

Academy		Student name	
Date of assessment	Assessor Name (PRINT)	Assessor GMC number	Assessor position (Consultant / GP / SAS / StR / CTF / Other)
ASSESSOR STATEMENT – MANDATORY			
I confirm I have reviewed the University of Bristol CCA assessor guidance material <i>Signature</i> _____			

Assessors please consider individual domains below and feedback according to the following anchor statements:

- **Performs at level expected** indicates the student is procedurally competent and safe, and has demonstrated at least the **minimal** level of competence required for **commencement** of FY1.
- **Not yet performing at level expected** means that you do not feel student has reached a standard that will allow him or her to function as an FY1, in particular if you feel they have demonstrated behavior that could potentially compromise patient safety.

DOMAIN	NOT YET PERFORMING AT LEVEL EXPECTED	PERFORMS AT LEVEL EXPECTED	COMMENTS	N/A
History taking / information gathering Facilitates patient telling their story; effectively uses appropriate questions to obtain accurate, adequate information; responds appropriately to verbal and non-verbal cues				
Physical Examination Skills Follows efficient, logical sequence; examination appropriate to clinical problem; explains to patient; sensitive to patient's comfort and modesty				
Communication skills Explores patient's perspective; jargon free; open and honest; explains rationale and agrees management plan/therapy with patient.				
Professionalism Shows respect, compassion, empathy, establishes trust; attends to patient's needs of comfort, modesty, confidentiality, information. Behaves in ethical manner. Recognizes their limitations.				
Diagnosis Establishes a problem list; takes account of probabilities in ranking differential diagnoses; reviews and adjusts differential diagnosis in light of developing symptoms and response to therapeutic interventions.				
Management planning Selectively considers and plans appropriate diagnostic studies, considers risks, benefits. Constructs a management plan; prioritises actions on the basis of the differential diagnosis and clinical setting				
Organisation / efficiency Prioritizes; is timely; succinct.				
Patient Opinion "Would you be comfortable with this student looking after you if they were a recently qualified doctor"	Not comfortable	Yes I would		
GLOBAL OPINION OF CLINICAL COMPETENCE Consider overall judgement, synthesis, effectiveness and efficiency				

Assessor Feedback based on the behaviour observed

Areas performed well	Suggestions for Development (must include feedback related to any domain marked "not yet performing at level expected")

Patient Feedback

What was particularly good about how the medical student communicated and behaved towards you?	How could the medical student improve the way that they communicated and behaved towards you?

Agreed Action (specifically where and how work is required to address any cause for concern):

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Year 5 Workbook linkage for this Mini-CEX:

	Assessor please indicate one only
EPA1: Gather a history and perform a mental state and physical examination (Mental State being the focus for this Mini-CEX)	
EPA 2: Communicate clearly, sensitively and effectively with patients and relatives verbally and by other means	
EPA 3: Prioritise a differential diagnosis following a clinical encounter, initiate appropriate management and self-management in partnership with the patient.	
EPA 4: Recommend and interpret common diagnostic and screening tests	
Other EPA – give number (from Yr 5 Workbook)	

Thank you for acting as an Assessor