



**Candidates MUST achieve the expected standard (3) in terms of their interaction with the patient, plus two other domains**

ASSESSMENT DOMAINS		INTERACTION WITH PATIENT	EXAMINATION TECHNIQUE	EXAMINATION ACCURACY	INTERPRETATION AND SYNTHESIS OF PHYSICAL FINDINGS	INVESTIGATIONS
<b>LEVEL OF PERFORMANCE</b>	<b>5</b> <b>Excellent Performance</b>	<ul style="list-style-type: none"> <li>Exceeds expected standard (as per Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>Fluent and accurate and within time</li> <li>Makes adjustment to routine where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Correctly identifies all essential and desirable signs</li> </ul>	<ul style="list-style-type: none"> <li>Establishes most likely diagnosis on basis of examination. Considers all likely alternatives</li> </ul>	<ul style="list-style-type: none"> <li>Correctly interprets investigations and integrates with examination findings without prompting</li> <li>Recognises and discusses areas of doubt</li> <li>Uses results to support differential diagnosis and discussion</li> </ul>
	<b>4</b> <b>Better than Expected Standard</b>	<ul style="list-style-type: none"> <li>Better than expected standard (as per Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>Fluent and accurate and within time</li> <li>Makes adjustment to routine where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Correctly identifies all essential and most desirable signs</li> </ul>	<ul style="list-style-type: none"> <li>Identifies most likely diagnosis and provides reasonable differential</li> <li>diagnoses based on physical findings</li> </ul>	<ul style="list-style-type: none"> <li>Correctly interprets all major findings</li> </ul>
	<b>3</b> <b>Expected Standard</b>	<ul style="list-style-type: none"> <li>Introduces him/herself to the patient</li> <li>Shows respect for patient as indicated by preservation of patient's modesty, seeking permission for sensitive aspects of examination</li> <li>Recognises and modifies examination when painful</li> </ul>	<ul style="list-style-type: none"> <li>Undertakes systematic examination of required area or system without unnecessary duplication</li> <li>Demonstrates confidence in the examination</li> <li>Completes assigned tasks in appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>Detects all essential signs</li> <li>Reports significant negative findings</li> <li>Does not find major signs that are not present</li> </ul>	<ul style="list-style-type: none"> <li>Provides appropriate interpretation of signs</li> <li>Recognises inconsistencies in interpretation and findings</li> <li>Provides sensible priorities in diagnosis</li> <li>Discusses appropriate alternative diagnoses</li> </ul>	<ul style="list-style-type: none"> <li>Accurately interprets in context of investigations</li> <li>Suggests appropriate line of investigation and integrates them with examination findings</li> </ul>
	<b>2</b> <b>Below Expected Standard</b>	<ul style="list-style-type: none"> <li>Inappropriate and insensitive approach to patient</li> </ul>	<ul style="list-style-type: none"> <li>Examination incomplete or lacking fluency or systematic approach</li> </ul>	<ul style="list-style-type: none"> <li>Misses essential signs</li> <li>Fails to look for or mention important negative findings</li> </ul>	<ul style="list-style-type: none"> <li>Not confident with a diagnosis</li> <li>List of differential diagnoses poorly developed</li> <li>Unable to consider alternative explanations for findings</li> <li>Requires more than minor prompting to reconsider options</li> </ul>	<ul style="list-style-type: none"> <li>Does not offer appropriate investigations</li> <li>Misinterprets or is unable to integrate investigations with examination findings</li> </ul>
	<b>1</b> <b>Well Below Expected Standard</b>	<ul style="list-style-type: none"> <li>Unduly rough, clumsy or causes pain without adjustment or apology</li> </ul>	<ul style="list-style-type: none"> <li>Very slow and requires substantial prompting and guidance</li> </ul>	<ul style="list-style-type: none"> <li>Misses essential signs</li> <li>Finds abnormalities that are not present</li> <li>Fails to look for important negative findings</li> </ul>	<ul style="list-style-type: none"> <li>Unable to suggest a reasonable diagnosis</li> <li>May advance diagnoses inconsistent with signs</li> <li>Requires substantial prompting</li> <li>Unable to reconsider additional information which may alter diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>Unable to use investigations to assist in diagnosis</li> <li>Inappropriate dependence on investigations</li> </ul>
	<b>0</b> <b>Very Poor Performance</b>	<ul style="list-style-type: none"> <li>Requiring examiners to intervene</li> </ul>	<ul style="list-style-type: none"> <li>Slow examination not completed in appropriate time</li> <li>Cannot perform appropriate examination of system</li> </ul>	<ul style="list-style-type: none"> <li>Misses all essential signs</li> <li>Finds abnormalities that are not present</li> <li>Fails to look for important negative findings</li> </ul>	<ul style="list-style-type: none"> <li>Unable to suggest a reasonable diagnosis</li> <li>Unable to interpret the physical signs elicited</li> </ul>	<ul style="list-style-type: none"> <li>Unable to suggest reasonable investigations</li> <li>Misinterprets information provided</li> </ul>
Curriculum link		61.1	11.12	11.1.2	11.1.3	11.1.4, 12.3