



GUIDELINES FOR DEVELOPMENT OF A REMEDIATION PLAN

Introduction:

Early support and structured guidance are essential for helping Trainees address performance concerns and succeed in their training.

- A Remediation Plan may be instituted if the rating of a Trainee's overall performance during a term is recorded as **Borderline**.
- A Remediation Plan will be instituted if the rating of a Trainee's overall performance during a term is recorded as **Unsatisfactory**.

The plan should be developed collaboratively between the Trainee and the Training Supervisor. It provides a clear and practical framework to identify expectations, set achievable goals, and support the Trainee's progress in targeted areas.

Purpose:

A Remediation Plan is designed to provide structured support to Trainees who need to improve their performance. It aims to:

- Help Trainees set clear, targeted objectives to work towards a satisfactory outcome in their current term
- Give Training Supervisors and Trainers a defined set of goals to guide the Trainee's development
- Assist Training Supervisors and Trainers in creating opportunities for the trainee to meet these goals

Formulation of a Remediation Plan:

To formulate a Remediation Plan:

1. The Training Supervisor and Trainee should meet to review the most recent In-Training Assessment (ITA), with a focus on any areas where performance was rated as just below or significantly below expectations.
2. During this meeting, they should work together to identify and agree on specific, measurable objectives that directly address each area of concern.
3. These objectives should then be clearly documented in the Remediation Plan, using the structure outlined below for each issue identified.
4. The Remediation Plan must be signed by both the Training Supervisor and the Trainee to confirm mutual agreement on the objectives and expectations.

Section	Explanation
Essential Criteria and/or Assessment Area	<ul style="list-style-type: none">• Identify the specific performance criterion or domain that the objective is intended to address.
Goal to Achieve	<ul style="list-style-type: none">• Clearly state the specific goal(s) the Trainee must meet to improve in the identified area• List each goal separately, ensuring alignment with the training requirements• Goals should reflect the expected outcome and be measurable• Refer to the "Setting SMART Goals" section for guidance on writing effective objectives
Performance Indicator	<ul style="list-style-type: none">• Define how progress toward the objective will be measured• Outline the specific actions the trainee will take to meet the goal• Multiple indicators may be used if relevant, but each must directly relate to the objective
Timeline	<ul style="list-style-type: none">• Specify the expected timeframe for achieving each objective• Include key dates for activities such as courses, meetings, or assessments where applicable

Monitoring Progress

To monitor progress:

1. The Training Supervisor and Trainee should meet at least monthly to review the plan and assess outcomes. More frequent meetings may be required, depending on the nature of the concerns and as directed by the BOU.
2. The Trainee should complete a self-evaluation and submit it to their Training Supervisor at least 24 hours before each review meeting. This encourages reflection and self-assessment.
3. During the meeting, the Training Supervisor and Trainee will discuss the self-evaluation and agree on the final outcome rating.
4. Outcomes are to be rated using the scale provided in the Remediation Plan (refer below).
5. Review meetings are also an opportunity to update the plan. Objectives and indicators may be modified, removed, or added as needed to reflect progress and identify further development opportunities.
6. The Trainee and Training Supervisor may provide additional comments at each review.
7. The completed Remediation Plan and outcome must remain strictly confidential.
8. After each review, the updated form should be submitted to the Training Supervisor, RTC Chairperson, and Education and Training Manager.

Outcome	Code	Explanation
Exceeds Expectation	E	<ul style="list-style-type: none">• Exceeds performance indicator• Performs above expected level of training• No omissions or errors• Requires minimal instruction
Meets Expectation	M	<ul style="list-style-type: none">• Meets performance indicator• Performs at expected level of training• Minor omissions or errors• Requires some instruction
Progressing toward Expectation	P	<ul style="list-style-type: none">• Has not yet met performance indicator• Making satisfactory progress• Some significant omissions or errors• Requires regular instruction
Not meeting Expectation	N	<ul style="list-style-type: none">• Has not yet met performance indicator• Making little, slow or inconsistent progress• Regular or significant omissions or errors• Requires frequent and close instruction
Not Assessed	NA	<ul style="list-style-type: none">• Performance indicator not assessed

Setting SMART Goals

SMART goals are a helpful framework for writing clear and effective objectives. Using SMART goals helps trainees stay focused and gives supervisors a clear way to monitor progress. Refer to the SMART Goals Guide when setting objectives in the Remediation Plan to ensure they are meaningful and measurable.

SMART Goals Guide

Use the SMART framework to set clear and effective objectives:

S	Specific	<ul style="list-style-type: none">• Define exactly what the trainee will do using clear action words (e.g., lead, plan, develop).• Include what, why, and how the goal will be achieved.• Link the goal to relevant performance indicators
M	Measurable	<ul style="list-style-type: none">• Ensure progress can be tracked and outcomes assessed.• Identify how improvement will be demonstrated (e.g., behaviour, skill level).• Ask: <i>How will we know this goal has been achieved?</i>
A	Attainable	<ul style="list-style-type: none">• Goals should be realistic but still require effort and commitment.• Ensure the trainee has access to the necessary resources and support.• The goal should match the trainee's current level and capacity for growth.
R	Relevant	<ul style="list-style-type: none">• Align the goal with the specific competency or area needing improvement.
T	Timely	<ul style="list-style-type: none">• Set a clear timeframe for completion.• Include deadlines for related activities (e.g., meetings, courses).• A defined timeline creates focus and urgency.

Examples:

Vague Goal	SMART Goal
Complete In-training Assessments	Ensure In-Training Assessments are completed in the correct manner and submitted on time in accordance with the specified guidelines
Increase operative skills	Improve operative skills in XXX Procedures to the level of a SET4 and in line with the Specialty Surgery Curriculum by mid-term.
Complete research project	Progress towards the completion of a research project by ensuring the following actions have occurred by mid-term: <ul style="list-style-type: none">• Proposal developed and discussed with Supervisor• Develop time-lines

REMEDIATION PLAN – EXAMPLES

MEDICAL EXPERTISE	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
<ul style="list-style-type: none"> Develop good depth, breadth and understanding of theoretical knowledge by: Becoming familiar with <i>[specialty]</i> curriculum by identifying at least one learning issues from daily work to guide learning. Recognise deficiencies in knowledge and use strategies to improve knowledge. Understanding the concept of evidenced-based medicine by undertaking further research and reading. 	<ul style="list-style-type: none"> Demonstrates appropriate application of knowledge at ‘assess patient, develop problem lists and diagnoses’, and in formulating management plans. Is able to describe understanding of common patho-physiological processes, surgical anatomy, operative surgery and treatment processes. Provides information during ward rounds based on clinical knowledge, whilst providing in-depth understanding of relevant issue. Presents relevant, accurate and complete information on a prepared topic during hospital meeting
Examples	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
Attending out- patient sessions on time, taking a good history and performing a thorough examination and formulating a management plan.	Satisfactory management of <i>[name medical conditions to be assessed]</i>
Assessing patients in the emergency department in a way that allows you to make an accurate working diagnosis, choose the best investigations to confirm your diagnosis and formulate a treatment plan for the patients.	Satisfactory management of <i>[name medical conditions to be assessed]</i> Note: if there are conditions a SET <i>[year]</i> trainee is deemed to be treating adequately that are you are not, you will be informed at the PMP meeting so that this can be addressed.
Obtain objective feedback on performance.	Arrange mini-CEX with consultants. Satisfactory completion of <i>[number]</i> of assessments.

TECHNICAL SKILLS	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
<p><i>Develop safe and effective operative technical skills commensurate with the current SET level by:</i></p> <ul style="list-style-type: none"> <i>Adequately prepare for the procedures by being familiar with indications for procedure, pre=operative preparation of patient, consent issues, relevant anatomy, operative steps</i> <i>, post-operative management and follow-up, potential associated complications</i> <i>Attend regular designated theatre sessions for supervised training operative surgery</i> <i>Observe and assist in procedures prior to undertaking procedures as primary operator</i> <i>Be familiar with correct posture and positioning of self to facilitate safe, effective and efficient surgery</i> <i>Be familiar with a wide range of surgical instruments and their correct and safe uses</i> <i>Check relevant instruments are available for each procedure</i> <i>Be familiar with recommended infection control practices</i> <i>Understand techniques required for safe, effective and efficient operative assess and exposure, tissue dissection, retraction, resection, reconstruction and preservation, haemostasis and wound closure</i> <i>Practice the handling and use of instruments in an ex-viva environment</i> <i>Seek feedback on technical performance</i> 	<ul style="list-style-type: none"> <i>Attends all designated theatre sessions</i> <i>Participates in "time-out" practice and adheres to its requirements</i> <i>Demonstrates practices and behaviours in the operating theatre environment that comply with infection control requirements</i> <i>Able to verbally describe operative steps and its relationship to relevant anatomy and pathology</i> <i>Demonstrates safe and correct use of instruments, for open, laparoscopic and endoscopic procedures, (such as scalpel, forceps, retractors, graspers, clips, sharp and blunt dissectors, stapling devices, needle holders, electro-surgical devices, endoscopes, etc.)</i> <i>During procedures, demonstrates:</i> <ul style="list-style-type: none"> <i>➤ Appropriate stance, posture, position and composure</i> <i>➤ Familiarity with operative steps</i> <i>➤ Awareness and attention to detail</i> <i>➤ Maintenance of concentration and stamina</i> <i>➤ Anticipation, sound judgement and decision making</i> <i>➤ Clear communication with operating team</i> <i>➤ Effective management of unexpected events.</i> <i>Regularly seeks feedback on performance</i>
Examples	
Increase attention to detail – remembering lessons learnt from week-to-week.	<ul style="list-style-type: none"> Having to be taught the same surgical skill expected of a SET3 trainee (e.g., knot tying) more than 3 (three) times will result in failing the term. If there are skills that are deemed appropriate for a SET3 level that are not being performed accurately, you will be informed at the PMP meeting so that these may be addressed satisfactorily.
Obtain objective feedback on technical performance	<ul style="list-style-type: none"> Arrange to carry out a monthly DOPS Assessment with each consultant. Satisfactory completion of [number] assessments
Obtaining the same surgical skills expected of a SET 3 trainee.	<ul style="list-style-type: none"> By [time frame], cable of performing [technical skill] with minimal supervision.
Increase knowledge of surgical procedures to the level of a SET 3.	<ul style="list-style-type: none"> Read up on the operation in your operative surgery textbook if you have not seen that operation before.
Ensure punctuality in theatre and increase preparedness for the surgical procedure.	<ul style="list-style-type: none"> Attending theatre on time, having read the patient notes and having met (briefly) the patient.

COMMUNICATION	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
<p><i>Develop a high level of communication with patients and colleagues by:</i></p> <ul style="list-style-type: none"> • <i>Identifying when the surgical registrar is required to take responsibility to personally communicate information to patients, and when this responsibility can be delegated to junior medical staff</i> • <i>Adopting appropriate communication skills – e.g., avoid jargon, check understanding, active listening, empathy, cultural awareness, etc.</i> • <i>Keep lines of communication clear and open with</i> • <i>Colleagues including reporting any issues or problems that may arise throughout the working day.</i> 	<ul style="list-style-type: none"> • <i>Communicates in a professional and open manner</i> • <i>Ensures members of the unit are aware when important information is being communicated to relevant parties</i> • <i>Attends a communication training course</i> • <i>Attends available professional counselling services</i> • <i>Completes a patient plan for two patients per month from the emergency department and present these to consultants – seek feedback.</i> • <i>Completes a 360-degree Assessment</i>
Examples	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
Communicates professionally and effectively in written and spoken forms	<ul style="list-style-type: none"> • Dictates and writes letters containing information that is relevant, complete and accurate. • Dictates and writes letters containing clear, concise English language, correct grammar and correct sentence structure in formalised layout. • Stenographer reports dictations are clear to understand, and instructions are clearly articulated. • Maintains legible, relevant, complete and accurate contemporaneous patient notes. • Introduces self (name, position and role) at the commencement of interpersonal interactions. • Communicates to patients and relatives using plain language, avoids use of jargon, enunciates clearly, checks for understanding, listens well and acknowledges concerns, questions, responses, perspectives and needs. • Recognises and accommodates for cultural, social, emotional, cognitive and linguistic differences when communicating. • Communicates respectfully, politely and professionally irrespective of cultural, religious, gender, social, ethnic, intellectual, age or professional differences. • Staff and students report good communications; receives satisfactory ratings on periodic 360-degree assessment.
Familiar with principles and practices of effective communication	<ul style="list-style-type: none"> • Discuss, explain and demonstrate key principles, skills and strategies in communication. • Complete a course to develop interpersonal skills including emotional intelligence. [recommend recognised courses] Submit certificate of completion.

COMMUNICATION	
GOAL TO ACHIEVE	• PERFORMANCE INDICATOR
Enhancement in communication by ensuring all parties have the necessary information and it is relayed in an effective and non-disruptive manner.	<ul style="list-style-type: none"> • 360-degree assessment involving consultants, junior staff, nurses and non-medical staff.
Consult members including junior doctors and request feedback when issues arise.	<ul style="list-style-type: none"> • 360-degree assessment involving consultants, junior staff, nurses and non-medical staff.
Communicates in a professional and respectful manner	<ul style="list-style-type: none"> • Absence of complaints from colleagues
Receive and accept constructive criticism in a mature manner.	<ul style="list-style-type: none"> • Accepting criticism and then demonstrating improved performance in the area of concern.
Ensure open and honest communication is adhered to and ensure any discrepancies are raised and clarified at the time of occurrence.	<ul style="list-style-type: none"> • Accurate and honest communication with all staff members 100% of the time. • Immediate acknowledgement by trainee if facts, details or investigation results are not known by the trainee. • 360-degree assessment involving consultants, junior staff, nurses and non-medical staff.

COLLABORATION	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
<p><i>Ensure consultant surgeons are informed of patient management issues by:</i></p> <ul style="list-style-type: none"> <i>Communicating freely and regularly with consultant surgeon.</i> <i>Informing and involving consultants in management of patients at all times</i> <i>Providing complete, clear and accurate information</i> <i>Acknowledge when information is unknown</i> <i>Being prepared to seek assistance where necessary</i> <i>Communicating in a timely, professional and efficient manner</i> <i>Providing clear directions instructions and information</i> <i>Acknowledging and responding to concerns of staff</i> <i>Offering help when necessary or when requested.</i> 	<ul style="list-style-type: none"> <i>Contacts consultants in a timely manner</i> <i>Gives clear, accurate, honest and complete information in a timely manner</i> <i>Acknowledges when information is unknown</i> <i>Follows instructions, directions and requests</i> <i>Is reliable in all forms during the day-to-day workload</i> <i>Always involves and informs staff in patient manager on a daily basis</i> <i>Is always respectful and courteous to staff</i> <i>Attends all ward rounds and clinical meetings on time.</i>
Examples	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
Adopts respectful, co-operative and supportive behaviours and the attitudes in the workplace.	<ul style="list-style-type: none"> Communicates and behaves respectfully at all times. Seeks and considers opinions and advice of staff. Recognises when colleagues and staff require assistance and offers help and support as necessary. Acknowledges and responds respectfully and appropriately to concerns, requests, opinions and actions of staff. Staff and students report professional and ethical behaviour and practice; receives satisfactory ratings on periodic 360-degree assessment.
Develop strategies to ensure communication towards non-medical staff is undertaken in a collaborative and non-aggressive manner.	<ul style="list-style-type: none"> Approach an appropriate consultant to act as mentor. Discuss approaches with mentor before communication with staff when in doubt of how to approach situation.
Understand the effects of own behaviour on others and be aware of the impact.	<ul style="list-style-type: none"> Undertaking an Effective Communication Course to develop interpersonal skills including emotional intelligence. Submit certificate of completion.

PROFESSIONALISM	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
Ensure open and honest communication and any discrepancies are raised and clarified at the time of occurrence.	<ul style="list-style-type: none"> • Accurate and honest communication with all staff members 100% of the time. • Immediate acknowledgement by trainee if facts/details, such as investigation results, are not known by the trainee. • 360-degree assessment involving consultants, junior staff, nurses and non-medical staff.
Understands what constitutes ethical and professional behaviour.	<ul style="list-style-type: none"> • Discusses, explains and demonstrates acceptable code of conduct, as it relates to the professional behaviour expected of trainees and Fellows of the College.
Understands what constitutes non-discriminatory behaviour.	<ul style="list-style-type: none"> • Discusses, explains and demonstrates acceptable behaviour that is free of bullying, harassment and discrimination in the work and training environment. • Satisfactorily completes on-line course on “sexual harassment prevention for employees” and submits certificate of completion • Satisfactorily completes 100-hour on-line course on multicultural awareness and submits certificate of completion. • Satisfactorily completes 1-day interactive course on bullying, discrimination and sexual harassment and submits certificate of completion.
Behaves and practices ethically and professionally at all times	<ul style="list-style-type: none"> • Acknowledges own errors, omissions or uncertainties and recognises when own performance has not met expectations. • Is truthful about own behaviour and performance and when communicating information. • Behaves and communicates respectfully, politely and non-discriminatory at all times. • Does not make comments with sexual references or connotations • Staff and students report professional and ethical behaviour and practice; receives satisfactory ratings on periodic 360-degree assessment.
Be able to receive and accept criticism in a mature manner	<ul style="list-style-type: none"> • Accepting criticism without argument and then demonstrating improved performance in the area that generated the criticism.
Develop a level of insight into one’s own behaviour and the impact on others including colleagues and patients,	<ul style="list-style-type: none"> • Having a degree of insight in own level of performance that allows safe independent practice as a trainee which is likely to lead to safe performance as a consultant.

WORK ETHIC	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
Attending work from 08:00-18:00 Monday to Friday (On occasion an earlier start or late finish may be necessary if the inpatient load is heavy or there is an educational meeting)	<ul style="list-style-type: none"> Attendance as stated
Attending morning rounds with junior medical staff, such that all patients are reviewed, clinical problems identified and management plan for all patients are implemented ensuring that all junior staff are familiar with the requirements for the day.	<ul style="list-style-type: none"> Confirmation by senior registrar that he/she was not required to 'step-in' or assist junior doctors where assistance is usually provided by junior registrar.
Increase follow through on patients by undertaking a paper or ward round each evening to follow up on the investigations requested on the morning rounds and check on any unstable patients.	<ul style="list-style-type: none"> Confirmation by senior registrar that he/she was not required to 'step-in' or assist junior doctors where assistance is usually provided by junior registrar.
Ensure attendance at work when rostered "on-take"	<ul style="list-style-type: none"> Attendance as stated No complaints from emergency department unless there is a legitimate reason why attendance was not possible in the time frame desired by the emergency department.
Sharing Saturday morning ward rounds	<ul style="list-style-type: none"> Attendance as stated

ACADEMIC SCHOLAR AND TEACHER	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
<p><i>Develop good depth, breadth and understanding of theoretical knowledge by:</i></p> <ul style="list-style-type: none"> <i>Participating in weekly study group to revise topics through presentations, discussions and being questioned.</i> <i>Reading various publications several times per week</i> <i>Allocating dedicated time for reading</i> <i>Attending hospital education lectures</i> 	<ul style="list-style-type: none"> <i>Meet with surgical supervisor to present monthly on a current research topic.</i>

ACADEMIC JUDGEMENT	
GOAL TO ACHIEVE	PERFORMANCE INDICATOR
<p><i>Develop sound decision making skills and clinical judgement by:</i></p> <ul style="list-style-type: none"> <i>Performing thorough and relevant patient assessments, including history taking, physical examination, review of case notes, review of test results, seeking and verifying sources of relevant information.</i> <i>Independently formulate management plans, discuss plans with consultant/senior registrar</i> 	<ul style="list-style-type: none"> <i>During discussions on management plans, offer suggestions and opinions, consider alternatives, seek explanations for issues not understood and refer to clinical practice guidelines where appropriate</i> <i>Reconsiders management in response to changes in patient's condition</i> <i>Demonstrates awareness that treatments and investigations may have unexpected and adverse outcomes.</i>
Reading:	<ul style="list-style-type: none"> Accurate knowledge of management conditions discussed in text
Course/s:	<ul style="list-style-type: none"> Certificate of Completion