

## Guideline

Subject: **Service and educational activities for trainees in Anatomical Pathology**  
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The College recognises that trainees, as employees, have responsibilities to carry out service tasks at the direction of their employers. The College also requires that sites accredited for training must provide an appropriate breadth of relevant educational experiences and that trainees are exposed to all aspects of work required to develop the competence required of a consultant anatomical pathologist.

This Guideline provides recommendations to employers to ensure an appropriate balance between service and educational activities for trainees in Anatomical Pathology.

### Cut-up and specimen transfer tasks

The performance of cut-up by trainees can provide a valuable contribution to the work of the Anatomical Pathology department, and if properly supervised and aligned with other laboratory and reporting processes, can have substantial educational value for trainees. There is a risk however that an excessive amount of time spent on cut-up and specimen transfer may compromise trainees' opportunities to engage in a broader range of educational activities which are necessary to prepare them for future specialist practice.

The College therefore recommends that trainees should normally spend no more than 5 sessions or 20 hours total per week engaged in cut-up and routine specimen transfer tasks.

### Reporting time

Observation/slide viewing, supervised reporting, formal teaching of trainees by pathologists at double or multi-header microscopes and case presentation at multi-disciplinary meetings are vital activities for development of competence in diagnosis, report writing and communication. The College recommends that trainees should normally be exposed to an average minimum of 3 sessions or 12 hours of these activities per week.

### Alignment of trainee responsibility with developing competence and levels of supervision

- All training laboratories must ensure that trainees are exposed to increasing levels of responsibility as they progress through training. As trainees develop competence they should be provided with opportunities to contribute meaningfully, taking on greater responsibility for selected reports, requesting immunohistochemistry and other ancillary tests, rostering, monitoring workload and other management responsibilities.
- Performance across all areas of professional skill acquisition should be closely monitored, evaluated and documented by the supervising pathologist.
- Supervising pathologists would need to be responsible for work reported by the trainee and be identifiable on the report.