

# Understanding the progression reports

## Annual Review of Competence Progression | Undergraduate

The annual review of competence progression (ARCP) undergraduate report shows percentages of unsatisfactory ARCP outcomes for various groups of doctors in postgraduate training, based on which medical school awarded their primary medical qualification (PMQ).

To create the reports, we have used data collected from deaneries and Health Education England (HEE) combined with data from the medical register and the Higher Education Statistics Agency (HESA).

In these reports, you can explore ARCP outcomes by:

- Specialty group
- Medical school
- Educational performance measure
- Course type

### Technical notes

GMC confidentiality rules	To protect the confidentiality of doctors, we do not report on any group smaller than three people.
HESA data	The report includes information derived from that collected by the Higher Education Statistics Agency Limited ("HESA") and provided to the GMC ("HESA Data"). Source: HESA Student Record 2002/2003 to 2017/2018. Copyright Higher Education Statistics Agency Limited. HESA makes no warranty as to the accuracy of the HESA Data and cannot accept responsibility for any inferences or conclusions derived by third parties from data or other information supplied by it.
HESA confidentiality rules	Where we have used HESA data, we have agreed different confidentiality rules. Here we do not report on any group smaller than 23 people. And all reported group sizes are rounded up to the nearest multiple of 5. For example, a report including information about 28 people will be reported as including 30 people. The year a student commenced medical school is taken from data provided by HESA and the HESA confidentiality rules will apply when the 'Year(s) commenced medical school' filter is used.
Confidence intervals	All our confidence intervals (CI) are calculated to the 95% confidence level using the recommended method for proportions from Altman, D.G., Machin, D. et al. <i>Statistics with Confidence</i> 2nd edition; BMJ Books. 2000.
Benchmark groups	Benchmark groups are allocated by programme specialty. <a href="#">Click here for our benchmark group table.</a>
Outliers	Outliers in these reports are where the upper confidence limit of the report group is less than the lower confidence limit of the benchmark group (below outlier: coloured purple), or where the lower confidence limit of the report group is more than the upper confidence limit of the benchmark group (above outlier: coloured dark blue).
ARCP outcome	Every ARCP is awarded a code denoting the outcome (satisfactory or unsatisfactory) and a description that explains the outcome. <a href="#">Click here for our ARCP outcome reference table.</a>

ARCP outcome type	For these reports, ARCP outcomes are grouped together in types as shown in the table below.	
	Unsatisfactory outcome	Outcomes 2, 3, 4, 7.2, 7.3, RITA D or E.
	Unsatisfactory outcome excluding exam failures	Outcomes 2, 3, 4, 7.2, 7.3, RITA D or E, excluding those associated with exam failure.
	Unsatisfactory outcomes excluding incomplete evidence	Outcomes 2, 3, 4, 7.2, 7.3, RITA D or E, excluding outcomes 5 and 7.4 from calculations.
	Incomplete evidence provided	Outcomes 5 and 7.4.
	Extra time required	Outcomes ARCP 3, 7.3 and RITA E.
	Targeted training	Outcomes 2, 7.2 and RITA D. Note that these are not applicable to foundation trainees, so selecting this report type will not yield any results for foundation schools.
Released from training	Note that there is no equivalent RITA outcome.	
Medical School names	<p>We have used the best available medical school value held in our systems. We have done this because PMQ awarding body is not always the same as medical school. For example, University of London as a PMQ can refer to one of several London medical schools.</p> <p>We use HESA data for cases attending UK medical schools from 2002 onwards to identify specific schools where this is not the same value as the PMQ awarding body.</p>	
First and last institution	<p>There are some instances where a student's first medical school is not the same as their graduating school. Using first and last institution allows us to report on these cohorts. For example:</p> <ul style="list-style-type: none"> <li>• Students starting at St Andrews and moving to Manchester for their clinical years</li> <li>• Students starting at Durham and moving to Newcastle for their clinical training</li> <li>• Students from Oxbridge who complete their PMQ at a London medical school.</li> </ul>	
Educational Performance Measure (EPM)	<p>Students in the graduating cohort are ranked on their medical school performance. Schools were free to decide which assessments to include, provided they met the following criteria:</p> <ul style="list-style-type: none"> <li>• Summative (and hence subject to formal controls);</li> <li>• Cover clinical knowledge, skills and performance;</li> <li>• Cover non-clinical performance;</li> <li>• Cover all aspects of the curriculum assessed up to the end of the penultimate year at medical school;</li> <li>• Represent the average performance of the applicants over time, rather than being limited to a snap-shot;</li> <li>• Include written and practical forms of assessment.</li> </ul> <p>Schools were required to consult with students and publish on their website which assessments they included in the score.</p> <p>In 2012 students were placed into quartiles; from 2013 students are placed into decile.</p> <p>To merge the 2012 EPM measure with the EPM scores obtained from 2013 onwards we placed cases into the top or bottom half of the EPM scale.</p>	
Course Type	<p>The course types were derived by mapping the HESA values of COURSEID and COURSETITLE to course types described in the Medical School Council's Entry requirements for UK medical schools – please see <a href="https://www.medschools.ac.uk/studying-medicine/course-types">https://www.medschools.ac.uk/studying-medicine/course-types</a></p> <p>These mapping were confirmed by the schools as part of an exercise conducted by the part of an exercise conducted by the MSC Selection Alliance Data Group.</p>	

For further information and any queries please email the education data and insight team by [clicking here](#).