

Entrustable Professional Activity - Arranging and Completing Surgery for a Simple Acute Case

This activity involves the various assessments and activities involved in dealing with a simple acute general surgical condition, such as an abscess, appendicitis, cholecystitis or similar. It encompasses assessment of the case, and the various aspects of communication and technical expertise/knowledge required to successfully complete the procedure.

The Arranging and Completing Surgery for a Simple Acute Case EPA will be signed off as entrusted when your assessor:

- a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision.
- b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.

Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">• Demonstrates adequate understanding of the condition and indications for surgery• Understands appropriate postoperative management• Completes the procedure accurately and without complication	<ul style="list-style-type: none">• Does the trainee appear to understand the condition, including options of surgical vs non-surgical management?• Is appropriate peri-operative care instituted e.g. DVT prophylaxis, ongoing antibiotics, observations etc?
Judgement – Clinical Decision Making	<ul style="list-style-type: none">• Demonstrates good judgement on when to operate and how urgently• Demonstrates ability to prioritise urgency• Knows limits of own ability and when to call for help	<ul style="list-style-type: none">• Is the trainee too eager to operate? Or too reluctant to operate?• Can the trainee decide on urgency e.g. tonight or first case tomorrow?• Does the trainee seek help if out of their depth?
Professionalism and Ethics	<ul style="list-style-type: none">• Understands issues of consent/competency to consent• Ensures other duties are not neglected while in theatre	<ul style="list-style-type: none">• Can the trainee account for their time spent in theatre vs other duties?
Health Advocacy	<ul style="list-style-type: none">• Ensures the patient is informed and understands the reasons for surgery	<ul style="list-style-type: none">• Does the patient appear to be comfortable and well informed about the surgery and expected postoperative course?
Communication	<ul style="list-style-type: none">• Communicates plan with consultant before and after case• Communicates with anaesthetist and theatre suite to make all necessary arrangements	<ul style="list-style-type: none">• Is communication with theatre staff appropriate and clear?• Is communication with consultant accurate and timely?
Collaboration and Teamwork	<ul style="list-style-type: none">• Demonstrates and encourages collaboration with theatre staff to get the case completed in good time	<ul style="list-style-type: none">• Is there positive feedback that the trainee is courteous and flexible in their approach after hours?

Entrustable Professional Activity - Assessing a Simple New Elective Case in Outpatient Clinic

Assessing Simple New Elective Case in Outpatient Clinic for example hernia, gallstones

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Assessing a Simple New Elective Case in Outpatient Clinic EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">• Appropriately considers all available data to formulate a provisional/differential diagnosis• Ensures judicious use of additional investigations	<ul style="list-style-type: none">• Can the trainee appropriately assess the presenting problem?• Are any ancillary investigations chosen wisely?
Judgement – Clinical Decision Making	<ul style="list-style-type: none">• Is decisive regarding indications for operative management, if required• Appropriately prioritises operative management	<ul style="list-style-type: none">• Can the trainee formulate an appropriate operative management plan?• Can the trainee confidently allocate a priority category to the proposed operation?
Professionalism and Ethics	<ul style="list-style-type: none">• Ensures delivery of patient-centred care	<ul style="list-style-type: none">• Is appropriate consideration given to the social circumstances and support networks of the patient?
Health Advocacy	<ul style="list-style-type: none">• Identifies comorbid conditions or lifestyle factors that will impact on operative management; initiates management of these• Considers postoperative rehabilitation where necessary	<ul style="list-style-type: none">• Does the trainee systematically address issues such as smoking, alcohol intake, obesity, and exercise?• Is there discussion of postoperative issues such as physical activity and diet?
Communication	<ul style="list-style-type: none">• Gains Informed consent• Provides clear, timely and accurate handover to assessor / senior colleague	<ul style="list-style-type: none">• Is there adequate discussion of the nature of the operation, its benefits and potential complications?• Is comprehension assisted by use of information sheets?• Are new cases always presented to a assessor for verification?• Is the presentation style clear and succinct?
Collaboration and Teamwork	<ul style="list-style-type: none">• Appropriately calls upon multidisciplinary support to optimise patient outcome	<ul style="list-style-type: none">• Does the trainee refer appropriately to other health professionals as part of the assessment and management process? (e.g. anaesthetist, stomal therapist, physiotherapist, etc.)

Entrustable Professional Activity - Delivering Results to a Patient

Delivering results to a patient, either in clinic or on ward (early SET). Examples may include delivering significant pathology results or results of complex imaging e.g. CT/MRI scans. The results being delivered should be of sufficient complexity to require a degree of explanation to the patient and answering of relevant questions.

The Delivering Results to a Patient EPA will be signed off as entrusted when your assessor:

- a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision.
- b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.

Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none"> • Demonstrates understanding of the condition being explained • Applies knowledge to answer questions 	<ul style="list-style-type: none"> • Is knowledge sufficient to deliver results? • Can any questions be answered accurately?
Judgement – Clinical Decision Making	<ul style="list-style-type: none"> • Chooses correct time/situation to deliver results • Judges the amount of information given • Judges how much detail to give 	<ul style="list-style-type: none"> • Is information given in appropriate circumstances? • Is the information tailored to the individual patient's situation?
Professionalism and Ethics	<ul style="list-style-type: none"> • Is honest when delivering results 	
Health Advocacy	<ul style="list-style-type: none"> • Displays commitment to helping the patient understand • Considers emotional support that the patient may require 	<ul style="list-style-type: none"> • Does the trainee persist in circumstances where the patient has difficulty understanding? • Does the trainee enlist other support persons where necessary?
Communication	<ul style="list-style-type: none"> • Delivers information to meet the needs of the patient • Chooses appropriate tone and use of language • Is clear and precise, pausing when appropriate to allow assimilation • Checks understanding and asks for questions • Considers use of written or other information 	<ul style="list-style-type: none"> • Is information delivered with the appropriate level of detail? • Does the language used and pace suit the individual patient? • Is the language clear and devoid of excessive jargon? • Does the trainee detect when understanding is poor?
Collaboration and Teamwork	<ul style="list-style-type: none"> • Involves other professionals to help understanding e.g. nurse specialists, allied health staff where appropriate 	<ul style="list-style-type: none"> • Are others considered that may be able to contribute to helping the patient understand?

Entrustable Professional Activity - Discharge Planning for a Complex Patient**Formulates a clear discharge plan for a patient with complex needs after liaison with the multi-disciplinary team**

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Discharge Planning for a Complex Patient EPA will be signed off as entrusted when your assessor:

- a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision.
- b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.

Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none"> • Ensures patient safety at time of discharge • Understands the pitfalls of poor discharge planning e.g. loss of information and lack of follow-up • Accurately identifies the main stakeholders at the time of discharge 	<ul style="list-style-type: none"> • What mechanisms are put in place to ensure follow-up? • What mechanisms are in place to ensure clear documentation of discharge plan?
Judgement – Clinical Decision Making	<ul style="list-style-type: none"> • Has clear and appropriate action plans • Has clear and appropriate back-up plans if initial plan does not work • Chooses the right timing for discharge 	<ul style="list-style-type: none"> • Was the patient discussed in a multi-disciplinary discharge meeting? • Is a treatment plan completed? • Is there a default process in the event of a problem? • Can the trainee justify the timing of the discharge?
Professionalism and Ethics	<ul style="list-style-type: none"> • Demonstrates respect for all the multi-disciplinary team members involved in patient care in the community • Demonstrates awareness of unique cultural/religious values that may influence patient care/discharge 	<ul style="list-style-type: none"> • Does the trainee take into account particular cultural or religious issues? • Does the trainee act on the advice from the multi-disciplinary team?
Health Advocacy	<ul style="list-style-type: none"> • Ensures delivery of a patient-focused approach to care • Demonstrates an understanding of the role of family in patient care • Demonstrates knowledge of the range of follow-up and community service • Ensures that the patient is able to access the support services available to them 	<ul style="list-style-type: none"> • Does the trainee use social work support when necessary? • Does the trainee have knowledge of other community resources i.e. district nurses?
Communication	<ul style="list-style-type: none"> • Uses effective verbal communication with patient and family • Provides effective written communication • Leads a discharge planning meeting discussion to facilitate discharge • Understands the concept of continuity of care and optimal transfer of information 	<ul style="list-style-type: none"> • Did the trainee attend the discharge planning meeting? • Was there feedback from the GP or other community-based service regarding the discharge process?
Collaboration and Teamwork	<ul style="list-style-type: none"> • Demonstrates willingness to include all members of multi-disciplinary groups • Demonstrates respect for the views of patient, family and multi-disciplinary members • Liaises appropriately and professionally with GP, rest home and rehabilitation wards as required regarding patient needs 	<ul style="list-style-type: none"> • Is there evidence that the trainee has involved ancillary services appropriately? • Are the patient and their family satisfied with the discussions they have had with the trainee and the information provided? • Has the trainee arranged and communicated appropriate ongoing care in the community?

Entrustable Professional Activity - Leading A Team Ward Round**Trainee independently leads bedside ward rounds, with formulation of clear plans, appropriate delegation of work and clear communication with other staff and seniors.**

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Leading a Team Ward Round EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none"> Appropriately assessed and initially managed acute admissions Appropriately assessed and managed postoperative patients 	<ul style="list-style-type: none"> Are patients appropriately booked for surgery as a result of the trainee's assessment? Is there appropriate use of investigations? Are clear plans formulated based on presented diagnosis?
Judgement – Clinical Decision Making	<ul style="list-style-type: none"> Confidently discharged patients where appropriate Appropriately referral to other health care specialists as needed Knows when to escalate to consultant 	<ul style="list-style-type: none"> Are patients discharged in a timely and appropriate manner? Are other medical and allied health specialists consulted when appropriate? Is the order of patients seen prioritised appropriately?
Professionalism and Ethics	<ul style="list-style-type: none"> Demonstrates efficient but appropriate time management Is punctual Displays team leadership skills 	<ul style="list-style-type: none"> Does the trainee finish in time for subsequent duties? If they do run late, is this usually for a good reason? e.g. complex problem, numerous patients. Were all patients reviewed as expected?
Health Advocacy	<ul style="list-style-type: none"> Advises patient on other health matters that may impact on their overall well-being Gives specific discharge advice. 	<ul style="list-style-type: none"> Does the trainee opportunistically broach issues such as smoking, excessive alcohol intake, obesity, exercise, etc.?
Communication	<ul style="list-style-type: none"> Provides clear and appropriate documentation of findings and decisions (may be delegated to junior staff member on instruction) Clearly explains outcomes or management decisions to patient and/or family member Adequately communicates ward round outcomes to consultants 	<ul style="list-style-type: none"> Is there adequate documentation in the patient notes? Are patients or family members aware of their status following the ward round? Does the trainee routinely inform the consultant(s) of the outcomes of the ward round? Was communication with nursing staff sufficient?
Collaboration and Teamwork	<ul style="list-style-type: none"> Respectful dealings with other team members/other staff Appropriately and respectfully allocates and delegates tasks 	<ul style="list-style-type: none"> Do the junior doctors, students or nursing staff appear satisfied with the leadership provided by the trainee? Were junior staff members delegated tasks within their capability? Were junior staff satisfied with the clarity and tone of the communication from the trainee?

Entrustable Professional Activity - Managing Acute admissions – Evening or Weekend Shift**Undertakes an acute evening on call with suitable prioritisation, assessment and management of patients.**

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Managing Acute Admissions - Evening or Weekend Shift EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">Competently assesses acutely presenting cases	<ul style="list-style-type: none">Does the trainee have appropriate management plans for the patients?Are the investigations requested appropriate and sufficient?
Judgement – Clinical Decision Making	<ul style="list-style-type: none">Appropriately prioritises case management	<ul style="list-style-type: none">Were the cases seen with the appropriate level of urgency?Were the acutely presenting cases assigned appropriate priority?
Professionalism and Ethics	<ul style="list-style-type: none">Ensures delivery of patient-centred careGains informed consent	<ul style="list-style-type: none">Are patients' social circumstances and support networks included in management decisions where appropriate?Did the trainee ensure informed consent was obtained from patients requiring surgery?If obtaining informed consent was delegated, was this appropriately assigned and did the trainee provide sufficient oversight?
Health Advocacy	<ul style="list-style-type: none">Demonstrates awareness and appropriately manages the impact of extended hours and lack of rest on their performance	<ul style="list-style-type: none">Does the trainee flag the issue of fatigue when this is likely to impinge on patient management?
Communication	<ul style="list-style-type: none">Appropriately involves assessor when and where expectedProvides clear and accurate handover to oncoming staff	<ul style="list-style-type: none">Did the trainee provide regular updates on acute admissions, and discussed any patient booked for surgery?Did the trainee systematically inform the next shift on all acute admissions, particularly those requiring ongoing assessment or treatment?
Collaboration and Teamwork	<ul style="list-style-type: none">Proactively liaises with the Emergency DepartmentProactively liaises with Operating Theatre personnelAppropriately delegates to junior medical staff	<ul style="list-style-type: none">Were Emergency Department staff generally satisfied with the quality of service they received from the trainee? (notwithstanding unavoidably clashing commitments)Did the Anaesthetists and nursing staff report have a good working relationship with the trainee?Can the trainee delegate appropriate tasks to junior colleagues?

Entrustable Professional Activity – Running a Student Teaching Session

Teaching session either done at opportunistically at the bedside, outpatients, theatre, ward, or a planned presentation to a group. In either scenario they should be the opportunity for the trainee to ask questions of the audience. The following lists are neither exhaustive nor prescriptive.

Running a Student Teaching Session EPA will be signed off as Entrustable when your assessor is confident that you are competent to perform this activity at the required standard without more than distant (reactive) supervision		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">• Demonstrates knowledge of the condition/topic• Covers a broad range of facts/information	<ul style="list-style-type: none">• Does the trainee cover a variety of topics for teaching sessions?• Can target audience answer posed questions succinctly?
Judgement – clinical decision making	<ul style="list-style-type: none">• Chooses topics relevant to audience• Pitches at appropriate level	<ul style="list-style-type: none">• Does the trainee use appropriate circumstances to teach?• Does the trainee recognize the level/knowledge of the audience to pitch appropriately?
Scholar and teacher	<ul style="list-style-type: none">• Actively seeks, and is enthusiastic about, teaching opportunities• Uses appropriate teaching skill style for adult learners	<ul style="list-style-type: none">• Does the trainee have an appropriate teaching style and tone?• Is audience feedback favourable?
Professionalism and ethics	<ul style="list-style-type: none">• Balances teaching with service requirements, but prioritises time for teaching	<ul style="list-style-type: none">• Does the trainee respect patient dignity (bedside or outpatients training)?• Does the trainee put effort into preparing a presentation (topic-based session)?• Does the trainee make time to teach?
Communication	<ul style="list-style-type: none">• Demonstrates clear intent and delivery• Behaves in a polite and considerate manner with patient (if applicable)	<ul style="list-style-type: none">• Is the language and pace appropriate?• Does the trainee allay any patient anxiety (if applicable)?
Collaboration and Teamwork	<ul style="list-style-type: none">• Utilises other team members to meet service commitments if required	<ul style="list-style-type: none">• Are team members engaged to facilitate teaching?

Entrustable Professional Activity - Presenting at an MDM or X-Ray Meeting**Trainee delivers a succinct presentation on a simple case (e.g. acute abdominal presentation), limited to relevant details.**

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Presenting at an MDM or X-Ray Meeting EPA will be signed off as entrusted when your assessor:

- a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision.
- b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.

Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">• Values the opportunity of multidisciplinary discussion in management of patients and the understands the roles of the team members• Provides clear documentation	<ul style="list-style-type: none">• Does trainee document clearly when required?• Does trainee follow up on recommendation when required?
Judgement – Clinical Decision Making	<ul style="list-style-type: none">• Presents the salient features of a case and is aware of the question being asked in the meeting	<ul style="list-style-type: none">• Does the trainee provide the appropriate amount of information?
Professionalism and Ethics	<ul style="list-style-type: none">• Appreciates the role of various disciplines and respects their judgement	<ul style="list-style-type: none">• Does the trainee refrain from interrupting or talk over others?• Does the trainee appear to actively listen to, and consider others' opinions?
Health Advocacy	<ul style="list-style-type: none">• Provides patient-focused, best practice approach to the management of patients	<ul style="list-style-type: none">• Does the trainee seek to contact patients with management plan?• Has appropriate follow-up been arranged?
Communication	<ul style="list-style-type: none">• Provides clear and succinct information• Enables all members of the team to participate in discussion	<ul style="list-style-type: none">• Is the presentation clear and succinct?• Does the trainee ask for and provide clarification?• Is appropriate communication established with GP/patient if indicated?
Collaboration and Teamwork	<ul style="list-style-type: none">• Ensures delivery of a team-focused rather than individual-focused approach to patient care	<ul style="list-style-type: none">• Have appointments in multidisciplinary clinics been arranged?• Does the trainee maximise the opportunity to provide the best outcomes?

Entrustable Professional Activity - Presenting at a Departmental Meeting

Trainee can deliver a proficient and concise presentation at a department level. This may include topic-based presentation, morbidity/mortality or audit – would normally be at least 15 minutes in duration.

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Presenting at a Departmental Meeting EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">• Knows and understands the medical detail of a case; is able to anticipate and answer relevant questions• Has explored the evidence base available to support presentation and discussion• Provides a succinct and clear presentation	<ul style="list-style-type: none">• Does trainee appear well prepared?• Does the trainee appropriately seek senior guidance?
Judgement – Clinical Decision Making	<ul style="list-style-type: none">• Presents case objectively but can consider information and give analysis/opinion if asked	<ul style="list-style-type: none">• Does the trainee present an objective and evidence-based talk?• Does the trainee stay on topic?
Scholar and Teacher	<ul style="list-style-type: none">• Is aware of the current literature pertaining to the topic• Completes presentation within the allocated timeframe	<ul style="list-style-type: none">• Are appropriate references provided?• Did the trainee stick to the time allotted?
Professionalism and Ethics	<ul style="list-style-type: none">• Engages the audience and avoids being combative or condescending when questioned• Ensures that they are well prepared and their presentation is polished prior to the meeting	<ul style="list-style-type: none">• Did the trainee appear well prepared?• Was the presentation clear and void of errors• Were audience questions acknowledged and answered adequately?
Communication	<ul style="list-style-type: none">• Presents with appropriate slide design with clear and appropriate illustrations• Talks clearly and at an appropriate pace to ensure clear understanding	<ul style="list-style-type: none">• Did the visual presentation add or distract from delivery?• Are the vocals intelligible?
Collaboration and Teamwork	<ul style="list-style-type: none">• Collaborates with seniors, and others such as statisticians to maximise the objective and evidence- based approach to the presentation	<ul style="list-style-type: none">• Was there evidence that the trainee had consulted with and acknowledged input from others?

Entrustable Professional Activity - Arranging Acute Surgery for a Complex Condition

This activity involves the various assessments and activities involved in dealing with a simple acute general surgical condition, such as Emergency Laparotomy for Sepsis, Multi-trauma or similar. It encompasses assessment of the case, and the various aspects of communication and technical expertise/knowledge required to successfully complete the procedure.

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Arranging Acute Surgery for a Complex Condition EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">Applies the indications for emergency after-hours surgeryApplies the concept of triage and prioritisation of casesDemonstrates knowledge of EMST and CCrisp PrinciplesIs aware of own limitations and when it is appropriate to involve others	<ul style="list-style-type: none">Can the trainee categorise urgency?Are they capable of initial resuscitation?Do they consider DVT and antibiotics properly?
Judgement – Clinical Decision Making	<ul style="list-style-type: none">Formulates a clear diagnosis and an appropriate treatment planProvides clear communication to consultant, theatre and anaesthetic staff	<ul style="list-style-type: none">Can the trainee give an appropriate handover with a rational differential diagnosis?
Professionalism and Ethics	<ul style="list-style-type: none">Provides appropriate informed consentProvides clear information to family members	<ul style="list-style-type: none">Can the trainee discuss the risks and benefits of the procedure?
Health Advocacy	<ul style="list-style-type: none">Understands the concept that acute theatre is a limited resource and that the rationalisation of cases is essentialIs able to advocate for patients but should also negotiate with other surgical teams so that the care of other patients is not compromisedEnsures allocation of resources is based on clinical need	<ul style="list-style-type: none">Can the trainee diplomatically assert themselves in the interest of the patient?Can the trainee appropriately negotiate with other surgical teams for theatre time?
Communication	<ul style="list-style-type: none">Provides clear communication to patient and family and clear documentation in notesProvides clear communication with nursing staff, ICU and Anaesthetics	<ul style="list-style-type: none">Was trainee communication timely and clear?Were other team members satisfied with the communication from the trainee?
Collaboration and Teamwork	<ul style="list-style-type: none">Follows WHO principles and time out protocolsAgrees with theatre staff regarding an action plan in event of unforeseen circumstances	<ul style="list-style-type: none">Has the anaesthetic team been informed of urgency of procedure, and specific patient factors?Has the lab been informed of specific blood product requirement?Have senior staff and other specialist teams been made aware of any specific needs?

Entrustable Professional Activity - Cancer Staging in The Outpatient Clinic**Trainee undertakes the assessment of a new cancer case, organises appropriate investigation and involves patient in decision making**

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Cancer Staging in The Outpatient Clinic EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none">Understands the biology and behaviour of the particular tumourKnows the basic staging system / nomenclature for the particular tumour	<ul style="list-style-type: none">Can the trainee demonstrate adequate knowledge of how the tumour may spread?Does the trainee know what relevant symptoms and signs should be sought?Does the trainee know what staging system is commonly used for this tumour?Does the trainee know what are the criteria for the T, N, and M components; and aggregated stages, if applicable?
Judgement – Clinical Decision Making	<ul style="list-style-type: none">Chooses appropriate investigations for staging	<ul style="list-style-type: none">Does the trainee know what medical imaging (and other pathology tests) are indicated for this case?Is the trainee able to “choose wisely”?
Professionalism and Ethics	<ul style="list-style-type: none">Ensures delivery of patient-centred care	<ul style="list-style-type: none">Is appropriate consideration given to the social circumstances and support networks of the patient when planning the staging investigations and follow-up of results?
Health Advocacy	<ul style="list-style-type: none">Provides informative and supportive conditions to facilitate patient’s decision making	<ul style="list-style-type: none">Can the trainee facilitate the patient’s decisions regarding investigations and management?
Communication	<ul style="list-style-type: none">Able to “break bad news” in a sensitive and empathetic mannerProvides appropriate written informationInforms patient and family of relevant cancer support services	<ul style="list-style-type: none">Can the trainee explain the initial diagnosis (and prognosis) in a sensitive but comprehensible manner?Does the trainee assist the explanation by drawing diagrams or providing patient literature?Where relevant, does the trainee refer the patient to relevant cancer support personnel or groups?
Collaboration and Teamwork	<ul style="list-style-type: none">Considers and engages appropriate involvement of multi-disciplinary approach based on the staging investigation findings to formulate a comprehensive management plan	<ul style="list-style-type: none">Is the trainee able to present the staged case to a multi-disciplinary meeting, and contribute to the management discussion?

Entrustable Professional Activity - Delivering News to a Patient – End of life Prognostic Discussion

Leading a discussion with a patient with a serious, life threatening condition. The discussion may involve a decision about operative vs palliative treatment, about symptom control, end-of-life planning or prognosis (of aspects of several of these). May involve an individual patient or may be as part of a family meeting.

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Delivering News to a Patient – End of life Prognostic Discussion EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical expertise	<ul style="list-style-type: none"> • Demonstrates adequate understanding of the condition been explained and the options available • Knowledgeable enough to answer appropriate questions • Knows disease course and prognosis 	<ul style="list-style-type: none"> • Is knowledge great enough to deliver results succinctly? • Can questions be answered accurately? • Is knowledge great enough to help the patient weight up options that might be available?
Judgement – Clinical Decision Making	<ul style="list-style-type: none"> • Chooses correct time/situation to deliver results • Accurately judges the amount of information given • Accurately judges how much detail to give • Shows wisdom and realism in helping the patient come to decision 	<ul style="list-style-type: none"> • Is information given in appropriate circumstances? • Is the information tailored to the individual patient's situation? • Is the trainee realistic about what various interventions might achieve?
Professionalism and Ethics	<ul style="list-style-type: none"> • Is honest when delivering results • Only withholds information with defensible reason 	<ul style="list-style-type: none"> • Is information withheld that should rightfully be given? • Is the patient given appropriate expectations about what various interventions might achieve?
Health Advocacy	<ul style="list-style-type: none"> • Displays genuine interest in helping the patient understand • Considers emotional support that the patient may require 	<ul style="list-style-type: none"> • Does the trainee persist in circumstances where the patient has difficulty understanding? • Is extra support sort for the patient to help them cope with bad news?
Communication	<ul style="list-style-type: none"> • Chooses appropriate tone and use of language • Is clear and precise, pausing when appropriate to allow assimilation • Checks understanding, asks for questions • Considers use of written or other information 	<ul style="list-style-type: none"> • Does the language used and pace suit the individual patient? • Is the language clear and devoid of too much jargon? • Does the trainee detect when understanding is poor? • Is non-verbal communication used appropriately? • Is any bad news delivered at an appropriate pace i.e. not "dumped" on patient all at once?
Collaboration and Teamwork	<ul style="list-style-type: none"> • Involves other professionals to help understanding e.g. nurse specialists, allied health staff where appropriate 	<ul style="list-style-type: none"> • Are others considered that may be able to contribute to helping the patient understand? e.g. family conference

Entrustable Professional Activity – Communicating/Referring of a Complex Patient Case

For example, dictation of referral letter to another service or a postoperative letter to patient or GP

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Communicating/Referring of a Complex Patient Case EPA will be signed off as entrusted when your assessor:**a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision.****b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.**

Competence	Indicative behaviours	Indicative Questions
Medical expertise	<ul style="list-style-type: none"> • Demonstrates an adequate understanding of the patient's condition • Records pertinent details of the patient's medical history • Understands the patient's co-morbidities and how these may affect the decision making • Explains details of the case history at the correct level for the intended audience 	<ul style="list-style-type: none"> • Does the communication encapsulate the clinical concern? • Is the message delivered? • Is sufficient detail given to allow the referee to understand the complexity of the problem? • Is the information given concisely? • Is sufficient information given such that the referee will not need to look up multiple results to understand the problem?
Judgement – Clinical Decision Making	<ul style="list-style-type: none"> • Communicates information in timely way • Accurately judges the amount of information given • Accurately assesses the level of detail required 	<ul style="list-style-type: none"> • Is appropriate information given? • Is the information tailored to the individual patient's situation?
Professionalism and Ethics	<ul style="list-style-type: none"> • Does the trainee distribute tasks at a level appropriate to the recipient? 	<ul style="list-style-type: none"> • Does the trainee use the resources of the team to best effect?
Health Advocacy	<ul style="list-style-type: none"> • Provides patient-focused, best practice approach to the management of patients 	<ul style="list-style-type: none"> • Does the trainee seek to contact patients with management plan?
Communication	<ul style="list-style-type: none"> • Appropriate delegation • Chooses appropriate tone and use of language tailored to the clinical situation • Communicates with clarity and precision 	<ul style="list-style-type: none"> • Is the clinical story complete? • Does the language used suit the intended audience? • Is the language clear and devoid of too much jargon? • Does the communication encapsulate the clinical problem and concerns?
Collaboration and Teamwork	<ul style="list-style-type: none"> • Communicates effectively with intended audience 	<ul style="list-style-type: none"> • Is appropriate information provided at the appropriate level?

Entrustable Professional Activity - Operative Supervising of a Junior**Undertakes supervision of junior colleagues to perform appropriate procedures, in the appropriate setting.**

This EPA covers the skills, behaviours and attitudes required when supervising more junior doctors performing surgery or procedures.

The Operative Supervising of a Junior EPA will be signed off as entrusted when your assessor:

- a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision.**
- b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.**

Competence	Indicative behaviours	Indicative questions
Medical expertise/ Technical expertise	<ul style="list-style-type: none"> • Knows the procedural steps clearly • Understands other perioperative issues with respect to the condition/procedure 	<ul style="list-style-type: none"> • Can the trainee anticipate and break down the procedure into steps for the person they are supervising? • Can the trainee predict, and deal with steps where the junior may start to struggle?
Judgement – Clinical Decision Making	<ul style="list-style-type: none"> • Chooses the right case/moment to allow the junior colleague to operate • Takes over/provides direct guidance when required • Makes an assessment of trainee ability 	<ul style="list-style-type: none"> • Does the trainee choose appropriate times to teach? E.g. stable patient • Can the trainee balance the need to let the junior colleague opportunity whilst ensuring the comfort and safety of the patient?
Scholar and Teacher	<ul style="list-style-type: none"> • Uses appropriate teaching style for adult learning 	<ul style="list-style-type: none"> • Does the trainee use positive language, affirmation and encouragement in their teaching style?
Professionalism and Ethics	<ul style="list-style-type: none"> • Understands role of operative/procedural teaching • Can balance service vs teaching obligations 	<ul style="list-style-type: none"> • Does the trainee understand the difficult balance between service and teaching?
Health Advocacy	<ul style="list-style-type: none"> • Ensures teaching/supervision is part of the consent process with patient • Maintains advocacy for patient safety through the supervision process 	<ul style="list-style-type: none"> • Does the trainee appear to be aware and monitoring the effects that the teaching episode may have on clinical outcome for the patient? • Do they mention operative teaching in the consent process?
Communication	<ul style="list-style-type: none"> • Communicates clearly with the junior during the procedure, giving explicit instructions where necessary • Allows some freedom where appropriate, can instruct without over-pressurising 	<ul style="list-style-type: none"> • Does the junior colleague appear comfortable during the teaching? • Does the trainee appear to be able to “stand back” and watch when appropriate?
Collaboration and Teamwork	<ul style="list-style-type: none"> • Recognises time pressures that other members of the operative team may be under and takes this into account when teaching 	<ul style="list-style-type: none"> • Does the trainee pick up on verbal or non-verbal cues from other team members that it may be timely to “take over”? • If they have to “take over” is this done in a constructive and diplomatic way?

Entrustable Professional Activity – Presenting a Complex Case at an MDM or X-Ray Meeting**Trainee provides a concise summary of case (e.g. pre-operative treatment for rectal cancer), without unnecessary detail, and helps lead discussion regarding outcome**

Competence is demonstrated if the trainee has shown sufficient aspects of the knowledge, skills and attitude described below. The following lists are neither exhaustive nor prescriptive.

The Presenting a Complex Case at an MDM/X-Ray Meeting EPA will be signed off as entrusted when your assessor: a) is confident that you can be trusted to perform the activity described at the required standard without more than distant (reactive) supervision. b) feels confident that you know when to ask for additional help and that you can be trusted to appropriately seek assistance in a timely manner.		
Competence	Indicative behaviours	Indicative questions
Medical Expertise	<ul style="list-style-type: none"> Understands the principles of multidisciplinary discussion in management of patients and the roles of the team members Understands the concept of clear documentation Understands that management plans should be supported by evidence base/best practice Ensures that appropriate follow up is in place 	<ul style="list-style-type: none"> Trainee is aware of the role of the Chair and other multidisciplinary specialists? Are they aware of more complicated management options of case including non-operative and palliative options? Are they able to suggest initial treatment plans rather than just presenting a case?
Judgement – Clinical Decision Making	<ul style="list-style-type: none"> Can present the salient features of a case and is aware of the question being asked in the meeting Can have an objective and clear discussion regarding patient care Recommends most suitable treatment plan based on evidence base 	<ul style="list-style-type: none"> Does the trainee provide sufficient information to enable objective and robust discussion? Is the trainee able to answer any questions about patient care to enhance discussion?
Professionalism and Ethics	<ul style="list-style-type: none"> Understands the role of various disciplines and respects their judgement Delivers a patient focused, multidisciplinary approach 	<ul style="list-style-type: none"> Were all team members allowed to speak and was their input acknowledged? Were all appropriate stake holders engaged in patient management?
Health Advocacy	<ul style="list-style-type: none"> Understands the concept of a patient focused, best practice approach to the management of patients Ensures that patients are contacted with management plan 	<ul style="list-style-type: none"> Has appropriate follow up been arranged – both short and long term?
Communication	<ul style="list-style-type: none"> Provides clear and succinct information Enables all members of the team to participate in discussion and asks for clarification when required Clear documentation of discussion 	<ul style="list-style-type: none"> Is the presentation clear and succinct? Does the trainee ask for and provides clarification? Is the discussion clearly documented? Is an appropriate communication established with GP?
Collaboration and Teamwork	<ul style="list-style-type: none"> Understands the concept of a team focused rather than individual focused approach to patient care 	<ul style="list-style-type: none"> Have appointments in multidisciplinary clinics been arranged? Is the trainee aware of the concept of an ongoing and robust surveillance programme?

