*Table 1 - The programme of assessment (** critical progression point)*

	Stage 1			Stage 2		Stage 3	
	CT1	CT2	CT3 **	ST4	ST5 **	ST6	ST7 **
Formative Supervised Learning Events (SLEs)							
A-CEX	There is no requirement for a minimum number of SLEs each year. The anaesthetist in training should use SLEs in a formative way to demonstrate reflection on learning and progress. Feedback on the learning event should help the learner improve their practice. The SLEs allow the trainer to indicate what level of supervision is required for the trainee for that case or procedure. Feedback should include guidance on how the learner develops their practice to reach the desired supervision level. Practical procedures should be assessed with a DOPS tool.						
ALMAT							
CBD							
DOPS							
A-QIPAT							
Summative Assessments							
Initial Assessment of Competence (IAC) **	• Completed in CT1 • Supervision level 2b • EPAs 1 and 2						
Initial Assessment of Competence in Obstetric Anaesthesia (IACOA)	• Completed by end of CT2 • Supervision level 3 • EPAs 3 and 4						
MSF (one per year)	✓	✓	✓	✓	✓	✓	✓
Multiple Trainer Report	✓	✓	✓	✓	✓	✓	✓
HALO	Stage 1 domains of learning 1-14			Stage 2 domains of learning 1-14		Stage 3 domains of learning 1-14	
FRCA Examinations							
Primary FRCA	Essential						
Final FRCA				Essential			
Educational Supervisors Structured Report (ESSR)							
ESSR	✓	✓	✓	✓	✓	✓	✓