

## STANDARDS FOR ASSESSMENT: DEVELOPMENTAL STATION

<b>Conduct of Assessment</b>	<b>A candidate will demonstrate:</b>
	an understanding of the roles and responsibilities of paediatricians
	effective responses to challenge, complexity and stress in paediatrics
	effective skills in three-way consultation and examination
	an understanding of effective communication and interpersonal skills with children of all ages
	empathy and sensitivity and skills in engaging the trust of and consent from children and their families
	an understanding of equality and diversity in paediatric practice
	ethical personal and professional practice
<b>Developmental Assessment</b>	
	effective skills in paediatric assessment
	an understanding of growth, development, health and well-being in paediatrics
	an understanding of listening skills
<b>Discussion with examiner</b>	
	skills in formulating an appropriate differential diagnosis in paediatrics
	effective initial management of ill-health and clinical conditions in paediatrics seeking additional advice and opinion as appropriate ( <i>as outlined in the Framework of Competences for Level 1 in Paediatrics</i> )
	knowledge, understanding and recognition of common behavioural, emotional and psychosocial aspects of illness in children and families
	knowledge of the science- base for paediatrics ( <i>as outlined in the Framework of Competences for Level 1 in Paediatrics</i> )
	knowledge of common and serious paediatric conditions and their management

**Please turn over for more detailed advice on how to interpret if a candidate has reached these standards**

The final mark for each station is based upon the expert assessment of each candidate's performance, clinical ability and knowledge. These Anchor statements provide a list of the components which contribute to judging a candidates performance. The importance or relevance of the individual component will vary from station to station.

## ANCHOR STATEMENTS: DEVELOPMENTAL STATION

Expected standard:	CLEAR PASS	PASS	BARE FAIL	CLEAR FAIL	UNACCEPTABLE
<b>Conduct of assessment</b>	<p>Greeting and introduction.</p> <p>Appropriate level of confidence.</p> <p>Putting parent/child at ease.</p> <p>Appropriate pace without rush. Talks and explains examination to child when appropriate.</p> <p>Manner and language adjusted to suit the child.</p>	<p>Adequate approach.</p> <p>A little slow or rushed.</p> <p>Instructions appropriate for child.</p> <p>No major points of poor communication or approach.</p>	<p>Incomplete greeting and introduction.</p> <p>Does not show appropriate level of confidence or put child at ease.</p> <p>Failure to engage appropriately with child.</p>	<p>Not satisfactory in important area or on frequent occasions.</p> <p>Instructions to child poor.</p> <p>Does not engage child.</p>	<p>Dismissive of child.</p> <p>Lack of civility or politeness. Rudeness or arrogance.</p> <p>Inappropriate manner.</p> <p>No communication with child or family during examination.</p>
<b>Developmental Assessment</b>	<p>Structured and systematic approach focussed on the problem.</p> <p>Clear instructions given to child.</p> <p>Selection and use of appropriate testing materials.</p> <p>If appropriate, focussed, well-structured history. History taking used appropriately in context and does not replace developmental examination.</p> <p>Enquiry about parental concerns.</p> <p>Accurate identification of normal and abnormal development.</p>	<p>Reasonably systematic approach.</p> <p>Identifies most of the abnormal development.</p> <p>History used well.</p> <p>Adequate though not complete summary of findings and key priorities.</p>	<p>Hesitant examination covering main points but leaves out important tasks.</p> <p>History used where direct observation of the child would be better.</p> <p>Poor reference to parental concerns.</p>	<p>Poorly organised, inappropriate developmental examination.</p> <p>Poor use of history.</p> <p>Poor organisation of child.</p> <p>Unable to recognise relevance of normal / abnormal signs.</p>	<p><b>Behavioural:</b> Serious disregard for parental concerns.</p> <p><b>Medical Knowledge / Competence:</b> Completely unstructured assessment with hesitant approach.</p> <p>Serious inadequacy in developmental skills.</p>
<b>Discussion with examiners</b>	<p>Good summary of findings and key priorities.</p> <p>Covers relevant aspects of case and delivers appropriate explanation.</p> <p>Suggests appropriate investigations and management planning</p>	<p>Covers main relevant aspects of case and delivers adequate explanation.</p> <p>Adequate investigations and referral.</p>	<p>Incorrect conclusions, identification of further investigation, referral or treatment.</p> <p>Over- confident in drawing conclusions from findings.</p>	<p>Incorrect explanation.</p> <p>Lack of clarity of future planning.</p>	<p><b>Behavioural:</b> Suggestions are dangerous or very ill advised.</p> <p><b>Medical Knowledge / Competence:</b> Serious inability to interpret any findings.</p>

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