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Five year
Clinical Skills Reflective Checklist

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Guide to Clinical skills and Practical Skills for Students

Introduction

This document is a list of the clinical skills which you should attain by the end of your medical studies. The skills objectives are taken from your current curriculum and tally well with those required by the GMC, and those suggested by the Scottish Doctor Project.

Some objectives are missing, particularly where there is a cross-over between skill and knowledge. Interpreting a chest X-ray, for example, is not in this skills curriculum as we have tried to concentrate on Practical and Clinical skills rather than learning and knowledge. We realise that it could be argued either way, and constructive comments will be gratefully received.

How to use this Guide

This is a lengthy guide, however the format that it is presented in aims to make it as manageable as possible. Skills are arranged by System, and by year, although note that this might not have been the system block where you learnt them.

By the end of the final year you should be competent at each item listed

You will see three tick boxes next to each skill. It is suggested that you use them as 1> "yes I feel competent at this" 2>"I need to practise more" and 3> "I haven't got a clue." Clearly there is a continuum between expertise and incompetence, and this three point scale is crude but easy to use.

You will also notice that spaces have been left for you to write in a plan for ensuring you are fully competent at each skill.

e.g. 1. If you have never collected a Mid Stream Urine Sample, for example, you might decide to go to Urology outpatients next Thursday and Friday mornings and ask the nurses if you can brief the patients and collect all the samples and fill out all the forms. You might ask them to check on your performance and give you feedback.

e.g.2 if you are uncertain about the position of the Dorsalis Pedis pulse, you may plan to go to the library this evening and look it up in an anatomy book, and then tomorrow go around 20 patients asking them if you can feel for pulses in their feet, until you are confident that you can feel it in the right place.

Objectives should be Specific, Measurable, Achievable, Relevant and Time bound (ie fix a date!).

Review the list at the start of each firm. Remember that you might be competent at something today, but if you don't practise for 6 months, you may need to refresh before the OSCE and before your house officer job.

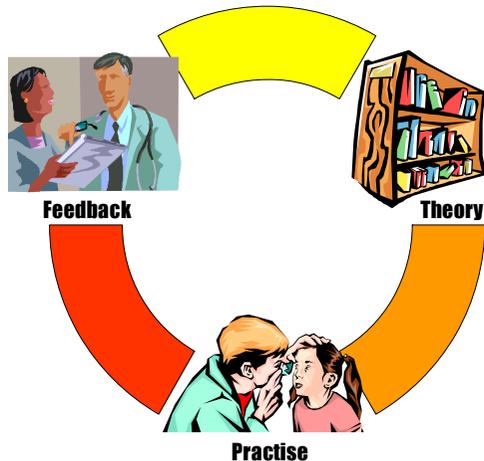
Learning clinical skills

To learn any skill, three components are important – **Knowledge** of how to do the skill, repeated **practice** and **feedback** and evaluation.

You may obtain **Knowledge** of how to do a skill from many sources – text books, being shown by someone, course guides, medical journals, videos, the internet. Bear in mind that there may be (and usually is) more than one “right” way of doing a skill and you will need to judge different methods and decide which you think is best for your style of practice.

You need to **practise** a great deal to become fluent and competent at a skill. Research suggests that about 10,000 hours of practice is required to become expert. You may practice in simulation on models, on each other, on relatives, on patients (with appropriate consent). You may wish to practise initially in a safe environment, such as the clinical skills centre, and then when you have gained some confidence start practising in more realistic environments. In general, the more realistic your practise, then the more likely the skills that you learn are to *transfer* to real life situations.

Feedback and evaluation is essential, to make sure that you are learning the skills right. It is difficult for you to see what you are doing when you are doing it, and asking a peer or a tutor to watch and give feedback is important, otherwise you run a very significant risk of becoming very sick at performing a skill badly



General Comments

Please note that whilst this reflective skills checklist was created by a large group of people (including Professor Fowler, Mr Tim Coates and Dr Dason Evans, with consultation to year heads, module convenors and associate deans), and defined from Barts and the London course documentation, the GMC’s Tomorrow’s Doctors document and the Scottish Doctor Project, it is far from perfect.

1. Cardiorespiratory	Y	?	N
1.1. Pulses			
1.1.1. By the end of Year 1			
1.1.1.1. You should be confident in locating (via anatomical landmarks) and commenting on the strength (volume) of the following pulses:			
▪ Radial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Brachial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Carotid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Popliteal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Dorsalis Pedis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Posterior Tibial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.1.2. you should be able to describe the rate and rhythm of the radial and carotid pulses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.2. By the end of Year 3			
1.1.2.1. You should be confident in locating (via anatomical landmarks) and commenting on the strength of the following pulses (in addition to those listed for year 1):			
▪ Femoral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.2.2. You should be confident in describing the pulse rate, rhythm and character, recognising both normal and abnormal variations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.2.3. You should be able to measure ankle-brachial pressure ratio using a simple Doppler probe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.2.4. You should be familiar with Buerger’s test and examination for specific signs of peripheral vascular disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.1.3. By the end of year 4			
1.1.3.1. You should feel confident in assessing the vascular supply to a limb after trauma or surgery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

1.2. Blood Pressure			
1.2.1. By the end of year 1			
1.2.1.1. You should be able to take blood pressure competently on a normal person by first estimating the systolic pressure by palpation and then accurately measuring by auscultation. You should be able to follow a gold-standard procedure such as that listed in the ABC of hypertension (published in BMJ)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.1.2. You should be able to assess for postural hypotension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2. By the end of year 3			
1.2.2.1. You should be able to take Blood Pressure both manually and using automated methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2.2. You should be able to accurately assess the blood pressure and interpret the findings, recognising both normal and abnormal variations (in absolute level and pulse pressure) and their implications in various diseases including diabetes, peripheral vascular disease, valvular disease etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2.3. You should have a clear understanding of factors which may influence the assessment of blood pressure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2.2.4. You should be able to accurately record blood pressure on observation charts and in the notes. You should be able to communicate results and your interpretation to patients and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

1.3. Jugular Venous Pressure			
1.3.1. By the end of year 1			
1.3.1.1. You should be able to recognise the pulsation of the normal JVP and assess its vertical height above the manubrio-sternal angle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.2. By the end of year 3			
1.3.2.1. You should be confident in recognising and assessing the JVP, particularly its:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Vertical height above the manubrio-sternal angle at 45 degrees and the implications of this assessment in various conditions and diseases 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Characteristics of its pulse wave and the implications in various conditions and diseases 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Clear differentiation of JVP from other pulses in the neck 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ Manoeuvres to make the JVP more visible 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.3. By the end of year 5			
1.3.3.1. You should be confident and competent in the measurement of Central Venous Pressure via a central line, both manually and through automated systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.3.2. You should be able to interpret CVP measurement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

1.4. Cardiac Examination			
1.4.1. By the end year 1			
1.4.1.1. You should know the surface markings of the heart (including apex and valves) and main vessels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1.2. You should be able to accurately locate the normal apex beat, and report on its location by standard anatomical landmarks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1.3. You should be able to auscultate the normal heart and time the heart sounds with the pulse in your assessment of the cardiac cycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.1.4. You should be aware of the four main areas to auscultate, and the use of the bell and Diaphragm of the stethoscope.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2. By the end of year 2			
1.4.2.1. You should be confident in recognising the first and second heart sounds, the systolic and diastolic spaces, by timing the cardiac cycle against a central pulse.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.2.2. You should be starting to put together your assessment of the pulse, peripheral pulses, Blood pressure and cardiac examination to form an examination of the cardiovascular system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3. By the end of year 3			
1.4.3.1. You should be confident and competent in conducting a full "gold-standard" cardiovascular examination, including aortic and mitral manoeuvres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.2. You should be confident in your findings, particularly in recognising normal and deviation from normal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.3. You should be able to recognise common abnormalities and know when a patient requires further investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.3.4. You should be able to conduct a relevant examination of a patient with acute chest pain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4. BY the end of year 4 Loco			
1.4.4.1. You should be able to assess and institute immediate management of a patient who has had a cardiac arrest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4.4.2. You should be able to assess and institute immediate management of a patient who is shocked (circulatory failure)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLAN FOR REACHING COMPETENCE			
1.5. ECG & cardiac monitoring			
1.5.1. By the end of year 1			
1.5.1.1. You should be able to perform an ECG using limb leads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.2. By the end of year 2			
1.5.2.1. You should have an understanding of the 12 lead ECG, including lead placement and general principles behind what it assesses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.2.2. You should be able to perform a 12 lead ECG			
1.5.2.3. You should be able to assess the electrical axis of the heart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.3. By the end of year 3			
1.5.3.1. You should be able to recognise the patterns seen in the normal ECG	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.3.2. You should be able to recognise when the ECG deviates from normal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.3.3. You should be able to recognise common and serious conditions via the ECG including ischemia, arrhythmias and heart block	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5.4. By the end of year 4 (loco)			
1.5.4.1. You should be able to attach continuous cardiac monitoring to the patient and interpret its results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

1.6. Peripheral Venous Disease			
1.6.1. By the end of year 3			
1.6.1.1. You should be confident in the examination and assessment of varicose veins in the lower limb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6.1.2. You should be able to assess to make a differential diagnosis of leg and foot ulceration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
1.7. Peak Flow/Lung Function tests			
1.7.1. By the end of year 1			
1.7.1.1. You should be confident in the correct technique of measuring peak flow in a normal subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.1.2. You should be able to perform simple tests of lung function to measure FEV1, FVC, Lung volumes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.2. By the end of year 3			
1.7.2.1. You should be confident and competent in measuring peak flow in patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.2.2. You should be able to plot and document the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.2.3. You should be able to interpret the results in relation to height, age and gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7.2.4. You should be able to interpret the results in relation to disease and be able to differentiate restrictive vs obstructive disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

1.8. Respiratory examination			
1.8.1. By the end of year 1			
1.8.1.1. You should know the surface markings of the normal lungs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.1.2. You should be able to auscultate the lungs and recognise normal breath sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.2. By the end of year 2			
1.8.2.1. You should be putting together examination of the hands, pulse, JVP and lungs to conduct a systematic examination of the normal respiratory system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.3. By the end of year 3			
1.8.3.1. You should be confident and competent in conducting a full "gold-standard" respiratory examination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.3.2. You should be confident in your findings, particularly in recognising normal and deviation from normal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.3.3. You should be able to recognise common abnormalities and know when a patient requires further investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.4. By the end of year 4 Loco			
1.8.4.1. You should be able to assess and institute immediate management of a patient who is choking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.8.4.2. You should be able to assess and institute immediate management of a patient who is having severe difficulty breathing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

1.9. Arterial Blood Gas sampling			
1.9.1. By the end of year 3			
1.9.1.1. You should be able to take an arterial blood sample from a patient (radial and femoral) using a recognised technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.2. By the end of year 4 Loco			
1.9.2.1. You should be able to request appropriate investigations for this sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9.2.2. You should be able to interpret the results of these investigations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
1.10. Oxygen and drug therapy			
1.10.1. By the end of year 3			
1.10.1.1. You should be confident in the appropriateness of different % of oxygen therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.1.2. You should be able to instruct a patient on the use of various types of inhaler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.2. By the end of year 5			
1.10.2.1. You be able to confidently, competently and appropriately prescribe oxygen therapy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10.2.2. You should be able to prescribe, set up and operate a nebuliser correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

2. Metabolism			
2.1. Height, weight and BMI			
2.1.1. By the end of year 1			
2.1.1.1. You should be able to measure height and weight accurately and calculate the Body Mass Index	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.2. By the end of year 2			
2.1.2.1. You should be able to interpret BMI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.3. By the end of year 4			
2.1.3.1. You should be able to document weight, height and head circumference on a growth chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1.3.2. You should be able to interpret individual and serial measurements on a growth chart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
2.2. Urine testing			
2.2.1. By the end of year 2			
2.2.1.1. You should be able to use standard dip-sticks to analyse samples of urine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.1.2. You should be able to specifically test urine for glucose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.2. By the end of year 4			
2.2.2.1. You should be able to conduct a pregnancy test on a sample of urine and correctly interpret the results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.3. By the end of year 5 (?year 3)			
2.2.3.1. You should be able to obtain a mid stream urine specimen from a patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.3.2. You should be able to request appropriate tests for this sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2.3.3. You should be able to interpret these test results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

2.3. Gastrointestinal Examination			
2.3.1. By the end year 1			
2.3.1.1. You should know the surface markings of the contents of the abdomen (including Liver, Kidneys, spleen, bowel and vessels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.1.2. You should be able to auscultate the abdomen for bowel sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.2. By the end of year 2			
2.3.2.1. You should be able to examine the normal abdomen for tenderness and masses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.2.2. You should be starting to put together your assessment of the hands, eyes, JVP, mouth and abdomen to conduct a systematic examination of the normal gastrointestinal system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3. By the end of year 3			
2.3.3.1. You should be confident and competent in conducting a full "gold-standard" GI examination, including assessment for enlargement of liver, spleen, kidneys, tenderness, peritonism, hernias and masses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3.2. You should be confident in your findings, particularly in recognising normal and any deviation from normal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3.3. You should be able to recognise common abnormalities and know when a patient requires further investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3.4. You should be able to conduct a relevant examination of a patient with acute abdominal pain and a patient with jaundice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3.3.5. You should be able to conduct a thorough rectal examination, assessing perineum, anus, anal canal, rectum, prostate and stools for abnormality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

2.4. Catheterisation			
2.4.1. By the end of year 3			
2.4.1.1. You should be confident and competent in male and female catheterisation using an appropriate technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
2.5. Thyroid			
2.5.1. By the end of year 3			
2.5.1.1. You should be able to interpret results of Thyroid Function Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.1.2. You should be able to examine a neck swelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5.1.3. You should be able to conduct a focused examination of a patient with a suspected thyroid disorder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
2.6. Nasogastric Tube			
2.6.1. By the end of year 3			
2.6.1.1. You should be able to insert a nasogastric tube	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6.2. By the end of year 5			
2.6.2.1. You should be confident and competent in the insertion of normal and fine bore nasogastric tubes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

2.7. Diabetes			
2.7.1. By the end of year 5			
2.7.1.1. You should be confident and competent in the prescription of stat dose, intermittent/regular doses and sliding scales of insulin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7.1.2. You should be confident and competent in blood glucose measurement using reagent sticks, with and without glucometer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
2.8. Faecal Occult Bloods			
2.8.1. By the end of year ??5			
2.8.1.1. You should be confident and competent at testing a stool sample for occult blood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

3. LOCOMOTOR			
3.1. Joint examination			
3.1.1. By the end of year 2			
3.1.1.1. You should be able to conduct a screen for locomotor problems (GALS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.1.2. You should be able to test the peripheral motor system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.2. By the end of year 4 (loco)			
3.1.5.1. You should be able to assess and institute immediate management of a patient who has had multiple trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5.2. You should be able to competently examine:			
▪ Spine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Knee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Foot & ankle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Hand, wrist, forearm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Hip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Elbow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5.6. Conduct a competent and confident rapid loco screen (GALS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1.5.7. Examine the locomotor system on a detailed regional basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

3.2. Wounds, Dressings and joint immobilisation			
3.2.1. By the end of year 3			
3.2.1.1. You should be able to perform simple suturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2. By the end of year 4 Loco			
3.2.2.1. You should be competent at suturing simple wounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2.2. You should know the theory and practice of joint immobilisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2.3. You should be competent at application of			
▪ Bandages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Splints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Plaster of Paris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Dressings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2.2.4. You should be aware of the principles and practice of good wound care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
3.3. Locomotor X-rays			
3.3.1. By the end of year 2			
3.3.1.1. You should be able to interpret x-rays of common locomotor conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.2. By the end of year 3			
3.3.2.1. You should be able to interpret a bone scan with supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3.3. By the end of year 4 Loco			
3.3.3.1. You should be able to identify gross musculo-skeletal pathology on X-ray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

3.4. Dermatology			
3.4.1. By the end of year 2			
3.4.4.1. You should be aware of common skin diagnoses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4.5. By the end of year 4 loco			
3.4.5.1. You should be able to systematically examine the skin and describe any abnormalities accurately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
3.5. Sexual Health and HIV			
See under Human Development			

4. Brain and Behaviour			
4.1. Peripheral neurological examination			
4.1.1. By the end of the first year			
4.1.1.1. You should be able to conduct a basic peripheral sensory examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.1.2. You should be able to assess basic reflexes, with particular attention to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Knee, Ankle & Plantar reflexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ biceps, triceps and supinator reflexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.2. By the end of the third year			
4.1.2.1. You should be able to conduct a competent peripheral sensory examination assessing all relevant dermatomes, nerve roots, nerve distribution and spinal tracts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.2.2. You should be able to conduct a competent peripheral motor examination, including assessment of tone, power, reflexes and co-ordination, and an awareness of the nerve roots, nerve distribution, spinal and higher tracts that you are assessing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.2.3. You should be able to assess, record and interpret any abnormalities accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1.3. By the end of year 4			
4.1.3.1. You should feel confident in assessing the neurological supply to a limb after trauma or surgery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

4.2. Cranial Nerves, Eyes and Ears			
4.5.1. By the end of the first year			
4.5.1.1. You should be able to assess visual acuity, colour vision and pupillary reflexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.1.2. You should be able to assess hearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.2. By the end of year 2			
4.5.2.1. You should be able to perform basic otoscopy and recognise the normal anatomy of the ear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.3. By the end of the third year			
4.5.3.1. You should be competent at ophthalmoscopy, and particularly should be able to recognise and describe retinal and disc abnormalities including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Hypertension: grades 1-4,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Diabetic retinopathy: background, proliferative,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Central retinal vein occlusion,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Retinal detachment,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Papilloedema,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Optic atrophy,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Macular degeneration,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Glaucomatous cupping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.3.2. You should be competent at otoscopy and the recognition of common and serious abnormalities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.3.3. You should be able to conduct a competent examination of the cranial nerves I-XII	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5.3.4. You should be familiar with the Dix-Hallpike manoeuvre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

4.6. Higher Function			
4.6.1. By the end of year 2			
4.6.1.1. You should have some idea of the basic mental state assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.2. By the end of year 3			
4.6.2.1. You should be able to assess a patient for higher function & confusion using an accepted method	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.2.2. You should be able to assess and document a patients level of consciousness using the Glasgow Coma Score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.3. By the end of year 4 B&B			
4.6.3.1. You should be competent at conducting a formal mental state examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.3.2. You should be able to accurately document, communicate and interpret your findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.4. By the end of year 4 Loco			
4.6.4.1. You should be able to assess and institute immediate management of an unconscious patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

5. HUMAN DEVELOPMENT			
5.1. Paediatric Examination, Growth and development			
5.1.1. By the end of year 2			
5.1.4.1. You should be competent at the use of interpretation of growth charts and centile scales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.4.2. ?more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.5. By the end of year 4 HD			
5.1.8.1. You should be competent at the physical examination of a child including developmental and mental state examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1.8.2. You should be competent at the examination of the newborn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

5.2. Genital examination			
5.2.1. By the end of year 3			
5.2.1.1. You should be competent at the examination of the female and male breast, including regional lymph nodes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.1.2. You should be able to examine the external genitalia of male and female patients and recognise normal anatomy, variations in normal anatomy and abnormalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2.2. By the end of year 4 (HD)			
5.2.2.1. You should be competent at conducting			
▪ a bimanual examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ A speculum examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ A cervical smear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ A systematic examination of a pregnant woman, including assessment of maternal and foetal wellbeing, uterine tenderness or contractions and assessment for the lie of a term baby.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Appropriate investigations including genital swabs to diagnose STIs and associated conditions in a non-GU setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

6. Communication skills

Clinical communication skills entail interaction between people and are dependent on your role, hence they will continue to develop as part of your continuing professional learning. This makes it difficult to state absolutely what you should be able to do when and it is better to think of a continuum from incompetency, competency to mastery. Indeed because you are not in a position to undertake some things with patients e.g. break bad news or negotiate management plans you will only be able to describe or practice in simulations. However, as a guide the following indicate expectations at different stages in the curriculum and might be included in OSCEs.

6.1. Professional Relationships			
6.1.1. By the end of year 1			
6.1.1.1. You should be able to demonstrate appropriate respect to patients in relation to dress, greetings, verbal and non-verbal behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.1.2. You should be able to begin and end an interview with a patient appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.1.3. You should be alert to cultural variation in aspects of communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.1.4. You should understand the importance of professional boundaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.2. By the end of year 3			
6.1.2.1. You should respect patients' ideas, concerns and expectations and if the situation arises be able to help patient get questions answered from an appropriate person in the healthcare team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.2.2. Examine a patient appropriately and sensitively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.2.3. You should be able to use empathic reflection to acknowledge patient's predicament.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.2.4. You should be able to identify barriers to communication and use strategies that help to overcome these.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1.3. By the end of year 4			
6.1.3.1. You should be able to ask patients potentially embarrassing questions for the purpose of understanding the patient's problem, in ways that minimise the patient's discomfort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

6.2. Making a diagnosis			
6.2.1. By the end of year 1			
6.2.1.1. You should be able to obtain the patient's perspective of their illness, including ideas, concerns and expectations, for the purpose of understanding the problems that need to be managed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.2. By the end of year 3			
6.2.2.1. You should be able to purposefully use interviewing skills that enable you to obtain an accurate and comprehensive history (for disease diagnosis and for understanding the patient's illness experience).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.2.2. You should be able to explore and diagnose reasons for non-adherence as a precursor to achieving concordance around management decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.2.3. Be able to write up the patient's history in the format of POMR (problem-oriented medical record)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.3. By the end of year 4			
6.2.3.1. You should be able to obtain a history from a patient with a psychiatric disorder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.3.2. You should be able to assess a patients risk to self and others, and specifically assess suicide risk and the seriousness of a suicide attempt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2.4. By the end of year 5			
6.2.4.1. Take histories concisely based on careful listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

6.3. Explaining			
6.3.1. By the end of year 3			
6.3.1.1. You should be able to explain common conditions to patients in ways that they can understand and be able to verify their understanding (under supervision and in a simulated setting).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3.1.2. You should be able to explain risk factors to patients to diseases in non-judgemental ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3.1.3. Explain a procedure to a patient in ways that they can understand and do not create undue anxiety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4. Informed consent			
6.4.1. By the end of year 1			
6.4.1.1. You should be able to negotiate patient's consent to help in your learning (history and examination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4.2. By the end of year 3			
6.4.2.1. You should be able to describe the necessary steps in the process of informed consent (and effectively demonstrate these in a simulated setting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4.2.2. You should be able to help patients modify risk behaviour whilst maintaining patient autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4.2.3. You should be able to discuss HIV testing in such a way as to allow patients to make an informed choice as to whether to test.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4.3. By the end of year 4			
6.4.3.1. Describe the steps for effective communication when breaking bad news (and demonstrate in a simulated setting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4.4. By the end of year 5			
6.4.4.1. You should be able to explain a diagnosis to a patient in ways a patient can understand and verify patient's understanding (under supervision and in a simulated setting)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLAN FOR REACHING COMPETENCE			
6.5. Communicating with Children			
6.5.1. By the end of year 1			
6.5.1.1. You should be able to describe developmental stages in children and implications for communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5.2. By the end of year 4 (HD)			
6.5.2.1. You should be able to use age appropriate communication with children of different ages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

6.6. Specific Communication challenges			
6.6.1. By the end of year 1			
6.6.1.1. Guide a person with vision impairment according to RNIB recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6.1.2. Calibrate whether a patient is able to hear and understand you and if not take steps to enable them to do so.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6.1.3. Describe good practice in interpreted consultations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6.2. By the end of year 5			
6.6.2.1. You should be competent in the use of the telephone to communicate with colleagues and patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6.2.2. you should be competent in the initial stages of dealing with complaints from colleagues and patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

6.7. Communication with Colleagues			
6.7.1. By the end of year 3			
6.7.1.1. You should be able to give and receive constructive feedback to colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7.1.2. Present a patient's history succinctly, clearly and in a recommended order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7.2. By the end of year 4			
6.7.2.1. Present any patient's history succinctly, clearly and in a recommended order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7.3. By the end of year 5			
6.7.3.1. You should be able to write a concise, informative referral letter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7.3.2. You should be able to write a concise, informative discharge summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7.4. By the end of year 4			
PLAN FOR REACHING COMPETENCE			

7. SKILLS NOT INCLUDED ELSEWHERE			
7.1. Resuscitation and first aid			
7.1.1. By the end of year 1			
7.1.1.1. You should be competent and confident at basic life support and first aid, including control of haemorrhage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1.2. By the end of year 4			
7.1.2.1. You should be confident and competent at Basic Life Support for the neonate, baby and child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1.3. By the end of year 5			
7.1.3.1. You must hold an ACLS certificate or equivalent, and be able to perform safe defibrillation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

7.2. Phlebotomy, Cannulation, blood tests and needles			
7.2.1. By the end of year 3			
7.2.1.1. You should be confident and competent at taking blood using the vacutainer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.1.2. You should be able to request appropriate blood tests, giving relevant information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.1.3. You must be confident and competent at the immediate and short term management of a needlestick injury	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.1.4. You should be able to insert an IV cannula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.1.5. You should be able to run through and connect an intravenous line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.1.6. You should be able to give an intravenous, intramuscular and subcutaneous injection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.2. By the end of year 4 Loco			
7.2.2.1. You should be confident and competent at IV cannulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.3. By the end of year 5			
7.2.3.1. You should be able to prescribe, set up and run IV infusions and pumps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.3.2. You should be able to request a cross-match, ensuring adequate patient, sample and product identification,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.3.3. You should be able to set up a blood transfusion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2.3.4. You should be able to take a blood culture using the appropriate aseptic technique.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

7.3. Other clinical examinations			
7.3.1. By the end of year 3			
7.3.1.1. You should be able to systematically examine and accurately describe any lump	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1.2. You should be able to attempt a general diagnosis regarding probable tissue of origin and pathological process responsible for a lump	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1.3. You should specifically be able to recognise and diagnose the following conditions: Lipoma, Hernia, Sebaceous Cyst & Abscess, Thyroglossal Cyst, Thyroid Lumps, Lymph Nodes, Various Breast disease	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1.4. You should be able to systematically examine regional lymph nodes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1.5. You should be able to examine a patient for concealed signs of haemorrhage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1.6. You should be able to examine a burned patient appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1.7. You should be able to perform a "preoperative assessment" of a patient to assess anaesthetic and perioperative risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3.1.8. You should be able to put together cardiovascular, respiratory, GI, neurological and locomotor examinations to conduct an effective systematic examination of a patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

7.4. Emergencies			
7.4.1. By the end of year 3			
7.4.1.1. You should be able to institute the immediate investigations for common medical and surgical conditions (chest pain, abdominal pain etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4.2. By the end of year 4 loco			
7.4.2.1. You should be able to perform the actions taken in the first few minutes after the arrival of the sick patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4.3. By the end of year 5			
7.4.3.1. You should be able to assess and institute initial resuscitation and treatment for a patient with any of a range of medical (including surgical, O&G etc) emergencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4.3.2. You should know your limitations and know when and how to call for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4.3.3. You should be able to document and communicate the findings of your assessment effectively and efficiently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
7.5. Patient Handling			
7.5.1. By the end of year 3			
7.5.1.1. You Should be able to lift a patient with help and using the appropriate manual handling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5.2. By the end of year 4 loco			
7.5.2.1. You should be competent at manual handling of patients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

7.6. Scrubbing and gowning			
7.6.1. By the end of year 3			
7.6.1.1. You should be confident and competent at scrubbing and gowning for theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6.1.2. You should be confident in the general principles of maintaining a sterile field and risks of contamination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
7.7. Prescribing			
7.7.1. By the end of year 3			
7.7.1.1. You should be able to recognise drugs involved with common medical conditions, and understand the therapeutic rationale of their use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7.2. By the end of year 5			
7.7.2.1. You should be able to write safe inpatient and discharge prescriptions, including those for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Insulin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Sliding scales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ Opiates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7.2.2. You should be able to work out drug dosage and record the outcome accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7.2.3. You should be able to prepare ("make up") drugs for parenteral administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

7.8. Swabs – take nose, throat and skin swabs			
7.8.1. By the end of year 5			
7.8.1.1. You should be able to take swabs for bacterial, viral and fungal infections in the nose, throat and skin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
7.9. Death certification			
7.9.1. By the end of year 5			
7.9.1.1. You should be able to certify death according to relevant national and local guidelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.9.1.2. You should know when and how to refer cases to the coroner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
7.10. Practical record keeping and issues around confidentiality			
7.10.1. By the end of year 1			
7.10.1.1. You should be familiar with issues around patient confidentiality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10.2. By the end of year 3			
7.10.2.1. You should be able to write concise, accurate and legible case notes, conforming to standards of good note keeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.10.3. By the end of year 5			
7.10.6.1. You should maintain a high quality of recording (whether in writing or on computer), with particular regard to accuracy, data quality and legibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

7.11. Investigations – requesting, patient ID, form filling			
7.11.1. By the end of year 5			
7.11.1.1. You should be able to request patient investigations appropriately, filling in request forms accurately and providing relevant clinical data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			
7.12. Study skills			
7.12.1. By the end of year 5			
7.12.1.1. Should be able to manage own learning as demonstrated by:			
▪ searching out and selecting appropriate learning resources of all types	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ making use of all available technical aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ employing appropriate and effective study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ recognising limitations of current personal understanding and capabilities, and identifying areas needing refreshed or extended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ setting realistic and appropriate personal learning goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ selecting learning strategies that take account of personal learning preferences and that are likely to succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ setting challenging personal learning goals as a basis for personal growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

7.13. Teaching skills			
7.13.1. By the end of year 5			
7.13.1.1. Can use some basic teaching techniques, including:			
▪ demonstrating a practical procedure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ using various teaching aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ leading a group discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ giving a mini-lecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PLAN FOR REACHING COMPETENCE			

References and websites that may be useful

The clinical skills centre at Barts and the London <http://www.clinicalskillscentre.ac.uk>

Cambridge online CAL guide – useful for web based skills sites:

<http://erweb.cbcu.cam.ac.uk/calreviews/>

Barts and the London curriculum documents (intranet)

<https://courses.stu.qmul.ac.uk/smd/kb/>

CMCS course-guide (intranet)

<https://courses.stu.qmul.ac.uk/smd/kb/year3/cmcsquide/contents.htm>

General medical council (see medical education section for guidelines on competencies of new doctors) <http://www.gmc-uk.org/>

Scottish Doctor Project (various outcomes for a new doctor)

<http://www.scottishdoctor.org/>

General Comments

Please note that whilst this reflective skills checklist was created by a large group of people (including Professor Fowler, Mr Tim Coates and Dr Dason Evans, with consultation to year heads, module convenors and associate deans), and defined from Barts and the London course documentation, the GMC's Tomorrow's Doctors document and the Scottish Doctor Project, it is far from perfect.

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