

Appendix A

Word pictures and IPU's for clinical examination and procedural skills

Clinical Examination and Procedural Skills			
This competence is about clinical examination and procedural skills and by the end of training, the trainee must have demonstrated competence in Breast examination and in the full range of male and female genital examination			
Insufficient Evidence	Needs Further Development	Competent	Excellent
From the available evidence, the doctor's performance cannot be placed on a higher point of this developmental scale	Chooses examinations broadly in line with the patient's problem(s)	Chooses examinations appropriately targeted to the patient's problem(s)	Proficiently identifies and performs the scope of examination necessary to investigate the patient's problem(s)
	Identifies abnormal signs but fails to recognise their significance	Has a systematic approach to clinical examination and able to interpret physical signs accurately	Uses an incremental approach to examination, basing further examinations on what is known already and is later discovered
	Suggests appropriate procedures related to the patient's problem(s)	Varies options of procedures according to circumstances and the preferences of the patient	Demonstrates a wide range of procedural skills to a high standard
	Demonstrates limited fine motor skills when carrying out simple procedures	Refers on appropriately when a procedure is outside their level of skill	Actively promotes safe practice with regard to examination and procedural skills
	Observes the professional codes of practice including the use of chaperones	Identifies and discusses ethical issues with regard to examination and procedural skills	Engages with audit quality improvement initiatives with regard to examination and procedural skills
	Performs procedures and examinations with the patient's consent and with a clinically justifiable reason to do so	Shows awareness of the medico-legal background to informed consent, mental capacity and the best interests of the patient	Helps to develop systems that reduce risk in clinical examination and procedural skills

	<p>The intimate examination is conducted in a way that does not allow a full assessment by inspection or palpation. The doctor proceeds without due attention to the patient's perspective and feelings</p>	<p>Ensures that the patient understands the purpose of an intimate examination, describes what will happen and explains the role of the chaperone. Arranges the place of examination to give the patient privacy and to respect their dignity. Inspection and palpation is appropriate and clinically effective.</p>	<p>Recognises the verbal and non-verbal clues that the patient is not comfortable with an intrusion into their personal space especially the prospect or conduct of intimate examinations. Is able to help the patient to accept and feel safe during the examination.</p>
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Indicators of potential underperformance (IPU):

- Fails to examine when the history suggests conditions that might be confirmed or excluded by examination
- Patient appears unnecessarily upset by the examination
- Inappropriate over - examination
- Fails to obtain informed consent for the procedure
- Patient shows no understanding as to the purpose of examination.

Appendix B

Examination and Procedural Skills descriptors

These descriptors are for the guidance of Trainees and their Clinical and Educational Supervisors. They may be read in conjunction with the descriptors for rating the assessment of competence.

Communication and consultation skills

- Explores the patient's previous experience of the examination/procedure should they have any.
- Explains the process, and purpose for the examination/procedure in language that is easily understood by the patient.
- Ensures that the process, and purpose for the examination/procedure is understood and gains consent to proceed.
- Offers the attendance of a chaperone when this is appropriate for either doctor or patient.
- Doctor is sensitive to the patient's situation and perspective and seeks throughout to ensure the patient is happy for them to continue.
- Communicates effectively throughout the procedure putting the patient at ease.
- Ensures any discomfort is kept to the minimum. Checks with the patient that they are happy for them to continue, should any discomfort occur.
- Explains the findings to the patient in appropriate manner after completing the procedure. Maintains the dignity of the patient and incorporates the patient's beliefs when appropriate.
- Responds to verbal and non-verbal cues from the patient.
- Seeks to confirm the patient's understanding of the findings or consequences of the examination or procedure.
- Explains when results of such procedure will be available and arranges appropriate follow up.

Practising holistically

- Demonstrates an understanding of the patient's wishes in relation to their cultural or religious background relevant to the examination or procedure. Takes appropriate steps to adhere to any adjustments that are feasible.

Data gathering and Interpretation

- Chooses examinations and procedures appropriately which are relevant to the patient's presenting complaint or situation.
- Identifies abnormalities when they are present and finds examination normal when they are absent.
- Recognises the implications of examination findings.
- Extends the examination or procedure when the findings dictate.

Making a diagnosis

- Interprets findings to aid diagnosis using patterns of recognition.
- Revising hypotheses in the light of additional information.

Clinical management

- Refers on appropriately when the procedure is outside their level of skill and experience or when the examination findings indicate the need for referral.

Managing medical complexity

- Interprets the effect of long standing findings related to pre-existing conditions and differentiates these from findings related to an acute problem.
- Is able to tolerate uncertainty resulting from the findings or outcome of the examination or procedure.
- Communicates the risk of the procedure to the patient and involves them in the decision making.
- Monitors the patient's progress for any adverse outcomes and minimises risk by appropriate safety netting.

Primary care administration and information management and technology

- Records accurately their examination findings in the primary care IMT system, including the patient's consent in a manner that is coherent and comprehensible.
- May audit an aspect of procedural skills using the computer records.

Working with colleagues and in teams

- When a procedure or examination involves other members of the team, works co-operatively with the other member and uses their skills appropriately.
- Communicates effectively with the team member to enhance patient care.

Community orientation

- Optimises the use of limited resources through cost effective use of all necessary equipment and other resources.

Maintaining performance learning and teaching

- Shows a commitment to professional development through reflection on performance of procedural skills and the identification of and attention to learning needs.
- Evaluates the process of learning to make future learning cycles more effective.
- Participates in audit where appropriate and uses audit activity on procedural skills to evaluate and suggest improvements in personal and practice performance.
- Identifies learning objectives related to procedural skills and uses teaching methods appropriate to these.
- Assists in making assessments of learners' procedural skills when their own level of experience makes shared assessment appropriate.

Maintaining an ethical approach

- Is aware of their own limitations and does not attempt procedures for which they are not qualified.
- Seeks help when needed.
- Does not perform procedures without the patient's consent or without a clinically justifiable reason to do so.

Fitness to practice

- Observes the accepted codes of practice in order to ensure patient safety. This includes clear documentation of the patient's consent, the offer of a chaperone and the appropriateness of the procedure related to the patient's complaint.

