



Section One - General Information

Name of candidate:		Medical Council Number:	
This person worked under my supervision from:		To:	
Clinical Site:	Country:		
Specialty:	Grade (e.g. SHO, Registrar):		
Are you in anyway related to the applicant? Yes <input type="checkbox"/> No <input type="checkbox"/>			
Relationship:			

Please complete the following sections based on the following marking system:

1 = poor 2 = inadequate 3 = satisfactory 4 = above average 5 = excellent

It is expected that most candidates will score "3". Only exceptional candidates should score "4" or "5".

Section Two – Clinical Skills

Please tick one number per line

Diligence in History Taking & Record Keeping	1	2	3	4	5
Physical Examination	1	2	3	4	5
Diagnostic Investigations	1	2	3	4	5
Diagnostic Skills	1	2	3	4	5
Clinical Judgement	1	2	3	4	5
Operative / Clinical Skills	1	2	3	4	5
Postoperative Management	1	2	3	4	5

Section Three – Professional Attitude & Development

Please tick one number per line

Professionalism	1	2	3	4	5
Teaching Activities	1	2	3	4	5
Clinical Audit	1	2	3	4	5
Presentations	1	2	3	4	5
Research	1	2	3	4	5

Section Four – Personal Skills & Attributes

Please tick one number per line

Communication Skills	1	2	3	4	5
Teamwork	1	2	3	4	5
Leadership	1	2	3	4	5
Self Awareness & Insight	1	2	3	4	5
Commitment & Motivation	1	2	3	4	5
Disposition & Appearance	1	2	3	4	5
Management of Stress & Workload	1	2	3	4	5
Emergency Management	1	2	3	4	5
Reliability	1	2	3	4	5
Time Management	1	2	3	4	5

Section Five – Relationships	Please tick one number per line				
Relationship with Medical Colleagues	1	2	3	4	5
Relationship with Nursing, Paramedical & Allied Health Staff	1	2	3	4	5
Relationship with Patients & Relatives	1	2	3	4	5

Section Six - Additional Questions	
Did this doctor perform well in this post?	<input type="checkbox"/> Very well <input type="checkbox"/> Acceptable <input type="checkbox"/> Not Acceptable
Would you be happy to work again with this doctor?	<input type="checkbox"/> Yes <input type="checkbox"/> No
To your knowledge has this candidate ever been the subject of a complaints process/ investigation relating to a patient incident? If yes, please provide more details under the comment section.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you think this doctor is suitable for a career in [<i>specialty</i>]?	<input type="checkbox"/> Yes <input type="checkbox"/> Unsure <input type="checkbox"/> No
Has this doctor any outstanding characteristics?	
Have you any reservations about his/her suitability for Higher Specialist Training?	<input type="checkbox"/> Yes <input type="checkbox"/> No
If you have any further comments/concerns regarding the candidate that have not been covered above, please use the space below or attach further correspondence.	

Final Assessment

Please indicate on a scale of 1-5 your overall assessment of this doctor's suitability for Higher Specialist Training. (5 = strongest possible support, 1 = very little support)	
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Your Full Name _____

Job Title _____

Telephone Number _____

Signed _____ Date _____

This form will not be accepted
without a Hospital Stamp

Notes for referees and candidates

- Referees please note that after submission a copy of this reference may be made available to the candidate upon request.
- Candidates please note, for the purposes of employment, and in accordance with the Data Protection Acts 1988 and 2003, this form will be made available to the relevant employers/training sites if you are successful in your application to the Higher Specialist Training programme.



Guidelines for referees completing a HST candidate appraisal form

1. The following guidance is for referees completing the form:
 - Complete as fully as possible the candidate's details in the first section.
 - When assessing the candidate you should keep in mind the level at which the doctor was employed i.e. SHO or Registrar and the candidate's performance in all of the domains in which he or she works, i.e. elective work on the wards, emergency work (on-call), and work in the out-patients clinic, operating theatre, and specialist areas.
 - In determining how to score a candidate i.e. 1 – 5, the following directions should be used for guidance purposes:
 - A rating of "1" indicates the candidate is below average when compared to other doctors at this level and there are significant weak areas or uneven aspects to performance for this job level.
 - A rating of "3" indicates the candidate is average when compared to other doctors at this level and achieves a sufficiently high standard for this job level.
 - A rating of "5" indicates the candidate is above average when compared to other doctors at this level and displays distinctive strengths for this job level.
 - The following guidelines should be used when assessing the candidate's performance in each category.

CLINICAL SKILLS	Poor / Inadequate (1/2)	Satisfactory (3)	Above Average / Excellent (4/5)
Diligence in History Taking & Record Keeping	Incomplete, inaccurate, poorly recorded	Usually complete, orderly and systematic	Precise, perceptive, 'can spot the rarity'
Physical Examination	Lacks basic skills	Can elicit correct signs. Recognises most significant findings	Thorough, accurate. Knows and elicits specialist signs
Diagnostic Investigations	Haphazard or inappropriate ordering of diagnostic tests. Unaware of significance of appropriate testing	Orders laboratory and imaging investigations appropriately	Very good awareness of most appropriate and efficient diagnostic pathway
Diagnostic Skills	Fails to interpret and synthesise symptoms, signs and investigations	Competent clinician. Good knowledge with an orderly logical approach to differential diagnosis	Outstanding diagnostician. Excellent clinical memory.
Clinical Judgement	Deficient assessments of patient status. Does not recognise own limitations. Does not call for help	Sound patient assessments. Recognises the sick patient.	Outstanding clinician who is aware of his/her limits. Always knows when to call for help
Operative / Clinical Skills	Clumsy and rough. Totally lacking in self-confidence technically	Competent	Promises to develop into a specialist with excellent operative/clinical skills
Postoperative Management	Uninterested. Fails to notice complications and act appropriately. Only follows up patients when pressed to do so	Conscientious. Good awareness of complications. Knows patients well	Excellent on wards. Notices problems early
PROFESSIONAL ATTITUDE & DEVELOPMENT	Poor / Inadequate (1/2)	Satisfactory (3)	Above Average / Excellent (4/5)
Professionalism	Displays poor levels of commitment, integrity, professional reflection, accountability and honesty	Sound levels of communication, clinical reasoning, integrity, accountability & honesty. Demonstrates ability to engage in professional reflection & awareness of ethical issues	Displays exceptional levels of altruism, accountability, awareness of ethical issues, professional reflection, integrity and honesty in daily practice for the benefit of the patient
Teaching Activities	Uninterested and avoids teaching. Contributes little to the education of students and other NCHDs	Competent and conscientious in teaching others	Excellent enthusiastic teacher who inspires others



Clinical Audit	Little interest in audit activity. Poor knowledge of audit process	Participates actively in regular audit	Very good understanding of role of audit. Plays active role in collection and storage of audit data
Presentations	No interest in giving papers or making presentations within the hospital or clinical meetings	Keen to give presentations which are well illustrated and well delivered	Full researched original ideas. Enthusiastic presenter. Answers questions lucidly
Research	Has neither inclination nor ideas. Unable to carry out "directed" projects	Keen to do research but needs direction	Flare for original research and ability to carry it out independently. Good grasp of statistics and research methods
PERSONAL SKILLS & ATTRIBUTES	Poor / Inadequate (1/2)	Satisfactory (3)	Above Average / Excellent (4/5)
Communication Skills	Does not communicate satisfactorily with patients, relatives or other team members.	Good communicator	Pays great attention to importance of good communications skills. Regularly seeks feedback that his/her message has been understood
Teamwork	Poor team player. Works alone. Does not contribute to team performance	Good team player. Understands importance of teamwork	Good understanding of team roles & of his/her role on team. Works harmoniously with all other team members
Leadership	Very limited. "Switches people off". Colleagues and other staff confused by his/her instruction	Competent but lacks inspiration. Gives clear instructions	Outstanding team leader with exceptional ability to motivate others
Self Awareness & Insight	Little or no understanding of own limitations or deficiencies	Aware of his/her strengths and weaknesses	Very secure person. Recognises own deficiencies and prepared to make appropriate changes
Commitment & Motivation	No inclination to organise work. Needs to be 'pushed' constantly	Able to organise working routine without supervision. Looks for opportunities to learn	Constantly pro-active, always prepared to accept additional opportunities to advance
Disposition & Appearance	Sloppy in appearance and work manner. Does not inspire confidence in others	Good overall attitude. Presents himself/herself well	Highly motivated individual with excellent attitude. Inspires confidence in colleagues and patients, and consistently presents himself/herself very well
Management of Stress & Workload	Constantly disorganised. Does not identify priorities. Always behind in workload	Manages priorities well in face of excessive workloads	Very good handling of stress and workload. Prioritises appropriately. Delegates or seeks help when necessary
Emergency Management	Falls apart at times of crises. Unable to deal satisfactorily with emergencies	Remains calm and organised at time of crises	Handles crises situations very well. Calm demeanour. Inspires other team members
Reliability	Unreliable, scatterbrained. Forgets to do things to the possible detriment of patients	Dependable. Does not need reminding. Conscientious in patient care	Highly conscientious. Anticipates problems
Time Management	Poor ability to manage time, set goals or identify priorities	Manages time well – demonstrates consistent ability to plan and allocate their time and identify and	Outstanding at planning and allocating time, scheduling activities and prioritising and setting



		manage priorities	goals
RELATIONSHIPS	Poor / Inadequate (1/2)	Satisfactory (3)	Above Average / Excellent (4/5)
Relationship with Medical Colleagues	Fails to get on with seniors, contemporaries or juniors. May even undermine them. Refuses to help them out	Good rapport with colleagues. Usually willing to help in a crisis. Trusted, easy to work with	Always willing to help even if personally inconvenient. Able to diffuse problems in the team. Would be regarded as "an excellent colleague"
Relationship with Nursing, Paramedical & Allied Health Staff	Treats them with disdain. Generates, as opposed to solves, problems. Rude	Sound and professional yet approachable. Treats others with respect and is respected in return	Inspires enthusiasm. Exceptional communication skills
Relationship with Patients & Relatives	Increases patient's and relatives anxieties. Rude. Patients do not want him/her as their doctor. Bad listener & communicator	Sound caring attitude. Can allay fears of patients and relatives. Takes time. Listens well. Explains well. Trusted by the patients and relatives	Inspires confidence. Establishes excellent rapport. Excellent communicator. Patients delighted to be looked after by him/her