



**FACULTY OF
PATHOLOGY**

ROYAL COLLEGE OF
PHYSICIANS OF IRELAND

INTERNATIONAL CLINICAL FELLOWSHIP TRAINING IN

CHEMICAL PATHOLOGY



This curriculum of training in Chemical Pathology was developed in 2015 and undergoes an annual review by Dr Vivion Crowley National Specialty Director, Dr Ann O'Shaughnessy, Head of Professional Affairs and by the Chemical Pathology Training Committee. The curriculum is approved by the Faculty of Pathology.

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Introduction

The International Clinical Fellowship Programme (ICFP) provides a route for overseas doctors wishing to undergo structured and advanced postgraduate medical training in Ireland. The ICFP enables suitably qualified overseas postgraduate medical trainees to undertake a fixed period of active training in clinical services in Ireland. The programme is normally offered over one or two years of clinical training, after which the overseas doctors will be required to return to their country of origin. In limited certain circumstances, the period of training may extend to three years.

The purpose of the ICFP is to enable overseas trainees to gain access to structured training and in active clinical environments that they cannot get in their own country, with a view to enhancing and improving the individual's medical training and learning and, in the medium to long term, the health services in their own countries.

This Programme will allow participants to access a structured period of training and experience as developed by the Royal College of Physicians of Ireland to specifically meet the clinical needs of participants as defined by their home country's health service.

Aims

Upon satisfactory completion of the ICFP, the doctor will be **competent** to undertake comprehensive medical practice in their chosen specialty in a **professional** manner, in keeping with the needs of the healthcare system.

Competencies, at a level consistent with practice in the specialty, will include the following:

- Patient care that is appropriate, effective and compassionate dealing with health problems and health promotion.
- Medical knowledge in the basic biomedical, behavioural and clinical sciences, medical ethics and medical jurisprudence and application of such knowledge in patient care.
- Interpersonal and communication skills that ensure effective information exchange with individual patients and their families and teamwork with other health professionals, the scientific community and the public.
- Appraisal and utilisation of new scientific knowledge to update and continuously improve clinical practice.
- Capability to be a scholar, contributing to development and research in the field of the chosen specialty.
- Professionalism.
- Ability to understand health care and identify and carry out system-based improvement of care.

Professionalism

Medical professionalism is a core element of being a good doctor. Good medical practice is based on a relationship of trust between profession and society, in which doctors are expected to meet the highest standards of professional practice and behaviour. It involves partnership between patient and doctor that is based on mutual respect, confidentiality, honesty, responsibility and accountability. In addition to maintaining clinical competence, a doctor should also:

- Show integrity, compassion and concern for others in day-to-day practice
- Develop and maintain a sensitive and understanding attitude with patients
- Exercise good judgement and communicate sound clinical advice to patients
- Search for the best evidence to guide professional practice
- Be committed to continuous improvement and excellence in the provision of health care whether working alone or as part of a team

Prior to commencing their sponsored clinical placements, all participants will also be required to undergo the mandatory screening requirements of the relevant clinical site/service including occupational health assessment and Garda/Police clearance.

Training Programme Duration & Organisation of Training

The period of clinical training that will be provided under the International Clinical Fellowship Programme (ICFP) is normally 12-24 months, after which the overseas doctors will be required to return to their country of origin. In certain circumstances, the period of training may extend to three years.

- Each ICFP is developed by the Royal College of Physicians of Ireland will be specifically designed so as to meet the training needs of participants to support the health service in their home country.
- All appointees to the ICFP will be assessed by the Royal College of Physicians of Ireland to ensure that they possess the necessary requirements from a training and clinical service perspective.
- Each overseas doctor participating in the ICFP will be enrolled with the Royal College of Physicians of Ireland and will be under the supervision of a consultant doctor who is registered on the Specialist Division of the Register of Medical Practitioners maintained by the Medical Council and who is an approved consultant trainer.
- Appointees to the ICFP will normally be registered on the Supervised Division of the Register of Medical Practitioners maintained by the Medical Council in Ireland.
- Appointees will agree a training plan with their trainers at the beginning of each training year.
- For the duration of their International Medical Graduate (IMG) programme and associated clinical placements, all participants will remain directly employed and directly paid by their sponsoring state at a rate appropriate to their training level in Ireland and benchmarked against the salary scales applicable to NCHD's in Ireland;
- Successful completion of an ICFP will result in the participant being issued with a formal Certificate of completion for the Fellowship Programme by the Royal College of Physicians of Ireland. This Certificate will enable the participant's parent training body in their sponsoring home country to formally recognise and accredit their time spent training in Ireland.

The training programme offered will provide opportunities to fulfil all the requirements of the curriculum of training. There will be posts in both general hospitals and teaching hospitals. Each post within the programme will have a named trainer/educational supervisor and programmes will be under the direction of the National Specialist Director of the relevant medical speciality to be confirmed by the College. Programmes will be as flexible as possible consistent with curricular requirements, for example to allow the trainee to develop their sub-specialty interest.

ePortfolio logbook

Each trainee is responsible for maintaining an up-to-date record of progress through training and compiling a portfolio of achievements for presentation at each annual assessment review. The trainee also has a duty to maximise opportunities to learn, supplementing the training offered with additional self-directed learning in order to fulfil all the educational goals of the curriculum. Up-to-date training records and an ePortfolio of achievements will be maintained by the trainee throughout. The training records will be countersigned as appropriate by the trainers to confirm the satisfactory fulfilment of the required training experience and the acquisition of the competencies set out in the training plan. They will remain the property of the trainee and must be produced at their annual assessment review.

Trainees must co-operate with the College in completing their training plan. It is in a trainee's own interest to maintain contact with the Royal College of Physicians of Ireland, and to respond promptly to all correspondence relating to training. At review, your ePortfolio will be examined.

Review

A consultant trainer/educational supervisor will be identified for each participant in the programme. He/she will be responsible for ensuring that the educational potential of the post is translated into effective training which is being fully utilized. Only departments approved for Training by the Royal College of Physicians of Ireland and its constituent training bodies will be used.

The training objectives to be secured should be agreed between each trainee and trainer at the commencement of each posting in the form of a written training plan. The trainer will be available throughout, as necessary, to supervise the training process. In each year trainees undergo a formal review by an appropriate panel. The panel will review in detail the training record, will explore with the trainee the range of experience and depth of understanding which has been achieved and consider individual trainer's reports. An opportunity is also given to the trainee to comment on the training being provided; identifying in confidence any deficiencies in relation to a particular post.

A quarterly and annual review of progress through training will be undertaken on behalf of the International Clinical Fellowship Programme (ICFP). These will include assessments and reports by educational supervisors, confirmation of achievements and the contents of the ePortfolio will be reviewed. At some or all of these annual reviews a non-specialty assessor will be present capable of addressing core competencies.

The award of a Certificate of completion will be determined by a satisfactory outcome after completion of the entire series of assessments.

Generic Components

This chapter covers the generic components which are relevant to international trainees of all specialties but with varying degrees of relevance and appropriateness, depending on the specialty.

As such, this chapter needs to be viewed as an appropriate guide of the level of knowledge and skills required from all trainees with differing application levels in practice.

Good Professional Practice

Objective: Trainees must appreciate that medical professionalism is a core element of being a good doctor and that good medical practice is based on a relationship of trust between the profession and society, in which doctors are expected to meet the highest standards of professional practice and behaviour.

Medical Council Domains of Good Professional Practice: Relating to Patients, Communication and Interpersonal Skills, Professionalism, Patient Safety and Quality of Patient Care.

KNOWLEDGE

Effective Communication

- How to listen to patients and colleagues
- The principles of open disclosure
- Knowledge and understanding of valid consent
- Teamwork
- Continuity of care

Ethics

- Respect for autonomy and shared decision making
- How to enable patients to make their own decisions about their health care
- How to place the patient at the centre of care
- How to protect and properly use sensitive and private patient information in accordance with data protection legislation and how to maintain confidentiality
- The judicious sharing of information with other healthcare professionals where necessary for care following Medical Council Guidelines
- Maintaining competence and assuring quality of medical practice
- How to work within ethical and legal guideline when providing clinical care, carrying research and dealing with end of life issues

Honesty, openness and transparency (mistakes and near misses)

- Preventing and managing near misses and adverse events.
- When and how to report a near miss or adverse event
- Incident reporting; root cause and system analysis
- Understanding and learning from errors
- Understanding and managing clinical risk
- Managing complaints
- Following open disclosure practices
- Knowledge of national policy and National Guidelines on Open Disclosure

Raising concerns about patient safety

- Safe working practice, role of procedures and protocols in optimal practice
- The importance of standardising practice through the use of checklists, and being vigilant
- Safe healthcare systems and provision of a safe working environment
- Awareness of the multiple factors involved in failures
- Knowledge and understanding of Reason's Swiss cheese model
- Understanding how and why systems break down and why errors are made
- Health care errors and system failures
- Human and economic costs in system failures
- The important of informing a person of authority of systems or service structures that may lead to unsafe practices which may put patients, yourself or other colleagues at risk
- Awareness of the Irish Medical Councils policy on raising concerns about safety in the environment in which you work

SKILLS

- Effective communication with patients, families and colleagues
- Co-operation and collaboration with colleagues to achieve safe and effective quality patient care
- Being an effective team player
- Ethical and legal decision making skills
- Minimising errors during invasive procedures by developing and adhering to best-practice guidelines for safe surgery
- Minimising medication errors by practicing safe prescribing principles
- Ability to learn from errors and near misses to prevent future errors
- Managing errors and near-misses
- Using relevant information from complaints, incident reports, litigation and quality improvement reports in order to control risks
- Managing complaints
- Using the Open Disclosure Process Algorithm

ASSESSMENT & LEARNING METHODS

- Consultant feedback at annual assessment
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor's reports on observed performance (in the workplace): prioritisation of patient safety in practice
- RCPI HST Leadership in Clinical Practice
- RCPI Ethics programmes
- Medical Council Guide to Professional Conduct and Ethics
- Reflective learning around ethical dilemmas encountered in clinical practice
- Quality improvement methodology course - recommended

Infection Control

Objective: To be able to appropriately manage infections and risk factors for infection at an institutional level, including the prevention of cross-infections and hospital acquired infection

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care; Management (including Self-Management).

KNOWLEDGE

Within a consultation

- The principles of infection control as defined by the HIQA
- How to minimise the risk of cross-infection during a patient encounter by adhering to best practice guidelines available, including the 5 Moments for Hand Hygiene guidelines
- The principles of preventing infection in high risk groups e.g. managing antibiotic use to prevent *Clostridium difficile*
- Knowledge and understanding of the local antibiotic prescribing policy
- Awareness of infections of concern, e.g. MRSA, *Clostridium difficile*
- Best practice in isolation precautions
- When and how to notify relevant authorities in the case of notifiable infectious disease
- Understanding the increased risk of infection to patients in surgery or during an invasive procedure and adhering to guidelines for minimising infection in such cases
- The guidelines for needle-stick injury prevention and management

During an outbreak

- Guidelines for minimising infection in the wider community in cases of communicable diseases and how to seek expert opinion or guidance from infection control specialists where necessary
- Hospital policy/seeking guidance from occupational health professional regarding the need to stay off work/restrict duties when experiencing infections the onward transmission of which might impact on the health of others

SKILLS

- Practicing aseptic techniques and hand hygiene
- Following local and national guidelines for infection control and management
- Prescribing antibiotics according to antibiotic guidelines
- Encouraging staff, patients and relatives to observe infection control principles
- Communicating effectively with patients regarding treatment and measures recommended to prevent re-infection or spread
- Collaborating with infection control colleagues to manage more complex or uncommon types of infection including those requiring isolation e.g. transplant cases, immunocompromised host
- In the case of infectious diseases requiring disclosure:
 - Working knowledge of those infections requiring notification
 - Undertaking notification promptly
 - Collaborating with external agencies regarding reporting, investigating and management of notifiable diseases
 - Enlisting / requiring patients' involvement in solving their health problems, providing information and education
 - Utilising and valuing contributions of health education and disease prevention and infection control to health in a community

ASSESSMENT & LEARNING METHODS

- Consultant feedback at annual assessment
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor's reports on observed performance (in the workplace): practicing aseptic techniques as appropriate to the case and setting, investigating and managing infection, prescribing antibiotics according to guidelines
- Completion of infection control induction in the workplace
- Personal Protective Equipment Training Course (In hospital)

Self-Care and Maintaining Well-Being

Objectives:

1. To ensure that trainees understand how their personal histories and current personal lives, as well as their values, attitudes, and biases affect their care of patients so that they can use their emotional responses in patient care to their patients' benefit
2. To ensure that trainees care for themselves physically and emotionally, and seek opportunities for enhancing their self-awareness and personal growth

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care, Relating to Patients, Communication and Interpersonal Skills, Collaboration and Teamwork, Management (including self-management).

KNOWLEDGE

- Self-awareness including preferences and biases
- Personal psychological strengths and limitations
- Understand how personality characteristics, such as need for approval, judgemental tendencies, needs for perfection and control etc., affect relationships with patients and others
- Knowledge of core beliefs, ideals, and personal philosophies of life, and how these relate to own goals in medicine
- Know how family-of-origin, race, class, religion and gender issues have shaped own attitudes and abilities to discuss these issues with patients
- Understand the difference between feelings of sympathy and feelings of empathy
- Know the factors between a doctor and patient that enhance or interfere with abilities to experience and convey empathy
- Understanding of own attitudes toward uncertainty and risk taking and own need for reassurance
- How own relationships with certain patients can reflect attitudes toward paternalism, autonomy, benevolence, non-maleficence and justice
- Recognise own feelings in straightforward and complex patient-doctor interactions
- Recognising the symptoms of stress and burn out

SKILLS

- Exhibiting empathy and showing consideration for all patients, their impairments and attitudes irrespective of cultural and other differences
- Ability to create boundaries with patients that allow for therapeutic alliance
- Challenge authority appropriately from a firm sense of own values and integrity and respond appropriately to situations that involve abuse, unethical behaviour and coercion
- Recognise own limits and seek appropriate support and consultation
- Work collaboratively and effectively with colleagues and other members of health care teams
- Manage effectively commitments to work and personal lives, taking the time to nurture important relationship and oneself
- Ability to recognise when falling behind and adjusting accordingly
- Demonstrating the ability to cope with changing circumstances, variable demand, being prepared to re-prioritise and ask for help
- Utilising a non-judgemental approach to patient's problem
- Recognise the warning signs of emotional ill-health in self and others and be able to ask for appropriate help
- Commitment to lifelong process of developing and fostering self-awareness, personal growth and well being
- Be open to receiving feedback from others as to how attitudes and behaviours are affecting their care of patients and their interactions with others
- Holding realistic expectations of own and of others' performance, time-conscious, punctual
- Valuing the breadth and depth of experience that can be accessed by associating with professional colleagues

ASSESSMENT & LEARNING METHODS

- On-going supervision
- RCPI Ethics programmes
- Wellness Matters Course (Mandatory)
- RCPI HST Leadership in Clinical Practice course

Communication in Clinical and Professional Setting

Objective: To demonstrate the ability to communicate effectively and sensitively with patients, their relatives, carers and with professional colleagues in different situations.

Medical Council Domains of Good Professional Practice: Relating to Patients; Communication and Interpersonal Skills.

KNOWLEDGE

Within a consultation

- How to effectively listen and attend to patients
- How to structure an interview to obtain/convey information; identify concerns, expectations and priorities; promote understanding, reach conclusions; use appropriate language.
- How to empower the patient and encourage self-management

Difficult circumstances

- Understanding of potential areas for difficulty and awkward situations
- How to negotiate cultural, language barriers, dealing with sensory or psychological and/or intellectual impairments and how to deal with challenging or aggressive behaviour
- Knowing how and when to break bad news
- How to communicate essential information where difficulties exist, how to appropriately utilise the assistance of interpreters, chaperones, and relatives.
- How to deal with anger and frustration in self and others
- Selecting appropriate environment; seeking assistance, making and taking time

Dealing with professional colleagues and others

- How to communicate with doctors and other members of the healthcare team
- How to provide a concise, written, verbal, or electronic, problem-orientated statement of facts and opinions
- The legal context of status of records and reports, of data protection confidentiality
- Freedom of Information (FOI) issues
- Understanding of the importance of legible, accessible, records to continuity of care
- Knowing when urgent contact becomes necessary and the appropriate place for verbal, telephone, electronic, or written communication
- Recognition of roles and skills of other health professionals
- Awareness of own abilities/limitations and when to seek help or give assistance, advice to others; when to delegate responsibility and when to refer

Maintaining continuity of care

- Understanding the relevance of continuity of care to outcome, within and between phases of healthcare management
- The importance of completion of tasks and documentation, e.g. before handover to another team, department, specialty, including identifying outstanding issues and uncertainties
- Knowledge of the required attitudes, skills and behaviours which facilitate continuity of care including, being available and contactable, alerting others to avoid potential confusion or misunderstanding through communications failure

Giving explanations

- The importance of possessing the facts, and of recognising uncertainty and conflicting evidence on which decisions have to be based
- How to secure and retain attention avoiding distraction
- Understanding how adults receive information best, the relative value of the spoken, written, visual means of communication, use of reinforcement to assist retention
- Knowledge of the risks of information overload
- Tailoring the communication of information to the level of understanding of the recipient
- Strategies to achieve the level of understanding necessary to gain co-operation and partnership; compliance, informed choice, acceptance of opinion, advice, recommendation

Responding to complaints

- Value of hearing and dealing with complaints promptly; the appropriate level, the procedures (departmental and institutional); sources of advice, and assistance available
- The importance of obtaining and recording accurate and full information, seeking confirmation from multiple sources
- Knowledge of how to establish facts, identify issues and respond quickly and appropriately to a complaint received

SKILLS

- Ability to appropriately elicit facts, using a mix of open and closed-ended questions
- Using “active listening” techniques such as nodding and eye contact
- Giving information clearly, avoiding jargon, confirming understanding, ability to encourage co-operation, compliance; obtaining informed consent
- Showing consideration and respect for other’s culture, opinions, patient’s right to be informed and make choices
- Respecting another’s right to opinions and to accept or reject advice
- Valuing perspectives of others contributing to management decisions
- Conflict resolution
- Dealing with complaints
- Communicating decisions in a clear and thoughtful manner
- Presentation skills
- Maintaining (legible) records
- being available, contactable, time-conscious
- Setting realistic objectives, identifying and prioritising outstanding problems
- Using language, literature (e.g. leaflets) diagrams, educational aids and resources appropriately
- Establish facts, identify issues and respond quickly and appropriately to a complaint received
- Accepting responsibility, involving others, and consulting appropriately
- Obtaining informed consent
- Discussing informed consent
- Giving and receiving feedback

ASSESSMENT & LEARNING METHODS

- Mastering Communication course (Year 1)
- Consultant feedback at annual assessment
 - Workplace based assessment e.g. Mini-CEX, DOPS, CBD
 - Educational supervisor’s reports on observed performance (in the workplace): communication with others e.g. at handover. ward rounds, multidisciplinary team members
- Presentations
- RCPI Ethics programmes
- RCPI HST Leadership in Clinical Practice Course

Leadership

Objective: To have the knowledge, skills and attitudes to act in a leadership role and work with colleagues to plan, deliver and develop services for improved patient care and service delivery.

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care; Communication and Interpersonal Skill; Collaboration and Teamwork; Management (including Self-Management); Scholarship.

KNOWLEDGE

Personal qualities of leaders

- Knowledge of what leadership is in the context of the healthcare system appropriate to training level
- The importance of good communication in teams and the role of human interactions on effectiveness and patient safety

Working with others

- Awareness of own personal style and other styles and their impact on team performance
- The importance of good communication in teams and the role of human interactions on effectiveness and patient safety

Managing services

- The structure and function of Irish health care system
- Awareness of the challenges of managing in healthcare
 - Role of governance
 - Clinical directors
- Knowledge of planning and design of services
- Knowledge and understanding of the financing of the health service
 - Knowledge of how to prepare a budget
 - Defining value
 - Managing resources
- Knowledge and understanding of the importance of human factors in service delivery
 - How to manage staff training, development and education
- Managing performance
 - How to perform staff appraisal and deal effectively with poor staff performance
 - How to rewards and incentivise staff for quality and efficiency

Setting direction

- The external and internal drivers setting the context for change
- Knowledge of systems and resource management that guide service development
- How to make decisions using evidence-based medicine and performance measures
- How to evaluate the impact of change on health outcomes through ongoing service evaluation

SKILLS

- Effective communication with patients, families and colleagues
- Co-operation and collaboration with others; patients, service users, carers colleagues within and across systems
- Being an effective team player
- Ability to manage resources and people
- Managing performance and performance indicators

Demonstrating personal qualities

- Efficiently and effectively managing one-self and one's time especially when faced with challenging situations
- Continues personal and professional development through scholarship and further training and education where appropriate
- Acting with integrity and honesty with all people at all times
- Developing networks to expand knowledge and sphere of influence
- Building and maintaining key relationships
- Adapting style to work with different people and different situations
- Contributing to the planning and design of services

ASSESSMENT & LEARNING METHODS

- Mastering Communication course (Year 1)
- RCPI HST Leadership in Clinical Practice (Year 3 – 5)
- Consultant feedback at annual assessment
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor's reports on observed performance (in the workplace): on management and leadership skills
- Involvement in hospital committees where possible e.g. Division of Medicine, Drugs and Therapeutics, Infection Control etc.

Quality Improvement

Objective: To demonstrate the ability to identify areas for improvement and implement basic quality improvement skills and knowledge to improve patient safety and quality in the healthcare system.

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care; Communication and Interpersonal Skills; Collaboration and Teamwork; Management; Relating to Patients; Professionalism

KNOWLEDGE

Personal qualities of leaders

- The importance of prioritising the patient and patient safety in all clinical activities and interactions

Managing services

- Knowledge of systems design and the role of microsystems
- Understanding of human factors and culture on patient safety and quality

Improving services

- How to ensure patient safety by adopting and incorporating a patient safety culture
- How to critically evaluate where services can be improved by measuring performance, and acting to improve quality standards where possible
- How to encourage a culture of improvement and innovation

Setting direction

- How to create a 'burning platform' and motivate other healthcare professionals to work together within quality improvement
- Knowledge of the wider healthcare system direction and how that may impact local organisations

SKILLS

- Improvement approach to all problems or issues
- Engaging colleagues, patients and the wider system to identify issues and implement improvements
- Use of quality improvement methodologies, tools and techniques within every day practice
- Ensuring patient safety by adopting and incorporating a patient safety culture
- Critically evaluating where services can be improved by measuring performance, and acting to raise standards where possible
- Encouraging a culture of improvement and innovation

Demonstrating personal qualities

- Encouraging contributions and involvement from others including patients, carers, members of the multidisciplinary team and the wider community
- Considering process and system design, contributing to the planning and design of services

ASSESSMENT & LEARNING METHODS

- RCPI HST Leadership in Clinical Practice
- Consultant feedback at annual assessment
- Involvement in hospital committees where possible e.g. Division of Medicine, Drugs and Therapeutics, Infection Control etc.

Scholarship

Objective: To develop skills in personal/professional development, teaching, educational supervision and research

Medical Council Domains of Good Professional Practice: Scholarship

KNOWLEDGE

Teaching, educational supervision and assessment

- Principles of adult learning, teaching and learning methods available and strategies
- Educational principles directing assessment methods including, formative vs. summative methods
- The value of regular appraisal / assessment in informing training process
- How to set effective educational objectives and map benefits to learner
- Design and delivery of an effective teaching event, both small and large group
- Use of appropriate technology / materials

Research, methodology and critical evaluation

- Designing and resourcing a research project
- Research methodology, valid statistical analysis, writing and publishing papers
- Ethical considerations and obtaining ethical approval
- Reviewing literature, framing questions, designing a project capable of providing an answer
- How to write results and conclusions, writing and/or presenting a paper
- How to present data in a clear, honest and critical fashion

Audit

- Basis for developing evidence-based medicine, kinds of evidence, evaluation; methodologies of clinical trials
- Sources from which useful data for audit can be obtained, the methods of collection, handling data, the audit cycle
- Means of determining best practice, preparing protocols, guidelines, evaluating their performance
- The importance of re-audit

SKILLS

- Bed-side undergraduate and post graduate teaching
- Developing and delivering lectures
- Carrying out research in an ethical and professional manner
- Performing an audit
- Presentation and writing skills – remaining impartial and objective
- Adequate preparation, timekeeping
- Using technology / materials

ASSESSMENT & LEARNING METHODS

- Health Research (online) – An Introduction
- Effective Teaching and Supervising Skills course (online) - recommended
- Educational Assessment Skills course - recommended
- Performing audit (online) course –mandatory
- Health Research Methods for Clinicians - recommended

Management

Objective: To understand the organisation, regulation and structures of the health services, nationally and locally, and to be competent in the use and management of information on health and health services, to develop personal effectiveness and the skills applicable to the management of staff and activities within a healthcare team.

Medical Council Domains of Good Professional Practice: Management.

KNOWLEDGE

Health service structure, management and organisation

- The administrative structure of the Irish Health Service, services provided in Ireland and their funding and how to engage with these for best results
- Department of Health, HSE and hospital management structures and systems
- The national regulatory bodies, health agencies and patient representative groups
- Understanding the need for business plans, annual hospital budgets, the relationship between the hospital and PCCC

The provision and use of information in order to regulate and improve service provision

- Methods of collecting, analysing and presenting information relevant to the health of a population and the apportionment of healthcare resources
- The common ways in which data is presented, knowing of the sources which can provide information relevant to national or to local services and publications available

Maintaining medical knowledge with a view to delivering effective clinical care

- Understanding the contribution that current, accurate knowledge can make to establishing clinical effectiveness, best practice and treatment protocols
- Knowledge of sources providing updates, literature reviews and digests

Delegation skills, empowerment and conflict management

- How to assess and develop personal effectiveness, improve negotiating, influencing and leadership skills
- How to manage time efficiently, deal with pressure and stress
- How to motivate others and operate within a multidisciplinary team

SKILLS

- Chairing, organising and participating in effective meetings
- Managing risks
- Managing time
- Delegating tasks effectively
- Managing conflicts
- Exploring, directing and pursuing a project, negotiating through the relevant departments at an appropriate level
- Ability to achieve results through an understanding of the organisation and its operation
- Ability to seek / locate information in order to define an issue needing attention e.g. to provide data relevant to a proposal for change, establishing a priority, obtaining resources
- Ability to make use of information, use IT, undertake searches and obtain aggregated data, to critically evaluate proposals for change e.g. innovative treatments, new technologies
- Ability to adjust to change, apply management, negotiating skills to manage change
- Appropriately using management techniques and seeking to improve these skills and personal effectiveness

ASSESSMENT & LEARNING METHODS

- Mastering Communication course
- Performing Audit online course
- RCPI HST Leadership in Clinical Practice
- Annual audit
- Consultant feedback on management and leadership skills
- Involvement in hospital committees

Standards of Care

Objective: To be able to consistently and effectively assess and treat patients' problems

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care; Relating to Patients; Communication and Interpersonal Skills; Collaboration and Teamwork: Management (including Self-Management); Clinical Skills.

KNOWLEDGE

Diagnosing Patients

- How to carry out appropriate history taking
- How to appropriately examine a patient
- How to make a differential diagnosis

Investigation, indications, risks, cost-effectiveness

- The pathophysiological basis of the investigation
- Understand the clinical significance of reference ranges, positive and negative predictive value and potential risks of inappropriate tests
- The procedures for commonly used investigations, common or/and serious risks
- Understanding of the sensitivity and specificity of results, artefacts, PPV and NPV
- Understanding significance, interpreting and explaining results of investigations
- Logical approach in choosing, sequencing and prioritising investigations

Treatment and management of disease

- Natural history of diseases
- Quality of life concepts
- How to accurately assess patient's needs, prescribe, arrange treatment, recognise and deal with reactions / side effects
- How to set realistic therapeutic goals, to utilise rehabilitation services, and use palliative care approach appropriately
- Recognising that illness (especially chronic and/or incapacity) has an impact on relationships and family, having financial as well as social effects e.g. driving

Disease prevention and health education

- Screening for disease: methods, advantages and limitations
- Health promotion and support agencies; means of providing sources of information for patients
- Risk factors, preventive measures, and change strategies applicable to smoking, alcohol, drug abuse, and lifestyle
- Disease notification; methods of collection and sources of data

Notes, records, correspondence

- Functions of medical records, their value as an accurate up-to-date commentary and source of data
- An understanding of the need and appropriate use of problem-orientated discharge notes, letters, more detailed case reports, concise out-patient reports and focused reviews
- Appreciating the importance of up-to-date, easily available, accurate information, and the need for communicating promptly e.g. with primary care

Prioritising, resourcing and decision taking

- How to prioritise demands, respond to patients' needs and sequence urgent tasks
- Establishing (clinical) priorities e.g. for investigations, intervention; how to set realistic goals; understanding the need to allocate sufficient time, knowing when to seek help
- Understanding the need to complete tasks, reach a conclusion, make a decision, and take action within allocated time
- Knowing how and when to conclude

Handover

- Know what are the essential requirements to run an effective handover meeting
 - Sufficient and accurate patients information
 - Adequate time
 - Clear roles and leadership
 - Adequate IT
- Know how to prioritise patient safety
 - Identify most clinically unstable patients
 - Use ISBAR (Identify, Situation, Background, Assessment, Recommendations)
 - Proper identification of tasks and follow-ups required
 - Contingency plans in place
- Know how to focus the team on actions
 - Tasks are prioritised
 - Plans for further care are put in place
 - Unstable patients are reviewed

Relevance of professional bodies

- Understanding the relevance to practice of standards of care set down by recognised professional bodies – the Medical Council, Medical Colleges and their Faculties, and the additional support available from professional organisations e.g. IMO, Medical Defence Organisations and from the various specialist and learned societies

SKILLS

- Taking and analysing a clinical history and performing a reliable and appropriate examination, arriving at a diagnosis and a differential diagnosis
- Liaising, discussing and negotiating effectively with those undertaking the investigation
- Selecting investigations carefully and appropriately, considering (patients') needs, risks, value and cost effectiveness
- Appropriately selecting treatment and management of disease
- Discussing, planning and delivering care appropriate to patient's needs and wishes
- Preventing disease using the appropriate channels and providing appropriate health education and promotion
- Collating evidence, summarising, recognising when objective has been met
- Screening
- Working effectively with others including
 - Effective listening
 - Ability to articulate and deliver instructions
 - Encourage questions and openness
 - Leadership skills
- Ability to prioritise
- Ability to delegate effectively
- Ability to advise on and promote lifestyle change, stopping smoking, control of alcohol intake, exercise and nutrition
- Ability to assess and explain risk, encourage positive behaviours e.g. immunisation and preventive measures
- Involve patients' in solving their health problems, by providing information and education
- Availing of support provided by voluntary agencies and patient support groups, as well as expert services e.g. detoxification / psychiatric services
- Act in accordance with, up to date standards on palliative care needs assessment
- Valuing contributions of health education and disease prevention to health in a community
- Compile accurate and appropriate detailed medical notes and care reports including the results of examinations, investigations, procedures performed, sufficient to provide an accurate, detailed account of the diagnostic and management process and outcome, providing concise, informative progress reports (both written and oral)
- Transfer information in an appropriate and timely manner

- Maintaining legible records in line with the Guide to Professional Conduct and Ethics for Registered Medical Practitioners in Ireland
- Actively engaging with professional/representative/specialist bodies

ASSESSMENT & LEARNING METHODS

- Consultant feedback
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor's reports on observed performance (in the workplace)
- Audit
- Medical Council Guide to Professional Conduct and Ethics

Dealing with & Managing Acutely Ill Patients in Appropriate Specialties

Objectives: To be able to assess and initiate management of patients presenting as emergencies, and to appropriately communicate the diagnosis and prognosis. Trainees should be able to recognise the critically ill and immediately assess and resuscitate if necessary, formulate a differential diagnosis, treat and/or refer as appropriate, elect relevant investigations and accurately interpret reports.

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care, Clinical Skills.

KNOWLEDGE

Management of acutely ill patients with medical problems

- Presentation of potentially life-threatening problems
- Indications for urgent intervention, the additional information necessary to support action (e.g. results of investigations) and treatment protocols
- When to seek help, refer/transfer to another specialty
- ACLS protocols
- Ethical and legal principles relevant to resuscitation and DNAR in line with National Consent Policy
- How to manage acute medical intake, receive and refer patients appropriately, interact efficiently and effectively with other members of the medical team, accept/undertake responsibility appropriately
- Management of overdose
- How to anticipate / recognise, assess and manage life-threatening emergencies, recognise significantly abnormal physiology e.g. dysrhythmia and provide the means to correct e.g. defibrillation
- How to convey essential information quickly to relevant personnel: maintaining legible up-to-date records documenting results of investigations, making lists of problems dealt with or remaining, identifying areas of uncertainty; ensuring safe handover

Managing the deteriorating patient

- How to categorise a patients' severity of illness using Early Warning Scores (EWS) guidelines
- How to perform an early detection of patient deterioration
- How to use a structured communication tool (ISBAR)
- How to promote an early medical review, prompted by specific trigger points
- How to use a definitive escalation plan

Discharge planning

- Knowledge of patient pathways
- How to distinguish between illness and disease, disability and dependency
- Understanding the potential impact of illness and impairment on activities of daily living, family relationships, status, independence, awareness of quality of life issues
- Role and skills of other members of the healthcare team, how to devise and deliver a care package
- The support available from other agencies e.g. specialist nurses, social workers, community care
- Principles of shared care with the general practitioner service
- Awareness of the pressures/dynamics within a family, the economic factors delaying discharge but recognise the limit to benefit derived from in-patient care

SKILLS

- BLS/ACLS (or APLS for Paediatrics)
- Dealing with common medical emergencies
- Interpreting blood results, ECG/Rhythm strips, chest X-Ray, CT brain
- Giving clear instructions to both medical and hospital staff
- Ordering relevant follow up investigations
- Discharge planning, including complex discharge
- Knowledge of HIPE (Hospital In-Patient Enquiry)
- Multidisciplinary team working
- Communication skills
- Delivering early, regular and on-going consultation with family members (with the patient's permission) and primary care physicians
- Remaining calm, delegating appropriately, ensuring good communication
- Attempting to meet patients'/ relatives' needs and concerns, respecting their views and right to be informed in accordance with Medical Council Guidelines
- Establishing liaison with family and community care, primary care, communicate / report to agencies involved
- Demonstrating awareness of the wide ranging effects of illness and the need to bridge the gap between hospital and home
- Categorising a patients' severity of illness
- Performing an early detection of patient deterioration
- Use of structured communication tools (e.g. ISBAR)

ASSESSMENT & LEARNING METHODS

- ACLS course
- Record of on call experience
- Mini-CEX (acute setting)
- Case Based Discussion (CBD)
- Consultant feedback

Therapeutics and Safe Prescribing

Objective: To progressively develop ability to prescribe, review and monitor appropriate therapeutic interventions relevant to clinical practice in specific specialities including non-pharmacological therapies and preventative care.

Medical Council Domains of Good Professional Practice: Patient Safety and Quality of Patient Care.

KNOWLEDGE

- Pharmacology, therapeutics of treatments prescribed, choice of routes of administration, dosing schedules, compliance strategies; the objectives, risks and complications of treatment cost-effectiveness
- Indications, contraindications, side effects, drug interaction, dosage and route of administration of commonly used drugs
- Commonly prescribed medications
- Adverse drug reactions to commonly used drugs, including complementary medicines
- Identifying common prescribing hazards
- Identifying high risk medications
- Drugs requiring therapeutic drug monitoring and interpretation of results
- The effects of age, body size, organ dysfunction and concurrent illness or physiological state e.g. pregnancy on drug distribution and metabolism relevant to own practice
- Recognising the roles of regulatory agencies involved in drug use, monitoring and licensing e.g. IMB, and hospital formulary committees
- Procedure for monitoring, managing and reporting adverse drug reaction
- Effects of medications on patient activities including potential effects on a patient's fitness to drive
- The role of The National Medicines Information Centre (NMIC) in promoting safe and efficient use of medicine
- Differentiating drug allergy from drug side effects
- Know the difference between an early and late drug allergy, and drug side-effects
- Good Clinical Practice guidelines for seeing and managing patients who are on clinical research trials
- Best practice in the pharmacological management of cancer pain
- The management of constipation in adult patients receiving palliative care

SKILLS

- Writing a prescription in line with guidelines
- Appropriately prescribing for the elderly, children and pregnant and breast feeding women
- Making appropriate dose adjustments following therapeutic drug monitoring, or physiological change (e.g. deteriorating renal function)
- Reviewing and revising patients' long term medications
- Anticipating and avoiding defined drug interactions, including complementary medicines
- Advising patients (and carers) about important interactions and adverse drug effects including effects on driving
- Providing comprehensible explanations to the patient, and carers when relevant, for the use of medicines
- Being open to advice and input from other health professionals on prescribing
- Participating in adverse drug event reporting
- Take and record an accurate drug allergy history and history of previous side effects

ASSESSMENT & LEARNING METHODS

- Consultant feedback
- Workplace based assessment e.g. Mini-CEX, DOPS, CBD
- Educational supervisor's reports on observed performance (in the workplace): prioritisation of patient safety in prescribing practice
- Guidance for health and social care providers - Principles of good practice in medication reconciliation (HIQA)

Specialty Section

Laboratory Competencies

Analytical Techniques and Instrumentation

Objective: To be a competent analyst with appreciation of a range of analytical techniques, their performance, comparative usefulness and applications. To be competent in the management of the chemical pathology laboratory.

KNOWLEDGE

Laboratory techniques and centrifugation

- Methods of standardisation and calibration
- Identification of common method interferences
- Use of pipettes
- Preparation and storage of reagents
- Use and maintenance of centrifuges
 - *Ultrafiltration*
 - *Ultracentrifugation*

Assay interference

- Understand the mechanisms by which common interferents affect laboratory assays (haemolysis, jaundice, lipaemia)
- Heterophilic antibodies

Automated instrumentation

- Random access, immunoassay analysers robotics and modular systems
- Understand the technology and design of biochemistry analysers and appreciate their limitations

Spectrometric methods

- Spectrometry: visible, UV, reflectance, bichromatic, derivative, linear diode array, infra-red
- Turbidimetry, nephelometry, densitometry, fluorimetry, Nuclear magnetic resonance
- Mass spectrometry Flame emission spectrometry
- Atomic absorption: flame, furnace

Osmometry

- Principle of technique

Electrometric methods

- Ion selective electrodes Na⁺, K⁺, Cl⁻, H⁺, pO₂, pCO₂, Ca²⁺, NH₄⁺, Mg²⁺, Li⁺

Enzymology

- Fixed interval, kinetic assays, isoenzymes, enzymes as reagents

Radioisotope counting

- γ - and β -counting

Immunochemical techniques

- Immuno-assay, -metric assays, -electrophoresis, -fixation, -diffusion
- Labels enzyme, fluorimetric, and chemiluminescent

Electrophoresis

- Cellulose acetate, Agarose, PAGE (SDS, gradient), isoelectric focusing

Chromatography

- Thin layer chromatography (TLC), column, ion exchange, affinity, gas chromatography (GC), high pressure liquid chromatography (HPLC)

Point of care testing

- Glucose, bilirubinometers, blood gas, ion-specific electrodes, urinalysis, cardiac markers

Solid/dry phase chemistry

- Dipstick, thin film

DNA/RNA/chromosomal

- Analyses, PCR, Southern blotting Interpret mutation analysis across a variety of disorders, micro satellite analysis, sequencing reactions
- Understanding of their application to diagnoses and family studies

SKILLS

- Experience of techniques and the application of the above methods
- Fully conversant with the performance and limitations of widely used methods in chemical pathology
- Detect errors and sources of error
- Take responsibility for assays
- Ensure analytical competence
- Establish a close rapport and understanding with laboratory staff
- Sample preparation: desalting
- Undertake and advise on QA schemes, interdisciplinary liaison

ASSESSMENT & LEARNING METHODS

- DOPS
- Case Based Discussion (CBD)
- Practical experience of investigating assay interference
- ECP
- FRCPATH

Evaluation of an Analytical Method

Objective: competence to establish and validate a new method

KNOWLEDGE

- Practicability
- Optimisation of reaction conditions
- Recognition of critical parameters (robustness)
- Bias
- Imprecision
- Sensitivity
- Specificity
- Investigation of common interferences
- Range
- Criteria for acceptability

SKILLS

- Familiarity with the standard operating procedure of a new method and evaluation
- Interpret a new method and understand the requirements for validation of a new method

ASSESSMENT & LEARNING METHODS

- CBD: New method
- A minimum of one presentation of a method of validation during training

Laboratory Management Competencies

Objectives: to develop skills to take independent responsibility for the direction and management of the service

KNOWLEDGE

- Request initiation, specimen transport and what contributes to error
- Principles of successful management
- The structure and organisation of the Department of Health, where decision making occurs, process of change and ways of influencing decisions
- Apply the concepts of accreditation, e.g. INAB, good laboratory practice
- Conversant with legal requirements and Department of Health guidance
- Appreciates the place of laboratory automation and IT
- Personnel management including industrial relations
- Practical aspects of personnel management, industrial relations, team building, staff training, motivation, continuing education, appraisal, dealing with problems, colleagues
- Understanding mentoring and supervision relative to personal and professional development, prioritising work, time management, delegation, planning, staff motivation
- Appreciation that compliance with INAB standards ensures that training facilities are adequate

Quality assurance

- Control the quality of a method
- Internal quality control programmes
- Quality control rules
- Use of external quality assurance programmes
- Laboratory accreditation
- Application to point of care testing

Health and safety

- Health and safety guidelines
- Individual and collective responsibility
- Handling potentially infectious samples and noxious chemicals
- Radiation protection measures Mechanical, fire and electrical safety
- Dealing with an accident
- Current safety guidelines

Selection of analytical equipment

- Specification and evaluation of an analytical system
- Financial issues relating to analyser installation (capital purchase, reagent rental, competitive tendering)

IT

- The role of IT in delivery and management of service
- Stages in producing results and problems with turnaround time
- Instrument interfaces
- Links to other computers
- Reporting/authorisation procedures
- Patient identification and methods of ensuring accuracy
- Management statistics
- E-mail and intra/internet
- Data protection act
- Retention of records
- Review of pathology services
- Freedom of Information act

Skills

- Organisation of the analytical and reporting process
- Multidisciplinary working patterns

- Interpretation of quality control/quality assurance data and advise on subsequent course of action
- IT skills

ASSESSMENT & LEARNING METHODS

- Documented experience of business planning, finance, financial control, costing, pricing Contracting, purchasing, resource management Write a business case e.g selection and evaluation of equipment
- Shadowing senior departmental staff involved in business planning, writing business case, contracting, finance and resource management
- Participation where appropriate in appointment of junior staff
- Participation in departmental staff appraisal programme
- Attendance at departmental management meetings
- Attend senior laboratory management committees (Year 3- 5)
- Perform accreditation review of a section of the laboratory
- Acting/assisting laboratory quality control officer and attending laboratory quality control meetings
- Complete risk assessment and attend Health and Safety committee meetings
- Participation in the local process of selection of analytical equipment
- Complete one horizontal and 1 vertical audit during training (Quality management system)
- Audit course (Year 1)
- Annual Audit
- Core Pathology programme
- HST Leadership for Pathology (> year 3)
- FRCPath

Clinical Governance and Audit Competencies

Objectives: knowledge of the lines of accountability, quality improvement programmes, clinical audit, evidence-based practice, clinical standards and guidelines, managing risk and quality assurance programmes

KNOWLEDGE

- Clinical governance
- Clinical risk management
- Departmental organisation
- Investigative protocols
- Service quality
- Recognising roles, responsibility and accountability
- Workload compared with national standards, clarity of lines of responsibility and accountability in pathology, communications within and outside the department
- Availability and adherence to agreed protocols for investigations of common conditions
- Turnaround time, complaint analysis with lessons learnt and action taken, availability of out-of-hours service
- Patient centered care
- Share best practice with others
- Learn from mistakes and complaints
- Maintenance of probity in clinical and laboratory practice

Clinical audit

- Clinical effectiveness and audit:
 - concept of systematic reviews and evidence-based medicine
 - role of audit in the hospital
 - audit cycle
 - participation in regular clinical audit, within and between departments, at the interface with primary care and at regional level
- Philosophy of clinical effectiveness: role of clinical audit in achieving this, methods of clinical audit in healthcare
- Use audit to gather evidence provided by formal review of practices and clinical performance that quality requirements and the needs of governance are being met

SKILLS

- Participation in risk assessment
- Monitoring/reporting adverse events
- Plan, undertake, report, and present audits at multidisciplinary audit meetings and the follow up

ASSESSMENT & LEARNING METHODS

- CBD: Clinical Risk Management (1 per year)
- Performing Audit course (Year 1)
- Annual audit – include one turnaround time audit during training programme

Chemical Pathology of Disease

Objective: to relate understanding of normal human biochemistry and physiology to the chemical pathology of screening, diagnosis and monitoring of disease.

KNOWLEDGE

Overview

- Physiology, biochemistry, pathogenesis, pathophysiology natural history, epidemiology, presentation, diagnosis, causes, classification, complications, molecular biology, diagnostic methods
- Biochemical, haematological and radiological techniques for investigations, diagnosis and screening
- Knowledge of the pharmacology of the therapeutic agents required in management
- Molecular biology to identify genetic disorders

Biological variability

- Reference values and population statistics:
 - common reference intervals
 - inter- and intra-individual variation
 - assessment and application of biological variance data in setting analytical goals
 - assessing utility of reference values
 - effects of age upon reference ranges
 - significance of changes in serial results
- The effect of genetic and environmental influences such as age, sex, nutrition, time of day, stress, posture, hospitalisation and therapeutic agents on biochemical results

Gastrointestinal Tract:

- Comprehensive knowledge of gastrointestinal disease in relation to chemical pathology
- Understand and manage GI Disorders
- Investigation of chronic diarrhea
- Investigation of endocrine disorders of the GI Tract
- Malignancy, neoplasms of the gut

Liver (Hepatobiliary)

- Liver physiology and biochemistry
- Biochemical assessment of liver function
- Interpretation of liver function tests (LFTs)
- Hepatocellular liver diseases
- Cholestatic liver diseases
- Bilirubin metabolism
- Investigation of jaundice in adult and paediatric practice
- Iron overload syndromes
- Alpha -1- antitrypsin deficiency
- Wilson disease
- Function of exocrine pancreas
- Acute and chronic pancreatitis
- Investigation of exocrine pancreatic disease
- Investigation of jaundice in adult and pediatric practice
- HFE genotyping

Urogenital tract

- Clinical evaluation of renal disease
- Observation of renal replacement therapy in situ
- Physiology of the kidney
- Clinical and biochemical assessment of GFR
- Biochemical assessment of renal function
- Urinalysis
- Fluid and electrolyte balance
- Acid-base balance and disorders
- Intravenous fluid replacement
- Disorders of magnesium
- Nephrolithiasis
- Acute renal failure
- Chronic kidney disease
- Glomerular diseases
- Tubulointerstitial diseases
- Prostatic disease
- Obstruction of the genitourinary tract
- Hypertension – essential and secondary

Gas transport and H⁺ metabolism

- Physiology of normal respiration, O₂, CO₂, transport, buffers
- Respiratory and renal mechanisms in acid-base homeostasis
- Respiratory disease
- Causes and assessment of acid-base disturbances: measurement of H⁺, pCO₂, pO₂, satn
- Concept actual bicarbonate, standard bicarbonate, base excess
- Determinants and assessment of tissue oxygenation

Water and electrolytes

- Distribution of water and electrolytes
- Turnover of body fluids
- Regulation of extracellular fluid, osmolality and volume:
 - antidiuretic hormone
 - renin-angiotensin-aldosterone
 - natriuretic peptides
- Water depletion and excess
- Hypo- and hypernatraemia
- Hypo- and hyperkalaemia
- Metabolic effects of trauma/surgery/stress
- Principles of intravenous fluid therapy

Proteins

- Principles of measurement
- Properties and functions of the principal plasma proteins including:
 - albumin
 - protease inhibitors
 - transport proteins
 - ceruloplasmin
 - clotting factors
 - *complement*
 - immunoglobulins
- Hypoalbuminaemia and investigation
- Paraproteinaemias and investigation
- *Cryoglobulinaemia*
- Proteins of inflammation
- *Plasmapheresis*
- Immunoglobulin deficiencies
- Alpha-1-antitrypsin deficiency
- *Cytokines*

Lipids

- Apolipoproteins and lipid metabolism
- Metabolic basis inherited and acquired hyper- and hypo-lipoproteinaemias
- Biochemical basis for atheroma, coronary heart disease and associated risk factors
- Patient classification: familial hypercholesterolaemia, familial combined dyslipidaemia, type III dyslipidaemia, polygenic hypercholesterolaemia,
- Atherogenic lipoprotein phenotypes, secondary causes
- Primary and secondary cardiovascular disease prevention
- Laboratory investigation and principles of management of hyperlipidaemia
-

Cardiovascular system

- Atheroma, coronary heart disease, stroke and associated risk factors
- Current methods of calculating risk and their shortcomings
- Use of biochemical markers for risk stratification in acute coronary syndromes
- Biochemical markers of myocardial damage/ventricular function
- Hypertension (biochemical investigation and management)

Diabetes mellitus and glucose

- Glucose metabolism
- Classification of diabetes
- Diagnostic criteria: diabetes, impaired glucose tolerance (IGT), IFG impaired fasting glucose (IFG)
- Pathophysiology of diabetes:
 - insulin-dependant, type 1 diabetes
 - insulin-resistance, type 2 diabetes
 - secondary
- Distinguish between the various causes of diabetes

Diabetes mellitus and glucose (continued)

- Complications of diabetes:
 - Acute metabolic
 - diabetic ketoacidosis
 - hyperosmolar non ketotic
 - hypoglycaemia
 - Chronic:
 - Microvascular:
 - nephropathy, microalbuminuria
 - neuropathy and retinopathy
 - Macrovascular:
 - lipid abnormalities
 - coronary heart disease
 - peripheral vascular disease
- Principles of treatment of diabetes and monitoring of diabetic control:
 - use of insulin and other pharmacological agents
 - dietary modification
 - home monitoring with meters
 - continuous overnight glucose monitoring
- Extra laboratory glucose monitoring
- Glycated haemoglobin, insulin, C-peptide, microalbumin assays
- Causes and laboratory investigation of hypoglycaemia in adults and children

Endocrinology

- Adult and Paediatric
 - acromegaly and dwarfism
 - prolactinoma/macroprolactin
 - diabetes insipidus
 - dynamic function testing
 - isolated hormone deficiency and panhypopituitarism
- Adrenal cortex:
 - steroid production
 - Cushing's syndrome
 - insufficiency: assessment of reserve
 - Conn's syndrome
 - congenital adrenal; hyperplasia, diagnosis, management, intersex
- Adrenal medulla:
 - catecholamine metabolism
 - pheochromocytoma
 - neuroblastoma
 - measurement and interpretation of catecholamines and metabolites
- Thyroid:
 - congenital hypothyroidism and screening programmes
 - hypo- and hyper-thyroidism
 - autoimmune disease, autoantibodies
 - adenoma/carcinoma
 - radioactive iodine *in vivo* studies
 - investigation and monitoring therapy
 - problems of interpretation: binding proteins, drug effects, sick euthyroid syndrome
- Medullary carcinoma of the thyroid
- Interpretation and reporting on results of investigations and monitoring therapy
- Appreciation of the role of imaging, scans
- Experience of insulin, TRH,
- GnRH, glucagon, pituitary function, growth hormone secretion and water deprivation tests
- Experience of tests of adrenal function
- Gonads:
 - pituitary-gonadal axis
 - sexual differentiation
 - precocious and delayed puberty
 - ovarian cycle
 - metabolism of testosterone
 - ovarian failure and menopause
 - polycystic ovarian syndrome
 - investigation of female; infertility, hirsutism, virilisation
 - hormone-replacement therapy
 - oral contraceptives - metabolic effects
 - investigation of male infertility, gynaecomastia, feminisation, testicular tumours, testicular failure
 - monitoring of fertility treatment
- Endocrine effects: cancer, ectopic hormones
- Multiple endocrine neoplasia

Calcium, magnesium, bone

- Calcium, magnesium, phosphate, parathyroid hormone (PTH) and vitamin D metabolism
- Hyper- and hypo-parathyroidism
- Hyper and hypocalcaemia:
 - calcium sensor abnormalities
- Hypo- and hyper-phosphataemia
- Hypo- and hyper-phosphatasaemia
- Disorders of magnesium
- Osteoporosis inc: steroid therapy and chronic malabsorption
- Osteomalacia:
 - renal osteodystrophy
- Paget's disease
- Chemical pathology of collagen
- Assays: calcium (total, adjusted, ionised), PTH, vitamin D, biochemical markers of bone disease

Nutrition

- Protein-energy malnutrition
- Markers of nutritional status
- Effects and investigation of vitamin deficiency or excess
- Trace element deficiency or excess
- Principles and practical nutritional support – parenteral and enteral
- Re-feeding syndrome
- Biochemistry of starvation
- Obesity: investigation, classification, risk factors, complications
- Nutritional management of disease

Haemoglobin and porphyrins

- Haemoglobin metabolism
- Anaemia and its investigation
- Assessment iron status
- Detection abnormal haemoglobins: inherited and acquired
- Metabolic basis of thalassaemia and sickle cell disease, screening
- Red cell enzyme defects
- Porphyria: metabolic basis, investigation, diagnosis, monitoring

Enzymology

- Stability, induction
- Isoenzymes – structural basis, separation, quantitation
- Assays:
 - amylase and lipase
 - alkaline phosphatase
 - aminotransferases
 - angiotensin converting enzyme
 - creatine kinase
 - lactate dehydrogenase
 - gamma-glutamyl transferase
 - cholinesterase and variants

Genetics and molecular biology

- Mode of inheritance:
 - structure of nucleic acids
 - meiosis and mitosis
 - simple Mendelian and complex diseases
 - mitochondrial inheritance
 - mode of inheritance for genetic counselling, antenatal diagnosis and screening
- Protein synthesis:
 - transcription and translation
 - defects in protein synthesis arising from genetic mutations
- Molecular pathology of single gene disorders
- *Gene therapy*
- The application of Mendelian genetics and Bayes Theorem, and the calculation of pre-and post-test probabilities in genetic counselling

Pregnancy

- Maternal and foetal physiology, complications, detection
- Screening: Down's syndrome, foetal malformations, neural tube defects, hydatidiform mole, choriocarcinoma, ectopic pregnancy
- Pre-natal investigation: inborn errors
- Monitoring phenylketonuria, diabetes, thyroid disease, liver disease
- Effects of pregnancy on routine biochemical tests
- Biochemical, statistical and ethical issues surrounding antenatal screening

Neuromuscular system

- Formation and composition of cerebro spinal fluid (CSF)
- Multiple sclerosis, muscular dystrophy
- Parkinson's disease
- Biochemistry of psychiatric disease
- Biochemistry of muscle disease
- Use of CSF in diagnosis and monitoring disease

Cancer

- Nature of malignancy and tumour growth
- Biochemical effects and treatment:
 - tumour markers: prostate, lung, breast, ovary, gastro-intestinal (GIT), pancreas, thyroid, pituitary, adrenal, neuroblastoma, hepatoblastoma, teratoma
- Use of biochemical markers in diagnosis and monitoring tumours

Metabolic response to

- Surgery, trauma, burns, shock

Therapeutic drug monitoring and toxicology

- Pharmacokinetics, half-life, dosage prediction
- Metabolic effects of ethanol
- Monitoring of drug therapy, e.g. digoxin, lithium, antiepileptics, theophylline, caffeine, methotrexate, immunosuppressive, antibiotics
- Overdose, e.g. salicylate, barbiturate, paracetamol, tri-cyclic antidepressants, benzodiazepines
- Drug addiction: opiates, amphetamine, methylenedioxy-methamphetamine (MDMA), benzodiazepines, cocaine, alcohol
- Appreciation of factors affecting drug action or metabolism
- Effects of post-mortem changes on the results of laboratory investigations
- Poisoning, e.g. lead, mercury, aluminium, carbon monoxide, paraquat, iron, ethylene glycol, methanol, organophosphate compounds
- Laboratory investigation of the unconscious and deceased patient
- Awareness of legal procedure surrounding investigation of death

SKILLS

- Able to interpret and report on the results of investigations and monitoring therapy
- Advising on the appropriate use and interpretation of the results of the laboratory investigations in screening for disease, to establish (differential) diagnosis, to monitor progress and treatment according to clinical circumstances
- Liaise and communicate clearly with colleagues and other clinical teams in primary and secondary care both verbally and via clinic letters
- Acting as an effective interface between laboratory and clinical staff, as part of team
- Interact effectively with members of multidisciplinary teams in hospital, GP and community
- Recognises the importance of good communication and supportive care for successful patient outcomes
- Relate theoretical knowledge and laboratory results to patient management and clinical practice

ASSESSMENT & LEARNING METHODS

- FRCPATH
- Observe breath tests
- Observe Cancer screening test – colorectal
- CBD: Liver function test
- CBD: Renal disease
- DOPS
- OSPE

Paediatric Chemical Pathology

Objective: to relate understanding of normal paediatric biochemistry and physiology to the chemical pathology of screening, diagnosis and monitoring of disease

KNOWLEDGE

Newborn

- Biochemical problems in the premature and full term newborn infant:
 - fluid balance
 - jaundice and liver disease
 - hypoglycaemia
 - calcium and phosphate homeostasis; metabolic bone disease of prematurity
 - hypomagnesaemia
 - hyperammonaemia
 - sweat tests
 - nutrition
- Factors affecting method selection, investigation and biochemical results in the foetus, premature and full-term newborn infant
- Appropriate specimen collection and storage

Childhood

- Hypoglycaemia
- Calcium and phosphate disturbances
- Hyperammonaemia
- Liver disease and Reye's syndrome
- Lactic acidosis
- Renal disorders including Fanconi syndrome and tubular defects
- Principles, practice and interpretation of the Sweat Test

Inherited metabolic disorders

- Knowledge and understanding of the presentation, investigations, management and mechanisms of inheritance of the major categories of inborn errors of metabolism, including disorders of:
 - Amino acid, urea cycle, organic acid, fatty acid oxidation, mitochondrial, peroxisomal, purine and pyrimidine metabolism (primary and secondary), transport, carbohydrate, cerebral lipidosis, lysosomal, mucopolysaccharide and oligosaccharide, and metal disorders
- Understand the principles of treatment (dietary manipulation, coenzyme supplementation and enzyme replacement)
- Principles of common analytical methods:
 - Quantitative and qualitative analyses (including GCMS and tandem mass spectrometry) for:
 - amino acids, organic acids, carnitine and acylcarnitines, enzyme assay, mucopolysaccharides, tissue culture, DNA
- Biochemical consequences of a primary enzyme block in a metabolic pathway and the way in which clinical and pathological signs may be produced
 - Detection:
 - screening: principles and methods
 - evaluation of detection programmes
 - prenatal diagnosis
 - Methods and monitoring of treatment
- Effects of inborn errors on the results of routine biochemical tests and the effects of metabolic stress upon patients with inborn errors such as PKU, fatty acid oxidation defects, glycogen storage and urea cycle defects

- Knowledge of principles, criteria and methods involved in national and international newborn bloodspot screening programmes
- Understand investigation strategies for
 - hypoglycaemia; hyperammonaemia, encephalopathy, rhabdomyolysis

Endocrine disorders

- Investigation of ambiguous genitalia in the newborn and the diagnosis of congenital adrenal hyperplasia
- Knowledge of newborn bloodspot screening programmes for endocrine disorders
- Diagnosis and investigation of children with short stature
- Knowledge and investigation of individuals presenting with precocious puberty

SKILLS

- Able to interpret and report on the results of investigations and monitoring therapy
- Advising on the appropriate use and interpretation of the results of the laboratory investigations in screening for disease, to establish (differential) diagnosis, to monitor progress and treatment according to clinical circumstances
- Liaise and communicate clearly with colleagues and other clinical teams in primary and secondary care both verbally and via clinic letters
- Act as an effective interface between laboratory and clinical staff, as part of team
- Interact effectively with members of multidisciplinary teams in hospital, GP and community
- Recognise the importance of good communication and supportive care for successful patient outcomes
- Relate theoretical knowledge and laboratory results to patient management and clinical practice

ASSESSMENT & LEARNING METHODS

- DOPS
- CBD
- Nutrition course
- FRCPath

Competencies in Research and Development

Objectives: experience in research and development to develop skills in independent and team-driven problem solving, critical assessment of published work and for gaining analytical expertise. All trainees to undertake at least one research project during their first three years of training. The project should be consistent with the research and development programme of the laboratory or hospital and should be sufficiently novel and timely to be suitable for presentation at a scientific meeting and publication in a peer reviewed journal. Research for a higher degree, or for a dissertation for the Part 2 examination may be initiated during this period.

KNOWLEDGE

Scientific and research ability

- Formulate research questions and develop appropriate experimental design
- Undertake analytically and clinically based research and/or development projects
- Design, cost, undertake and evaluate experiments
- Troubleshoot methods, make appropriate modifications and test for validity
- Statistics appropriate to clinical and laboratory practice

Principles of critical review

- Critical review and appraisal of literature
- To assess the validity of data, experimental design and problem solving techniques
- Implementing evidence-based chemical pathology

Research presentation skills/Produce work of publishable quality

- How to submit research for presentation
- Awareness of appropriate bodies for publication

Data handling and statistical methods

- Statistical interpretation of:
 - laboratory and population data
 - standard deviation and error
 - median and mean
 - linear regression and correlation methods
 - methods of assessing agreement
 - F-test
 - analysis of variance
 - independent events
 - concept of significance and related statistics
 - t- test
 - confidence intervals
 - non-parametric statistics
 - predictive value: positive and negative
 - specificity and sensitivity
 - receiver operating characteristic curves
 - odds ratios
 - relative risk
 - chi-square tests
 - curve fitting routines
 - power calculations

Research and development

- framework and funding
- ethical committees
- hospital R&D structures
- health technology assessment
- project grant schemes
- research councils
- charitable research funding sources
- Understanding of the processes for application for grants to support research projects

SKILLS

- Writing reports
- Maintain an enquiring attitude
- Obtain consent for the use of patient samples in research
- Using library and IT facilities
- Computer use within the laboratory: spreadsheets, databases
- Correct analysis of results using appropriate statistical tools
- Awareness of the opportunities for research

ASSESSMENT & LEARNING METHODS

- Present a poster and publish a paper in a peer reviewed journal
- Have written at least one local research and ethics committee (LREC) submission for a project approval

Competencies in Direct Patient Care

Generic Aspects of Clinical Management

Objective: competent in the generic and communication skills required for assessment and treatment of patients, referred for a specialist biochemical opinion within an outpatient setting. Trainees should be competent in at least two of the clinical modalities, and would be expected to have had at least the same clinical experience in these areas as those trainees in chemical pathology/metabolic medicine

KNOWLEDGE

- Physiology, biochemistry, pathogenesis, pathophysiology natural history, epidemiology, presentation, diagnosis, causes, classification, complications, molecular biology and diagnostic methods
- Biochemical, haematological and radiological techniques required for the investigations, diagnosis and screening
- Pharmacology of the therapeutic agents required in management

Molecular biology to identify genetic disorders

- Role of antenatal diagnosis/family screening/molecular biology techniques in prenatal and family testing

Principles of clinical governance, clinical risk and clinical audit including the audit cycle

- Knowledge of the benefit of audit to clinical care

Educating patients about their disease, investigations, lifestyle, treatment

- Inform clearly both verbal and in writing
- Advising patients about access to patient groups and information
- Involving patients in developing their treatment and care

SKILLS

- Elicit a comprehensive history including social, family and dietary aspects
- Recognise presenting features and conduct the examination competently
- Use appropriate investigations to establish diagnosis
- Formulate management and treatment plans
- Document clearly in the patient notes
- Explain the diagnosis, treatment and side effects to the patient and relatives
- Breaking bad news including poor prognosis
- Liaise and communicate with colleagues, teams in primary and secondary care, both verbally and in writing
- Relate theoretical knowledge and laboratory results to patient management and clinical practice
- Involvement in ongoing audit
- Educating patients about their disease, investigations, lifestyle, treatment
 - Inform clearly both verbal and in writing
 - Advising patients about access to patient groups and information
 - Involving patients in developing their treatment and care

ASSESSMENT & LEARNING METHODS

- Performing Audit course (Year 1)
- Mastering Communication (Year 1)
- Annual Audit
- Mini-CEX

Calcium and Metabolic Bone Disorders

Objective: competent to diagnose and manage patients with disorders of calcium and bone metabolism

KNOWLEDGE

- Calcium, magnesium, phosphate, PTH and vitamin D metabolism Hyper- and hypo-parathyroidism
- Causes and investigation of hyper- and hypocalcaemia: calcium sensor abnormalities
- Hypo- and hyper-phosphataemia Hypo- and hyper-phosphatasaemia
- Disorders of magnesium
- Osteogenesis imperfecta
- Osteomalacia
- Renal osteodystrophy Paget's disease of bone Osteoporosis inc steroid therapy and chronic malabsorption
- Application, interpretation and theory of bone densitometry Investigation of bone turnover including biochemical bone markers
- Acute management hypercalcaemia

SKILLS

- Able to interpret bone densitometry and radioisotope scans requested
- Able to treat and monitor bone and mineral disorders

ASSESSMENT & LEARNING METHODS

- CBD
- Mini-CEX
- FRCPath

Diabetes Mellitus

Objective: competent to manage patients with diabetes mellitus

KNOWLEDGE

- Diagnostic criteria for diabetes, IGT and IFG
- Principles of management of diabetic ketoacidosis, hyperosmolar non-ketotic state, hypoglycaemia
- Avoid and treatment of complications: eye disease, renal disease, hypertension, neuropathy, foot care
- Distinguish between the various causes of diabetes
- Pathophysiology of diabetic foot complications
- Practice of home monitoring inc continuous overnight glucose monitoring
- Organisation of local diabetes service
- Familiar with educational materials
- Organisation of an education programme to health professionals and patients

SKILLS

- Screening for macro- and micro-vascular complications by means of clinical Examination and investigations
- Able to initiate treatment with appropriate hypoglycaemic agent, lipid lowering and antihypertensive drugs
- Able to give appropriate lifestyle advice: employment, driving, diet, exercise, weight, smoking, alcohol
- Review patients after commencement of treatment and adjust treatment as necessary to optimise glucose control and lipid profile
- Interpret results of screening
- Able to refer
- Advice on the avoidance of complications
- Able to advise, interpret and discuss the use of these with patients

ASSESSMENT & LEARNING METHODS

- Attend foot clinics
- Mini-CEX

Inherited Metabolic Disorders

Objective: competent to manage patients with inherited metabolic disorders

KNOWLEDGE

- Investigation, diagnosis, treatment and management of adult patients with inborn disorders of:
 - intermediary metabolism: phenylalanine, ornithine, urea cycle, branched chain amino acids, homocystine, galactose, glycogen, MMA
 - membrane transport: cystinuria, Fanconi syndrome, RTA, cystic fibrosis
 - fatty acid oxidation
 - lysosomal metabolism
 - metals: Wilson disease, haemochromatosis
 - mitochondrial metabolism
 - peroxisomal metabolism
 - purine and pyrimidine
 - previously presenting with:
 - encephalopathy and hyper-ammonaemia
 - porphyrias
- Use of specialised laboratory investigations and their interpretation
- Use of specialised dietary interventions or treatments
- Use of specific treatments and drugs
- Prenatal assessment: Down's syndrome, neural tube defects, cystic fibrosis

SKILLS

- Able to counsel affected families and offer advice on prophylaxis and treatment
- Able to obtain skin biopsies

ASSESSMENT & LEARNING METHODS

- CBD
- Mini-CEX

Nutrition

Objectives: competent to manage patients with nutritional disorders

KNOWLEDGE

- Principles and practical nutritional support: parenteral and enteral
- Types of nutritional support, complications and their detection
- Markers of nutritional status
- Effects and investigation of vitamin and trace element excess and deficiency
- Decide and prescribe nutrition support
- Prescribe nutrition support and care of patients with standard and long-term total parenteral nutrition (TPN)
- Appropriate use and care of: central and peripheral feeding lines, naso gastric (NG), naso jejunal (NJ), percutaneous endoscopic gastrostomy (PEG), percutaneous endoscopic jejunostomy (PEJ) feeding tubes
- Use of anti-emetics, GIT prokinetics
- Obesity: investigation, classification, treatment, risk factors
- Dietary and lifestyle changes
- Therapeutic agents

SKILLS

- Assessment and management of nutritional status and requirements
- Management of patients with excess fluid/electrolyte losses
- Management of complications: diabetes, hypertension, hyperlipidaemia
- Calculate BMI
- Measure skin fold thickness, body impedance
- Measure total body fat
- Appropriate referral
- Clinical and laboratory monitoring of patients receiving nutrition support
- Avoid, detect, manage complications
- Working as part of a multidisciplinary team

ASSESSMENT & LEARNING METHODS

- Nutrition course
- Mini-CEX
- CBD

Endocrine Disorders

Objective: to gain experience and understanding of the aetiopathogenesis and the clinical management of common encountered endocrine disorders

KNOWLEDGE

Thyroid disease

- Theoretical curriculum for thyroid Diagnostic criteria for hypo-, hyper-thyroidism, thyroiditis, malignancy
- Principles of management
- Treatment and pharmacology
- Biochemical thyroid function tests
- Appropriate follow up tests and intervals for testing
- Identify clinical features of thyroid disease
- Distinguish between the various causes of thyroid disease

Pituitary

- Hypopituitarism
- Prolactinoma / hyperprolactinaemia
- Acromegaly
- Non-functioning pituitary tumours
- Cushing's disease

Adrenal

- Cushing's syndrome
- Hypoadrenalism
- Congenital adrenal hyperplasia
- Pheochromocytoma / paraganglioma
- Adrenal incidentaloma
- Primary hyperaldosteronism
- Endocrine hypertension

Neuroendocrine and pancreas

- Carcinoid syndrome
- Insulinoma
- Gasterinoma (Z-E Syndrome)

Reproductive

- Primary hypogonadism – male and female
- Amenorrhoea
- Polycystic ovarian syndrome (pcos)
- Infertility – male and female
- Menopause

Specific Paediatric Endocrinology

- Disorders of growth
- Disorders of puberty

Miscellaneous

- Multiple Endocrine Neoplasia
- Autoimmune polyglandular syndrome

SKILLS

- Initiate treatment with appropriate drug and monitor response
- Sufficient first-hand experience to take clinical responsibility for such procedures
- Interpretation and reporting of endocrine function tests

ASSESSMENT & LEARNING METHODS

- Mini-CEX
- CBD

Documentation of Minimum Requirements for Training

- These are the minimum number of cases you are asked to document as part of your training. It is recommended you seek opportunities to attain a higher level of exposure as part of your self-directed learning and development of expertise.
- You should expect the demands of your post to exceed the minimum required number of cases documented for training.
- If you are having difficulty meeting a particular requirement, please contact your specialty coordinator.

Curriculum Requirement	Required/Desirable	Minimum Requirement	Reporting Period	Form Name
Section 1 - Training Plan				
Personal Goals Plan (<i>Copy of agreed Training Plan for your current training year signed by both Trainee & Trainer</i>)	Required	1	Training Post	Form 052
Personal Goals Review	Desirable	1	Training Post	Form 137
Weekly Timetable (<i>Sample Weekly Timetable for Post/Clinical Attachment</i>)	Required	1	Training Post	Form 045
Section 2 - Training Activities				
Outpatient Clinics				
Diabetes	Required	20	Year of Training	Form 001
Endocrine Pituitary Thyroid Fertility Metabolic – including Paediatrics Inborn Errors of Metabolism	Required	15	Year of Training	Form 001
Bone	Required	15	Training Programme	Form 001
Lipid/CVD Risk Factors	Required	20	Training Programme	Form 001
Clinical Liaisons (Adult and Paediatric) including: In-patients Ward Visit Outpatients Paediatrics Primary Care Other (please specify)	Required	10	Training Programme	Form 132
Laboratory processes				
Analytical processes				

Curriculum Requirement	Required/Desirable	Minimum Requirement	Reporting Period	Form Name
Chromatographic techniques	Required	1	Year of Training	Form 119
Mass spectrometry	Required	1	Year of Training	Form 119
Electrophoretic techniques	Required	1	Year of Training	Form 119
Molecular diagnostic techniques	Required	1	Year of Training	Form 119
Laboratory automation	Required	1	Year of Training	Form 119
Laboratory information systems	Required	1	Year of Training	Form 119
Quality assurance in laboratory medicine	Required	5	Year of Training	Form 119
Quality Management Systems in laboratory medicine	Required	5	Year of Training	Form 119
Health and Safety in the laboratory medicine	Required	5	Year of Training	Form 119
Clinical governance in laboratory medicine	Required	5	Year of Training	Form 119
Procedures				
POCT	Required	1	Training Programme	Form 004
Molecular Diagnostics				
DNA extraction	Required	1	Training Programme	Form 004
PCR	Required	1	Training Programme	Form 004
Agarose gel electrophoresis	Required	1	Training Programme	Form 004
NGS	Required	1	Training Programme	Form 004
Clinical Diagnostic Procedure	Required	5	Training programme	Form 004
supervision of dynamic function tests				
Details of Additional Special Experience				
Paediatric endocrinology	Desirable	1	Training Programme	Form 005
Nutrition obesity	Desirable	1	Training Programme	Form 005
Inborn errors of metabolism	Desirable	1	Training Programme	Form 005
Management Experience				
Chairing a laboratory management/staff/quality meeting	Desirable	1	Training Programme	Form 110
Section 3 - Educational Activities				
Mandatory Courses				
HST Leadership for Pathology (Year 3+)	Required	1	Training Programme	Form 006
Ethics Foundation	Desirable	1	Training Programme	Form 006
Ethics for Pathology	Desirable	1	Training Programme	Form 006
An Introduction to Health Research	Desirable	1	Training Programme	Form 006

Curriculum Requirement	Required/Desirable	Minimum Requirement	Reporting Period	Form Name
Mastering Communications	Desirable	1	Training Programme	Form 006
Performing Audit	Desirable	1	Training Programme	Form 006
Core pathology I	Desirable	1	Training Programme	Form 006
Core pathology II	Desirable	1	Training Programme	Form 006
Core pathology III	Desirable	1	Training Programme	Form 006
Wellness Matters	Desirable	1	Training Programme	Form 006
Non – Mandatory Courses	Desirable	1	Training Programme	Form 007
Study Days (<i>minimum of 5 per year</i>)	Required	5	Year of Training	Form 006
Attendance at In-house activities (<i>a mix of at least 3 of the following</i>)				
Grand Rounds	Required	5	Year of Training	Form 011
Radiology Conference	Desirable	1	Training Programme	Form 011
Histopathology Conferences	Desirable	1	Training Programme	Form 011
Journal Club	Required	5	Year of Training	Form 011
MDT Meetings	Desirable	1	Training Programme	Form 011
Seminar	Required	5	Year of Training	Form 011
Lecture	Required	5	Year of Training	Form 011
Delivery of Teaching (<i>minimum 5 formal teaching session per month</i>)				
Observation of trainee-led teaching event.	Required	2	Year of Training	Form 013
Lecture	Required	2	Year of Training	Form 013
Tutorial	Required	2	Year of Training	Form 013
Research	Required	1	Year of Training	Form 014
Audit activities and Reporting (1 per year either to start or complete, Quality Improvement (QI) projects can be uploaded against audit)	Required	1	Year of Training	Form 135/152
Audit Activities; Quality Management	Required	5	Year of Training	Form 015
Publications	Desirable	1	Year of Training	Form 016
Presentations	Required	2	Year of Training	Form 017
National/International meetings	Required	2	Year of Training	Form 010
Additional Qualifications	Desirable	1	Year of Training	Form 065
Committee Attendance (<i>1 per year</i>)	Required	1	Year of Training	Form 063
Section 4 - Assessments				
DOPS				

Curriculum Requirement	Required/Desirable	Minimum Requirement	Reporting Period	Form Name
Molecular Diagnostics (Includes all activities) <ul style="list-style-type: none"> • DNA extraction • PCR • Agarose gel electrophoresis 	Required	1	Training Programme	Form 126
Clinical Diagnostic Procedure (Includes all activities) <ul style="list-style-type: none"> • performance of sweat test • supervision of dynamic function tests 	Required	5	Training Programme	Form 126
CBD To include Clinical Liaisons (Adult and Paediatric)	Required	5	Year of Training	Form 020
Mini-CEX	Required	2	Year of Training	Form 023
Quarterly Assessment	Required	4	Year of Training	Form 092