



CELLULAR PATHOLOGY

(Histopathology/Neuropathology/Forensic Pathology/Paediatrics and Perinatal Pathology and sub-specialty of Cytopathology)

Assessment of performance (AoP) in the workplace

Trainee's name:		Year of training					
		1	2	3	4	5	6
Professional registration number (GMC/GDC):							
Name of supervising consultant/clinical supervisor							
Nature of attachment: (e.g. specialty)		Date range of attachment:					
Approximate number of cases cut-up during attachment:		Approximate number of cases reported during attachment:					

Trainee self-assessment

Year 1 trainees only

How do you feel about your specialty choice?

What did you learn during this training?

What things do you need to improve on at the next opportunity?

Further comments

Clinical supervisor feedback

Professionalism

(The following comments have been provided as guidelines)

The trainee

- is organised and timely when conducting themselves in the department e.g. does not lose cases, is aware of turnaround times and triages urgent cases.

- communicates with all staff appropriately e.g. effectively, timely, politely.
works well as part of a team e.g. works effectively with colleagues and does not create conflict.
- is motivated and has a professional attitude.
- asks for help/second opinion when needed.
Further comments

Progress of dissection skills (The following comments have been provided as guidelines)
The trainee
- exhibits appropriate level of tissue handling & dissection skill.
- shows appropriate use of dissection, guidelines, datasets, SOPs and other local guidelines.
Further comments

The patient's report (The following comments have been provided as guidelines)
The trainee
- produces a report that is useful to the clinician/surgeon e.g. it does not contain errors, unnecessary information or detail; it shows the surgeon's clinical differential diagnoses have been considered.
- produces a report that ensures the clinician/surgeon receives the appropriate message e.g. when diagnoses are not clear-cut and a differential diagnosis or other message needs to be conveyed. This might include a discussion about the limitations of the biopsy or if further tests or information are needed.
- produces a report that is organised appropriately and well-written e.g. it is logically laid out, is not confusing and uses appropriate language.
Further comments

Forming a diagnosis (The following comments have been provided as guidelines)
The trainee
- produces correct diagnoses for their stage of training.
- shows evidence of clinico-pathological correlation e.g. clinical information/macroscopic work is used to support/refute possible diagnoses/features. Examples might be correlating radiographic with histological findings; referring to previous pathology reports that are relevant to the current biopsy; recognising that clinical information provided may affect what is seen histologically, e.g. previous radiotherapy.
- follows sound pathological principles to reach a diagnosis and can defend it confidently e.g. the trainee understands how they reached the diagnosis, has a consistent, accurate way of examining slides and knows the steps involved when making a diagnosis. The diagnosis has not stemmed from guessing.
- has appropriate level of basic knowledge e.g. recognises normal histology for different organs/tissues, knows basic pathological processes, can compare normal to abnormal, applies datasets appropriately

and comes prepared.
- has appropriate level of up-to-date/advanced knowledge e.g. latest papers, adjunctive tests.
Further comments

Safety (The following comments have been provided as guidelines)
The trainee
- follows appropriate health and safety and protects themselves and other staff they work with e.g. use of sharps, formalin, PPE.
- checks patient details when undertaking practical tasks and microscopy to ensure every report is assigned to the correct patient.
Further comments

Reflection (The following comments have been provided as guidelines)
The trainee
- is aware of their own limitations.
- listens to advice.
- shows evidence of improvement following reflection.
Further comments

Using this feedback form, any relevant supervised learning events (SLE) and your experiences of working with this trainee, please complete the following section.

Summary Please use the form above to support your feedback.	
Is this trainee progressing at the appropriate rate for their stage of training?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Do you have any concerns?	Yes <input type="checkbox"/> No <input type="checkbox"/>
What are the trainee's strengths?	
What areas could the trainee improve on?	
Has the trainee completed any independent tasks during this attachment?	Yes <input type="checkbox"/> No <input type="checkbox"/>

Please specify the tasks completed independently and what level of supervision (if at all) was required.	
• Reporting	
• Cut-up	
• Autopsies	
• MDT presentation	
• Teaching	
• Supporting juniors	
• Incident reporting	
• Other	

Signature of supervisor:	
Date:	

Signature of trainee:	
Date:	