

# Renal Medicine with General Internal Medicine

## Specialty Specific Guidance

This guidance is to help doctors who are applying for entry onto the Specialist Register with a CESR in Renal Medicine. This guidance is for doctors choosing to apply in Renal Medicine where the capabilities for General Internal Medicine will also be demonstrated by meeting all the requirements set out below. You will also need to read the [curricula for the specialty and General Internal Medicine](#)

*An application has been made to change the name of General Internal Medicine to Internal Medicine*

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## Introduction

This document is designed to provide helpful information and guidance to enable you to make an application for a Certificate of Eligibility for Specialist Registration (CESR) in Renal Medicine with General Internal Medicine. This is not a standalone document and should be read in conjunction with the [curricula](#) – please see the [Renal Medicine page](#) on the Joint Royal Colleges of Physicians Training Board (JRCPTB) website for more details. You can [contact us](#) and ask for advice before you apply.

It is worth noting that it is sometimes more difficult to make a successful CESR application if you have not worked in the NHS. This is because key features of training and practice in the NHS are not always covered in the same way outside it. This might include, for example, multidisciplinary team meetings, appraisal, multisource feedback and patient feedback, safety and quality activity especially in clinical audit and quality improvement projects and other areas. You must look at the curriculum and this guidance carefully to make sure that you can demonstrate equivalence to all the requirements. If you are or have recently been practising in an environment that is not comparable to practice in an NHS Renal Medicine department you might find it useful to consolidate your experience elsewhere before applying.

### **What is the indicative period of training for a Certificate of Completion of Training (CCT) in Renal Medicine and GIM?**

The indicative period of training for a CCT in Renal Medicine is seven years and it is unlikely that you would achieve all the learning outcomes required for a CCT in a shorter period of time.

The structure of the training programme (in indicative timescales) is as follows:

- Three years of Internal Medicine (stage 1) or four years of Acute Care Common Stem – Internal Medicine (ACCS-IM) including MRCP(UK)
- Four years of specialty training in Renal Medicine and GIM

Applicants need to demonstrate that they have achieved the learning outcomes required for all stages of the curriculum.

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## Curriculum Framework

The curriculum is structured into high-level learning outcomes, known as Capabilities in Practice (CiPs). The CiPs are split into generic, clinical and specialty specific capabilities, as outlined below. Acquiring a CESR depends upon you providing evidence that you're working at the level of being entrusted to perform safely and independently for each CiP.

The first six CiPs are generic and shared across all physician specialties, covering the universal requirements of Good Medical Practice and the Generic Professional Capabilities (GPC) framework.

The eight clinical CiPs describe the clinical tasks or activities which are essential to the practice of Internal Medicine and the six specialty CiPs describe the specialty-specific clinical tasks or activities which are essential to the practice of Renal Medicine. The CiPs have been mapped to the GPC domains to reflect the professional generic capabilities required to undertake the clinical tasks.

The range of experience needed to achieve the CiPs is outlined in the curriculum – this covers different settings, contexts, clinical problems, conditions and stages of a person's life and illness.

### Generic CiPs

1. Able to function successfully within NHS organisational and management systems
2. Able to deal with ethical and legal issues related to clinical practice
3. Communicates effectively and is able to share decision making, while maintaining appropriate situational awareness, professional behaviour and professional judgement
4. Is focussed on patient safety and delivers effective quality improvement in patient care
5. Carries out research and manages data appropriately
6. Acts as a clinical teacher and clinical supervisor

### Clinical CiPs

1. Managing an acute unselected take
2. Managing the acute care of patients within a medical specialty service
3. Providing continuity of care to medical inpatients, including management of comorbidities and cognitive impairment
4. Managing patients in an outpatient clinic, ambulatory or community setting, including management of long term conditions

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|--|
| 5. Managing medical problems in patients in other specialties and special cases      |
| 6. Managing a multi-disciplinary team including effective discharge planning         |
| 7. Delivering effective resuscitation and managing the acutely deteriorating patient |
| 8. Managing end of life and applying palliative care skills                          |

### Specialty Specific CiPs

- |   |
|---|
| 1. Running a renal ward   |
| 2. Managing a haemodialysis and peritoneal dialysis programme     |
| 3. Running an acute renal referral service                        |
| 4. Managing patients with chronic kidney disease (CKD) stages 1-5 |
| 5. Understanding of subspecialty clinical services                |
| 6. Managing renal transplant patients                             |

### Submitting your evidence

Please keep the following in mind when gathering your evidence:

- The evaluators want to see quality, relevant evidence to demonstrate the required CiPs. It's more important to carefully select your evidence and present it in an organised way, than provide large volumes of minimally relevant evidence
- Triangulated evidence will make a stronger application
- Evidence of your recent practice (i.e. less than 5 years old) will be given more weight, as it reflects current capabilities
- Your evidence must be legible

All your evidence, other than qualifications you're getting authenticated, **must** be accompanied by a proforma signed by the person who is attesting to the validity and accuracy of your evidence (your verifier). It's very important that you read an explanation of how to do this in our [important notice about evidence](#).

You will also need to submit translations of any documents that are not in English. Please ensure the translations you submit meet our [translation requirements](#).

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Your evidence **must** be accurate and may be verified at source should we have any queries or justifiable doubts about the accuracy of your evidence. All evidence submitted will be cross checked against the rest of your application and documents.

### *Anonymising your evidence*

It is important that you anonymise your evidence before you submit it to us. You **must** remove:

- All patient identifying details
- Details of patients' relatives
- Details of colleagues that you have assessed, written a reference for, or who have been involved in a complaint you have submitted

This includes:

- Names (first and last)
- Addresses
- Contact details such as phone numbers or email addresses
- NHS numbers
- Other individual patient numbers
- GMC numbers

The following details **don't** need to be anonymised:

- Gender
- Date of birth

It is your responsibility to make sure that your evidence has been anonymised. Evidence which has not been anonymised will be returned to you. More information can be found on our [website](#).

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## *How much evidence to submit*

**As a general guide, most applications are expected to include around 100 electronically uploaded documents. You must ensure that you follow our guidance on how to present and group your evidence in the online application.**

The total number of documents and assessments presented is less important than the quality of the documents, and the breadth of cases covered. This allows the evaluators to form reliable judgements of performance and capabilities.

This guidance on documents to supply is not exhaustive and you may have alternative evidence. You do not necessarily have to supply every type of evidence listed, but you must submit sufficient evidence to address each of the required learning outcomes and the associated capabilities. We recognise that you may not have all the evidence that is required but it will help us process your application more quickly if you ensure that you only submit evidence that is directly relevant. Triangulation of evidence will strengthen an application, and we recommend that you delay submitting an application until you have achieved this.

Your evidence **must** cover the knowledge, skills and experience to demonstrate the required CiPs in all areas of the curriculum. You should focus on providing **good quality** evidence, rather than quantity. You are advised to review the curriculum and ARCP decision aid to see what is expected from doctors in training in the UK.

You should bear in mind the following points:

- Evidence should show that you are able to assess and offer a first opinion in any setting and for any age
- Don't duplicate evidence that is relevant to more than one CiP – you should include one copy and list it under each relevant CiP (cross referencing)
- Evidence should only be cross referenced where it adds significant support to a CiP
- Evidence should be provided from a variety of clinical settings.

**Our [guidance](#) on compiling your evidence will help you to decide what is relevant and what is not. We recommend that you read it carefully.**

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### *Organising your evidence*

Your evidence will need to be organised to reflect the structure of the online application. You need to gather your evidence by CiP and then attach this under the relevant section in your online application.

Please refer to our [user guide](#) for information on grouping and uploading your evidence.

Your evidence must be mapped to the curriculum by providing primary evidence for knowledge, skills and qualifications to demonstrate the required CiPs for all areas of the curriculum. If evidence is missing from any area of the curriculum, your application may be unsuccessful.

You will not be able to compensate for shortfalls in your evidence of training and experience in a particular area, by providing extra evidence in other areas.

## **Tips for a successful application**

In our experience, CESR applications fail because they provide inadequate or poor evidence of current capability covering the entire curriculum. Below are some tips for you to consider when making an application:

- Before submitting an application, you should review the current CCT curriculum in conjunction with this document. A strong CESR application will provide evidence to demonstrate that knowledge, skills and experience are equivalent in both the breadth and level of capability, to that set out in the curriculum
- Provide evidence of your **current capability** in all areas of the curriculum. This includes the maintenance of CiPs and key skills over the last five years – all evidence should be clearly linked to the CiPs
- Provide evidence demonstrating core medical knowledge and application of this knowledge in practice to the level of completion of Internal Medicine stage 1 training. This can be demonstrated through the generic and clinical CiPs of the curriculum. Applicants will need MRCP (UK) or equivalent.

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- Present your evidence in a clear, logical manner. You should refer to our user guide for advice on how to group, title and upload your evidence
- Ensure your referees can provide detailed support for your key skills across all (or most) areas of the curriculum and understand the requirements for specialist training and registration in the UK
- Provide evidence of managing a broad range of patients, as seen daily by Renal Medicine doctors in the UK
- Provide evidence of your clinical capability across the range of experience, ages and settings
- Ensure your evidence demonstrates you are entrusted to act at consultant level across all of the specialty CiPs

**We strongly recommend that you closely match your experiences against the current curriculum and provide evidence of equivalence across all areas.**

## **How your evidence can be used to demonstrate key capabilities in different CiPs**

You will notice that some of the suggested evidence is listed more than once. This is because these documents are relevant to more than one CiP. For example, MSF can be used to demonstrate competence in most CiPs – therefore, you can use the same MSF to demonstrate the required capability across several CiPs

If you have a document that is relevant to more than one CiP, don't include multiple copies of it. Instead, provide one copy and list it in your application under each relevant CiP, stating that the document is located elsewhere, and you'd like to cross reference it.

Below is a list of evidence that are relevant to most CiPs – it is by no means exhaustive, and you are encouraged to submit a variety of evidence.

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A description of the assessments below, together with template forms, can be found on the [JRCPTB website](#)

| Evidence / requirement   | About  | Minimum expectation   |
|--|--|---|
| <b>Supervised Learning Events (SLEs)</b>   |  |   |
| <b>Acute Care Assessment Tool (ACAT)</b>   | These should have been undertaken with a consultant. Each ACAT must include a minimum of 5 cases and should be used for global assessment of an applicant's performance on take, or on presenting new patients on ward rounds, encompassing both individual cases and overall performance (eg prioritisation, working with the team) | 12 ACATs for GIM<br>6 ACATs for Renal Medicine (one per Specialty CiP)                        |
| <b>Case-based discussion and/or mini-clinical evaluation exercise (mini-CEX)</b> | These should have been undertaken with a consultant.<br>CbDs and Mini-CEXs should cover different aspects of the specialty and Internal Medicine.  | 24 more SLEs, comprised of a mix of CbDs and Mini-CEXs (including two for each Specialty CiP) |
| <b>Workplace Based Assessments (WPBAs)</b>                                       |  |   |
| <b>Direct Observation of Procedural Skills (DOPS)</b>                            | Evidence of procedural competence as specified in the table below.<br>One summative DOPS <u>must be</u> provided for each procedure for which an applicant must be competent to perform unsupervised   | 7 DOPS  |
| <b>Multiple Consultant Reports</b>   | These must each be completed by a <u>minimum of four</u> different consultants.  | 2 MCRs, completed at a minimum of two years apart   |

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| <b>Quality Improvement Project Assessment Tool (QIPAT)</b> | Can be used to demonstrate active involvement in service audit or development projects.  | 1 completed in last 12 months |
| <b>Patient Survey (PS)</b>                                 | <p>Formal patient feedback is strong evidence as it's an anonymous feedback exercise. It should include approximately 15 patients. The JRCPTB has a template available on their website. A reflective entry reflecting on the survey must be made.</p> <p>If it is not possible to provide a formal patient survey an applicant could provide alternative evidence. However, this must provide equivalent details and breadth of information.</p> <p>Alternative evidence could include:</p> <ul style="list-style-type: none"> <li>▪ Thank you letters/cards from patients</li> <li>▪ Statements from referees</li> <li>▪ Testimonial letters from colleagues</li> <li>▪ Feedback from patients/colleagues</li> </ul> | 1 completed in last 12 months |
| <b>Teaching observation (TO)</b>                           | At least one should be completed by a consultant in the specialty.   | 1 completed in last 12 months |
| <b>Multi Source Feedback (MSF)</b>                         | <p>MSF is a strong piece of evidence as it is an anonymous feedback exercise.</p> <p>Minimum of one in the year before the application has been submitted – any available from the last 5 years should also be submitted.</p> <p>MSF should include approximately 12 colleagues, including medical and non-medical sources.</p>  | 1 completed in last 12 months |
| <b>Other evidence</b>                                      |  |                               |

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| <p><b>To be included in the portfolio of evidence</b></p> | <ul style="list-style-type: none"> <li>▪ <b>Appraisal</b> is good evidence of engaging with systems, processes and mandatory requirements and demonstrates performance (clinical and non-clinical)</li> <li>▪ <b>Reflective</b> diaries/ evidence of self-reflection</li> <li>▪ <b>Supervisor report</b> reports from trainers and supervisors are important evidence to affirm and support capabilities and performance in both clinical and non-clinical activities. JRCPTB provides a Multiple Consultant Report (MCR) template for the purpose of these reports of which there should be 4 in the last 12 months.</li> <li>▪ <b>Logbooks</b> must cover the last 5 years and show the type of procedures you performed and your role in the procedure</li> <li>▪ <b>Training events</b> (courses, study days, meetings) over the last five years</li> <li>▪ <b>Evidence of seeing patients</b> over the last five years covering a range of settings, referral contexts, conditions, stages of illness, ages</li> <li>▪ <b>Academic activities</b></li> <li>▪ <b>Management activities</b></li> <li>▪ <b>Structured reports</b></li> </ul> | <p>4 completed in the last 12 months</p> |
| <p><b>Continuing Professional Development (CPD)</b></p>   | <p>CPD represents the acquisition and maintenance of knowledge, skills and key skills.</p> <p>Courses you may want to provide evidence of include:</p> <ul style="list-style-type: none"> <li>▪ Life support</li> <li>▪ Teaching</li> <li>▪ Simulation</li> <li>▪ Management</li> <li>▪ Research methodology</li> <li>▪ Business</li> <li>▪ Communication</li> </ul>   |  |

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|--|---|--|
|  | <ul style="list-style-type: none"><li>▪ Education</li></ul> |  |
|--|---|--|

Examples of evidence could include a personal, reflective diary of learning achievements, in addition to detailed evidence of courses attended.

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## Evidence of training and qualifications

Substantial primary evidence for any previous training towards a medical qualification should **only** be submitted if the training is directly relevant to your CESR capabilities **and** dates from the past five years. Otherwise, certificates of completion are sufficient evidence of training.

### Primary medical qualification (PMQ)

If you hold full registration with us, you do not need to submit your PMQ as we saw it when we assessed your application for registration.

If you do not hold registration, you will need to have your PMQ independently verified by ECFMG before we can grant you full registration with a licence to practise.

You can find out more about [primary source verification](#) on our website.

You only need to get your PMQ verified by ECFMG. The rest of your evidence should be verified in line with [our guidance](#).

### Specialist medical qualification(s)

Please provide an **authenticated copy** of any specialist medical qualifications you hold.

Evidence of completion of full **MRCP(UK)** or equivalent.

The MRCP(UK) is comprised of three tests, designed to assess acquisition of the full range of knowledge, skills and behaviour, as well as clinical understanding and execution, as detailed in the UK curriculum for Core Medical/Internal Medicine Training. For further information on the MRCP(UK), [click here](#).

Evidence of completion of **the European Specialty Examination in Nephrology (ESENeph)** or equivalent.

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|  | <p>There are no qualifications from outside Europe that enable automatic entry to the Specialist Register in any specialty. An evaluation is made based on an applicant's whole career and therefore two applicants with the same qualifications but different training and/or experience may not receive the same decision.</p> <p>If your specialist medical qualification is from outside the UK, please ensure that you provide the following evidence <b>in addition</b> to your qualification:</p> <ul style="list-style-type: none"> <li>○ Training curriculum or examination syllabus</li> <li>○ Formal period assessments completed during training (these may be older than 5 years)</li> </ul>   |
| <p><b>Recent specialist training</b></p>             | <p>If you have worked in posts approved for a specialist training programme for a relevant qualification outside the UK in the past five years, please provide an <b>authenticated copy</b> of the curriculum or syllabus that was in place when you undertook your training.</p> <p>If a formal curriculum or syllabus (including assessment methods) is not available please provide a letter from the awarding body outlining the content of the training programme or examination.</p> <p>You must provide evidence of formal periodic assessment during your training. This evidence must have been completed at the time the training was undertaken (if it is completed retrospectively less weight will be given to the information provided). If you do not supply formal assessment documents, the curriculum must demonstrate how you were assessed. A detailed letter of verification from an educational supervisor would satisfy this requirement.</p> <p>If areas for development were highlighted, please provide evidence to demonstrate that you have subsequently addressed them.</p> <p>If you have undertaken approved specialty training towards a CCT or CESR(CP) in this specialty in the UK in the past five years, you should provide a copy of your ARCPs.</p> |
| <p><b>Specialist registration outside the UK</b></p> | <p>Please provide an <b>authenticated copy</b> of details of the registration requirements of that authority.</p>   |

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**Other relevant qualifications and certificates**

You may include postgraduate qualifications if they are relevant to associated capabilities e.g. teaching, management, research methodology. Please provide **copies** of certificates.

**Evidence of employment in posts and duties (including training posts)**

**Employment letters and contracts of employment**

The information in these letters and contracts **must** match your CV. They will confirm the following:

- dates you were in post
- post title, grade, training
- type of employment: permanent, fixed term, or part time (including percentage of whole time equivalent)

**Job descriptions**

These **must** match the information in your CV. They will confirm the following:

- your position within the structure of your department
- your post title
- your clinical and non-clinical commitment
- your involvement in teaching or training.

**Rotas**

You must provide samples of your rotas from the last three years. These should demonstrate your weekly clinical and non-clinical activities. For example, if you worked a 1:8 rota, you should submit eight consecutive weeks' rota to represent that placement.

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|  |   |
|--|---|
| <b>Departmental/ Unit annual caseload statistics</b> | <p>You should provide departmental and unit caseload statistics, activity data, range and scope of work undertaken in a placement from the last three years.</p>  |
| <b>Appraisal</b>                                     | <p>Those working in an NHS or managed environment should submit evidence of annual appraisals. A revalidation or appraisal portfolio would be appropriate (if it is completed retrospectively less weight will be given to the information provided).</p> <p>For non-training posts you should provide evidence of ongoing evaluation of your performance. This may take the format of formal appraisals by the department head or line manager (clinical director, medical director, professor).</p> <p>For those applicants working in independent practice it is recommended that at least one employer. Appraisal is undertaken and summary documentation of this submitted with the application.</p> <p>Where an applicant is not based in the UK alternative forms of appraisal are strongly advised. Alternative evidence may include letters (written at the time) commenting on your performance. In addition, where no formal appraisal or assessment forms are available you must provide information on the method of career review or progression.</p> |

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## Practical Procedures

Below details the practical procedures and the level of competency you will be expected to evidence. You can provide evidence for these procedures using logbooks and DOPS.

## Internal Medicine Procedures

| Procedure   | Level of competence required                   |
|---|--|
| Advanced cardiopulmonary resuscitation (CPR)  | Leadership of CPR team                         |
| Direct current (DC) cardioversion   | Competent to perform unsupervised              |
| Temporary cardiac pacing using an external device                                   | Skills lab or satisfactory supervised practice |
| Central venous cannulation (internal jugular or subclavian)                         | Skills lab or satisfactory supervised practice |
| Access to circulation for resuscitation (femoral vein or intraosseous) <sup>a</sup> | Skills lab or satisfactory supervised practice |
| Pleural aspiration for fluid (diagnostic) <sup>b, c</sup>                           | Competent to perform unsupervised              |
| Pleural aspiration (pneumothorax) <sup>c</sup>                                      | Competent to perform unsupervised              |
| Intercostal drain for pneumothorax  | Skills lab or satisfactory supervised practice |
| Intercostal drain for effusion <sup>b</sup>   | Skills lab or satisfactory supervised practice |
| Nasogastric (NG) tube   | Competent to perform unsupervised              |
| Ascitic tap   | Competent to perform unsupervised              |
| Abdominal paracentesis  | Skills lab or satisfactory supervised practice |
| Lumbar puncture   | Competent to perform unsupervised              |

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## Specialty Procedures

| Procedure   | Level of competence required                                   |
|---|--|
| Non-tunnelled intravenous dialysis catheters            | Able to perform unsupervised                                   |
| Native renal biopsy                                     | Knowledge of procedure, indications and managing complications |
| Tunnelled intravenous dialysis catheters                | Knowledge of procedure, indications and managing complications |
| Non-surgical insertion of peritoneal dialysis catheters | Knowledge of procedure, indications and managing complications |
| Transplant renal biopsy                                 | Knowledge of procedure, indications and managing complications |

## Generic CiPs

The suggested documentation is given below each CiP and the overall numbers expected are given in the section above. Each piece of evidence can support more than one CiP and you should cross reference

### CiP 1: Able to function successfully within NHS organisational and management systems

#### Key skills:

- Aware of, and adheres to, the GMC professional requirements
- Aware of public health issues including population health, social determinants of health and global health perspectives
- Demonstrates effective clinical leadership

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- Demonstrates promotion of an open and transparent culture
- Keeps up to date through learning and teaching
- Demonstrates engagement in career planning
- Demonstrates capabilities in dealing with complexity and uncertainty
- Aware of the role and processes for commissioning
- Aware of the need to use resources wisely

### Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR)
- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Evidence of taking an active role in governance structures, including service development. This may, for example, include the minutes of meetings for governance and unit management in which the applicant has been involved, MDT meetings, and any documented service development initiatives such as QIPAT.
- Evidence of attendance at an NHS / health service management course

## CiP 2: Able to deal with ethical and legal issues related to clinical practice

### Key skills:

- Aware of national legislation and legal responsibilities, including safeguarding vulnerable groups
- Behaves in accordance with ethical and legal requirements
- Demonstrates ability to offer apology or explanation when appropriate
- Demonstrate ability to lead the clinical team in ensuring that ethical and legal factors are considered openly and consistently

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## Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports
- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Evidence of ability to assess the mental capacity of patients to make healthcare decisions. Evidence could include:
  - Reflections on cases where you had to assess a patient's mental capacity
- Evidence of involvement in making 'best interests' decisions, such as:
  - Notes
  - Letters
  - Meeting minutes
- Awareness of relevant legislation, including mental capacity legislation by completion of an online training course, for example:
  - eLfh Mental Capacity Act: <https://www.e-lfh.org.uk/programmes/mental-capacity-act/>
  - CPD Online Mental Capacity Act: <https://cpdonline.co.uk/course/mental-capacity-act/>
  - SCIE Mental Capacity Act: <https://www.scie.org.uk/e-learning/mca>

## CiP 3: Communicates effectively and is able to share decision making, while maintaining appropriate situational awareness, professional behaviour and professional judgement

### Key skills:

- Communicates clearly with patients and carers in a variety of settings
- Communicates effectively with clinical and other professional colleagues

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- Identifies and manages barriers to communication (e.g. cognitive impairment, speech and hearing problems, capacity issues)
- Demonstrates effective consultation skills including effective verbal and non-verbal interpersonal skills
- Shares decision making by informing the patient, prioritising the patient's goals and wishes, and respecting the patient's beliefs, concerns and expectations
- Shares decision making with children and young people
- Applies management and team working skills appropriately, including influencing, negotiating, re-assessing priorities and effectively managing complex, dynamic situations

### Suggested documentation:

|  |
|--|
| ▪ Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports            |
| ▪ Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)                   |
| ▪ Evidence of your ability to analyse a patient's communication difficulties: <ul style="list-style-type: none"> <li>• Reflective diaries</li> </ul> |
| ▪ Feedback from patients, such as a patient survey   |
| ▪ Reflective practice entries about patients or families who posed difficulties  |
| ▪ Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX   |

## CiP 4: Is focused on patient safety and delivers effective quality improvement in patient care

### Key skills:

- Makes patient safety a priority in clinical practice

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- Raises and escalates concerns where there is an issue with patient safety or quality of care
- Demonstrates commitment to learning from patient safety investigations and complaints
- Shares good practice appropriately
- Contributes to and delivers quality improvement
- Understands basic Human Factors principles and practice at individual, team, organisational and system levels
- Understands the importance of non-technical skills and crisis resource management
- Recognises and works within limit of personal competence
- Avoids organising unnecessary investigations or prescribing poorly evidenced treatments

### Suggested documentation:

|   |
|---|
| ▪ Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports   |
| ▪ Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)  |
| ▪ Reflective practice entries about patients or families who posed difficulties   |
| ▪ Evidence that you have arranged and attended meetings about a patient with Social Services or other non-health organisations. For example: <ul style="list-style-type: none"> <li>• Meeting minutes, demonstrating your attendance and participation</li> <li>• Invites sent from you demonstrating arranging meetings</li> </ul> |
| ▪ Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX  |
| ▪ Documented evidence of development of procedures to improve inter-service and inter-agency communication, you will need to demonstrate your involvement in the new procedure and its effectiveness  |
| ▪ Evidence of specific quality improvement activity, such as a QIPAT  |
| ▪ Copies of letters you have written to NHS and non-NHS services involved with patients   |

### CiP 5: Carries out research and manages data appropriately

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## Key skills:

- Manages clinical information / data appropriately
- Understands principles of research and academic writing
- Demonstrates ability to carry out critical appraisal of the literature
- Understands the role of evidence in clinical practice and demonstrates shared decision making with patients
- Demonstrates appropriate knowledge of research methods, including qualitative and quantitative approaches in scientific enquiry
- Demonstrates appropriate knowledge of research principles and concepts and the translation of research into practice
- Follows guidelines on ethical conduct in research and consent for research
- Understands public health epidemiology and global health patterns
- Recognises potential of applied informatics, genomics, stratified risk and personalised medicine and seeks advice for patient benefit when appropriate

## Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports
- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Evidence of completion of Good Clinical Practice (GCP) training:
  - [www.nihr.ac.uk/health-and-care-professionals/learning-and-support/good-clinical-practice](http://www.nihr.ac.uk/health-and-care-professionals/learning-and-support/good-clinical-practice)
- Documented evidence of research activity. This may include evidence of:
  - Helping in a project
  - Reviewing research papers / grants
  - Writing and co-authoring research papers
  - Contributing to research projects
- Presentations – either lectures (podium presentations) or poster presentations

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- Documented evidence of development of procedures to improve quality of care beyond personal practice, e.g. QIPAT or evidence of performing an audit
- Publications

## **CiP 6: Acts as a clinical teacher and clinical supervisor**

### **Key skills:**

- Delivers effective teaching and training to medical students, junior doctors and other healthcare professionals
- Delivers effective feedback with action plan
- Able to supervise less experienced trainees in their clinical assessment and management of patients
- Able to supervise less experienced trainees in carrying out appropriate practical procedures
- Able to act as a clinical supervisor to doctors in earlier stages of training

### **Suggested documentation:**

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports
- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Completion of relevant training course(s), such as management or leadership courses

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- Feedback from formal teaching sessions to medical and non-medical staff:
  - Teaching Observation (TO) or other observational assessment of teaching

## Internal Medicine Clinical CiPs

Applicants must demonstrate that they are currently practising at the level of 'entrusted to act independently' in all clinical CiPs. Further detail regarding the descriptors for the key skills in each clinical CiP can be found in the [curriculum](#).

### CiP 1: Managing an acute unselected take

#### Key skills:

- Demonstrates professional behaviour with regard to patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Takes a relevant patient history including patient symptoms, concerns, priorities and preferences
- Performs accurate clinical examinations
- Shows appropriate clinical reasoning by analysing physical and psychological findings
- Formulates an appropriate differential diagnosis
- Formulates an appropriate diagnostic and management plan, taking into account patient preferences, and the urgency required
- Explains clinical reasoning behind diagnostic and clinical management decisions to patients/carers/guardians and other colleagues
- Appropriately selects, manages and interprets investigations
- Recognises need to liaise with specialty services and refers where appropriate

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## Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR)
- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Logbook of cases
- Evidence of simulation
- Assessment of acute care such as ACATs
- Evidence of discussing or reflecting on your professional judgement in a clinical case, such as a CbD

## CiP 2: Managing the acute care of patients within a medical specialty service

### Key skills:

- Able to manage patients who have been referred acutely to a specialised medical service as opposed to the acute unselected take (e.g. cardiology and respiratory medicine acute admissions)
- Demonstrates professional behaviour with regard to patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Takes a relevant patient history including patient symptoms, concerns, priorities and preferences
- Performs accurate clinical examinations

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- Shows appropriate clinical reasoning by analysing physical and psychological findings
- Formulates an appropriate differential diagnosis
- Formulates an appropriate diagnostic and management plan, taking into account patient preferences, and the urgency required
- Explains clinical reasoning behind diagnostic and clinical management decisions to patients/carers/guardians and other colleagues
- Appropriately selects, manages and interprets investigations
- Demonstrates appropriate continuing management of acute medical illness in a medical specialty setting
- Refers patients appropriately to other specialties as required

### Suggested documentation:

|   |
|---|
| ▪ Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports   |
| ▪ Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)  |
| ▪ Minimum of <b>one of each</b> of the below: <ul style="list-style-type: none"> <li>• Evidence of discussing or reflecting on your professional judgement in a clinical case, such as a CbD Assessments of acute care such as an ACAT</li> </ul> |
| ▪ Logbook of cases  |
| ▪ Evidence of simulation training and assessment  |

## CiP 3: Providing continuity of care to medical inpatients, including management of comorbidities and cognitive impairment

### Key skills:

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- Demonstrates professional behaviour with regard to patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Demonstrates effective consultation skills
- Formulates an appropriate diagnostic and management plan, taking into account patient preferences, and the urgency required
- Explains clinical reasoning behind diagnostic and clinical management decisions to patients/carers/guardians and other colleagues
- Demonstrates appropriate continuing management of acute medical illness inpatients admitted to hospital on an acute unselected take or selected take
- Recognises need to liaise with specialty services and refers where appropriate
- Appropriately manages comorbidities in medical inpatients (unselected take, selected acute take or specialty admissions)
- Demonstrates awareness of the quality of patient experience

### Suggested documentation:

|   |
|---|
| ▪ Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports |
| ▪ Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)        |
| ▪ Assessments of acute care such as ACATs   |
| ▪ Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX  |
| ▪ Direct observation of procedural skills such as DOPS  |

## CiP 4: Managing patients in an outpatient clinic, ambulatory or community setting (including management of long term conditions)

### Key skills:

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- Demonstrates professional behaviour with regard to patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Demonstrates effective consultation skills
- Formulates an appropriate diagnostic and management plan, taking into account patient preferences
- Explains clinical reasoning behind diagnostic and clinical management decisions to patients/carers/guardians and other colleagues
- Appropriately manages comorbidities in outpatient clinic, ambulatory or community setting
- Demonstrates awareness of the quality of patient experience

### Suggested documentation:

|   |
|---|
| ▪ Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports |
| ▪ Assessments of acute care such as ACATs   |
| ▪ Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX  |
| ▪ Feedback from patients such as a Patient Survey   |
| ▪ Letters generated at outpatient clinics   |

## CiP 5: Managing medical problems in patients in other specialties and special cases

### Key skills:

- Demonstrates effective consultation skills (including when in challenging circumstances)
- Demonstrates management of medical problems in inpatients under the care of other specialties
- Demonstrates appropriate and timely liaison with other medical specialty services when required

This is the specialty specific guidance for Renal Medicine updated March 2022

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### Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports
- Assessments of acute care such as ACATs
- Evidence of a case-based discussion with a consultant to assess professional judgement, such as a CbD

## CiP 6: Managing a multi-disciplinary team including effective discharge planning

### Key skills:

- Applies management and team working skills appropriately, including influencing, negotiating, continuously re-assessing priorities and effectively managing complex, dynamic situations
- Ensures continuity and coordination of patient care through the appropriate transfer of information demonstrating safe and effective handover
- Effectively estimates length of stay
- Delivers patient centred care including shared decision making
- Identifies appropriate discharge plan  
Recognises the importance of prompt and accurate information sharing with primary care team following hospital discharge

### Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports

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- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Assessments of acute care such as ACATs
- Discharge summaries, including reason for admission, findings, treatment plan and patient health on discharge

## CiP 7: Delivering effective resuscitation and managing the acutely deteriorating patient

### Key skills:

- Demonstrates prompt assessment of the acutely deteriorating patient, including those who are shocked or unconscious
- Demonstrates the professional requirements and knowledge of legal processes associated with consent for resuscitation
- Participates effectively in decision making with regard to resuscitation decisions, including decisions not to attempt CPR, and involves patients and their families
- Demonstrates competence in carrying out resuscitation

### Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports
- Direct observation of procedural skills such as DOPS
- Assessments of acute care such as ACATs

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- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Evidence of learning advanced life support techniques such as an ALS certificate
- Record of procedures and clinics undertaken such as a logbook
- Written reflections on learning and experience
- Evidence of simulation

## CiP 8: Managing end of life and applying palliative care skills

### Key skills:

- Identifies patients with limited reversibility of their medical condition and determines palliative and end of life care needs
- Identifies the dying patient and develops an individualised care plan, including anticipatory prescribing at end of life
- Demonstrates safe and effective use of syringe pumps in the palliative care population
- Able to manage non complex symptom control including pain
- Facilitates referrals to specialist palliative care across all settings
- Demonstrates effective consultation skills in challenging circumstances
- Demonstrates compassionate professional behaviour and clinical judgement

### Suggested documentation:

- Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR), end of placement and appraisal reports

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- Evidence of a case-based discussion with a consultant to assess professional judgement, such as a Cbd
- Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX
- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, such as the Multisource Feedback (MSF)
- Evidence of regional teaching
- Written reflections on learning and experience

## Specialty Specific CiPs

Applicants must demonstrate that they are currently practising at the level of 'entrusted to act independently' in all specialty CiPs. Further detail regarding the descriptors for the key skills in each specialty specific CiP can be found in the [curriculum](#).

### Specialty CiP 1: Running a Renal ward

#### Key skills:

- Demonstrates professional behaviour with regard to patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Demonstrates Clinical Leadership
- Able to prioritise admissions and ensure safe discharge of patients
- Takes a relevant patient history including patient symptoms, concerns, priorities and preferences
- Performs accurate clinical examinations

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- Formulates an appropriate diagnostic and management plan, taking into account patient preferences, and the urgency required including provision of urgent dialysis
- Explains clinical reasoning behind diagnostic and clinical management decisions to patients/carers/guardians and other colleagues
- Applies management and team working skills appropriately, including influencing, negotiating, continuously re-assessing priorities and effectively managing complex, dynamic situations
- Identifies patients with limited reversibility of their medical conditions and determines palliative and end of life care needs including appropriateness of provision of dialysis
- Demonstrates appropriate and timely liaison with other specialty services when required
- Demonstrates management of renal problems in inpatients under the care of other specialties

### Suggested documentation:

|   |
|---|
| ▪ Reports from senior clinical supervisors who have worked with you, such as Educational Supervisors Reports, Multiple Consultant Reports (MCR) or letters of commendation  |
| ▪ Feedback from a variety of clinical and non-clinical colleagues who have worked with you, for example, in the form of Multisource Feedback (MSF)  |
| ▪ Evidence of a case-based discussion with a consultant to assess professional judgement, such as a CbD   |
| ▪ Assessments of acute care such as ACATs   |
| ▪ Evidence of completion of the European Specialty Examination in Nephrology (ESENeph) or equivalent.   |
| ▪ Direct observation of procedural skills such as DOPS  |
| ▪ Evidence of structured learning events and workplace-based assessments, reflecting the spectrum of skills associated with this CiP and outlined in the 'contents of learning' section of the curriculum (see page 27) |

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## Specialty CiP 2: Managing haemodialysis and peritoneal dialysis programme

### Key skills:

- Demonstrates professional behaviour with regards patients, carers, colleagues and others
- Delivers patient centred care including shared decision making and shared care
- Demonstrates effective consultation skills
- Formulates an appropriate diagnostic and management plan, taking into account patient preferences including access for haemodialysis, workup for renal transplant, and end of life care and withdrawal from dialysis
- Appropriately manages comorbidities in the dialysis unit or outpatient clinic
- Demonstrated knowledge of management of quality, including audit of dialysis equipment and water quality
- Demonstrates awareness of the quality of patient experience
- Demonstrates appropriate and timely liaison with other specialty services
- Recognises the importance of prompt and accurate information sharing with the primary care team

### Suggested documentation:

- Reports from senior clinical supervisors who have worked with you, such as Educational Supervisors Reports, Multiple Consultant Reports (MCR) or letters of commendation
- Feedback from a variety of clinical and non-clinical colleagues who have worked with you, for example, in the form of Multisource Feedback (MSF)
- Evidence of a case-based discussion with a consultant to assess professional judgement, such as a Cbd
- Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX
- Reflective notes

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|  |
|--|
| <ul style="list-style-type: none"> <li>▪ Evidence of completion of the European Specialty Examination in Nephrology (ESENeph) or equivalent.</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Outpatient letters</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Attendance at dialysis course/conference</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Evidence of attendance and contribution to quality assurance meetings for peritoneal dialysis and haemodialysis</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Evidence of structured learning events and workplace-based assessments, reflecting the spectrum of skills associated with this CiP, and outlined in the 'contents of learning' section of the curriculum (see page 27)</li> </ul> |

## Specialty CiP 3: Running an acute renal referral service

### Key skills:

- Demonstrates professional behaviour with regard to patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Demonstrates effective consultation skills including 'out of hours' working
- Takes a relevant patient history and accurate clinical examination focused on the referral request and clinical situation.
- Appropriately selects, manages and interprets investigations
- Formulates an appropriate differential diagnosis.
- Formulates an appropriate diagnostic and management plan, taking into account patient preferences, and the urgency required
- Explains clinical reasoning behind diagnostic and clinical management decisions to patients/carers/guardians and other colleagues.
- Demonstrates prompt and accurate information sharing with relevant professionals after the consultation.

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## Suggested documentation:

|  |
|--|
| ▪ Reports from senior clinical supervisors who have worked with you, such as Educational Supervisors Reports, Multiple Consultant Reports (MCR) or letters of commendation   |
| ▪ Feedback from a variety of clinical and non-clinical colleagues who have worked with you, for example, in the form of Multisource Feedback (MSF)   |
| ▪ Evidence of a case-based discussion with a consultant to assess professional judgement, such as a CbD  |
| ▪ Assessments of acute care such as ACATs  |
| ▪ Evidence of completion of the European Specialty Examination in Nephrology (ESENeph) or equivalent.  |
| ▪ Direct observation of procedural skills such as DOPS   |
| ▪ Evidence of structured learning events and workplace-based assessments, reflecting the spectrum of skills associated with this CiP, and outlined in the 'contents of learning' section of the curriculum (see page 27) |

## Specialty CiP 4: Managing patients with chronic kidney disease (CKD) stages 1-5

### Key skills:

- Demonstrates professional behaviour with regards patients, carers, colleagues and others
- Delivers patient centred care including shared decision making and shared care
- Demonstrates effective consultation skills
- Able to conduct an outpatient clinic and support management in the community with the multidisciplinary team
- Demonstrates the use of investigations to assess the cause, severity and reversibility of CKD
- Formulates an appropriate diagnostic and management plan, taking into account patient preferences including

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- access for haemodialysis, preparation for peritoneal dialysis and workup for renal transplant.
- Identifies patients with limited reversibility of their medical condition and discusses maximal conservative management of CKD and end of life care needs as appropriate
- Appropriately manages comorbidities in the outpatient clinic
- Demonstrates awareness of the quality of patient experience
- Demonstrates appropriate and timely liaison with other specialty services including those based in Primary Care

### Suggested documentation:

|  |
|--|
| ▪ Assessments of acute care such as ACATs  |
| ▪ Evidence of a case-based discussion with a consultant to assess professional judgement, such as a Cbd  |
| ▪ Direct observation of procedural skills such as DOPS   |
| ▪ Reports from senior clinical supervisors who have worked with you, such as Educational Supervisors Reports, Multiple Consultant Reports (MCR) or letters of commendation   |
| ▪ Feedback from a variety of clinical and non-clinical colleagues who have worked with you, for example, in the form of Multisource Feedback (MSF)   |
| ▪ Evidence of completion of the European Specialty Examination in Nephrology (ESENeph) or equivalent.  |
| ▪ Evidence of attendance at and involvement in MDTs  |
| ▪ Evidence of structured learning events and workplace-based assessments, reflecting the spectrum of skills associated with this CiP, and outlined in the 'contents of learning' section of the curriculum (see page 27) |

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## Specialty CiP 5: Understanding of subspecialty clinical services

### Key skills:

- Demonstrates professional behaviour with regards patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Demonstrates effective clinical leadership
- Demonstrates appropriate and timely liaison with other specialty services when required
- Demonstrates an understanding of relevant diseases and their treatments
- Demonstrates an understanding of specific investigations including genetic testing and implications of the results.
- Demonstrates an understanding of issues surrounding new therapies, clinic trials and the development of new clinics for specific patient groups
- Demonstrate ability to keep up to date and / or learning from colleagues in other department or units where such a service is in place
- Demonstrates an understanding of particular needs of certain groups (e.g. adolescent transition patients)

### Suggested documentation:

|   |
|---|
| ▪ Assessments of acute care such as ACATs   |
| ▪ Evidence of a case-based discussion with a consultant to assess professional judgement, such as a CbD |
| ▪ Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR)       |
| ▪ Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX                  |
| ▪ Attendance at relevant course/conference  |
| ▪ Reflective notes  |
| ▪ Outpatient letters  |

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- Evidence of completion of the European Specialty Examination in Nephrology (ESENeph) or equivalent.
- Evidence of attendance at and involvement in MDTs
- Evidence of participation in and contribution to a subspecialty service
- Evidence of structured learning events and workplace-based assessments, reflecting the spectrum of skills associated with this CiP, and outlined in the 'contents of learning' section of the curriculum (see page 27)

## Specialty CiP 6: Managing renal transplant patients

### Key skills:

- Demonstrates professional behaviour with regards patients, carers, colleagues and others
- Delivers patient centred care including shared decision making
- Demonstrates effective clinical leadership
- Demonstrates an understanding of the indications for renal transplantation and risk versus benefit
- Demonstrates an understanding of the fundamentals of renal transplantation and ability to assess recipients and transplant doctors
- Demonstrates ability to apply knowledge when caring for acute and chronic transplant recipients including failing renal transplants
- Demonstrates an understanding of live donor assessment
- Demonstrates appropriate and timely liaison with other specialty services when required

### Suggested documentation:

- Assessments of acute care such as ACATs

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|  |
|--|
| <ul style="list-style-type: none"> <li>▪ Evidence of a case-based discussion with a consultant to assess professional judgement, such as a Cbd</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Reports from consultants who have worked with you, such as the Multiple Consultant Report (MCR)</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Assessment of observed clinical skills, attitudes and behaviours, such as a Mini-CEX</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Reflective notes</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Attendance at relevant course/conference</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Evidence of completion of the European Specialty Examination in Nephrology (ESENeph) or equivalent.</li> </ul>  |
| <ul style="list-style-type: none"> <li>▪ Outpatient letters</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Evidence of and participation in an acute transplant service</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Evidence of participation and contribution to the long term follow up of transplant patients</li> </ul>   |
| <ul style="list-style-type: none"> <li>▪ Evidence of structured learning events and workplace-based assessments, reflecting the spectrum of skills associated with this CiP, and outlined in the 'contents of learning' section of the curriculum (see page 27)</li> </ul> |

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