

OCA/IOCA Rating and Scoring Guidance Stages 1, 2 and 3

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OCA/IOCA Rating Scale

The marking proforma template with the 5-point rating scale and levels of performance is given below. Supervisors will complete the marking proforma for candidates based on their stage of training and the threshold expectations of the standard for that stage for each domain as provided in the Scoring Guide.

STAGE 1/ STAGE 2/ STAGE 3

Domain	Level 1 Below the expected standard for Stage 1	Level 2 At the expected standard for Stage 1	Level 3 At the expected standard for Stage 2	Level 4 At the expected standard for Stage 3	Level 5 Above the expected standard for Stage 3
History Taking process					
History taking content					
Mental State Examination					
Physical Examination					
Data Synthesis					
Management Plan					

OCA/IOCA Scoring Guidance

Further scoring guidance for reviewing candidate performance for OCAs/IOCA is given below. It provides advice around threshold expectations of the standard for each stage of training (that is, meeting Level 3 performance level for that stage).

For any particular stage of training, the supervisor should consider the expected standard for that stage for each domain, noting that the expected standard for Stages 2 and 3 includes meeting the expected standard from the previous stage/s. If the trainee meets the expectations of that stage (including that of previous stage/s if applicable), the performance should be marked as 3 for that domain.

For example, if in the supervisor's judgement, a Stage 2 trainee has met the expectations for the Stage 2 standard in the History taking domain based on the guidance provided, they should be marked as at Level 3, that is, meets the expected standard.

However, if a Stage 2 trainee has performed better than that expected at Level 3 and meets some of the Stage 3 threshold expectations, they could be given a Level 4 or Level 5 rating depending on the supervisor's expert judgement as to the extent of their performance beyond the expected standard for Stage 2.

Alternatively, if the trainee does not meet the threshold expectation for the Stage 2 standard for a domain as per the scoring guidance, their performance can be marked at either Level 1 or Level 2

(reflecting a lower than Stage 2 expected standard). Stage 1 expectations can be used as a guide to make a judgement about how much below are they from the expected standard.

Having the threshold expectations for each stage identified in the same document assists supervisors to understand and compare the standard for each stage and for each domain. It also helps supervisors to articulate their feedback based on the requirements of the expected standard.

OCA/IOCA Scoring Guide

Performance Expectations Assessment Domains	Level 1 Below the expected standard for Stage 1	Level 2 At the expected standard for Stage 1	Level 3 At the expected standard for Stage 2	Level 4 At the expected standard for Stage 3	Level 5 Above the expected standard for Stage 3
History taking process	<p>The trainee has some deficiencies in important areas of history taking. The trainee may have:</p> <ul style="list-style-type: none"> ○ Difficulties building and/or maintaining rapport ○ Inappropriate or insensitive engagement ○ Disorganised structure of history taking ○ Difficulty in communicating with the person 	<p>The trainee manages interview environment appropriately with only minor deficiencies. The trainee:</p> <ul style="list-style-type: none"> ○ Attempts to develop rapport ○ Attempts to engage with the person in a sensitive and culturally appropriate manner ○ Responds empathically ○ Follows a recommended framework for history taking ○ Demonstrates some flexibility to adapt the interview style ○ Uses a mix of open and closed questions <p>However, the trainee may have limitations in their ability to:</p> <ul style="list-style-type: none"> ○ Prioritise ○ Tailor the interview to the person 	<p>The trainee manages interview environment well. For example, the trainee:</p> <ul style="list-style-type: none"> ○ Orients the person ○ Develops rapport ○ Is hypothesis driven ○ Demonstrates cultural sensitivity ○ Demonstrates targeted history taking according to the person's presentation ○ Demonstrates an appropriate balance of open and closed questions ○ Carefully considers the significance of the person's material and responds accordingly ○ Demonstrates ability to prioritise 	<p>The trainee manages all aspects of history taking well, including:</p> <ul style="list-style-type: none"> ○ Focused and targeted according to the complexity of the person's presentation ○ Adapting their interaction to the person to facilitate establishment of rapport ○ Summarises and recognises the emotional significance of the person's material and responds empathetically to it ○ Is mindful of the cultural background of the person 	<p>The trainee surpasses the Stage 3 standard overall, with a superior and sophisticated performance in several areas, including:</p> <ul style="list-style-type: none"> ○ Tailoring interactions according to the background of the person ○ Taking into consideration any unusual or complex circumstances
History taking content	<p>The trainee has substantial omissions in history taking and/or does not elicit all of the basic data. The trainee:</p>	<p>The trainee conducts history taking that is relevant, showing only minor deficiencies. The trainee:</p>	<p>The trainee conducts history taking that is targeted according to person's presentation, with a balance between breadth and depth. For example, the trainee:</p>	<p>The trainee conducts a focused and relevant history with appropriate depth and breadth, pursuing important information by appropriately responding to cues and symptoms. The trainee:</p>	<p>Clearly surpasses the Stage 3 standard overall, with a sophisticated performance in several areas. The trainee:</p>

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	<ul style="list-style-type: none"> Does not obtain key information about the presenting complaint Insufficiently establishes a timeline of the person's symptoms Does not consider physical health, developmental history or the person's family/support network Insufficiently gathers information about risk Conducts history taking that is not always relevant to patient's problems 	<ul style="list-style-type: none"> Obtains key information about the presenting complaint Identifies the chronological course of the person's symptoms Takes a developmental history Takes history relevant to the person's physical health Gathers information about the person's family and support network Conducts history taking around most domains of risk <p>However, there may be some limitations and gaps in data acquisition.</p>	<ul style="list-style-type: none"> Gathers information according to the person's circumstances Comprehensively covers history of presenting complaint including relevant positive and negative features, as well as timeline and course of illness Identifies key elements of the developmental history Takes a targeted history of physical health Obtains key information about the patient's family and supports Explores risks in all domains Attempts to integrate the gathered information 	<ul style="list-style-type: none"> Clarifies all important positive and negative features from the history Explores risk in a sophisticated manner Identifies gaps and inconsistencies in information 	<ul style="list-style-type: none"> Integrates information in a sophisticated manner with complex and/or unusual cases. Demonstrates a sophisticated understanding of immediate and long-term risks of the person
Mental state examination	<p>The trainee has some deficiencies that extend across several areas of technique, organisation, accuracy and/or presentation. The trainee:</p> <ul style="list-style-type: none"> Does not thoroughly or fully assess the key aspects of the mental state Missed some essential signs 	<p>The trainee can conduct an appropriate mental state examination with only minor deficiencies. The trainee:</p> <ul style="list-style-type: none"> Uses an accepted structure for the mental state exam, addressing the key aspects of appearance, behaviour, speech, affect, thought, perception, insight and judgement. 	<p>The trainee can conduct and present a thorough and relevant mental state examination. The trainee:</p> <ul style="list-style-type: none"> Appropriately identifies most of the positive and negative findings Understands the importance of a cognitive assessment in and chooses appropriate tests Presents a thorough, succinct and accurate mental state 	<p>The trainee can conduct and present an organised and accurate mental state examination. The trainee:</p> <ul style="list-style-type: none"> Performs an in-depth assessment of all the key aspects and correct identification of all positive and negative findings. Approaches the presentation of the mental state exam in an organised and efficient manner 	<p>The trainee clearly surpasses the Stage 3 standard overall with a sophisticated performance in several areas. The trainee:</p> <ul style="list-style-type: none"> Tailors the exam to the person's presentation, problems and circumstances Demonstrates accurate identification of appropriate positive and negative findings Discusses the application and importance of their cognitive findings

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	<ul style="list-style-type: none"> Failed to follow up on some important cues Presents the mental state exam in a disorganised manner 	<ul style="list-style-type: none"> Performs some targeted cognitive assessment correctly Presents the mental state exam in a structured format <p>However, there may be some limitations in use of phenomenological terms.</p>	exam with correct phenomenological terms	<ul style="list-style-type: none"> Demonstrates sophisticated use of phenomenological terms. 	<ul style="list-style-type: none"> Presents at a high level
Physical examination	The trainee makes an insufficient attempt to do a targeted physical examination even though it was appropriate in the circumstances, based on the history obtained. Examination technique was disorganised or inadequate.	<p>The trainee conducts a targeted physical examination.</p> <p>Examination technique and interpretation of findings were adequate, with only minor deficiencies.</p> <p>The trainee correctly identifies the most important physical signs.</p>	The trainee undertakes a targeted and accurate physical examination relevant to the person's history and circumstances.	<p>The trainee demonstrates thorough and flexible physical examination skills.</p> <p>The trainee has an understanding of importance and relevance of physical findings.</p>	<p>The trainee demonstrates superior organisation of physical examination, including justifying the examination.</p> <p>The trainee appreciates the significance of findings and integrates these into the assessment.</p>
Data synthesis	<p>The trainee has deficiencies in the synthesis of data, which may include:</p> <ul style="list-style-type: none"> Difficulty interpreting information Difficulty identifying and interpreting routine or standard investigations Inadequate or inaccurate diagnostic statement Unable to justify diagnosis and/or does 	<p>The trainee meets the expected standard in most aspects of data synthesis, with only minor deficiencies. The trainee can:</p> <ul style="list-style-type: none"> Adequately summarise the case Place information into a chronological perspective Formulate the key elements of the case using a bio-psycho-social framework Provide a relevant diagnostic statement, 	<p>The trainee meets the expected standard in the most important aspects of the domain. The trainee can:</p> <ul style="list-style-type: none"> Describe and integrate all information obtained Comment on limitations of the data and on missing data Formulate the salient features of the case including predisposing, precipitating, perpetuating and protective factors 	<p>The trainee meets the expected standard in all aspects of the domain, including being able to synthesise, accurately and succinctly, the information obtained through observation, history taking and examination. The trainee can:</p> <ul style="list-style-type: none"> Carefully prioritise Define limitations of the data and be able to comment on missing or unexpected data Identify collateral sources for further information 	<p>The trainee clearly surpasses the standard expected of Stage 3 overall, identifying all major and minor findings, including for complex cases.</p> <p>Able to integrate all salient features into a sophisticated dynamic and diagnostic formulation.</p> <p>Mature understanding of the subtleties of the case.</p>

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	<p>not consider differential diagnoses.</p> <ul style="list-style-type: none"> Unable to provide a formulation that offers an explanation for the person's presentation 	<p>including some differential diagnoses</p>	<ul style="list-style-type: none"> Make an attempt to justify the diagnosis and differential diagnoses. 	<ul style="list-style-type: none"> Provide an accurate and justified diagnostic statement Provide an accurate and coherent formulation covering the factors influencing the person's presentation 	<p>Critically evaluates and integrates the information gathered</p>
Management plan	<p>A rudimentary or inaccurate plan is presented, which lacks structure and contains some key omissions.</p> <p>There is no consideration of risk in the management plan.</p> <p>The trainee has difficulty tailoring the treatment to the person's specific circumstances.</p>	<p>The trainee presents a structured management plan that is relevant to the person's circumstances, with only minor deficiencies.</p> <p>The trainee attempts to tailor management to the person's presentation.</p> <p>The management plan is informed by the formulation.</p> <p>The plan includes consideration of risk.</p> <p>However, the management plan may contain formulaic or generic components, and may lack prioritisation.</p>	<p>The trainee proposes an appropriate and realistic management plan tailored to the person and addressing key issues identified in the formulation.</p> <p>The proposed interventions are evidence based.</p> <p>The trainee attempts to adapt the management plan according to the person's response.</p> <p>The plan includes a detailed risk management plan.</p>	<p>The trainee proposes a comprehensive and tailored management plan that addresses the major issues. It includes short and long term care, tailored to the person and the social context, that includes appropriate management of risk.</p> <p>Describes an anticipated treatment response for a condition and speculates on prognosis and potential problems arising during care.</p> <p>Re-evaluates and adapts the management plan according to the person's response.</p> <p>Considers follow up care arrangements to the person's presentation.</p>	<p>Clearly surpasses the standard overall expected at Stage 3, performing at a sophisticated level in all areas of the domain.</p> <p>Elaborates discharge/termination arrangements in advance and these are tailored to the person's condition and specific needs.</p> <p>Considers referral to other professionals or agencies during the course of management.</p> <p>Hypothesises the potential therapeutic alliance difficulties.</p> <p>Mature recognition and interpretation of results and articulates barriers to implementation, including long term impact and considers flexible alternatives as required.</p>