

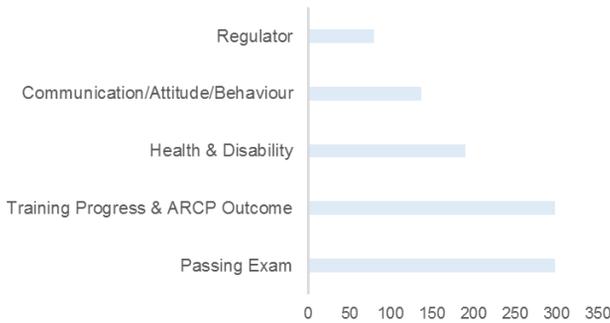
Review of PSU Cases Resulting with a Dyslexia Assessment



The Professional Support Unit (PSU) was created in 2008 to support all doctors and dentists in training in Wales to maximise training opportunity. PSU provides guidance and information to all parties involved in postgraduate medical and dental training. To date 1004 doctors and dentists in training in Wales received PSU support. 229 cases are currently ongoing.

The Wales Deanery is responsible for overseeing all doctors and dentists in training in Wales (c.2600) and for addressing issues that may arise during the training process, which could hinder progression. To ensure quality management the Deanery has developed systems to respond quickly to any concerns raised.

Referral Categories (Total N:1004)



Methodology

A review of 1004 cases from 2008 – 2015 of trainees/residents referred to PSU to explore support available. Review focused on cases that resulted in diagnosis of Specific learning difficulties (SpLD) for example dyslexia and dyspraxia and scrutinised the referral criteria, the agreed interventions and the outcomes.

A trainee referred to PSU for failure to pass an exam would have had on average a minimum of 2 previous unsuccessful attempts. All 19 exam failures have been at the written exam stage.

2008-2015
 1004 of total referrals to PSU
 30% referred for exam issues

- 24 (2%) Referred for SpLD assessment
 - 23 Resulted in SpLD diagnosis
 - 1 No SpLD diagnosis
- 19 Passing required exam
 - 7 Passed exam following intervention
ARCP Outcome 6
 - 5 Did not pass exam following intervention
ARCP Outcome 4
 - 5 Receiving ongoing intervention, exam pending
 - 2 Changed career due to exam failure
- 3 Communication / Attitude / Behaviour
 - All received intervention
1 Ongoing
2 ARCP Outcome 4
- 2 Completion of required assessments
 - All received intervention
1 ARCP Outcome 6
1 Changed career

Interventions

Exam adjustments, Psychologist support, Access to Work referral, Occupational Health assessment, Specialised Optician assessment

Conclusion

33% of trainees made positive progress following diagnosis and intervention, 25% are ongoing with pending exams, 29% failed to progress following diagnosis and intervention and 13% changed career. Screening for SpLD enables the trainee to request adjustments and increases their chances of progression in training following intervention. Proactive identification and addressing of the issues trainees are facing, combined with the provision of individualised support for those identified with dyslexia, enables the trainee to maximise potential. Positive outcomes include progress through exams, continuing in training programme, attaining CCT and re-evaluating goals to make informed and positive choices regarding career progression.

Proactive identification of potential issues, well-defined structures for referrals and reliable mechanisms for specialised support allow trainees to reach desired outcomes. PSU records indicate that tailored support has a positive effect on progression and retention of doctors in Wales.