at different stages, tACCPs, Foundation Doctors, LEDs) met in this unit? |
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**Facilities for Residents**

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| --- | --- | --- | --- | --- |
| Lockers | Yes |  | No |  |

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| --- | --- | --- | --- | --- |
| Office/computers  | Yes |  | No |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On call room  | Yes |  | No |  |

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| --- | --- | --- | --- | --- |
| Rest facilities on shift | Yes |  | No |  |

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| --- | --- | --- | --- | --- |
| Rest facilities post-shift  | Yes |  | No |  |

**Consultants and SAS Provision**

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| --- | --- | --- | --- | --- |
| No. of consultants | Full time |  | LTFT |  |

|  |  |
| --- | --- |
| No. consultants with remunerated ES role |  |

|  |  |  |  |
| --- | --- | --- | --- |
| No. of SAS doctors |  | No. SAS doctors with remunerated ES role |  |

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| --- | --- | --- | --- |
| No. of consultant/Specialist rota gaps |  | No. of retirements in next 5 years |  |

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| --- | --- |
| Pattern of Out Of Hours working (On Call/Partial Resident/Extended Days/Full Resident) |  |

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| --- | --- | --- | --- | --- |
| ACCP Clinical Lead | Yes |  | No |  |

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| --- | --- | --- | --- | --- |
| Is the current ES provision adequate?  | Yes |  | No |  |

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| --- | --- |
| If ‘No’ to the above, please give details |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Is/are the Faculty Tutor(s) remunerated for their role? | Yes |  | Partially |  | No |  |

|  |  |
| --- | --- |
| If ‘Partially’ or ‘No’ to the above, please give details |  |

**Educational Opportunities**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Local/unit teaching | Yes |  | No |  |  | Research opportunities | Yes |  | No |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M&M Meetings | Yes |  | No |  |  | QI projects | Yes |  | No |  |

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| Journal Clubs | Yes |  | No |  |  | EDT | Yes |  | No |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special Skills Years (SSYs) | Yes |  | No |  |  | Rehab/follow up clinics | Yes |  | No |  |

|  |  |
| --- | --- |
| Please list SSY options offered |  |

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| Additional Educational Opportunities (e.g. Echo/USS & Mentorship, simulation, bronchoscopy clinics, anaesthetic/airway opportunities etc.) |
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**Quality Assurance of Training**

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| --- | --- | --- | --- | --- |
| Has there been recent engagement with the Deanery quality team or relevant educational leads as part of ongoing training reviews? | Yes |  | No |  |

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| Have you considered recent local Deanery/SEB quality assurance findings (e.g. NTS/NETS data, Guardian of Safe Working) in this review? | Yes |  | No |  |

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| --- |
| Please list any relevant feedback from local QA processes, the GMC’s National Training Survey and FICM’s IiT Survey (including evidence from current learners): |
|  |

**SUMMARY**

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| --- | --- | --- | --- | --- |
| Is there the assurance of adequate training capacity for the existing residents and learners in critical care?  | Yes |  | No |  |

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| --- | --- |
| If ‘No’ to the above, please give details |  |

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| --- | --- | --- | --- | --- |
| Is there capacity for expanding the provision?  | Yes |  | No |  |

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| --- | --- |
| If ‘Yes’ to the above, please define details |  |

**Please note**

Where there are concerns about current training or supervision capacity, or where expansion is being considered, input should be sought from the existing cohort of learners and relevant stakeholders. These may include the Clinical Lead, Director of Medical Education (DME), Training Programme Director (TPD), Regional Specialty Training Committee (STC), Regional Advisor (RA), and Advanced Practitioner Lead, as appropriate.