

Assessment Tool for Occupational Medicine



Portfolio of Performance-Based Assessments

Contents

Introduction

Explanatory notes

Personal information

Curriculum vitae/Resumé

Job description

Evidence

Introduction

The Bologna Declaration 1999 confirmed the critical requirement for harmonisation of all post-graduate study in support of the EU directive on professional qualifications (EHEA, 2005). This would assist the mobility of students, graduates and teaching staff within Europe, help prepare students for their chosen career and support their personal development requirements through the standardisation of the minimum training requirements for each profession (EHEA, 2005). This declaration started the Bologna Process that aims to create a European Higher Education Area (EHEA) and now includes 47 countries with a strategy to develop mutually recognised professional qualifications. Their work involves developing national qualifications frameworks supported by relevant competencies. The associated quality assurance guidance confirms the requirement for consistent methods in assessment of post-graduate training against published criteria and competency frameworks (EAQAHE, 2005).

The European Directive (2005/36/EC) underpinning the Bologna Process was amended in December 2011. The most important change with regard to training and assessment is the requirement for a common training framework outlining the training principles rather than a common platform for training. It also sets out a framework of qualifications for the EHEA outlining three cycles of education.

The second cycle, appropriate for post-graduate specialist training, confirms the requirement for autonomous, self directed learning; an ability for developing and applying ideas; demonstration of problem solving abilities in new unfamiliar and possibly multi-disciplinary contexts related to the field of study; formulate judgments; reflect on social and ethical responsibilities; and communication skills of conclusions to specialist and non-specialist audiences in a comprehensible manner. The updated Directive confirmed the importance specifically in the medical profession to have good communication skills and transparency of continuous professional development. It is therefore important that any post-graduate assessment within the medical profession should include these competencies as requirements to be attained by the end of training.

The European Union of Medical Specialists' (UEMS)

The UEMS is a union of the national associations of medical specialists within the EU whose purpose is to support the EU directives thus ensuring the highest quality of medical care throughout Europe. The roles of the specialist sections include the establishment of a European Board that makes recommendations regarding quality of training, standards and evaluation in support of its goals (www.uems.net).

In developing work strands to support this requirement, the Occupational Medicine Section of the Union of European Medical Specialists (UEMS) in collaboration with European Association of Schools of Occupational Medicine, World Health Organisation Europe and International Labour Organisation that led to the publication of the agreed common core competencies for specialist training within occupational medicine (Lefebvre et al., 2000). These competencies have been further developed into learning outcomes for each domain (subject area) within the curriculum with standards attached which can form a rubric for performance based assessment. These learning outcomes with associated standards form Appendix A of the Occupational Medicine specific Chapter 6 - Charter on Training of Medical Specialists in the EU Requirements required by all UEMS sections (UEMS, 1993).

Explanatory Notes

Introduction to the Portfolio Approach

The use of a portfolio approach in the assessment of competencies is not new and one of its benefits is that this method provides evidence of the trainee's actual work (Jarvis et al, 2004). This method uses multiple methods of assessment, with a variation of clinical context allowing broader insights into competence (Epstein et al., 2004). The definition of a portfolio is 'a purposeful collection of student work that exhibits the student's efforts, progress and achievements in one or more areas. The collection should allow student participation in selecting contents, and evidence of self-reflection (Paulson et al., 1991).

For an assessment approach to meet the requirement of confirming competency at the end of specialist medical training, evidence should be obtained from multiple sources on several occasions and covering a broad spectrum (Overeem et al., 2007). Portfolios give a longitudinal perspective, address many of the concerns over performance bias, and counteract the reductionist approach common to many other forms of assessment (Freidman et al, 2001). This portfolio has been carefully designed in order to be able to assess a full range of competencies, and integrated with performance related tools covering multiple contexts and sources allowing triangulation (Dannifer and Henson, 2007).

The requirement of the portfolio to assess competence by the end of specialist training, there is a requirement for standardisation as this is a summative assessment process. However, in addition to benchmarking it is important that there is structured feedback to help develop trainees to the required standard. For this reason, the performance related tools assess competence and allow reflection of the trainees and feedback by the trainer to meet the various requirements to maximise the educational benefits of this form of assessment.

Performance-based Assessment

Development of an assessment approach requires that there be a specific process that includes determination of the purpose, scope and related assessment goals (Hays, 2008). Miller's (1990) pyramid describes the hierarchy of learning and its attendant assessment, and that wherever possible an assessment approach should measure actual performance at the "top of the pyramid". Modern assessment methodologies therefore aim to assess performance as the outcome measure, rather than just testing knowledge, thereby adding the appropriate context to the assessment (Shumway and Harden, 2003).

Hays (2008) also stated the importance of blueprinting learning outcomes from the curriculum, setting appropriate standards and method of arbitration in the design of assessment. To meet these requirements, the portfolio is based on a competency framework blueprinted to the assessment forms that allows benchmarking and can be assessed using performance-based tools.

The most common performance-based tools used are mini-clinical evaluation exercise (Mini-CEX) where an assessor observes a trainee interact with a patient in a clinical encounter; direct observation of procedural skills (DOPS) where an assessor evaluates and provides feedback on an observed procedure on a real patient which has an agreed standard format; case-based discussion (CbD) where an assessor explores an aspect of a clinical case based on the case record in order to assess clinical reasoning (Norcini, 2007).

For the softer skills required for all doctors there has been a growing acceptance to using 360 degree feedback based on that used in many organisations and collects evidence of behaviour from peers and patients alike using a systematic approach. Tools to assess written work have also been developed and as report writing forms a significant part of an occupational physician's workload including the development of health strategy and policy within an organisation, a report tool has been included in this portfolio. All these tools have been adapted in accordance with published peer reviewed evidence and form the basis of this portfolio.

Giving Effective Feedback

Feedback has been found most effective for further development when it is specific, balanced and constructive (Schön, 1988) and focused on action rather than the individual (Boud and Falchikov, 2006). It is therefore disappointing that in a large number of studies there is a lack of effective feedback routinely reported when researching the effectiveness of performance-based assessment (Wiles et al. 2007). Despite the majority of trainees reporting that feedback increased awareness of learning needs, there was often a lack of feedback confirming good performance, instead tending to focus on areas needing improvement (Bodgener and Tavabie, 2011) with a recent study has shown that the students' self-assessments were found to be more critical, specific and concrete compared to patients and assessors performed the worst (Braend et al., 2010).

Norcini and Burch (2007) have stated that work-based assessments supported by appropriate feedback can be effective in changing behaviour. Best Evidence in Medical Education (BEME) confirms that it needs to be from an authoritative source over an extended period of time measured against explicit performance standards and credible objective performance data (Sargeant et al., 2011). Therefore the portfolio has been designed using explicit performance standards and performance that can be directly related to agreed competencies in occupational medicine. This will assist assessors in giving targeted, objective and behaviourally focused feedback that is required as part of the assessment process and allow learners to identify specific learning needs.

Research has confirmed the requirement for feedback to be purposeful, meaningful and delivered in a manner that poses little threat to self (Edwards et al., 2011). Numerical figures as feedback were felt to be meaningless giving no specific information to understand the changes needed to improve performance (Edwards et al, 2011; Sargeant et al., 2011). High scores have the risk of confirming performance rather than encouraging further progress and low scores resulting in disappointment with little context in its meaning (Edwards et al., 2011). There the portfolio assessments require a statement of whether the learner is above, meets or is below a specific standard with justification and a benchmark that will allow the learner to identify whether there is further work required to reach independent practice against each competency or they have attained the required standard.

Personal Information

Name	
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Contact address	
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Date of birth		Date commenced training	
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Registration number		Training number	
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Qualifications to date	
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Membership of Learned Societies	
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Domain 1 - Framework for Practice

This domain covers the definition of occupational medicine and its relationship with occupational health, the role of occupational health services, the international context of the speciality, an understanding of the legal system as it relates to occupational physicians' obligations within it. The domain also includes ethics and confidentiality pertaining to practice as a physician, the ability to keep clear, accurate and legible contemporaneous records, and the use of relevant information technology systems.

At the end of Year 2 of specialist training

1. Be able to define occupational medicine, its relationship with work and health and the role of occupational health services in delivering clinical services in support of an organisation.
2. Demonstrate an understanding of the national and international context of occupational health and the role of government departments in influencing health and work.
3. Demonstrate a working knowledge of the UK and EC legal and ethical framework relevant to health and safety legislation, employment law, occupational health law including disability legislation and other legislative frameworks, which apply to the individual worker and others in the workplace. This includes the requirements of reporting occupational injury and disease, the provision of industrial compensation schemes.
4. Be able to keep clear, accurate and legible contemporaneous records, use information systems and demonstrate an understanding of confidentiality with sensitive information.

At the end of Year 4 of specialist training

1. Be able to understand the determinants of role specific competency, and the role of occupational health services driven by factors such as type of industry, type of jobs and hence 'exposures', demography of workforce, culture within the society, sector, employers and employees.
2. Demonstrate national and International involvement in the specialty of occupational medicine and health including working with government either locally or nationally (e.g. Department of Health, NHS, NHS Plus, Department of Work and Pensions, employment services and public health specialists).
3. Demonstrate a good understanding of the relevant acts, regulations, codes of practice and guidance governing occupational health and safety law and be able to advise both workers and employers of their legal obligations, including ill health retirement, injury benefit and pension schemes. This includes being able to construct a good legal record in the form of a report to an appropriate standard and understand the role of the expert witness.
4. Demonstrate an understanding of the range of possible uses for clinical data and information and appreciate the dangers and benefits of aggregating clinical data and be able to use data to deliver reports on OHS performance and outcomes. This includes the ability to use word processing as well as the use of spreadsheets, databases, and presentation graphics.

Report Communication Assessment Tool

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected			Below expected	

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

<p>Competency:</p> <p>Learning Outcome expected (<i>trainee to complete</i>):</p> <p>Standards used for assessment with relevant references if applicable (assessor to complete)</p> 	
<p>Time taken for observation:</p>	<p>Time taken for feedback:</p>

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Trainee demonstrates a clear understanding of the rationale for the report and the role of occupational health services in the context of the report.</p>					
<p>Content Trainee demonstrates and understanding of the ethical considerations, and the importance of informed consent. Trainee demonstrates a working knowledge of the relevant legal instruments and its application appropriate for the context of the report. Trainee includes all pertinent reasoning including analysis of any relevant clinical data without overcomplicating the report or giving unnecessary information addressing any issues such as ill health retirement, injury benefit where relevant.</p>					
<p>Communication Trainee communicates findings and recommendations to management in a clear, logical and well-written format.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee proposes appropriate and evidence based recommendations to management with reference to appropriate legislation. Trainee takes into account the context of the report and answers any specific requests for information that are evidence based where appropriate.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude in patient consultations by acting in a non-judgmental manner and respecting patient choice. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Domain 2 - Clinical Practice

This domain covers the knowledge to effectively assess workers or potential workers clinically in accordance with evidence-based practice and make appropriate recommendations in order to maximise the health and wellbeing of the worker/potential worker.

At the end of Year 2 of specialist training

1. Be able to take and analyse a clinical and occupational history including an exposure history in a relevant, succinct and systematic manner from a worker/potential worker from various backgrounds who present/are referred to Occupational Health Services. Demonstrate the ability to structure the interview to identify their concerns, expectations, potential barriers to work, understanding and acceptance whilst understanding with different levels of technical understanding in an empathic manner. Understand the consequences of therapeutic use of drugs, on performance and the role of psychological, social, and domestic factors have in the occupational impact of chronic disease.
2. Be able to describe and detect clinical signs in the targeted examination of a worker/potential worker, define the pathophysiological basis of physical signs, and correctly identify potential differential diagnoses as a result of logically analyzing the results of the history and examination findings. This should include the ability to recognize patterns of symptoms found in patients presenting with disease and identifying non-occupational/environmental factors that may contribute to occupational/environmental disease or injury.
3. Demonstrate respect a worker/potential worker's dignity and confidentiality, taking into account any cultural issues and demonstrate the ability to take informed consent allowing disclosure when appropriate. Appreciate the need for a chaperone and/or 'advocate' where appropriate. This includes the appropriate management of any ethical issues arising during the consultation.
4. Be able to agree an appropriate management plan and follow up taking into consideration any need for onward referral for further investigations, or specialist referral/referral to other agencies and including appropriate recommendations for workplace restrictions.
5. Demonstrate the ability to provide evidence of maintaining documentation of patient and employee encounters concisely, accurately, confidentially and legibly signed and dated where appropriate and write a concise, factual and understandable report for management. The report should maintain a patient's right to confidentiality, recommending a management plan agreed with the worker which includes functional prognosis, reference to appropriate legislation, taking into account regarding assessment of ability in activities of daily living, physical, psychosocial and cognitive ability and motivation. It should demonstrate an awareness of requirements to adapt work to the capabilities of workers in the light of their physical and mental health and arrange follow up if indicated.

By the end of Year 4 of specialist training

1. Be able to meet the expected performance described above on the management of complex cases including consideration of rehabilitation, redeployment, work-place adaptation, retraining or ill health retirement. Consultations should demonstrate a robust ethical framework in which allows difficult decisions to be made competently. Reports should demonstrate an in depth understanding of the individual and workplace factors that may affect an individual, an accurate assessment of risk and appropriate recommendations to management in managing the worker with complex health needs including the appropriate use of organisational psychology and human factors.

System Specific Guidance

Cardiovascular disease.

Conditions of importance are ischaemic heart disease, cardiomyopathy, congenital heart disease, heart failure, peripheral vascular disease. Performance required includes understanding underlying cardiac risk factors and the skills to evaluate a person's ability to perform exertional work after a major cardiac event such as a myocardial infarction or coronary artery bypass graft surgery. In particular understand the risks associated with placing such workers in special assignments such as emergency response, hazardous waste, forklift, and respirator use. A knowledge of cardiac effects of asphyxiants (e.g. carbon monoxide, methylene chloride and cyanide) and other cardiotoxic substances within the workplace.

Dermatology.

Dermatological conditions include occupational and environmental skin injuries and dermatoses, which may interfere or be exacerbated by work. Performance requires an understanding of the role of patch testing, the ability to interpret reports and their use in developing a management plan and advising on risk.

Otolaryngological conditions.

Occupational and environmental ear, nose and throat conditions include allergies, rhinitis, pharyngitis, vocal cord dysfunction, laryngeal polyps, chronic inflammatory disorders, hearing loss or other occupationally related otological conditions. It also includes pre-existing conditions such as deafness that may interfere or be exacerbated by work. Performance includes giving advice on risk factors such as noise, the appropriate use of screening, interpretation of audiograms (including threshold shift).

Haematological/oncological conditions.

Conditions include haematological conditions resulting from workplace exposures, adverse health conditions resulting from exposure of substances known or suspected to be carcinogens. Performance includes the interpretation of haematological investigations in the context of medical surveillance and post-exposure examinations to detect the health effects of exposure to haematological toxins such as benzene, lead, and arsine and also knowledge of the management of workers who are potentially immunocompromised as a result of treatment for cancer.

Infectious diseases and travel medicine.

Performance requires an understanding of infectious diseases, including zoonoses and diseases picked up during foreign travel that might affect a worker/potential worker. Performance requires an understanding of prevention including immunisation within the workforce and relating to foreign travel and advice on travel health including prevention and management of ill health effects arising from poor hygiene and sanitation and blood borne, airborne, waterborne, food borne, and fomite borne disease including sexually transmitted disease.

Mental ill health.

Performance requires knowledge and understanding of common mental ill health conditions and methods of taking a complete psychiatric and psychosocial history, carrying out a mental state examination and referring for specialist advice/intervention where appropriate, the potential impact on work including the impact of psychotropic medication. A knowledge of and ability to identify work-related psychological and psychosocial stressors, understand individual susceptibility and the use of coping strategies and changing nature of work to improve mental health is also expected. An understanding of workplace policies on mental health, alcohol and substance abuse is also expected.

Musculoskeletal conditions.

Performance requires the ability to assess diseases and disorders of the musculoskeletal system and associated disabilities with an understanding of occupational and non-occupational risk factors. Also be able to assess fitness for work in the presence of adverse musculoskeletal conditions including workplace adjustments and redeployment as necessary with the ability to identify and manage workers with chronic musculoskeletal pain syndromes.

Neurological conditions.

Performance requires an understanding the impact of neurological conditions including performing neurological and mental state examinations and assessing fitness for work. Understand the occupational and environmental exposures, which may result in neurological disorders and how to prevent exposure and be able to manage more complex cases on their rehabilitation and return to work.

Ophthalmological conditions.

Relevant conditions for this competency include conjunctivitis. ultraviolet photokeratitis. foreign bodies, ocular chemical exposures and burns (including alkali, acid, and hydrofluoric acid). Understand the role of visual screening including detection of colour blindness, peripheral vision testing and screening of injury with use of lasers and ototoxic drugs the implications of poor vision for assessment their fitness for work.

Reproductive medicine.

Performance requires an understanding of occupational and environmental exposures that may cause adverse effects on male and female fertility, pregnancy, the foetus and the breastfed infant. Be able to advise on management of the pregnant worker in the context of legal instruments such as the Pregnant Workers' Directive and in the specific context of known hazards to pregnancy outcome and have an understanding of sources of up to date reproductive toxicology and use such information to advise management appropriately.

Respiratory conditions.

Performance requires an understanding of respiratory diseases (work-related, related to environmental exposure or respiratory conditions having an impact on workability) including interpretation of spirometry and challenge tests and advise on risk assessing work-related and environmental respiratory hazards.

Assessment of Expected Performance - Mini CEX

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected			Below expected	

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of MiniCEXs previous conducted by assessor with any trainee					
Type of training that the assessor has had on MiniCEXs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (<i>assessor to complete</i>):	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Communication Trainee demonstrates the ability to take a good clinical and occupational (including exposure) history that may contribute to disease or injury. Trainee demonstrates the ability to effectively communicate considering social and cultural contexts, obtaining appropriate informed consent, understanding the issues around patient confidentiality, identifying concerns, expectations, and help develop understanding and negotiate outcome using empathy.</p>					
<p>Conduct of examination Trainee carries out examination in accordance with acceptable practice demonstrating respect for patient dignity, the need for a chaperone when indicated and an understanding of social and cultural issues. Trainee detects all major clinical signs and demonstrates an understanding of the implications of the findings with regard to pathophysiology and expression of disease. Trainee takes appropriately detailed, contemporaneous and legible notes.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Analysis Trainee identifies appropriate differential diagnosis based on clinical findings. Trainee demonstrates the ability to apply appropriate clinical knowledge and reasoning based on current evidence/guidelines where appropriate in their analysis.</p>					
<p>Management Trainee formulates an appropriate management plan that includes functional prognosis, reference to appropriate legislation, taking into account regarding assessment of physical, psychosocial, cognitive ability. Trainee shows awareness of requirements to adapt work to the capabilities of workers in the light of their physical and mental health. Trainee arranges appropriate investigations and specialist referral to other agencies indicated. Trainee encourages participation in health prevention/promotion activities and lifestyle changes where appropriate.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude in patient consultations by acting in a non-judgmental manner and respecting patient choice. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Domain 3 - Fitness for work, rehabilitation and disability assessment

This domain covers the culture of fitness for work and principles of workability, the knowledge required to assess function in workers or potential workers who are suffering from chronic disease or rehabilitating from acute injury or ill health, in a workplace setting and the use of workplace restrictions, potential adaptations and rehabilitation. It also covers knowledge for specific occupations and industries, the potential risks and requirement for specific assessment assist in assessment of fitness.

At the end of Year 2 of specialist training

1. Be able to take a relevant clinical and occupational history from a worker/potential worker with chronic disease or recovering from a significant acute injury/ill health demonstrating good communication skills as described in domain 2, an understanding of clinical presentation and natural history illness the consequences of therapeutic use of drugs, on health, safety and performance and the role of psychological, social, and domestic factors have in the occupational impact of chronic disease.
2. Be able to assess a worker/potential worker with chronic disease or rehabilitating from acute injury or ill health. This should include the identification and assessment of individual factors relevant to specific employment and may include assessing fitness for work against an existing standard where appropriate. This should include an assessment of capacity for work including prognosis through a comprehensive clinical and workplace based approach.
3. Demonstrate respect a worker/potential worker's dignity and confidentiality, taking into account any cultural issues and demonstrate the ability to take informed consent allowing disclosure when appropriate and managing any ethical issues which arise during the consultation.
4. Appreciate the need for a chaperone and/or 'advocate' where appropriate. Understand the assessment of fitness for categories of vulnerable workers including the older worker, women of reproductive capacity, young people and workers with a disability. Be able to assess fitness for work including the statutory requirements for specific employment and be able to perform fitness to work medicals including pre-employment clinical assessments tailored to the potential role(s) within the organisation. (This should include the role of screening,)
5. Be able to agree an appropriate management plan in the workplace setting demonstrating an understanding of the role of rehabilitation, setting realistic short, medium and long term goals and plan for monitoring and reassessment progress in the workplace. The management plan should be agreed in consultation with the patient and be tailored to their functional ability at each stage of their rehabilitation. It should take into consideration any need for onward referral for further investigations, or specialist referral/referral to other agencies. The plan should include reasonable workplace adjustments, recommendations to support services where appropriate and involvement of relevant stakeholders with the aim of negotiating adequate support in the management of the case.
6. Demonstrate the ability to provide evidence of maintaining documentation of patient and employee encounters concisely, accurately, confidentially and legibly signed and dated where appropriate and write a concise, factual and understandable report for management. The report should maintain a patient's right to confidentiality, recommending a management plan agreed with the worker which includes functional prognosis, reference to appropriate legislation, taking into account regarding assessment of ability in activities of daily living, physical, psychosocial and cognitive ability and motivation. It should demonstrate an awareness of requirements to adapt work to the capabilities of workers in the light of their physical and mental health and the need to arrange appropriate follow up.

At the end of Year 4 of specialist training

1. Be able to meet the expected performance described above on the management of complex cases in which significant support and workplace adjustments are likely to be necessary. This includes consideration of rehabilitation, redeployment, workplace adaptation, retraining or ill health retirement. Consultations should demonstrate a robust ethical framework in which allows difficult decisions to be made competently.
2. Be able to perform a clinical assessment of disability and fitness for work post-injury illness including a comprehensive individual risk assessment showing an understanding of compatibility between the worker and the workplace, the role ergonomics and psychosocial and other hazards. This may include implementing other professionals' recommendations without prejudice.
3. Management plans should demonstrate knowledge of measures that the employer, the employee, the workplace and other organizations may take to promote workability and support the functional capacity of all employees.
4. Reports should demonstrate an in depth understanding of the individual and workplace factors that may affect an individual, an accurate assessment of risk and appropriate recommendations to management in managing the worker with complex health needs including the appropriate use of organisational psychology and human factors.

Assessment of Expected Performance - Mini CEX Fitness for work assessments

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected			Expected		Below expected	

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of MiniCEXs previous conducted by assessor with any trainee					
Type of training that the assessor has had on MiniCEXs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete):	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Communication Trainee demonstrates the ability to take a good clinical and occupational history in relation to fitness for work. Trainee demonstrates the ability to effectively communicate considering social and cultural contexts, obtaining appropriate informed consent, understanding the issues around patient confidentiality, natural history of illness, effect of therapeutic drugs and the role of psychological, social, domestic factors in performance at work.</p>					
<p>Conduct of examination Trainee carries out examination in accordance with acceptable practice demonstrating respect for patient dignity, the need for a chaperone when indicated and an understanding of social and cultural issues relating to examination. Trainee demonstrates an understanding of the assessment of workers with chronic illness or injury and the implications of the findings with regard to fitness for work. Trainee takes appropriately detailed, contemporaneous and legible notes.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Analysis Trainee appropriately assesses fitness for work including any relevant statutory requirements. Trainee demonstrates the ability to apply appropriate clinical knowledge and reasoning in making a decision regarding fitness for work.</p>					
<p>Management Trainee manages the fitness for work recommendations appropriately with reference to appropriate legislation, taking into account assessment of ability, risks to individual and others in their employment role. Trainee shows awareness of requirements to adapt work to the capabilities of workers in the light of their physical and mental health. Trainee arranges appropriate investigations and any specialist referral/referral to other agencies indicated.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude in patient consultations by acting in a non-judgmental manner and respecting patient choice. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Assessment of Disability and Role of Rehabilitation

Competencies

Perform assessments of patients with chronic disease or rehabilitating from acute injury or ill health and to demonstrate effective management of chronic disease states in a workplace setting.

Understand the clinical presentation and natural history of workers with chronic disease including an understanding of the psychological, social, domestic and occupational impact.

Demonstrate an ability to carry out assessment of patients with chronic disease and/or those rehabilitating from acute injury or ill health including effective management of chronic disease in the workplace setting. This should include the identification and assessment of individual factors relevant to specific employment including assessing fitness for work against an existing standard.

Be able to identify, evaluate, diagnose and manage diseases and disorders of the musculoskeletal system and associated disabilities understanding occupational and non-occupational risk factors.

Understand the role of rehabilitation services, multidisciplinary team working, methods of rehabilitation in the workplace, and the occupational physician's contribution including an assessment of capacity for work including prognosis through a comprehensive clinical and workplace based approach with long term realistic goals and rehabilitation management that includes monitoring and reassessment.

Understand the role of the occupational physician in acting as an advocate in negotiations with support services, advising on reasonable workplace adjustments, ergonomics, job task adjustments and involve relevant stakeholders to ensure adequate support in the individual's management.

Demonstrate an understanding of quality of life and how it can be assessed capability for work with disablement/impairment, the roles of employment specialists and an understanding of the role of redeployment at work and assessment for suitability for ill health retirement.

Assessment of Expected Performance - Mini CEX Disability

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected	Expected				Below expected	

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of MiniCEXs previous conducted by assessor with any trainee					
Type of training that the assessor has had on MiniCEXs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete):	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Communication Trainee demonstrates the ability to take a good clinical and occupational (including exposure) history that may contribute to disease or injury. Trainee demonstrates the ability to effectively communicate considering social and cultural contexts, obtaining appropriate informed consent, understanding the issues around patient confidentiality, identifying concerns, expectations, and help develop understanding and negotiate outcome using empathy.</p>					
<p>Conduct of examination Trainee carries out examination in accordance with acceptable practice demonstrating respect for patient dignity, the need for a chaperone when indicated and an understanding of social and cultural issues whilst detecting all disabilities. Trainee takes appropriately detailed, contemporaneous and legible notes.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Analysis Trainee identifies appropriate differential diagnosis based on clinical findings. Trainee demonstrates the ability to apply clinical knowledge/reasoning in assessing the disabilities and demonstrate an understanding how they effect their ability to work.</p>					
<p>Management Trainee formulates an appropriate management plan that includes functional prognosis, reference to appropriate legislation, taking into account regarding assessment of ability in activities of daily living, physical, psychosocial, cognitive ability and motivation. Trainee shows awareness of requirements to adapt work to the capabilities of workers in the light of their physical and mental health. Trainee arranges appropriate investigations and any specialist referral. Trainee encourages participation in health prevention/promotion and lifestyle changes.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude in patient consultations by acting in a non-judgmental manner and respecting patient choice. Trainee demonstrates understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Domain 4 - Hazard Recognition, Evaluation and Control in the Workplace

This domain covers the knowledge required to adequately assess workplaces including the recognition of potential hazards, assessment of residual risks after taking account of controls in place, and be able to make appropriate recommendations. This domain covers knowledge of occupational hygiene, appropriate use of environmental monitoring and legal requirements for the control of risk. It also covers knowledge of toxicology, human factors including ergonomics, shift work and organisational health.

By the end of Year 2 of specialist training

1. Be able to identify potential hazards in the workplace (e.g. physical, chemical, biological, psychosocial) and understand the effect they might have on health in all aspects of work: undertaking workplace inspections, examining routine and intermittent work activities, consulting workers and/or their representatives to provide their perception of hazards and adverse effects, considering long-term hazards to health.
2. Demonstrate an understanding of toxicology (,absorption, metabolism and excretion of the main substances potentially hazardous to health), dose-response and dose-effect characterization: and the role of occupational exposure limits, biological monitoring, and biological effect monitoring.
3. Be able to characterize risk summarizing and interpreting the information collected in order to obtain a quantitative estimate of the human health risk identifying also the uncertainties in these risk estimates.
4. Demonstrate an understanding of practical methods of controlling risk using the hierarchy of control measures in a range of working environments, the role of occupational hygiene and ergonomics in improving health in a workplace. (This includes the ability to undertake quantitative measurements or arrange and interpret more detailed measurements and advise on control measures.) A knowledge of the role of different professionals and committees involved in protecting the health and wellbeing the workforce is expected. (This includes Health and Safety representatives, ergonomists, hygienists, engineers.)
5. Be able to write an evidence based report with recommendations to management on controlling risk with appropriate reference to relevant legal requirements in a range of working environments both industrial and office-based.
6. Demonstrate an understanding of the legal/statutory and organizational reporting requirements regarding health and safety and be involved in undertaking and evaluating relevant health surveillance and worksite data taking into account specificity, validity, reliability, sensitivity or the testing procedures. This includes different sources of information including toxicological reports and chemical data sheets, policy/governmental documents, specialist/legal reports, which can assist in advising on risk.
7. Demonstrate an understanding of toxicology of environmental pollutants and methods for identifying, assessing and controlling and preventing environmental hazards arising from industrial operations and processes or other sources/activities. Understand the relevant legislation to protect the environment from industrial pollution and the principles of integrated pollution control and incident control, including the roles of other professional groups with an interest/role in environmental health.

At the end of Year 4 of training

1. Be able to use of multiple sources of information including human factors, organizational culture, occupational health, safety and hygiene issues including the hierarchy of controls, assessing control systems designed to eliminate or reduce exposure; selecting appropriate personal protective equipment with the assistance of other experts as required; and advising on the ergonomic design of the workplace and working tools in advising management on the design of workplaces. This includes the concept of deterministic, multifactorial and multistage models, principles of causality, and interaction between exposure to harmful agents (genetically determined or acquired susceptibility).
2. Be able to assess evidence based health surveillance and ensure that such processes met legal requirements and guidelines. This includes the ability to quality assure surveillance through effective audit practices.
3. Be able to advise on, support and monitor the implementation of occupational health and safety legislation based on sound legal and ethical principles in order to assist in maintaining a strong health and safety culture within an organization including the writing and presenting of reports.
4. Participate on relevant committees in the assessment of working environments, integrate risk assessment and be able to advise on implementation of health and safety and environmental policy and law including evaluation of compliance with new legislation as it is introduced and effectively communicate risk where appropriate.
5. Be able to conduct an environmental impact assessment in so far as applicable to human health as directly determined by industrial activity, and to recognise and recruit other specialist input as appropriate. The assessment should include the identification of environmental hazards and relevant sources of information including their control, advise on the management of health risks from, and the control of hazardous exposure in the general environment arising from industrial activities. (This should include the health impact, evidence and controversies regarding global environmental changes including global warming, ozone depletion, ultraviolet radiation exposure; hazardous waste and electromagnetic exposure.)

An Example of a Workplace Assessment Template

Background/Reason for visit

Give a brief background of the visit with justifications.

Description of Site and Work Process

Give a detailed summary describing the site with relevant work processes.

Fill in the table below briefly describing the hazards in the workplace, any controls in place with photographs to illustrate your points where appropriate, related legislation, and assessment of any excess risk and recommendations to management.

HAZARD ¹	CONTROLS (include any hygiene measures, monitoring etc.)	REGULATIONS	EXCESS RISK	RECOMMENDATIONS

Outcome

Briefly describe the outcome from your workplace visit, in particular recommendations acted upon, follow up visits.

References

List relevant references including websites.

¹ Include physical, chemical, biological, psychosocial hazards.

Report Communication Assessment Tool – Workplace Visits

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (<i>assessor to complete</i>)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
Approach Trainee demonstrates a clear understanding of the nature of the workplace and a clear rationale for the report.					
Content Trainee demonstrates and understanding of the legal frameworks appropriate in risk assessment and any ethical considerations. Trainee demonstrates a working knowledge of hazard, controls and excess risk and its application appropriate for the context of the report including a knowledge of toxicology, ergonomics and hygiene where appropriate. Trainee is able to characterise risk and interpret information collected in the report without overcomplicating the report or giving unnecessary information.					
Communication Trainee communicates findings and recommendations to management in a clear, logical and well-written format demonstrating effective risk communication.					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee proposes appropriate evidence based recommendations to management including any additional control measures to protect worker's health with reference to appropriate legislation. Trainee takes into account the context of the report and answers any specific requests for information.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude by acting in a non-judgmental manner. Trainee demonstrates their responsibility in legal/statutory/organisational reporting. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Report Communication Assessment Tool – Environmental Impact

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Trainee demonstrates a clear understanding of the nature of the environmental risk and rationale for the report.</p>					
<p>Content Trainee demonstrates and understanding of the legal framework and ethical considerations with regard to the environment. Trainee demonstrates a working knowledge of environmental medicine and its application appropriate for the context of the report. Trainee includes all pertinent reasoning regarding environmental impact and detail in the report without overcomplicating the report or giving unnecessary information.</p>					
<p>Communication Trainee communicates findings and recommendations to management in a clear, logical and well-written format demonstrating effective risk communication and pollution control.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee proposes appropriate and evidence based recommendations to management with reference to appropriate legislation. Trainee takes into account the context of the report and answers any specific requests for information that are relevant to the situation.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude by acting in a non-judgmental manner. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues relevant to the situation including communication of any risk to the public in a responsible and appropriate manner. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

Assessor:
Signature:
Date:

Trainee:
Signature:
Date:

Directly Observed Procedures - Generic

Assessor's Professional No.	Trainee's Professional No.		Year of training				Assessment No.	
			1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected			Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of DOPs previous conducted by assessor with any trainee					
Type of training that the assessor has had on DOPs					

Competency:

Learning Outcome expected (*trainee to complete*):

Standards used for assessment with relevant references if applicable (*assessor to complete*)

Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box

Expected Performance	Above Expected	Expected	Below Expected	N/A	Specific comments
<p>Approach Approach is logical and well organised. Trainee is appropriately prepared and has accessed any relevant information sources. Trainee demonstrates an ability to justify the procedure.</p>					
<p>Conduct of Procedure Trainee obtains informed consent where relevant. Conduct of the procedure is in keeping with current guidelines or accepted practice. Recording of findings is contemporaneous and appropriately detailed.</p>					
<p>Communication Appropriate method of communication is chosen. Trainee demonstrates an ability to sufficiently communicate at all stages of the procedure.</p>					

Expected Performance	Above Expected	Expected	Below Expected	N/A	Specific comments
<p>Management Trainee demonstrates an ability to appropriately interpret data in the wider context and draw appropriate conclusions. Trainee makes appropriate recommendations with logical reasoning to the individual and management as a result of the procedure including any additional control measures required based on findings from the procedure and wider knowledge. Trainee demonstrates an understanding of the legal requirements, and any sociopolitical, cultural and ethical considerations. Trainee conducts the assessment(s) effectively making appropriate use of the time available for the procedure, evaluation and compiling of reports.</p>					
<p>Professionalism Trainee displays a professional attitude to all components of the task. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Directly Observed Procedures - Audiometry

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of DOPs previous conducted by assessor with any trainee					
Type of training that the assessor has had on DOPs					

<p>Competency:</p> <p>Learning Outcome expected (<i>trainee to complete</i>):</p> 	
<p>Standards used for assessment with relevant references if applicable (assessor to complete)</p> 	
<p>Time taken for observation:</p> 	<p>Time taken for feedback:</p>

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Approach is logical and well organised. Trainee is appropriately prepared and has accessed any relevant information. The trainee understands of the principles of audiometry screening and surveillance, the legal requirements and the implications of surveillance outcomes. Trainee understands the reasons why audiometry is being undertaken in this case.</p>					
<p>Conduct of Procedure Trainee demonstrates the ability to conduct audiometry in accordance with accepted audiology standards as outlined in the guidance including setting up of equipment, calibration; instruction of the patient and monitoring performance. Trainee records the results and recommendations in appropriate detail.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Communication Trainee demonstrates effective communication with the patient, explaining the procedure, taking informed consent and advising on results. Trainee demonstrates appropriate communication of risk including health promotion regarding noise exposure and use of PPE.</p>					
<p>Management Questionnaires and other clinical information, along with new audiometric data are used to interpret the findings. Trainee makes appropriate recommendations with logical reasoning to the individual and management in light of analysis of the information available including any additional control measures. Trainee demonstrates the legal requirements, and any sociopolitical, cultural and ethical considerations. The trainee conducts the assessment(s) effectively making appropriate use of the time available for individual patient contact, evaluation and compiling reports.</p>					
<p>Professionalism Trainee displays a professional attitude to all components of the task. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

Assessor:
Signature:
Date:

Trainee:
Signature:
Date:

Directly Observed Procedures - Spirometry

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of DOPs previous conducted by assessor with any trainee					
Type of training that the assessor has had on DOPs					

Competency: Learning Outcome expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Above Expected	Expected	Below Expected	N/A	Specific comments
<p>Approach Approach is logical and well organised. Trainee is appropriately prepared and has accessed any relevant information. The trainee understands of the principles of spirometric screening and respiratory surveillance, the legal requirements and the implications of surveillance outcomes. Trainee understands the reasons why spirometry is being undertaken in this case.</p>					
<p>Conduct of Procedure Trainee obtains informed consent. Trainee demonstrates the ability to conduct spirometry as outlined in the guidance including setting up of equipment, calibration; positioning; instruction of the patient; monitoring and helping the patient with technique. Trainee records the results and recommendations in appropriate detail.</p>					

Expected Performance	Above Expected	Expected	Below Expected	N/A	Specific comments
<p>Communication Trainee demonstrates effective communication with the patient, explaining the procedure, advising the patient of the results. Trainee demonstrates appropriate communication of risk including health promotion regarding respiratory sensitisers and use of PPE.</p>					
<p>Management Questionnaires and other clinical information, including historic records, along with new spirometry data are used to interpret the findings appropriately. Trainee demonstrates logical reasoning to the individual and management in light of the analysis of the information available including any additional control measures. Trainee demonstrates an understanding of the legal requirements, and any sociopolitical, cultural and ethical considerations. The trainee conducts the assessment(s) effectively making appropriate use of the time available for individual patient contact, evaluation and compiling reports.</p>					
<p>Professionalism Trainee displays a professional attitude to all components of the task. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Domain 5 - Business Continuity, Disaster Preparedness and Emergency Management

This domain covers the knowledge required to manage first aid in the workplace including the emergency management of poisoning. It also covers the knowledge to develop emergency response procedures within an organisation and understand the potential roles of occupational health in disaster and contingency planning within an organisation including management of epidemics and other public health risks to a workforce.

At the end of Year 2 of training

1. Understand the importance of business continuity within a workplace including the role of occupational health in advising on the contingency plans for potential pandemics such as influenza.
2. Demonstrate the knowledge and skills to recognise and institute appropriate emergency care for accidents, acute poisonings and common injuries and understand the referral process to specialist centres for emergency care.
3. Be able to evaluate and advise on first aid facilities in the workplace, complying with the relevant legal instruments.
4. Participate in the reporting requirements relevant to injuries at work that are statutory requirement or good management practice within the organisation including the reporting and investigation of critical incidents.

At the end of Year 4 of training

1. Be able to advise and contribute to business continuity planning in the workplace including planning for potential pandemics.
2. Be able to participate in disaster preparedness and emergency management including planning the mitigation of, response to, and recovery from disasters at specific worksite as well as for the community at large. This may include resource mobilisation, risk communication, and collaboration with other agencies as part of an appropriate disaster response plan and should include healthcare/screening for the participants as well as the effective community.
3. Demonstrate the use of accident and related statistics in informing management of changes in practice to improve the health and safety of the organization fostering a strong health and safety culture.
4. Be able to establish emergency procedures and protocols for the clinical management of individuals involved in hazardous materials incidents, including substance-specific first-aid and medical management protocols.
5. Participate in the analysis of occupational accidents and diseases including errors and near misses showing an understanding of root cause analysis.

Assessment of Expected Performance - DOPs Cardiopulmonary Resuscitation

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected	Expected				Below expected	

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of DOPs previous conducted by assessor with any trainee					
Type of training that the assessor has had on DOPs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete):	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Approach is logical and well organised. Trainee is appropriately trained and up to date with the procedure. Trainee demonstrates an ability to justify when to conduct CPR.</p>					
<p>Conduct of Procedure Trainee responds to appropriately to the emergency. Conduct of the procedure is in keeping with current resuscitation guidelines and accepted practice. Recording of findings is contemporaneous and appropriately detailed.</p>					
<p>Communication Appropriate method of communication is demonstrated. Trainee demonstrates an ability to sufficiently communicate at all stages of the procedure.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee demonstrates an ability to appropriately manage the situation and any wider contextual emergencies. Trainee hands over care at an appropriate time to appropriately trained personnel. Trainee conducts the procedure and subsequent handover effectively making appropriate use of the time.</p>					
<p>Professionalism Trainee displays a professional attitude to all components of the task. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

Assessor:
Signature:
Date:

Trainee:
Signature:
Date:

Report Communication Assessment Tool – First Aid Assessment

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Competency: Learning Outcome expected (<i>trainee to complete</i>): Standards used for assessment with relevant references if applicable (<i>assessor to complete</i>): 	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Trainee demonstrates a clear understanding of the nature of the workplace, potential first aid risks and rationale for the assessment.</p>					
<p>Content Trainee demonstrates and understanding of the legal framework for first aid at work. Trainee demonstrates a working knowledge of first aid and its application appropriate for the context of the report. Trainee includes all pertinent reasoning and detail in the assessment for management without overcomplicating the report or giving unnecessary information.</p>					
<p>Communication Trainee communicates findings and recommendations to management in a clear, logical and well-written format.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee proposes appropriate and evidence based recommendations to management with reference to appropriate legislation. Trainee takes into account the context of the assessment and answers any specific requests for information where appropriate.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude by acting in a non-judgmental manner. Trainee demonstrates awareness and understanding of any cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

Assessor:
Signature:
Date:

Trainee:
Signature:
Date:

Report Communication Assessment Tool – Disaster Management Plan

Assessor's Professional No.	Trainee's Professional No.		Year of training				Assessment No.	
			1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected			

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (<i>assessor to complete</i>)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Trainee demonstrates a clear understanding of the nature and rationale for the disaster management plan and their role in advising on the plan.</p>					
<p>Content Trainee demonstrates and understanding of the legislation pertinent to disaster planning. Trainee demonstrates a working knowledge of business continuity and disaster planning including mitigation, response, and recovery. Trainee includes all pertinent reasoning and detail in the report without overcomplicating the report or giving unnecessary information.</p>					
<p>Communication Trainee communicates findings and recommendations to management in a clear, logical and well-written format. Trainee demonstrates appropriate collaboration with others involved in disaster management.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee proposes appropriate and evidence based recommendations to management with reference to appropriate legislation. Trainee takes into account the context of the report and answers any specific requests for information that are evidence based where appropriate.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude in assessing the workplace. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Domain 6 - Service Delivery and Quality Improvement

This domain covers knowledge of business management, clinical effectiveness, and quality improvement in the delivery of clinical services within an organisation. The domain includes the principles and practice of management as it relates to an occupational health department, including managing human and budgetary resources, industrial relations, marketing, finance, business planning and the role of occupational health in a global marketplace. It also covers knowledge of effective and directed audit cycles resulting in quality improvement, systems of governance, the role of direct stakeholder feedback, significant event analysis, complaints, guidelines, standards and other evidence-based protocols.

At the end of Year 2 of specialist training

1. Demonstrate an understanding of the principles of management, including the role of finance, human resources, evaluation of performance, marketing and project planning.
2. Understand the concepts of clinical effectiveness including clinical governance and their relationship in quality improvement, the role of regulatory and professional bodies/organisations in setting standards for quality improvement supporting clinical effectiveness (e.g. ISO 9001).
3. Demonstrate an understanding of evidence based medicine and methods of determining best practice including the design, implementation and evaluation of clinical practice guidelines and integrated care pathways, the advantages and disadvantages of guidelines and other protocols/procedures and show the ability to critically appraise research.
4. Be a willing participant in audit cycles and reviews of complaints, patient feedback initiatives and significant events, to improve service delivery and improve quality of service.
5. Demonstrate an understanding the principles of quality improvement programmes, (both occupational health specific and also national programmes used for quality assurance in the commercial setting) and how such programmes can be used to improve clinical delivery.

At the end of Year 4 of specialist training

1. Demonstrate the ability to manage, and evaluate service delivery including recruiting, managing and professionally developing staff, managing budgets and business planning for the OHS.
2. Be able to plan, design, implement quality management/quality improvement programs, and other activities such as training to enhance an organisation's performance. This includes the ability to respond appropriately to feedback including complaints and have systems in place to act on any failings identified; continuously learning from experience.
3. Understand the principles of marketing clinical services (including e-marketing) and tendering for business including negotiating contracts, service level agreements and role of outsourcing.
4. Understand the requirement for change within an organisation and how it might be managed at department level. This includes demonstrating an ability to write management reports with clear, cost-benefit analysis and appropriate recommendations and delivering the outcomes at board level, project manage a change in within the department and evaluate service delivery.

Report Communication Assessment Tool – Audit

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
Approach Trainee demonstrates a clear understanding of the nature of the audit and its potential impact.					
Content Trainee demonstrates and understanding of the guidelines/standards used for the audit conducted. Trainee demonstrates a working knowledge of the application of occupational medicine in relation to the audit subject. Trainee includes all pertinent reasoning and detail in the analysis of the audit findings.					
Communication Trainee communicates findings and recommendations to management as a result of the audit in a clear, logical and well-written format.					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee proposes appropriate and evidence based recommendations to management with reference to appropriate legislation/guidelines. Trainee takes into account the context of the audit and provides information on how to improve practice/clinical outcomes as a result of the audit findings. The trainee makes arrangements for closure of the audit loop.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude in conducting the audit. Trainee demonstrates awareness and understanding of any relevant cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to address any development needs:

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Domain 7 - Leadership, policy development and professionalism

This domain covers knowledge of clinical leadership, both within the department, organisation and speciality as a whole and its relationship with professionalism including commitment to life long learning, reflective practice, and an understanding of ethical behaviour. This domain also includes the role clinicians have in developing health-related policy and means of influencing the health of workplaces/organisations.

At the end of Year 2 of specialist training

1. Demonstrate the ability to be an effective member of a team including participating in effective multidisciplinary working, undertaking different roles within the team, effectively delegating and the ability to respect other team members.
2. Demonstrate treating colleagues fairly and with respect including supporting those who have problems with their performance, conduct or health. Understand the importance and your role in responsibility concerns regarding the health of a colleague.
3. Reflect on own practice by participation in an appraisal, audit process and other activities of life long learning.
4. Demonstrate the ability to organize yourself, effectively time manage tasks given.
5. Be able to contribute to policy development which aims to improve clinical delivery of services and outcomes within the organisation .

At the end of Year 4 of specialist training

1. Demonstrate leadership skills in team working/multidisciplinary working including organisation and planning of activities, taking the lead in managing difficult situations and setting an example of expected behaviour as a clinician.
2. Understand the requirement for effective policies to be in place within an organisation and be able to write and/or contribute to policy relevant to health of an organisation. This includes an understanding of legal implications in practice and the ability to reflect them in the development of policy.
3. Understand the extent of your own limitations and know when and from whom to seek advice in matters of personal actions, competence, health and fitness and participate in systems to protect your own health and colleagues including any audit/procedures introduced to ensure registration, validation of practice, and that OHS are available for staff including immunization and other protective measures where appropriate.
4. Demonstrate that oneself is up to date with current practice through an understanding and commitment to continuing professional development, which may include reflection on relevant journal articles, material in electronic databases/internet, participation in a journal club or other discussion forum.
5. Understand the requirement to identify areas of weakness (what you don't know you don't know) and lead in personal educational planning through participation in appraisals, reflection on feedback from assessments and ARCP annual reports updating a Personal Development Plan accordingly.

Report Communication Assessment Tool – Policy

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected			Below expected	

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach</p> <p>Trainee demonstrates a clear understanding of the role of policies in improving the delivery of clinical services and worker outcomes.</p>					
<p>Content</p> <p>Trainee demonstrates and understanding of the legal framework, in the development of policy. Trainee demonstrates a working knowledge of health policy and can apply clinical reasoning when tailoring the policies to the needs of the organisation.</p>					
<p>Communication</p> <p>Trainee communicates clearly when writing policy ensuring it is logical and well-written.</p>					
<p>Management</p> <p>Trainee proposes appropriate and evidence based recommendations in the policy and has taken into consideration the practical aspects of its application and the context of the workplace.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Professionalism</p> <p>Trainee demonstrates a positive and professional attitude in development of policy that supports the health of the worker as well as the outputs of the organisation.</p> <p>Trainee demonstrates awareness and understanding of cultural, legal and ethical issues when developing policy.</p> <p>Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

Assessor:

Signature:

Date:

Trainee:

Signature:

Date:

Domain 8 - Epidemiology and Disease Prevention

This domain covers the requirement to prevent ill health through health promotion, to understand the spread of ill health within your population, and means by which you might address their health needs/improve their health.

At the end of Year 2 of training.

1. Demonstrate the ability to conduct needs assessment on the workforce for targeting health promotion including the use of data such as sickness absence statistics and other pertinent information to organisations and employers as appropriate (considering medical confidentiality issues), in the prevention of ill health and advocacy of health and safety for the workforce.
2. Demonstrate an understanding of the principles of health promotion and health education including the socio-economic, lifestyle, genetic and other risk factors for disease, the major health risks relevant to populations of working age, and the impact of individual behaviour and lifestyle factors on health and well-being and be able to assess the needs for health promotion in a working population. This includes the ability to identify appropriate resources, use support agencies and influence key stakeholders in supporting health promotion campaigns.
3. Be able to organise, provide and evaluate health promotion programmes both occupational and non- occupational, relevant to working people and their families, including selecting priorities, liaising with other specialists responsible for environmental and community health; and taking account of the wider health promotion programmes and initiatives relevant to the working population.

By the end of Year 4 of specialist training

1. Be able to conduct a deep analysis of the working population and also the need assessment on the workforce for targeting health promotion including the use of data from periodic medical examinations, analysis of the ethical aspects of health screening and cost-benefit analysis of interventions.
2. Deliver effective workplace health promotion, (which is described as a continuous process for enhancing the quality of working life, health and wellbeing of all working people through improving the physical, social and organizational work environment) and be able to evaluate and audit workplace health promotion programmes, especially with regard to their relevance to occupational health hazards in the workplace and the control of non-occupational determinants of health and working ability.
3. Be able to determine management information needs and apply medical informatics, electronic health and patient care data, management information systems, and other computer technologies as required to track worker disability and return-to-work to support Human Resources in sickness absence management, deliver medical surveillance programs (including scheduling investigations documenting clinical data, and tracking, reporting and analyzing outcomes).
4. Be able to communicate to target groups including health professionals, legal profession, the public, and the media, in a clear and effective manner both orally and in writing, the levels of risk from real or potential hazards and the rationale for selected interventions to prevent ill health. This includes the ability to manage communication and reactions to a perceived or actual cluster of disease, episode of mass psychogenic illness or widespread exposure or perceived exposure to toxic materials.

Report Communication Assessment Tool – Health Promotion

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Trainee demonstrates a clear understanding of the requirements for health promotion.</p>					
<p>Content Trainee demonstrates and understanding of the delivery of health promotion in the workplace. Trainee demonstrates the ability to conduct a needs assessment, design a health promotion intervention and obtain resources for delivery. Trainee includes all pertinent reasoning and detail for delivery of the health promotion intervention.</p>					
<p>Communication Trainee communicates the rationale for health promotion and designs an appropriate communication strategy for delivery.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Management Trainee manages the delivery of health promotion effectively. Trainee takes into account the context of the workplace and tailors the material to the workers appropriately. The trainee responds appropriately to feedback.</p>					
<p>Professionalism Trainee demonstrates a positive and professional attitude in delivering health promotion. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues in preparing the health promotion material. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

**Assessor:
Signature:
Date:**

**Trainee:
Signature:
Date:**

Health screening

Assess ethics

Understand cost-benefit analysis, statutory requirements for reporting occupational/work related disease

Consent, advocacy and

Effective conduct of test

Appropriate relaying of results with appropriate counselling, guidance outcome, reporting,

Evaluation and audit

in a range of settings.

Evidence: DOPs Health Screening - audiology, spirometry, biological monitoring.

Domain 9 - Research

This domain covers the knowledge required to undertake research including the appropriate research design and methodology, application of statistics to answer a research question following an appropriate line of scientific enquiry adding to the body of evidence in occupational medicine. The domain also covers the ability to write up research appropriate for submission at Master's level or publication in a peer review journal.

By the end of Year 2 of specialist training

1. Be able to demonstrate scientific enquiry in formulating a research question or identifying a problem resulting in expanding knowledge of occupational and environmental medicine.
2. Understand sources of scientific information, effective search strategies and methods of reviewing literature in order to answer the research question/problem and demonstrate critical appraisal skills to appraise the validity and usefulness of the scientific literature, draw conclusions and discuss implications of research findings.
3. Be able to write a research proposal that demonstrates an understanding research design methodology, data collection, appropriate ethical/consent issues and statistical analysis of data.
4. Be able to identify and secure necessary resources demonstrating an understanding of sources of research funding and the resources needed to effectively conduct research.

By the end of Year 4 of specialist training

1. Be able to conduct effective research including identifying a researchable question, conducting a literature review, appropriate data collection, an understanding of the use of computer based systems/databases in supporting research including recording of results.
2. Demonstrate an understanding of appropriate statistical methods, principles and application of epidemiological methods including interpretation and appropriate presentation of results cooperating with statisticians and other research colleagues as required.
3. Demonstrate the ability to communicate of new knowledge in a proper perspective to others verbally and in writing and the use the findings to change clinical practice as appropriate.

Report Communication Assessment Tool – Research

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Trainee demonstrates a clear understanding of the research question and rationale for the study and appropriate searching of the relevant literature.</p>					
<p>Content Trainee demonstrates and understanding of research methodology, including a review conduct of the study, statistical analysis. Trainee demonstrates a working knowledge of the subject under study in a analysis of the results. Trainee includes all pertinent reasoning and detail in the report without overcomplicating the report or giving unnecessary information.</p>					
<p>Communication Trainee demonstrates an ability to write up the research in a clear, logical and well-written format, presenting the evidence clearly and summarising the conclusions with relevance to occupational medicine practice.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Clinical Reasoning Trainee has applied clinical reasoning to the research findings and makes appropriate evidence based conclusions and recommendations to changes in practice.</p>					
<p>Professionalism Trainee demonstrates a positive and professional and ethical attitude in the conduct of research. Trainee takes appropriate informed consent, provides adequate information to subjects and manages personal data in a confidential manner. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

Assessor:
Signature:
Date:

Trainee:
Signature:
Date:

Domain 10 - Effective teaching and educational supervision

This domain covers knowledge of education theory and effective teaching methods. The domain also covers knowledge of the requirements for education supervision of trainees including design of individual training programmes reflecting the approved curriculum, appropriate methods of assessment and giving effective feedback.

By the end of Year 2 of specialist training

1. Demonstrate an understanding of the principles of educational theory and needs assessment in targeting teaching and developing educational resources.
2. Be able to present effectively using educational principles and use peer review to evaluate performance.
3. Demonstrate the ability to facilitate small group learning.

By the end of Year 4 of specialist training

1. Demonstrate the application learning theories and principles by delivering effective teaching to a wide audience and using formalised assessment/feedback to continuously improve performance.
2. Be able to provide a supportive learning environment within clinical practice for trainees and other team members with the aim of providing life-long learning. This includes being able to provide effective feedback in a constructive and objective manner helping to improve practice.
3. Understand all the qualities required as an educational supervisor, including developing skills to conduct an educational needs assessment, conduct formative and summative assessments and plan to acquire the skills to supervise trainees prior to taking up an educational supervision role.

Peer Review Tool – Teaching

Assessor's Professional No.	Trainee's Professional No.	Year of training				Assessment No.	
		1	2	3	4		
Trainee outcome (tick appropriate box)	Above expected		Expected		Below expected		

Patient problem/Diagnosis?		New patient?		Follow up?	
Complexity (tick appropriate box)	Low	Moderate		High	
Type of Assessor (doctor, nurse, safety officer etc.)					
No. of RCATs previous conducted by assessor with any trainee					
Type of training that the assessor has had on RCATs					

Learning Outcomes expected (<i>trainee to complete</i>):	
Standards used for assessment with relevant references if applicable (assessor to complete)	
Time taken for observation:	Time taken for feedback:

Assessment

Please tick one of the boxes for each component of the exercise. If the trainee is outside the expected you must justify it with a brief explanation/example in the comments box, failure to do so will invalidate the assessment. You may expand on your comments in the feedback box.

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Approach Trainee demonstrates a clear understanding of the principles of teaching and educational theory.</p>					
<p>Content Trainee demonstrates the skills on developing an appropriate lesson plan tailored to learning outcomes that are relevant to the audience. Trainee demonstrates an application of knowledge relevant to the subject being taught.</p>					
<p>Communication Trainee presents effectively delivering appropriate learning outcomes.</p>					
<p>Management Trainee manages the training event appropriately, demonstrating the appropriate use of training aids and other relevant equipment. Trainee answers questions and signposts students to appropriate resources.</p>					

Expected Performance	Below Expected	Expected	Above Expected	N/A	Specific comments
<p>Professionalism Trainee demonstrates a positive and professional attitude in delivering education. Trainee demonstrates awareness and understanding of cultural, legal and ethical issues in teaching. Trainee is aware of their limits of professional competency.</p>					

Assessor's feedback on the trainees performance on this occasion

Please give specific, objective feedback with justification on the trainees observed performance and area(s) for development. If you have ticked a Below Expected box you must identify areas for future improvement.

Trainee's comments on their performance on this occasion

Reflection on own performance:

Reflection on feedback given by assessor:

What actions will you take to meet any development needs?

Assessor:
Signature:
Date:

Trainee:
Signature:
Date: