



Royal College of  
Paediatrics and Child Health

Leading the way in Children's Health

Date:

Time:

Age of child:

1

MRCPCH Clinical Examination - Station 1  
**CLINICAL 1**

**CANDIDATE NUMBER**

**CANDIDATE NAME**

**EXAMINER NUMBER**

## SCENARIO

00	00	00
11	11	11
22	22	22
33	33	33
44	44	44
55	55	55
66	66	66
77	77	77
88	88	88
99	99	99

Please enter candidate number in the grid to the left and print name below

00	00	00	00
10	10	10	10
20	20	20	20
30	30	30	30
40	40	40	40
50	50	50	50
60	60	60	60
70	70	70	70
80	80	80	80
90	90	90	90

SCENARIO		
c1	c2	c3
c4	c5	c6
c7	c8	c9

Clinical Domain	Meets Standard	Borderline	Below Standard
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
<b>B</b> Physical Examination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C</b> Identification of Clinical Signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D1</b> Clinical Reasoning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D2</b> Management Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
<b>F</b> Unprofessional Conduct (Counselling recommended)	<b>CONCERNs</b> Causes physical or emotional discomfort to patient or parent/carer. Jeopardises patient safety.	YES <input type="checkbox"/>	NO <input type="checkbox"/>

If you ticked YES for box F (above), please provide details of your concerns here. If you need more room, please continue on a comment box on the back.

**DO NOT WRITE BELOW THIS LINE**

STATION 1		CAND # _____	Examiner should mark criteria boxes for any Borderline or Below Standard domain score	
Clinical Domain	Meets Standard		Borderline	Below Standard
<b>B</b> <b>Physical Examination</b>	1	Well-structured, systematic exam technique.	Exam technique lacking some structure.	<input type="checkbox"/> Very slow, uncertain, unstructured, unsystematic exam technique.
	2	Appropriate care taken to adapt to needs of patient. Permission to examine sought.	Limited adaptation to meet needs of patient.	<input type="checkbox"/> Poor adaptation to patient needs. Lack of care. No attempt to seek permission.
	3	Appropriate use of equipment/development toys.	Unfocused use of equipment.	<input type="checkbox"/> Incorrect or no use of equipment/development toys.
<b>C</b> <b>Identification of Clinical Signs</b>	1	Identifies clinical signs that are present.	Misses a few less important signs.	<input type="checkbox"/> Misses one or more important clinical signs and/or describes non-existent signs/invents signs.
	2	Correctly interprets clinical signs that are present.	Some minor errors in interpretation of signs.	<input type="checkbox"/> Significant errors in interpretation of signs.
<b>D1</b> <b>Clinical Reasoning</b>	1	Formulates & proposes likely appropriate differential diagnosis.	Incomplete differential diagnosis.	<input type="checkbox"/> Inappropriate and/or inadequate differential diagnosis offered.
	2	Understands implications of findings.	Unsure about implications of findings.	<input type="checkbox"/> Lacks insight into implications of findings. Poor understanding/lack of knowledge with significant implications. Wrong & confident.
	3	Able to suggest appropriate steps if exam inconclusive.	Lacks confidence as to appropriate steps if exam inconclusive.	<input type="checkbox"/> Unable to form coherent and sensible suggestions if exam inconclusive.
<b>D2</b> <b>Management Planning</b>	1	Relevant investigations to appropriately address identified problems.	Investigations suggested don't fully address identified problems.	<input type="checkbox"/> Unable to suggest appropriate investigations.
	2	Provides safe, ethical, effective management plan that relates to patient/parent/carer concerns including appropriate referral or escalation.	Does not fully relate management plan to patient/parent/carer concerns. Some reference made to referral &/or escalation.	<input type="checkbox"/> Inappropriate, unsafe or unethical management plan suggested. Inappropriate referral / escalation. No clear relation to patient/parent/carer concerns.

Case code/key details e.g. CVS

Additional Domain Feedback Comments. Add comments here relevant to performance in Domains, for example - needed prompting...

**Additional Comments/Special Circumstances (optional)** Factors that may impact on candidate performance i.e. procedural issues (station disruption, candidate/patient/role player/parent or carer unwilling, sick, difficult, upset etc.) add comments here. ***Not for examiners to add comments to support grades.***

5

MRCGP Clinical Examination - Station 5  
**DEVELOPMENT**



Royal College of  
Paediatrics and Child Health

Leading the way in Children's Health

CANDIDATE NUMBER

CANDIDATE NAME

EXAMINER NUMBER

<input type="text"/>	<input type="text"/>	<input type="text"/>
c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

Please enter candidate number in the grid to the left and print name below

<input type="text"/>	<input type="text"/>	<input type="text"/>
c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

EXAMINER NAME

Please enter examiner number in the grid to the right and print name below

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Age of child: \_\_\_\_\_

**Case Description:** Co-operation of Child

Fine motor	<input type="text"/>	Compliant	<input type="text"/>
Gross motor	<input type="text"/>	Hesitant	<input type="text"/>
Speech & Language	<input type="text"/>	Unwilling	<input type="text"/>
Social	<input type="text"/>		

Clinical Domain	Meets Standard	Borderline	Below Standard
A1 Information Gathering / History Taking	<input type="text"/>	<input type="text"/>	<input type="text"/>
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
B Physical Examination	<input type="text"/>	<input type="text"/>	<input type="text"/>
C Identification of Clinical Signs	<input type="text"/>	<input type="text"/>	<input type="text"/>
D1 Clinical Reasoning	<input type="text"/>	<input type="text"/>	<input type="text"/>
D2 Management Planning	<input type="text"/>	<input type="text"/>	<input type="text"/>
E1 Rapport & Communication Style	<input type="text"/>	<input type="text"/>	<input type="text"/>
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
F Unprofessional Conduct (Counselling recommended)	<b>CONCERNs</b> Causes physical or emotional discomfort to patient or parent/carer. Jeopardises patient safety. <p style="text-align: right;"><input type="text"/> YES   <input type="text"/> NO</p>		
If you ticked YES for box F (above), please provide details of your concerns here. If you need more room, please continue on a comment box on the back.			

DO NOT WRITE BELOW THIS LINE

STATION 5		CAND # _____	Examiner should mark criteria boxes for any Borderline or Below Standard domain score	
Clinical Domain	Meets Standard		Borderline	Below Standard
A1 Information Gathering/ History Taking	1	Asks key relevant questions.	Lacks some focus in exploring relevant lines of questioning.	<input type="checkbox"/> Questions asked not relevant to the patient poorly understood by patient/parent/carer.
	2	Sensitively gathers appropriate information.	Information gathering lacking in sensitivity.	<input type="checkbox"/> Information gathering approach is insensitive/inadequate.
	3	Explores main problems/concerns of patient/parent/carer in structured manner.	Does not fully explore problems/concerns of patient/parent/carer. A little unstructured.	<input type="checkbox"/> Approach is haphazard/unstructured & does not consider/explore the problems/concerns of patient/parent/ carer.
B Physical Examination	1	Well-structured, systematic exam technique.	Exam technique lacking some structure.	<input type="checkbox"/> Very slow, uncertain, unstructured, unsystematic exam technique.
	2	Appropriate care taken to adapt to needs of patient. Permission to examine sought.	Limited adaptation to meet needs of patient.	<input type="checkbox"/> Poor adaptation to patient needs. Lack of care. No attempt to seek permission.
	3	Appropriate use of equipment/development toys.	Unstructured use of equipment/development toys.	<input type="checkbox"/> Incorrect or no use of equipment/development toys.
C Identification of Clinical Signs	1	Identifies clinical signs that are present.	Misses a few less important signs.	<input type="checkbox"/> Misses one or more important clinical signs and/or describes non-existent signs/invents signs.
	2	Correctly interprets clinical signs that are present.	Some minor errors in interpretation of signs.	<input type="checkbox"/> Significant errors in interpretation of signs.
D1 Clinical Reasoning	1	Formulates & proposes likely appropriate differential diagnosis.	Incomplete differential diagnosis.	<input type="checkbox"/> Inappropriate and/or inadequate differential diagnosis offered.
	2	Understands implications of findings.	Unsure about implications of findings.	<input type="checkbox"/> Lacks insight into implications of findings. Poor understanding/lack of knowledge with significant implications. Wrong & confident.
	3	Able to suggest appropriate steps if exam inconclusive.	Lacks confidence as to appropriate steps if exam inconclusive.	<input type="checkbox"/> Unable to form coherent and sensible suggestions if exam incomplete / inconclusive.
D2 Management Planning	1	Relevant investigations to appropriately address identified problems.	Investigations suggested don't fully address identified problems.	<input type="checkbox"/> Unable to suggest appropriate investigations.
	2	Provides safe, ethical, effective management plan that relates to patient/parent/carer concerns including appropriate referral or escalation.	Does not fully relate management plan to patient/parent/carer concerns. Some reference made to referral &/or escalation.	<input type="checkbox"/> Inappropriate, unsafe or unethical management plan suggested. Inappropriate referral / escalation. No clear relation to patient/parent/carer concerns.
E1 Communication Skills: Rapport & Communication Style	1	Appropriate level of confidence; greeting and introduction; professional; sensitive; appropriate body language; responds to verbal & non-verbal cues.	Minor issues with level of confidence, body language & non-verbal skills.	<input type="checkbox"/> Poor body language & non-verbal skills, unprofessional manner, insensitive or overconfident.
	2	Develops appropriate rapport with patient/parent/carer or colleague. Puts at ease.	Develops reasonable level of rapport; could do more to engage patient/parent/carer or colleague.	<input type="checkbox"/> Poor rapport or detached. Fails to put patient/parent/carer or colleague at ease.
	3	Clarifies role & shared agenda. Appropriate tone & pace.	Approach to clarifying role & agenda, (tone & pace) needs improvement.	<input type="checkbox"/> No clarification of role. Inappropriate tone & pace.

Case code/key details

Additional Domain Feedback Comments. Add comments here relevant to performance in Domains, for example - needed prompting...

Additional Comments/Special Circumstances (optional) Factors that may impact on candidate performance i.e. procedural issues (station disruption, candidate/patient/role player/parent or carer unwilling, sick, difficult, upset etc.) add comments here. ***Not for examiners to add comments to support grades.***

## 6

MRCPCH Clinical Examination - Station 6  
HISTORY

Royal College of  
Paediatrics and Child Health

Leading the way in Children's Health

Date: \_\_\_\_\_ Time: \_\_\_\_\_

CANDIDATE NUMBER

CANDIDATE NAME

EXAMINER NUMBER

<input type="text"/>	<input type="text"/>	<input type="text"/>
c00	c00	c00
c10	c10	c10
c20	c20	c20
c30	c30	c30
c40	c40	c40
c50	c50	c50
c60	c60	c60
c70	c70	c70
c80	c80	c80
c90	c90	c90

Please enter candidate number in the grid to the left and print name below

<input type="text"/>	<input type="text"/>	<input type="text"/>
c00	c00	c00
c10	c10	c10
c20	c20	c20
c30	c30	c30
c40	c40	c40
c50	c50	c50
c60	c60	c60
c70	c70	c70
c80	c80	c80
c90	c90	c90

EXAMINER NAME

Please enter examiner number in the grid to the right and print name below

SCENARIO

<input type="text"/>	<input type="text"/>	<input type="text"/>
c00	c00	c00
c10	c10	c10
c20	c20	c20
c30	c30	c30
c40	c40	c40
c50	c50	c50
c60	c60	c60
c70	c70	c70
c80	c80	c80
c90	c90	c90

Clinical Domain	Meets Standard	Borderline	Below Standard
A1 Information Gathering/ History Taking	<input type="text"/>	<input type="text"/>	<input type="text"/>
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
D1 Clinical Reasoning	<input type="text"/>	<input type="text"/>	<input type="text"/>
D2 Management Planning	<input type="text"/>	<input type="text"/>	<input type="text"/>
E1 Rapport & Communication Style	<input type="text"/>	<input type="text"/>	<input type="text"/>
E2 Verbal & Listening Communication Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
F Unprofessional Conduct (Counselling recommended)	<b>CONCERNs</b> Causes physical or emotional discomfort to patient or parent/carer. Jeopardises patient safety.	<input type="checkbox"/> YES <input type="checkbox"/> NO	

If you ticked YES for box F (above), please provide details of your concerns here. If you need more room, please continue on a comment box on the back.

DO NOT WRITE BELOW THIS LINE

STATION 6		CAND # _____	Examiner should mark criteria boxes for any Borderline or Below Standard domain score	
Clinical Domain	Meets Standard		Borderline	Below Standard
A1 Information Gathering/ History Taking	1	Asks key relevant questions.	Lacks some focus in exploring relevant lines of questioning.	<input type="checkbox"/> Questions asked not relevant to the patient poorly understood by patient/parent/carer.
	2	Sensitively gathers appropriate Information.	Information gathering lacking in sensitivity.	<input type="checkbox"/> Information gathering approach is insensitive/inadequate.
	3	Explores main problems/concerns of patient/parent/carer in structured manner.	Does not fully explore problems/concerns of patient/parent/carer. A little unstructured.	<input type="checkbox"/> Approach is haphazard/unstructured & does not consider/explore the problems/concerns of patient/parent/ carer.
D1 Clinical Reasoning	1	Formulates & proposes likely appropriate differential diagnosis	Incomplete differential diagnosis.	<input type="checkbox"/> Inappropriate &/or inadequate differential diagnosis offered.
	2	Understands implications of findings.	Unsure about implications of findings.	<input type="checkbox"/> Lacks insight into implications of findings. Poor understanding/lack of knowledge with significant implications. Wrong & confident.
	3	Able to suggest appropriate steps if exam inconclusive.	Lacks confidence as to appropriate steps if exam inconclusive.	<input type="checkbox"/> Unable to form coherent & sensible suggestions if exam inconclusive.
D2 Management Planning	1	Relevant investigations to appropriately address identified problems	Investigations suggested don't fully address identified problems.	<input type="checkbox"/> Unable to suggest appropriate investigations.
	2	Provides safe, ethical, effective management plan that relates to patient/parent/carer concerns including appropriate referral or escalation.	Does not fully relate management plan to patient/parent/carer concerns. Some reference made to referral &/or escalation.	<input type="checkbox"/> Inappropriate, unsafe or unethical management plan suggested. Inappropriate referral/escalation. No clear relation to patient/parent/carer concerns.
E1 Communication Skills: Rapport & Communication Style	1	Appropriate level of confidence, greeting and introduction; professional; sensitive, appropriate body language; responds to verbal & non-verbal cues.	Minor issues with level of confidence, body language & non-verbal skills.	<input type="checkbox"/> Poor body language & non-verbal skills, unprofessional manner, insensitive or overconfident.
	2	Develops appropriate rapport with patient/parent/carer or colleague. Puts at ease.	Develops reasonable level of rapport; could do more to engage patient/parent/carer or colleague.	<input type="checkbox"/> Poor rapport or detached. Fails to put patient/parent/carer or colleague at ease.
	3	Clarifies role & shared agenda. Appropriate tone & pace.	Approach to clarifying role & agenda, (tone & pace) needs improvement.	<input type="checkbox"/> No clarification of role. Inappropriate tone & pace.
E2 Verbal & Listening Communication Skills	1	Applies active listening & displays interest with patient/parent/carer/colleagues.	Not actively listening throughout the station; misses some subtle cues.	<input type="checkbox"/> Does not listen/display interest in views of patient/parent/carer or colleagues. Misses cues; obstructive; inappropriate language.
	2	Appropriate language used in challenging circumstances with any jargon explained.	Language not fully tailored to subject with some jargon used.	<input type="checkbox"/> Language not tailored to subject with an overreliance on jargon.
	3	Allows others opportunity to speak.	Interrupts occasionally.	<input type="checkbox"/> Interrupts repeatedly; dismisses concerns.

Additional Domain Feedback Comments. Add comments here relevant to performance in Domains, for example - needed prompting...

Additional Comments/Special Circumstances (optional) Factors that may impact on candidate performance i.e. procedural issues (station disruption, candidate/patient/role player/parent or carer unwilling, sick, difficult, upset etc.) add comments here. **Not for examiners to add comments to support grades.**

7

MRCGP Clinical Examination - Station 7  
COMMUNICATION A



Royal College of  
Paediatrics and Child Health

Leading the way in Children's Health

Date:

Time:

CANDIDATE NUMBER

CANDIDATE NAME

EXAMINER NUMBER

<input type="text"/>	<input type="text"/>	<input type="text"/>
c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

EXAMINER NAME

Please enter candidate number in the grid to the left and print name below

<input type="text"/>	<input type="text"/>	<input type="text"/>
c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

Please enter examiner number in the grid to the right and print name below

SCENARIO

c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

Clinical Domain	Meets Standard	Borderline	Below Standard
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
A2 Information Sharing / Accuracy of Information	<input type="text"/>	<input type="text"/>	<input type="text"/>
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
E1 Rapport & Communication Style	<input type="text"/>	<input type="text"/>	<input type="text"/>
E2 Verbal & Listening Communication Skills	<input type="text"/>	<input type="text"/>	<input type="text"/>
E3 Managing Concerns & Agreeing Next Steps	<input type="text"/>	<input type="text"/>	<input type="text"/>
F Unprofessional Conduct (Counselling recommended)	<b>CONCERNs</b> Causes physical or emotional discomfort to patient or parent/carer. Jeopardises patient safety.	YES	NO
If you ticked YES for box F (above), please provide details of your concerns here. If you need more room, please continue on a comment box on the back.			

DO NOT WRITE BELOW THIS LINE

STATION 7		CAND #_____	Examiner should mark criteria boxes for any Borderline or Below Standard domain score	
Clinical Domain	Meets Standard		Borderline	Below Standard
A2 Information Sharing / Accuracy of Information	1	Explains relevant, clinically accurate information.	Some inaccuracy/irrelevance in information given. <input type="checkbox"/>	Inaccurate, irrelevant information given. <input type="checkbox"/>
	2	Information provided in a well structured manner.	Information provided lacking in some structure. <input type="checkbox"/>	Information provided lacks structure. <input type="checkbox"/>
	3	Verifies understanding & summarises.	Limited verification of understanding. <input type="checkbox"/>	No verification of understanding. <input type="checkbox"/>
E1 Communication Skills: Rapport & Communication Style	1	Appropriate level of confidence, greeting and introduction; professional; sensitive, appropriate body language; responds to verbal & non-verbal cues.	Minor issues with level of confidence, body language & non-verbal skills. <input type="checkbox"/>	Poor body language & non-verbal skills, unprofessional manner, insensitive or overconfident. <input type="checkbox"/>
	2	Develops appropriate rapport with patient/parent/carer or colleague. Puts at ease.	Develops reasonable level of rapport; could do more to engage patient/parent/carer or colleague. <input type="checkbox"/>	Poor rapport or detached. Fails to put patient/parent/carer or colleague at ease. <input type="checkbox"/>
	3	Clarifies role & shared agenda. Appropriate tone & pace.	Approach to clarifying role & agenda, (tone & pace) needs improvement. <input type="checkbox"/>	No clarification of role. Inappropriate tone & pace. <input type="checkbox"/>
E2 Verbal & Listening Communication Skills	1	Applies active listening & displays interest with patient/parent/carer/colleagues.	Not actively listening throughout the station; misses some subtle cues. <input type="checkbox"/>	Does not listen/display interest in views of patient/parent/carer or colleagues. Misses cues; obstructive; inappropriate language. <input type="checkbox"/>
	2	Appropriate language used in challenging circumstances with any jargon explained.	Language not fully tailored to subject with some jargon used. <input type="checkbox"/>	Language not tailored to subject with an overreliance on jargon. <input type="checkbox"/>
	3	Allows others opportunity to speak.	Interrupts occasionally. <input type="checkbox"/>	Interrupts repeatedly; dismisses concerns. <input type="checkbox"/>
E3 Managing Concerns & Agreeing Next Steps	1	Seeks, identifies, acknowledges, attempts to address concerns appropriately.	Some attempt to seek, identify, acknowledge or address concerns. <input type="checkbox"/>	No attempt to seek, identify, acknowledge or address concerns. <input type="checkbox"/>
	2	Displays natural empathy with the patient/parent/carer or colleague.	Some attempt to empathise with the patient/parent/carer or colleague. <input type="checkbox"/>	No significant attempt to empathise with the patient/parent/carer or colleague. <input type="checkbox"/>
	3	Checks knowledge & understanding and agrees next steps.	Minimal checking of knowledge & understanding. Next steps not clear. <input type="checkbox"/>	Didactic delivery. No clear attempt to check knowledge/understanding/next steps. False reassurances/promises given. <input type="checkbox"/>

Additional Domain Feedback Comments. Add comments here relevant to performance in Domains, for example - needed prompting...

Additional Comments/Special Circumstances (optional) Factors that may impact on candidate performance i.e. procedural issues (station disruption, candidate/patient/role player/parent or carer unwilling, sick, difficult, upset etc.) add comments here. **Not for examiners to add comments to support grades.**

9

MRCGP Clinical Examination - Station 9  
VIDEO A



Royal College of  
Paediatrics and Child Health

Leading the way in Children's Health

Date: \_\_\_\_\_ Time: \_\_\_\_\_

CANDIDATE NUMBER

CANDIDATE NAME

EXAMINER NUMBER

<input type="text"/>	<input type="text"/>	<input type="text"/>
c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

Please enter candidate number in the grid to the left and print name below

<input type="text"/>	<input type="text"/>	<input type="text"/>
c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

EXAMINER NAME

Please enter examiner number in the grid to the right and print name below

SCENARIO

<input type="text"/>	<input type="text"/>	<input type="text"/>
c0	c0	c0
c1	c1	c1
c2	c2	c2
c3	c3	c3
c4	c4	c4
c5	c5	c5
c6	c6	c6
c7	c7	c7
c8	c8	c8
c9	c9	c9

Clinical Domain	Meets Standard	Borderline	Below Standard
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
C Identification of Clinical Signs	—	—	—
D1 Clinical Reasoning	—	—	—
D2 Management Planning	—	—	—
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX	DO NOT WRITE INSIDE THIS BOX
F Unprofessional Conduct (Counselling recommended)	<b>CONCERNs</b> Causes physical or emotional discomfort to patient or parent/carer. Jeopardises patient safety. <p style="text-align: right;">YES <input type="checkbox"/> NO <input type="checkbox"/></p>		
If you ticked YES for box F (above), please provide details of your concerns here. If you need more room, please continue on a comment box on the back.			

DO NOT WRITE BELOW THIS LINE

STATION 9		CAND # _____	Examiner should mark criteria boxes for any Borderline or Below Standard domain score		
Clinical Domain	Meets Standard		Borderline	Below Standard	
C Identification of Clinical Signs	1	Identifies clinical signs that are present.	Misses a few less important signs. <input type="checkbox"/>	Misses one or more important clinical signs. <input type="checkbox"/>	
	2	Correctly interprets clinical signs that are present.	Some minor errors in interpretation of signs. <input type="checkbox"/>	Significant errors in interpretation of signs. <input type="checkbox"/>	
D1 Clinical Reasoning	1	Formulates & proposes likely appropriate differential diagnosis.	Incomplete differential diagnosis. <input type="checkbox"/>	Inappropriate and/or inadequate differential diagnosis offered. <input type="checkbox"/>	
	2	Understands implications of findings.	Unsure about implications of findings. <input type="checkbox"/>	Lacks insight into implications of findings. Poor understanding/lack of knowledge with significant implications. Wrong & confident. <input type="checkbox"/>	
	3	Able to suggest appropriate steps if exam inconclusive.	Lacks confidence as to appropriate steps if exam inconclusive. <input type="checkbox"/>	Unable to form coherent and sensible suggestions if exam inconclusive. <input type="checkbox"/>	
D2 Management Planning	1	Relevant investigations to appropriately address identified problems.	Investigations suggested don't fully address identified problems. <input type="checkbox"/>	Unable to suggest appropriate investigations. <input type="checkbox"/>	
	2	Provides safe, ethical, effective management plan that relates to patient/parent/carer concerns including appropriate referral or escalation.	Does not fully relate management plan to patient/parent/carer concerns. Some reference made to referral &/or escalation. <input type="checkbox"/>	Inappropriate, unsafe or unethical management plan suggested. Inappropriate referral / escalation. No clear relation to patient/parent/carer concerns. <input type="checkbox"/>	

Additional Domain Feedback Comments. Add comments here relevant to performance in Domains, for example - needed prompting...

Additional Comments/Special Circumstances (optional) Factors that may impact on candidate performance i.e. procedural issues (station disruption, candidate/patient/role player/parent or carer unwilling, sick, difficult, upset etc.) add comments here. ***Not for examiners to add comments to support grades.***