



**Professional Competencies Rating Scale – Communication Station Sample**

| ASSESSMENT DOMAINS  | VERY POOR PERFORMANCE   | WELL BELOW EXPECTED STANDARD  | BELOW EXPECTED STANDARD   | EXPECTED STANDARD   | BETTER THAN EXPECTED STANDARD   | EXCELLENT PERFORMANCE   |
|---|---|---|---|---|---|---|
|   | 0 marks   | 1 mark  | 2 marks   | 3 marks   | 4 marks   | 5 marks   |
| <p><b>COMMUNICATION (EPA 4 &amp; 7)</b></p> <p>Physicians collate information, and share this information clearly, accurately, respectfully, responsibly, empathetically and in a manner that is understandable to patients, families, carers, and professionals.</p> | <ul style="list-style-type: none"> <li>• Explanations not organised or inappropriate</li> <li>• Dismissive of communication partner</li> <li>• Very poor non-verbal communication</li> </ul>                                | <ul style="list-style-type: none"> <li>• Explanations difficult to follow and understand, very poorly organised</li> <li>• Frequent inaccuracies in information provided</li> <li>• Frequent use of jargon without explanation</li> <li>• Poor non-verbal communication with limited eye contact or poor body language</li> </ul> | <ul style="list-style-type: none"> <li>• Some structure to explanation but overall difficult to follow or understand</li> <li>• Some inaccuracies in key components of explanations</li> <li>• Used jargon/ inappropriate terminology without explanation too often</li> <li>• Instances of poor non-verbal communication, lack of empathy</li> </ul> | <ul style="list-style-type: none"> <li>• Information provided is mostly correct and presented clearly</li> <li>• Minimal inaccuracies</li> <li>• Used appropriate terminology most of the time</li> <li>• Checked for understanding</li> <li>• Appropriate non-verbal communication</li> <li>• Candidates use collaborative, effective, respectful, and empathetic communication with patients, families, carers and professionals</li> </ul> | <ul style="list-style-type: none"> <li>• Provided organised, clear explanation to questions</li> <li>• Used appropriate terminology</li> <li>• Evidence of active listening skills</li> <li>• Clearly demonstrated empathy and respect for communication partner</li> </ul>   | <ul style="list-style-type: none"> <li>• Provided well organised, clear and detailed explanations and answers</li> <li>• <u>Highly effective and appropriate delivery of information and use of terminology</u></li> <li>• Uses a broad range of verbal and non-verbal skills including active listening</li> <li>• Attentive to communication partner, consistently checked for understanding</li> </ul> |
| <p><b>JUDGEMENT AND DECISION MAKING</b></p> <p>Physicians collect and interpret information, and evaluate and synthesise evidence, to make the best possible decisions in their practice.</p>   | <ul style="list-style-type: none"> <li>• Demonstrates very poor diagnostic reasoning</li> <li>• Makes poor or unsafe decisions</li> <li>• Fixed, false and harmful beliefs on the subject of the questions asked</li> </ul> | <ul style="list-style-type: none"> <li>• Unclear, illogical diagnostic reasoning</li> <li>• Evidence of inaccurate or potentially unsafe decisions</li> <li>• Unable to provide coherent, consistent advice, that may be contradictory</li> <li>• Does not recognise own limitations, demonstrates poor judgement</li> </ul>      | <ul style="list-style-type: none"> <li>• Demonstrates some diagnostic reasoning, but lacks logic at times</li> <li>• Some safety concerns identified</li> <li>• Provides advice that is consistent but incomplete</li> <li>• Lacks confidence in decision making or concerns about judgement identified</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Demonstrates sound diagnostic decision making</li> <li>• No significant safety concerns identified</li> <li>• Provides advice that is accurate, consistent and complete</li> <li>• Applies good judgement and has confidence in opinions</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates clear and logical diagnostic decision making the majority of the time</li> <li>• No safety concerns identified</li> <li>• Advice is tailored to the context of the clinical scenario</li> <li>• Applies good judgement that takes into consideration the patient or role player's individual needs</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates excellent diagnostic decision with high degree of logic and understanding</li> <li>• No safety concerns identified</li> <li>• Provides advice using language that is readily understandable to the patient or role player</li> <li>• High level of judgement demonstrated with consideration of all important factors</li> </ul>                    |

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| <p><b>MEDICAL EXPERTISE</b></p> <p>Physicians apply knowledge and skills informed by best available current evidence in the delivery of high-quality, safe practice to facilitate agreed health outcomes for individual patients and populations.</p> | <ul style="list-style-type: none"> <li>• Very poor level of requisite knowledge, unaware of most key details</li> <li>• Management plan is unsafe, or harmful</li> </ul> | <ul style="list-style-type: none"> <li>• Large gaps in requisite knowledge, aware of very basic details only</li> <li>• Unable to generate a reasonable list of differential diagnoses</li> <li>• Management plan is poorly developed, lacks most important details</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates important gaps/errors in requisite knowledge</li> <li>• Has difficulty with differential diagnosis, misses important conditions</li> <li>• Management plan outlined has errors, omissions or is poorly constructed</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a sound level of requisite knowledge</li> <li>• Able to generate a reasonable list of differential diagnoses, most important conditions covered</li> <li>• Able to outline an adequate management plan, with only minor errors</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates detailed understanding of requisite knowledge</li> <li>• Detailed list of differential diagnoses with some evidence of ability to prioritise</li> <li>• Able to outline an organised, logical management plan</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates a very high level of requisite knowledge</li> <li>• Detailed list of differential diagnoses with comprehensive applicability to context</li> <li>• Able to outline a highly developed, well-structured management plan</li> </ul> |
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