GUIDANCE TO CANDIDATES AND TRAINERS
for
ADVANCED SPECIALIST DIPLOMA (ASD) IN HISTOPATHOLOGY REPORTING GASTROINTESTINAL TRACT PATHOLOGY

The Royal College of Pathologists
Pathology: the science behind the cure
Please note the following:

1. The dissection of tissue specimens and reporting of results that may be performed by biomedical scientists, remains the responsibility of a consultant pathologist and may only be undertaken with the agreement of the medical head of department.

2. This candidate guidance must be read in conjunction with the Principles of Good Practice for Biomedical Scientist involvement in Histopathological Dissection guidance document.

3. For the purposes of this guidance and the training case log the upper gastrointestinal tract is defined as duodenum, ileum, oesophagus and stomach. The lower gastrointestinal tract is defined as the anus, caecum, rectum and the left, right, sigmoid and transverse colon.
INTRODUCTION

This qualification provides evidence of the attainment of both the necessary scientific and clinical knowledge underpinning the reporting of gastrointestinal tract pathology specimens.

AIMS

1. To develop the professional knowledge and skills of a candidate to the highest level of professional practice

2. To enable successful candidates to undertake a role that involves the description, dissection, block sampling and reporting of certain defined gastrointestinal tract pathology specimens

3. To enable successful candidates to offer professional advice on gastrointestinal tract pathology specimen dissection and reporting

4. To enable successful candidates to participate in training of biomedical scientists and specialist trainee medical staff in gastrointestinal tract pathology

The Advanced Specialist Diploma (ASD) has three stages. All the requirements of a stage must be passed before a candidate can proceed to the next stage. For more information see the End-Point Assessment section of this document. The curriculum content for each stage is shown in detail in Appendix A.

Success in the final examination at the end of Stage C leads to the award of the RCPat/IBMS Advanced Specialist Diploma (ASD) in Histopathology Reporting (Gastrointestinal Pathology).

Stage D

After the successful completion of the ASD qualification a Stage D of training will need to be undertaken. This is a post qualification ‘preceptorship’ stage that involves the development of a supervised specific independent reporting plan.
The purpose of this is to support the individual to achieve a level of post-qualification competence and confidence consistent with that of a qualified medical consultant histopathologist to independently report defined specimen types. The requirements of Stage D are defined in a separate document.

Successful completion of Stage D does not confer automatic eligibility to practice as this remains the decision of the employer and the medical head of department.

LEARNING OUTCOMES

Individuals successful in this qualification will be able to:

1. Demonstrate full understanding of the physiological and pathological processes associated with the gastrointestinal tract system

2. Use highly specialised knowledge and skills to describe and dissect the specified gastrointestinal tract pathology specimens received in the histopathology laboratory

3. Independently prepare, critically evaluate and interpret the specified gastrointestinal tract pathology samples, to initiate further investigations/tests or issue appropriate reports

4. Evaluate, reflect and comment on previous or current clinical/pathological findings as an integral part of case management

5. Demonstrate the ability to operate autonomously in certain specimens (defined in the curriculum in Appendix A of this document) whilst recognising the limits of their own competence, seeking advice from consultant medical colleagues when needed

6. Engage in critical dialogue and work collaboratively with other healthcare professionals to provide a high-quality service

7. Continue to develop their own area of practice by keeping up-to-date their professional knowledge and skills
8. Participate in, organise and as appropriate lead multidisciplinary team (MDT) meetings

9. Demonstrate the knowledge and skills to supervise and participate in the training of biomedical scientists and specialist trainee medical staff in gastrointestinal tract pathology particularly in dissection

ELIGIBILITY CRITERIA

The reporting of gastrointestinal tract pathology specimens constitutes an expert role for biomedical scientists with the requirement to undertake additional duties and responsibilities as part of their professional practice. The minimum requirements for entry to the qualification are:

- be an HCPC registered biomedical scientist
- be a Member* (MIBMS) or Fellow (FIBMS) of the Institute of Biomedical Science
- have at least seven years’ whole time equivalent post-registration experience in cellular pathology

*For those who have MIBMS status it is strongly recommended that individuals complete the Diploma of Expert Practice in Histological Dissection (including the gastrointestinal optional module before undertaking this qualification).

An annual application round will take place with short-listing and interviews being undertaken by members of both the RCPath and the Institute. Interviews will be conducted against a detailed grading scheme. Successful applicants will be invited to attend an induction day before they commence the qualification. Unsuccessful applicants will be provided with feedback on their interview.

CONSULTANT PATHOLOGIST SUPERVISOR

A biomedical scientist considering undertaking this qualification requires a named consultant pathologist supervisor. This is essential in ensuring that a biomedical
scientist in training has the necessary support and exposure to material and training to enable the acquisition of these advanced skills knowledge, and ultimately to apply them in their professional practice.

The named consultant pathologist supervisor must be registered on the specialist register with the GMC, appropriately trained to carry out educational supervision, meet the minimum RCPath CPD requirements. The consultant pathologist must:

1. Guide and direct the training process

2. Regularly review progress during the training period, which must include direct observation of practical skills and evidence of case reviews carried out by clinical supervisors and other members of staff

3. Set agreed learning plans with candidate

4. Be able to arrange for the biomedical scientist to obtain training in all the required areas with appropriate clinical supervision

5. Review the portfolio prior to submission to the conjoint board to ensure it meets the requirements specified in the guidance to candidates

6. Sign a declaration to confirm that the candidate has undergone training, meets the requirements of the stage concerned, in his/her opinion is competent and in the case of Stage A and Stage C ready to sit the examination

The consultant pathologist supervisor and the biomedical scientist in training must comply with all relevant IBMS and RCPath guidelines and standards.
LABORATORY REQUIREMENTS

The laboratory must support the training of biomedical scientists in the reporting of gastrointestinal tract pathology specimens. This should be evidenced through the provision of training plan with the initial application to join the training programme.

DELIVERY OF TRAINING

The overall aim of the training programme is to develop advanced knowledge, attitudes and reporting skills in gastrointestinal tract pathology. Training of biomedical scientists in gastrointestinal tract pathology must not detract from the training of histopathologists in these areas.

Training must be delivered in accordance with the IBMS/RCPath training curriculum described in Appendix A. Completion of training is evidenced by submission of a signed log of reported specimens and compilation of a portfolio after each stage of the qualification. The portfolio must contain evidence of regular assessments of competence in reporting appropriate gastrointestinal tract pathology specimens by a consultant pathologist supervisor.

If the repertoire of the training laboratory is not comprehensive enough to allow exposure to the widest spectrum of tract pathology it is considered good practice for biomedical scientists to visit other laboratories / centres to share expertise and to learn different techniques. This may require the delivery of training by individuals other than the named consultant pathologist supervisor, and who must also conduct appropriate assessments of competence as described below. These individuals must be appropriately qualified in order that they can make judgements on the competence of the candidate concerned.

ONGOING ASSESSMENT OF COMPETENCE

In-house assessments of competence must be an interactive continuous process between the supervising pathologist and the biomedical scientist which must include the use of direct observation of practical skills, case-based discussion or
equivalent processes. Regular reviews of progress are essential for the setting of agreed learning plans and as part of an ongoing personal development plan.

The candidates’ educational supervisor must complete a progress report with the candidate every six months. The reports should be submitted within the portfolio at the end of the Stage. These reports should use the form in Appendix C.

**PORTFOLIO OF EVIDENCE**

The compilation of a portfolio is a means of clearly organising and recording achievements and should demonstrate a range of competencies, skills, experience and an overall reflective approach to learning.

For each stage the submitted portfolio must contain:

- a log of the case repertoire encountered during the training period. For each stage at least the specified minimum number of reported cases must be provided in order to demonstrate the practical experience of the candidate. The candidate is expected to demonstrate experience in gastrointestinal tract pathology, detailing the scope and number of specimens reported. This should include evidence of adverse incidents and examples of ‘best’ practice. (See Appendix A for details of the specimen types to be included in the log)

- evidence of regular case review with the supervising pathologist(s) that should demonstrate critical evaluation of the reporting of gastrointestinal tract pathology specimens by the biomedical scientist. The case review will also show evidence of knowledge and understanding of the patient’s diagnosis and the possible impact on their subsequent treatment and outcome. This should form part of the evidence for continuing audit of the biomedical scientist in training.

- formal observation of the practical skills and assessment of the applied knowledge of the biomedical scientist must include:
  - on-going assessments carried out by the consultant pathologist supervisor during training period evidenced through the provision of the
following workplace-based assessments forms:

- Case-based discussion (CBD)
- Direct observation of practical skills (DOPS)
- Evaluation of clinical events (ECE)

These are provided in Appendix D. The minimum number of each type of workplace-based assessment required is specified in the curriculum section of this document (Appendix A).

- details of in-house assessments (including progress reports) and audit(s) of personal practice and clinical audits against local or nationally published performance targets. The completion of at least one clinical audit is required per stage of the portfolio.

- formative assessments – evidenced through the provision of multi-source feedback (MSF) forms (See Appendix C) and report from the educational supervisor

- clinicopathological case study (a minimum of one case study should be submitted per stage)

- a record of multidisciplinary team meetings (MDT) attended

- a record of training programmes, courses, tutorials or training sessions attended

- details of any seconded experience

- reflection on the whole learning process

**CASE STUDIES**

The case study reports (at least one of which should be submitted per stage) will be appropriate to the complexity of the specimen and be at least 1000 ± 10% words in length. They should be prepared using aspects of the following format to bring a whole case history together supplemented by comments on options
available to clinicians as the case progresses. Each case study must also include:

- patient clinical history
- macroscopic description of gross specimen
- correlation of any clinical/imaging/ findings with the pathology specimen
- details of dissection procedure
- block selection – number and area sampled
- requirements for extra blocks (if applicable) in light of additional patient information
- correlation of the relevance of macroscopic description and block selection to final diagnosis and subsequent patient management
- details of any interpretive report issued (as appropriate)
- details of possible differential diagnoses (if applicable) where they show a critical understanding of the clinical/pathological context
- details of management suggestions to aid the clinical team if appropriate
- the timeline from surgery/reception to the final MDT outcome
- knowledge and reasoned argument of sufficient depth and clarity
- adequate and appropriate references to key sources of information

The following sections provide further guideline to content of a case study:

**PRE-ANALYSIS**

Details of presenting symptoms and any additional relevant clinical history should be used to introduce the case. The clinical symptoms may be expanded upon and any additional laboratory tests, including previous biopsy or surgery should be critically discussed. Ultrasound or other imaging results may be included at this stage. The surgical procedure selected and the subsequent removal of tissue for histological examination should be put into context with the patient’s overall treatment plan, e.g. results may be discussed at a MDT meeting to include compliance with the appropriate cancer standards.
ANALYSIS
The way the specimen is handled when it arrives in the cellular pathology laboratory should be discussed, e.g. whether fresh or formalin fixed, to include accurate details of the dissection process, blocks taken, macroscopic and (when appropriate) microscopic description. Evaluation and impact of imaging findings and clinical history should be demonstrated. The main histological features should be discussed and details of the stains and antibodies used on the case should be explained to show evidence of slide review. Where a panel of markers have contributed to the final diagnosis these should be discussed, together with possible options of other specialised tests.

POST ANALYSIS
The outcomes for the patient should be discussed to include evidence of follow-up treatment, and the relationship of that treatment to the diagnosis. This should include a record of any MDT discussions and the outcomes.

ASSESSMENT OF TRAINING

Stage A
In this stage once the named consultant pathologist supervisor is satisfied that the training for the stage is complete the candidate must submit the completed portfolio to the Institute by the specified date. Candidates must have their portfolio marked as a pass before they can proceed to the examination which must be passed before they can proceed to Stage B. Candidates cannot start collating evidence for Stage B until they have passed both elements of this stage.

Stage B
In this stage once the named consultant pathologist supervisor is satisfied that the training for the stage is complete the candidate must submit the completed portfolio to the Institute by the specified date.
Candidates must have their portfolio marked as a pass before they can proceed to Stage C. There is no examination.

**Stage C**

In this stage once the named consultant pathologist supervisor is satisfied that the training for the stage is complete the candidate must submit the completed portfolio to the Institute by the specified date. Candidates’ must have their portfolio marked as a pass before they can proceed to the examination. Once candidates have also passed the examination they will be awarded the RCPath/IBMS Advanced Specialist Diploma (ASD) in Histopathology Reporting (Gastrointestinal Tract Pathology). Candidates will then proceed to Stage D which is post qualification ‘preceptorship’ stage which is described in the separate document.

There are more details on the standards by which the portfolios will be assessed and on the practical examinations that take place at Stage A and C below.
ASSESSMENT OF THE PORTFOLIO

Once submitted, the portfolio will be independently assessed by two members of the Board using the following categories:

- Case log
- Case review
- Case study
- Formative (work-based) assessments
- Audit
- Tutorials and training sessions
- General Overview

Note: All evidence submitted as part of the portfolio must conform to the Data Protection Act (2003).

All evidence which is submitted as part of the portfolio that may identify an individual patient must be made anonymous, but in such a way that allows identification to be re-established subsequently if appropriate. Portfolios that contain evidence that allows on a small number of occasions identification of a patient will be automatically returned. Candidates will be given a period of time to amend the portfolio so the patient cannot be identified. If, however there are multiple incidents of evidence that allows for the identification of patient the portfolio will be marked as a fail and will not be allowed to be resubmitted until the following year. Candidates are therefore strongly encouraged to ensure that such evidence is not included within the portfolio.

ASSESSMENT STANDARDS

The portfolios will be assessed using the following standards:

Case log

1. The log is clearly laid out and accessible.
2. The mix of cases shown in the log must be in accordance with the curriculum requirements stated in the appropriate stage (See Appendix A for more information)

Case review

3. There is evidence that regular case reviews have taken place

4. The reviews are clearly laid out and accessible

5. There is a clear indication of the purpose of case review and that this has been undertaken by the candidate and the consultant pathologist supervisor

6. It is clear from the evidence presented that the candidate has an understanding of the impact of laboratory tests on diagnosis, treatment, monitoring, prognosis and reporting of patients

7. The reviews show clearly that points of interest have been used as a positive learning experience

8. Evidence of MDT discussion of cases reported by the biomedical scientist in training together with the minutes and outcomes included. Attendance must be regular enough to ensure appropriate discussions take place and during training will require the biomedical scientist to attend 1 in every 4 MDT (or at least 12 per year) meetings held, where the cases reported by them are discussed

Case Study

9. The case study is neat, well laid out and of appropriate length

10. Details of initial clinical presentation, imaging results, previous medical history and tests performed are included

11. The significance of laboratory tests within the context of the patient pathway is explained

12. Where appropriate, there is differential diagnosis and discussion of reasons

13. Details of appropriate ancillary tests, management, treatment and follow-up are presented in the case study
14. Illustrations or images when used, are relevant and of high quality

**Formative Assessments**

15. It is clear from the evidence presented, including the provision of the specified minimum number of work-based assessment forms and progress reports, that systematic and periodic review of the candidate's performance has been undertaken by the consultant pathologist supervisor.

16. It is clear from the evidence provided in the work-based assessment forms that the consultant pathologist supervisor has observed the reporting of the entire range of specimens.

17. It is evident from the details presented how the candidate’s practice has evolved over the course of the training period by the inclusion of incident logs and competence assessments.

**Audit**

18. There is evidence that the candidate understands the principles of clinical audit.

19. It is clear from the evidence presented that the candidate has gathered data relevant to his or her own practice and that of their colleagues.

20. There is evidence of critical evaluation and implementation of audit outcomes where appropriate.

**Tutorials and training sessions**

21. A record of training programmes, short courses, tutorials and in-house training sessions attended or delivered by the candidate has been included.

22. Examples are accompanied by evidence of reflection on the learning outcomes.
General overview

23. The portfolio is neat and tidy

24. There is a useful and accurate index

25. Sections are easily found and correctly labelled

26. The portfolio is written in English prose with the correct use of grammar and punctuation

27. There is no evidence of plagiarism

28. Evidence presented is high quality, relevant and shows appropriate reflection

The portfolio will be marked by two examiners. If following the assessment the two marks differ significantly, the portfolio will be reviewed by a third examiner and moderated accordingly.

On review the portfolio examiners may decide that a portfolio has not yet met the required standards but is close to doing so. These portfolios will be marked as a ‘refer’. In these circumstances individuals will be notified of the shortcomings and will be given a specified period to address these issues. The additional evidence must be submitted by the deadline stated by the Institute at which time it will be re-assessed. At this point the portfolio will be either be awarded a ‘pass’ or ‘fail’.

Candidates whose portfolio is deemed to have significant deficiencies (three or more of the portfolio assessment indicator standards not being met) and therefore not to have met the requirements of the qualification the portfolio will be marked as a fail and will not be able to proceed to the next stage of the qualification.
Examination

The examination will include both benign and malignant scenarios encountered in gastrointestinal tract pathology. It may also include relevant knowledge questions and questions on clinical governance, pathological processes or relevant topical matters. There is no examination after Stage B of the qualification.

The examinations will be run in accordance with the RCPath ‘Examination Regulations and Guidelines’ document.

Stage A - Examination

In this stage the exam will involve a mixture of microscopic assessment of slides, macroscopic assessment of specimens and face to face stations. The face to face stations will require no written answers, but the other cases will take the form of short answers. For example, candidates may be required to write a histopathology report based on their assessment of the slide and then questions related to this pathologic process.

The examination will last three hours and is akin to the year 1 Objective Structured Practical Examination (OSPE) the medical trainees sit. Both the portfolio and examination must be passed in the same sitting before a candidate can proceed to Stage B.

Stage C - Examination

The examination is akin to the FRCPath Part II histopathology examination and consists of several parts including OSPEs, Surgical Cases, Long Cases and Macros.

One part involves the assessment of 20 cases which will be provided in ten pairs of haematoxylin and eosin (H&E) stained slides in 20 minute slots over 3hrs 20 minutes. The cases will include a mixture of neoplastic and non-neoplastic
material. They will vary in difficulty from straightforward cases readily diagnosable on a single H&E section, more complex cases requiring more detailed description, differential diagnosis and special techniques, and cases not capable of diagnosis on a single H&E which should prompt an approach for further techniques, extra blocks and specialist opinions.

Another part involves four long cases which may include, for example, a number of H&E stained slides or a single H&E stained slide with immunohistochemistry sections. Twenty minutes is given for each case and candidates are expected to discuss the microscopic findings and additional material to make a final diagnosis or to discuss a differential diagnosis.

In a further part candidates will be provided with pictures of pathology specimens with clinical information and will be asked to prepare their responses to specific questions and to mark on the photographs where they would take blocks. Two x 20 minute slots will be provided to view a total of four cases followed by a 20 minute discussion with two examiners. Formal written reports are not required in this exercise, which is designed to allow candidates to demonstrate their capabilities in gross pathology and familiarity with block selection in the context of the RCPath Minimum Datasets.

There will also be two x 20 minutes Objective Structured Practical Examinations (OSPEs) one of which is conducted face-to-face with two examiners while the other is a written exercise only. Possible topics include management/clinical governance type and MDT type cases, although this list is not exhaustive.

The order that candidates will undertake the different parts of this examination will vary and will be dependent on the number of candidates. The exam itinerary information that will be provided to candidates will clearly explain the timetable and structure of the examination.
MARKING STRUCTURE

All examination papers will be marked by at least two examiners and all marks are subject to moderation and ratification by the Royal College of Pathologists examination board.

EXAMINATION RE-SITS

If a candidate fails the examination in either Stage A or Stage C they will be able to re-sit the examination. Candidates will be expected to continue to report on the range of specimens listed in the curriculum in between their attempts at the examination. They will be required to re-sit all parts of the examination rather than just the part that they were unsuccessful in on their previous attempt and a re-sit fee will apply.

Candidates can have up to four attempts at both the Stage A and Stage C examinations and these attempts do not have to be in consecutive examination sittings.

If a candidate is unsuccessful at the examination four times they can apply for up to a further two attempts via an appeal to the examination committee responsible for these qualifications. This appeal will need to explain the circumstances behind the need for these additional attempts.
TRAINING PROGRAMME

The programme for biomedical scientists in gastrointestinal tract reporting is guided by recommendations made by the following reports, documents and guidelines:

- The final report from the Royal College of Pathologists and Institute of Biomedical Science Working Group on the implementation of the extended role of the biomedical scientists in specimen description, dissection and sampling (2004)


- The Institute of Biomedical Science and Royal College of Pathologists training logbooks for the Advanced Specialist Diplomas in Breast and Lower GI Pathology Specimen Dissection (2010)

- RCPath Cancer Datasets and Tissue Pathways
  
  www.rcpath.org/profession/publications/cancer-datasets.html
Books


SUPERVISION AND FEEDBACK

Specialist training must be appropriately supervised by the senior medical and scientific staff on a day-to-day basis under the direction of a designated educational supervisor. Supervision has more than one meaning in histopathology. Trainees will work under consultant supervision, gradually widening their knowledge and experience in each area. The day-to-day supervised training will be supplemented by more formal teaching such as ‘black box’ sessions and on regionally and nationally organised training courses.

If a histopathology report generated by the trainee states that they have been supervised by a consultant, this is usually taken to mean that the consultant has examined that report with the trainee. It also implies that the consultant accepts not only the microscopic but also any macroscopic description as accurate, even if the supervisor has not personally reviewed the specimen. However, there is also a more general level of supervision in day-to-day work. A trainee may ask for assistance at any time if a specimen they are dealing with is unfamiliar or unusual. Supervision also extends to working relationships and communication within and beyond the histopathology department.

Educational supervision is a fundamental conduit for delivering teaching and training in the NHS. It takes advantage of the experience, knowledge and skills of educational supervisors/trainers and their familiarity with clinical situations. It ensures interaction between an experienced clinician and the trainee. This is the desired link between the past and the future of medical practice, to guide and steer the learning process of the trainee.

Clinical supervision is also vital to ensure patient safety and a high-quality service.

The role of the educational supervisor is to:

• have overall educational and supervisory responsibility for the trainee in a given post
• ensure that the trainee is familiar with the curriculum relevant to the stage of training of the post
• ensure that the trainee has appropriate day-to-day supervision appropriate to their stage of training
• ensure that the trainee is making the necessary progress during the post
• ensure that the trainee is aware of the assessment system and undertakes it according to requirements
• act as a mentor to the trainee and help with both professional and personal development
• agree a training plan (formal educational contract) with the trainee and ensure that an induction (where appropriate) has been carried out soon after the trainee’s appointment
• discuss the trainee’s progress with each trainer with whom a trainee spends a period of training
• undertake regular formative/supportive appraisals with the trainee (two per year, approximately every 6 months) and ensure that both parties agree to the outcome of these sessions and keep a written record
• regularly inspect the trainee’s training record, inform trainees of their progress and encourage trainees to discuss any deficiencies in the training programme, ensuring that records of such discussions are kept
Expected training
The level of knowledge gained within each of the areas described below will vary between trainees. However, for each disease process listed, it is recommended that the trainee possesses at least a basic level of knowledge within the following eight categories.

- Epidemiology
- Aetiology
- Pathogenesis
- Clinical features
- Pathological features (macroscopic and microscopic)
- Natural history
- Management options
- Major complications of therapy

It is important that sufficient basic knowledge of major pathological processes is gained at this early stage. This should include topics such as: causes of and responses to cellular injury, acute and chronic inflammation, neoplasia, the effects of genetics and the environment in health and disease, infections and the basics of immunology
Stage A - Gastrointestinal Tract Pathology

Stage A comprises a period of training lasting for a minimum of 12 months. The aims of this stage are to provide:

- a structured introduction to histopathology
- practical training in gastrointestinal pathology

Competences required at the end stage A:

- independent cut-up of most simple specimens (e.g. appendicectomy, cholecystectomy)
- independent cut-up of common larger specimens (e.g. colectomy for diverticular disease, ischaemic bowel)
- ability to write an appropriate report for a wide range of histopathology specimens (common biopsies, common benign resections)
- ability to demonstrate time management and task prioritisation (e.g. prioritisation of specimens for cut-up and reporting, timely turn-around of reporting histopathology, keeping portfolio up to date)

The end of year review will mirror the Annual Review of Competence Progression (ARCP) process. It is evidenced through the submission within the portfolio of:

Practical experience:

- surgical histopathology a minimum of 750 reported cases and evidence of regular case reviews
- audit completion of one audit
- continuous development completion of one educational case report / study

Assessments:

- workplace-based assessments a minimum of 18 in total, 12 directed (see below)
- multi-source feedback one completed and satisfactory
- progress reports to be completed every six months
- educational supervisor’s report satisfactory

The portfolio is reviewed at the end of this stage by two members of the RCPath/IBMS Conjoint Board against the portfolio assessment indicators stated in this guidance. The final part of stage A is the examination that is described earlier in this document. Candidates can only progress to stage B on successful completion of their portfolio and a pass in the formal examination that marks the end of stage A.
## Curriculum for RCP/IBMS Diploma in Histopathology Reporting Stage A - Gastrointestinal Tract Pathology

<table>
<thead>
<tr>
<th>System</th>
<th>Macroscopic Pathology</th>
<th>Microscopy</th>
<th>Knowledge base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>Correctly identify patient details relevant to each specimen</td>
<td>Set up a microscope correctly</td>
<td>Normal anatomy and histology</td>
</tr>
<tr>
<td></td>
<td>Correctly orientate specimens</td>
<td>Demonstrate confidence in normal histology and normal variations of common tissue types</td>
<td>Pathological basis of disease</td>
</tr>
<tr>
<td></td>
<td>Open fresh specimens</td>
<td>Select/identify appropriate histochemical stains for glycogen, fat, mucins and amyloid</td>
<td>Common pathological abnormalities including hyperplasia, metaplasia, dysplasia and malignancy</td>
</tr>
<tr>
<td></td>
<td>Correctly obtain fresh tissue for touch preparation, freezing, electron microscopy etc.</td>
<td>Demonstrate awareness of basic immunohistochemical markers for major tissue and tumour types and interpretation of a basic panel of immunohistochemical markers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate basic appreciation of artefacts such as formalin pigment, cross cutting and wrong embedding and its consequences</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>System</th>
<th>Macroscopic Pathology</th>
<th>Microscopy</th>
<th>Knowledge base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Upper gastrointestinal tract</strong></td>
<td>Oesophageal, gastric and duodenal biopsies</td>
<td>Oesophagus:</td>
<td>Oesophagus:</td>
</tr>
<tr>
<td></td>
<td>Sleeve gastrectomy</td>
<td>Demonstrate confidence in the diagnosis of:</td>
<td>Infectious lesions include viral, bacterial and fungal</td>
</tr>
<tr>
<td></td>
<td>Cholecystectomy</td>
<td>- benign conditions including infectious lesions, inflammatory disorders, polyps and benign neoplasms</td>
<td>Inflammatory disorders include reflux oesophagitis, drug induced oesophagitis, Barrett’s oesophagus, eosinophilic oesophagitis and Crohn’s disease</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- precursors to squamous carcinoma and adenocarcinoma (low and high grade dysplasia)</td>
<td>Benign neoplasms include squamous papilloma and adenoma</td>
</tr>
<tr>
<td>System</td>
<td>Macroscopic Pathology</td>
<td>Microscopy</td>
<td>Knowledge base</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Upper gastrointestinal tract| Oesophageal, gastric and duodenal biopsies | **Stomach:** Demonstrate confidence in the diagnosis of:  
- benign conditions including infectious lesions, inflammatory disorders, polyps and benign neoplasms  
- precursors to adenocarcinoma (low and high grade dysplasia)  

**Small bowel (duodenum):**  
Demonstrate confidence in the diagnosis of:  
- benign conditions including infectious lesions, inflammatory disorders, polyps and benign neoplasms  
- precursors to adenocarcinoma (low and high grade dysplasia)  

**Gallbladder:**  
Demonstrate confidence in the diagnosis of:  
- infectious and inflammatory disorders and benign neoplasms (including adenoma)  
- precursors to adenocarcinoma (low and high grade dysplasia) | **Stomach:** Infectious lesions include viral, bacterial and fungal  
Inflammatory disorders include autoimmune gastritis, lymphocytic gastritis, granulomatous gastritis, reactive gastritis and Crohn’s disease  
Polyps include hyperplastic, Menetrier’s disease and inflammatory  
Benign neoplasms include adenoma  

**Small bowel (duodenum):** Infectious lesions include viral, bacterial and fungal  
Inflammatory disorders include ischaemia, autoimmune enteropathy, tropical sprue, inflammatory bowel disease, radiation and drug induced gastroenteritis.  
Polyps include hyperplasia, inflammatory, hamartomatous and adenomatous  
Benign neoplasms include adenoma |

Note: As part of your practice you are likely to come across invasive tumours. It is not expected for you to be able to confidently diagnosis invasive tumour in stage A, however, you should be starting to develop the ability to recognise and understand the important histological features of malignancy.
<table>
<thead>
<tr>
<th>System</th>
<th>Macroscopic Pathology</th>
<th>Microscopy</th>
<th>Knowledge base</th>
</tr>
</thead>
</table>
| **Lower gastrointestinal tract** | Appendicectomy  
Colorectal biopsies, polypectomy and colectomy/procetctomy for benign disease (including diverticular disease and inflammatory bowel disease)  
Anal lesions  
Pilonidal sinuses  
Stoma | **Appendix:**  
Demonstrate confidence in the diagnosis of:  
- infectious and inflammatory disorders and benign neoplasms  
- precursors to adenocarcinoma (low and high grade dysplasia) | **Appendix:**  
Benign neoplasms include adenoma |
|                         | **Colorectum:**  
Demonstrate confidence in the diagnosis of:  
- benign conditions including infectious lesions, inflammatory disorders and epithelial polyps  
- precursors to adenocarcinoma (low and high grade dysplasia) | **Colorectum:**  
Infectious lesions include viral, bacterial and fungal  
Inflammatory disorders include inflammatory bowel disease, other colitides and solitary rectal ulcer/mucosal prolapse syndrome  
Epithelial polyps include hyperplastic, inflammatory, hamartomatous and neoplastic | **Anus:**  
Tumour like lesions include haemorrhoids, fibroepithelial polyp and mucosal prolapse  
Benign tumours include condyloma acuminatum |
|                         | **Anus:**  
Recognise benign tumour like lesions and benign tumours of the anus and anal canal |                                                                 |                                                                                 |
Workplace-Based Assessments (WBA - 18 in total, 12 directed)

Directly Observed Practical Skills (DOPS) (six from the following):

Set up and use microscope

Cut-up:
- completion of a simple cut up session (e.g. gallbladders, appendix, stoma)
- macroscopic description and block taking of a larger resection (e.g. diverticular disease)

Microscopy:
- demonstrate ability to recognise normal histology
- demonstrate ability to recognise straightforward pathological entities (e.g. acute appendicitis)
- explain rationale for exclusion of malignancy

Comment: all six DOPS will be taken from this list (there may be more than one from each area).

Evaluation of Clinical Events (ECEs) (three from the following):

Histology/cytology:
- present a case with ancillary investigations to a consultant trainer

Audit:
- present at audit meeting and lead discussion, having discussed findings with trainer beforehand

Poster presentation:
- show a poster at the Pathological Society meeting or an appropriate team or Trust meeting
Teaching event for or demonstration of interesting case to students / trainees:
- to be observed by trainer

Referral letter:
- write a draft letter on a case for referral
Comment: three further ECEs may be taken from outside this list.

*Case-Based Discussions (CBDs) (three from the following):*

**Histology:**
- present a case with ancillary investigations (e.g. additional levels, blocks or immunohistochemical stains, review of previous samples) to a consultant trainer, indicating the relevance of the ancillary investigations
- write an appropriate report for a resection (with appropriate clinicopathological information)

Comment: three further CBDs may be taken from outside this list.
Curriculum for RCPPath/IBMS Diploma in Histopathology Reporting Stage B and Stage C - Gastrointestinal Pathology

Both Stage B and Stage C comprise a period of training lasting a minimum of 12 months. In both stages candidates will be assessed by submission of a portfolio demonstrating appropriate progress in the areas below. In Stage C candidates also undertake formal examinations. The aims of both stages are to:

- broaden experience and understanding of histopathology
- provide practical training in gastrointestinal pathology

Competences required at the end of each stage:

- independent cut-up of most simple specimens (e.g. appendicectomy, cholecystectomy)
- independent cut-up of common larger specimens (e.g. colectomy for diverticular disease, ischaemic bowel)
- independent cut-up of the following cancer cases:
  - Colon cancer (excluding abdominoperineal resections)
  - Oesophageal/gastric cancer
- ability to write an appropriate report for a wide range of histopathology specimens (e.g. common biopsies, common benign resections, colon cancer)
- ability to demonstrate time management and task prioritisation (e.g. prioritisation of specimens for cut-up and reporting, timely turn-around of reporting histopathology, keeping portfolio up to date)

The end of stage review will mirror the Annual Review of Competence Progression (ARCP) process. It is evidenced through the submission within the portfolio of:

Practical experience:

- surgical histopathology
- audit
- continuous development
- Multidisciplinary team meeting (MDT/MDM) attendance

A minimum of 1000 reported cases and evidence of regular case reviews

Assessments:

- workplace-based assessments
- multi-source feedback
- progress reports
- educational supervisor’s report

A minimum of 18 in total, 12 directed (see below)

Guidance to Candidates and Trainers – ASD in Histopathology Reporting –
Gastrointestinal Tract Pathology – May 2017

Page 31
Stage B
The portfolio is reviewed at the end of this stage by two members of the RCPath/IBMS Conjoint Board against the portfolio assessment indicators stated in this guidance. There will be no formal examination. Candidates can only progress to stage C on successful completion of their portfolio.

Stage C
The portfolio is reviewed at the end of this stage by two members of the RCPath/IBMS Conjoint Board against the portfolio assessment indicators stated in this guidance. The final part of stage C is the examination that is described in detail earlier in this document.
### Detailed description of curriculum for Stage B and Stage C

<table>
<thead>
<tr>
<th>System</th>
<th>Macropscopic Pathology</th>
<th>Microscopy</th>
<th>Knowledge base</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td>Correctly identify patient details relevant to each specimen</td>
<td>Set up a microscope correctly</td>
<td>Normal anatomy and histology</td>
</tr>
<tr>
<td></td>
<td>Correctly orientate specimens</td>
<td>Demonstrate confidence in the diagnosis of normal histology and normal variations of common tissue types</td>
<td>Pathological basis of disease</td>
</tr>
<tr>
<td></td>
<td>Open fresh specimens</td>
<td>Select/identify appropriate histochemical stains for glycogen, fat, mucins and amyloid</td>
<td>Common pathological abnormalities including hyperplasia, metaplasia, dysplasia and malignancy</td>
</tr>
<tr>
<td></td>
<td>Correctly obtain fresh tissue for touch preparation, freezing, electron microscopy etc.</td>
<td>Demonstrate confidence in the interpretation of basic immunohistochemical markers for major tissue and tumour types and interpretation of a basic panel of immunohistochemical markers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ink excision margins</td>
<td>Demonstrate an appreciation of artefacts such as formalin pigment, cross cutting and wrong embedding and its consequences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lymph node anatomy and dissection in cancer specimens</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Upper gastrointestinal tract (as per Stage A)</strong></td>
<td>Oesophageal, gastric and duodenal biopsies</td>
<td><strong>Oesophagus:</strong> Demonstrate confidence in the diagnosis of:</td>
<td><strong>Oesophagus:</strong> Infectious lesions include viral, bacterial and fungal</td>
</tr>
<tr>
<td></td>
<td>Sleeve gastrectomy</td>
<td>- benign conditions including infectious lesions, inflammatory disorders, polyps and benign neoplasms</td>
<td>Inflammatory disorders include reflux oesophagitis, drug induced oesophagitis, Barrett’s oesophagus, eosinophilic oesophagitis and Crohn’s disease</td>
</tr>
<tr>
<td></td>
<td>Cholecystectomy</td>
<td>- precursors to squamous carcinoma and adenocarcinoma (low and high grade dysplasia)</td>
<td>Benign neoplasms include squamous papilloma and adenoma</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Gallbladder:</strong> Demonstrate confidence in the diagnosis of:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- infectious and inflammatory disorders and benign neoplasms (including adenoma)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- precursors to adenocarcinoma (low and high grade dysplasia)</td>
<td></td>
</tr>
</tbody>
</table>
### Upper gastrointestinal tract

*(as per Stage A) continued*

<table>
<thead>
<tr>
<th>Stomach:</th>
<th>Stomach:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate confidence in the diagnosis of:</td>
<td>Infectious lesions include viral, bacterial and fungal</td>
</tr>
<tr>
<td>• benign conditions including infectious lesions, inflammatory disorders, polyps and benign neoplasms</td>
<td>Inflammatory disorders include autoimmune gastritis, lymphocytic gastritis, granulomatous gastritis, reactive gastritis and Crohn’s disease</td>
</tr>
<tr>
<td>• precursors to adenocarcinoma (low and high grade dysplasia)</td>
<td>Polyps include hyperplastic, Menetrier’s disease and inflammatory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Small bowel (duodenum):</th>
<th>Benign neoplasms include adenoma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate confidence in the diagnosis of:</td>
<td>Small bowel (duodenum):</td>
</tr>
<tr>
<td>• benign conditions including infectious lesions, inflammatory disorders, polyps and benign neoplasms</td>
<td>Infectious lesions include viral, bacterial and fungal</td>
</tr>
<tr>
<td>• precursors to adenocarcinoma (low and high grade dysplasia)</td>
<td>Inflammatory disorders include ischaemia, autoimmune enteropathy, tropical sprue, inflammatory bowel disease, radiation and drug induced gastroenteritis.</td>
</tr>
</tbody>
</table>

### Upper gastrointestinal tract

*(additional expectations for Stage B and C)*

<table>
<thead>
<tr>
<th>Oesophageal, gastric and duodenal biopsies</th>
<th>Oesophagus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeve gastrectomy</td>
<td>Demonstrate confidence in the diagnosis of:</td>
</tr>
<tr>
<td>Cholecystectomy</td>
<td>• epithelial tumours including squamous cell carcinoma and variants</td>
</tr>
<tr>
<td>Radical oesophagectomy</td>
<td>• adenocarcinoma and variants</td>
</tr>
<tr>
<td>Radical gastrectomy</td>
<td>• neuroendocrine tumours</td>
</tr>
<tr>
<td>Antrectomy</td>
<td>• mesenchymal tumours</td>
</tr>
</tbody>
</table>

Stomach, small bowel and gallbladder:

<table>
<thead>
<tr>
<th>Demonstrating confidence in the diagnosis of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• adenocarcinoma and variants</td>
</tr>
<tr>
<td>• neuroendocrine tumours</td>
</tr>
<tr>
<td>• mesenchymal tumours</td>
</tr>
</tbody>
</table>
### Lower gastrointestinal tract (as per Stage A)

| Appendicectomy | **Appendix:**
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorectal biopsies, polypectomy and colectomy/proctectomy for benign disease (including diverticular disease and inflammatory bowel disease)</td>
<td>Demonstrate confidence in the diagnosis of:</td>
</tr>
<tr>
<td>Anal lesions</td>
<td>• infectious and inflammatory disorders and benign neoplasms</td>
</tr>
<tr>
<td>Pilonidal sinuses</td>
<td>• precursors to adenocarcinoma (low and high grade dysplasia)</td>
</tr>
<tr>
<td>Stoma</td>
<td><strong>Colorectum:</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrate confidence in the diagnosis of:</td>
</tr>
<tr>
<td></td>
<td>• benign conditions including infectious lesions, inflammatory disorders and epithelial polyps</td>
</tr>
<tr>
<td></td>
<td>• the diagnosis of precursors to adenocarcinoma (low and high grade dysplasia)</td>
</tr>
<tr>
<td></td>
<td><strong>Anus:</strong></td>
</tr>
<tr>
<td></td>
<td>Demonstrate confidence in the diagnosis of benign tumour like lesions and benign tumours of the anus and anal canal</td>
</tr>
</tbody>
</table>

### Appendix:

- Benign neoplasms include adenoma
- Infectious lesions include viral, bacterial and fungal
- Inflammatory disorders include inflammatory bowel disease, other colitides and solitary rectal ulcer/mucosal prolapse syndrome
- Epithelial polyps include hyperplastic, inflammatory, hamartomatous and neoplastic
- Tumour like lesions include haemorrhoids, fibroepithelial polyp and mucosal prolapse
- Benign tumours include condyloma acuminatum
| Lower gastrointestinal tract (additional expectations for Stage B and C) | Appendix:  
Demonstrate confidence in the diagnosis of:  
- adenocarcinoma and variants  
- neuroendocrine tumours  
Stomach, small bowel and gallbladder:  
Demonstrate confidence in the diagnosis of:  
- adenocarcinoma and variants  
- neuroendocrine tumours  
- mesenchymal tumours  
Colorectal  
Demonstrate confidence in the diagnosis of:  
- adenocarcinoma and variants  
- neuroendocrine tumours  
- mesenchymal tumours  
Anus  
Demonstrate confidence in the diagnosis of:  
- malignant lesions including squamous cell carcinoma and variants,  
  adenocarcinoma and variants, Paget’s disease, malignant melanoma  
- neuroendocrine tumours  
- mesenchymal tumours |
|---|---|
| Appendectomy  
Colorectal biopsies, polypectomy and colectomy/proctectomy for benign and malignant disease  
Anal lesions  
Pilonidal sinuses  
Stoma |  
| Appendicectomy  
Colorectal biopsies, polypectomy and colectomy/proctectomy for benign and malignant disease  
Anal lesions  
Pilonidal sinuses  
Stoma |
Workplace-Based Assessments (WBA - 18 in total, 12 directed)

*Directly Observed Practical Skills (DOPS) (six from the following):*

**Set up and use microscope**

**Cut-up:**
- completion of a simple cut up session
- completion of a cancer cut up session including macroscopic description and block taking

**Microscopy:**
- demonstrate ability to recognise normal histology
- demonstrate ability to recognise straightforward pathological entities
- demonstrate ability to report specified cancer cases

Comment: all six DOPS will be taken from this list (there may be more than one from each area)

*Evaluation of Clinical Events (ECEs) (three from the following):*

**Histology**
- present a case with ancillary investigations to a consultant trainer

**Audit:**
- present at audit meeting and lead discussion, having discussed findings with trainer beforehand

**Poster presentation:**
- show a poster at the Pathological Society meeting or similar

**Teaching event for or demonstration of interesting case to students / trainees:**
- to be observed by trainer
Referral letter:
- write a draft letter on a case for referral
Comment: Further ECE’s may be taken from outside this list.

Case-Based Discussions (CBDs) (three from the following):

Histology:
- present a case with ancillary investigations (e.g. additional levels, blocks or immunohistochemical stains, review of previous samples) to a consultant trainer, indicating the relevance of the ancillary investigations
- write an appropriate report for a resection (with appropriate clinicopathological information)
Comment: Three further CBD’s may be taken from outside of this list.
### Appendix B - Progress Report

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of candidate:</td>
<td></td>
</tr>
<tr>
<td>Name of educational supervisor:</td>
<td></td>
</tr>
<tr>
<td>Cases reported:</td>
<td></td>
</tr>
<tr>
<td>Progress on dissection of cases:</td>
<td></td>
</tr>
<tr>
<td>Work based assessments:</td>
<td></td>
</tr>
<tr>
<td>(completed to date)</td>
<td></td>
</tr>
<tr>
<td>Progress with educational case:</td>
<td></td>
</tr>
<tr>
<td>Progress with audit:</td>
<td></td>
</tr>
<tr>
<td>Educational supervisors report:</td>
<td></td>
</tr>
<tr>
<td>(need supervisor report every 6 months)</td>
<td></td>
</tr>
<tr>
<td>Training days/lectures attended:</td>
<td></td>
</tr>
<tr>
<td>Any other comments:</td>
<td></td>
</tr>
</tbody>
</table>

**Trainee signature** ....................................................

**Educational supervisor signature** ........................................
Appendix C - Summary of results from Multi-Source Feedback exercise (Blank)

Multi-source Feedback Summary

Overall Questionnaire Means

Self-assessed mean: ___  
Assessor mean: ___  
Group mean: ___  
Total number of assessors: ___

Assessors Grades

Consultant histopathologist: ___  
SpR or StR trainee within specialty: ___  
Scientific / Laboratory staff: ___  
Clinical staff: ___

Concerns Raised

The number of assessors who raised concerns with this assessment: ___

Numeric question responses

Insert summary graph from spreadsheet

The following numeric scale is used for question answers and relates to the BMS training in the dissection and reporting of histopathology specimens:

1. This behaviour calls into question the BMS's fitness to practice in this domain
2. This behaviour raises significant concern
3. Borderline: This behaviour needs addressing for the BMS's participant's personal development
4. This behaviour is as you would expect for a competent, safe BMS
5. This BMS functions above the level expected in this area
6. This BMS functions at a level well above the level expected in this area
The graph represents the questions from the form:

<table>
<thead>
<tr>
<th>Question</th>
<th>Self response</th>
<th>Assessors Mean</th>
<th>Group Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ability to recognise normal histology and common pathological abnormalities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ability to solve clinical problems by applying knowledge of basic principles of pathology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understanding of the importance of surgical pathology to clinicians and patients</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Ability to orientate and describe macroscopic pathological specimens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Ability to take appropriate blocks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Ability to use a microscope</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Ability to work in the laboratory in a safe way, demonstrating understanding of health and safety issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Attention to detail and vigilance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Awareness of their own limitations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Ability to apply up-to-date/evidence-based medicine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Ability to manage time effectively/prioritise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Ability to deal with stress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Self motivation and commitment to learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Willingness and effectiveness when teaching/ training colleagues or students or junior medics in their department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Ability to accept feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Ability to understand the impact of pathology diagnosis on coordinating patient care</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Respect for patients and their right to confidentiality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Ability to explain pathological findings in relation to biopsy to clinical colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Provision of clear, accurate written reports for colleagues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Respect for and ability to work well with colleagues (laboratory, mortuary, clinical and administration staff)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Reliability</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Overall how do you rate this BMS in terms of their pathological understanding of disease process and their ability to correlate with the clinical picture?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe the ability of the BMS to adapt to the new role of specimen dissection and histology reporting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe the ability of the BMS to participate in their own teaching, training and assessing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe the willingness of the BMS to participate in the teaching, training and assessing of others in the department</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe the ability of the BMS to work with colleagues, both scientific and medical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any concerns about this BMS’s probity?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please describe them here.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any concerns about BMS’s health in relation to their fitness to practice?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please describe them here.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have any concerns that you have not recorded elsewhere?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes, please describe them here</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please describe any behaviour that should be a particular focus for development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Please use this space for any other comments you have about this BMS.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D – Work-Based Assessment Forms
## WORKPLACE-BASED ASSESSMENT FORM

### HISTOPATHOLOGY

#### Case-based discussion (CbD)

<table>
<thead>
<tr>
<th>Trainee’s name:</th>
<th>GMC No.:</th>
<th>Stage of training:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A       B       C       D</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessor’s name:</th>
<th>Please circle one</th>
<th>Consultant</th>
<th>SAS</th>
<th>Senior BMS</th>
<th>Trainee</th>
<th>Other</th>
</tr>
</thead>
</table>

### Brief outline of procedure

- **Autopsy case** – personally undertaken or observed autopsy protocol
- **Discussion of case involving divergent diagnostic opinions**
- **Reflective discussion on trainee’s personal involvement in organisational or management issue**
- **Major resection specimens**
- **Complex case requiring immunohistochemistry or other specialist technique**
- **Discussion of involvement in critical incident or patient safety event**
- **Reflective discussion on trainee’s personal involvement in teaching event**

Please specify:

### Complexity of procedure:

- Low
- Average
- High

### Please ensure this patient is not identifiable

Please grade the following areas using the scale provided. This should relate to the standard expected for the end of the appropriate stage of training:

<table>
<thead>
<tr>
<th>Area</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Pathological assessment of case</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Additional investigations (appropriateness, timeliness, cost effectiveness)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Clinico-pathological correlation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Advice to clinical users</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Record keeping, including reports, proformas, correspondence, coding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Consideration of patient issues (e.g. respect for patient dignity, consent, confidentiality, turnaround times)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Overall clinical judgement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Overall professionalism</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PLEASE COMMENT TO SUPPORT YOUR SCORING:

### SUGGESTED DEVELOPMENTAL WORK:

(particularly areas scoring 1–3)

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Please circle as appropriate)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date of assessment:</th>
<th>Time taken for assessment:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of assessor:</th>
<th>Signature of trainee:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Time taken for feedback:</th>
</tr>
</thead>
</table>

Guidance to Candidates and Trainers – ASD in Histopathology Reporting – Gastrointestinal Tract Pathology – May 2017  
Page 44
WORKPLACE-BASED ASSESSMENT FORM
HISTOPATHOLOGY
Direct observation of practical skills (DOPS)

<table>
<thead>
<tr>
<th>Trainee’s name:</th>
<th>GMC No:</th>
<th>Stage of training:</th>
<th>Assessor’s name:</th>
<th>Please circle one</th>
<th>Consultant</th>
<th>SAS</th>
<th>Senior BMS</th>
<th>Trainee</th>
<th>Other</th>
</tr>
</thead>
</table>

**Brief outline of procedure**, indicating focus for assessment (refer to topics in curriculum). Tick category of case or write in space below.

- Specimen cut up (state specimen or scenario)
- Autopsy procedures (state aspect)
- Set up and use of microscope
- Systematic assessment of biopsy/cytology case (state type)
- Reporting procedures
- Use of camera and specimen photography
- Taking a fine needle aspirate
- Handling and reporting of frozen section
- Observation of trainee led teaching event
- Please specify

**Complexity of procedure:** Low Average High

**Please ensure this patient is not identifiable**

Please grade the following areas using the scale provided. This should relate to the standard expected for the end of the appropriate stage of training:

<table>
<thead>
<tr>
<th>Area</th>
<th>Below expectations</th>
<th>Borderline</th>
<th>Meets expectations</th>
<th>Above expectations</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Understands principles of procedure</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2 Demonstrate appropriate preparation pre-procedure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Ensures patient safety (identification checks, adheres to SOP etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Complies with health and safety requirements (e.g. assessment of risk, use of personal protective equipment, aseptic technique where appropriate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Technical ability and correct use of equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Communication skills (written and/or verbal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Consideration of patient focus and professional issues (e.g. respect for patient dignity, consent, compliance with Human Tissue Act)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Seeks help where appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Overall ability to perform procedure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE COMMENT TO SUPPORT YOUR SCORING:**

**SUGGESTED DEVELOPMENTAL WORK:**
(particularly areas scoring 1–3)

<table>
<thead>
<tr>
<th>Outcome:</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Date of assessment:</th>
<th>Time taken for assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Please circle as appropriate)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of assessor:</th>
<th>Signature of trainee:</th>
<th>Time taken for feedback:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Guidance to Candidates and Trainers – ASD in Histopathology Reporting –
Gastrointestinal Tract Pathology – May 2017

<table>
<thead>
<tr>
<th>Trainee’s name:</th>
<th>GMC No:</th>
<th>Stage of training:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consultant</td>
<td>A</td>
</tr>
<tr>
<td>Assessor’s name:</td>
<td>Clinical scientist</td>
<td>SAS</td>
</tr>
</tbody>
</table>

**Brief outline of procedure**, indicating focus for assessment (refer to topics in curriculum). Tick category of case or write in space below.

- [ ] Histopathology/cytology case – assessment and reporting
- [ ] Use of critical incident reporting procedures
- [ ] Demonstration and presentation of case(s) in MDTM/CPC
- [ ] Presentation/case discussion at morbidity/mortality meeting or “grand round”
- [ ] Autopsy case – assessment and demonstration of autopsy findings to supervisor or clinical team
- [ ] Please specify:

**Complexity of procedure:**

- Low
- Average
- High

**Please ensure this patient is not identifiable**

Please grade the following areas using the scale provided. This should relate to the standard expected for the end of the appropriate stage of training:

<table>
<thead>
<tr>
<th>Area</th>
<th>Below expectations</th>
<th>Baseline</th>
<th>Meet expectations</th>
<th>Above expectations</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understands theory of encounter/event (process)</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Applies clinical/pathological knowledge appropriately</td>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3. Makes appropriate clinical judgments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Follows established procedure (SOP, Trust procedure or guidelines)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates appropriate communication skills (verbal and written)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Maintains a patient focus and delivers patient centered care (e.g. respect for patient dignity, consent, confidentiality, turnaround times)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Maintains professional standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Considers professional issues (record keeping, consultation with colleagues, linkage of department to others, Trust rules, plan for feedback)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Organisation and efficiency</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Overall clinical care (where appropriate)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PLEASE COMMENT TO SUPPORT YOUR SCORING:**

**SUGGESTED DEVELOPMENTAL WORK:**

(particularly areas scoring 1-3)

---

**Outcome:**

- Satisfactory
- Unsatisfactory

(Please circle as appropriate)

Date of assessment:

Signature of assessor:

Time taken for assessment:

Time taken for feedback:

Signature of trainee: