



Occupational Medicine

Specialty Training

Mapping of 2022 Curriculum
to 2017 Curriculum

August 2022

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1. Introduction

The Occupational Medicine Speciality Training (OMST) 2022 Curriculum provides both trainees and trainers with information about the minimum requirements of the occupational medicine training programme, setting a clear picture of what is to be achieved by the end of training.

This document outlines how the OMST 2022 Curriculum maps to the 2017 Curriculum.

After widespread consultation and careful consideration, it was decided that all curricular content in the 2017 Curriculum remains relevant and should be retained through the move from a competency-based curriculum to a more flexible outcomes-based curriculum.

However, the change from a competency framework to outcomes-based means that the mapping exercise was not straightforward and required mapping across several complex layers. This mapping, while identifying the full range of content, also provides the basis for an exercise in linking evidence to Learning Outcomes in the ePortfolio that will take place for transitioning trainees.

It is important to note that although the curriculum content is unchanged, the structure, and mechanisms for learning and demonstrating achievement, are different in the OMST 2022 Curriculum.

2. Purpose and scope

To enable a robust process of curriculum development, a mapping exercise was undertaken to identify which sections replace those from the 2017 Curriculum, and if any sections need to be removed either due to redundancy or repetition. The underpinning rationale of this exercise being to:

- Decrease the potential for new curriculum omissions;
- Optimise coherence between the current and developing curriculum;
- Ensure congruence;
- Provide a mechanism by which trainees that are already in training, but who will transfer to the OMST 2022 curriculum, will be able to recognise prior learning as a contributory factor; and
- Promote trust in the transition arrangements.

3. Mapping process

The 2017 Curriculum is based on a framework of competencies, whilst the OMST 2022 Curriculum provides a framework of high-level learning outcomes and professional capabilities.

The 2017 Curriculum is structured around a series of four themes and twenty-one assessment standards. These, along with the knowledge, skills and attitude competencies, have been mapped to learning outcomes and professional capabilities to clarify where the links occur.

Individual competencies in the 2017 Curriculum have been assembled into groups, with the number of competencies identified. These have been mapped to the comparator groupings within the OMST 2022 Curriculum. Additionally, the mapping demonstrates how the curriculum has been streamlined and simplified in the OMST 2022 Curriculum.

This mapping document also outlines how the contents of the OMST 2022 Curriculum maps to the Generic Professional Capabilities, and a matrix has been produced across all layers, thereby providing a complete and robust coverage of all elements.

4. History, examination, investigation and record-keeping skills

2017 Curriculum History, examination, investigation and record-keeping skills [1.1.1]

Competency: To be able to carry out specialist assessment of patients by means of clinical history taking, physical examination and use of relevant investigations.

Maps to the following Learning Outcomes in the 2022 Curriculum:

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 2 Communication	Communicates effectively verbally and in writing with workers, employers, workers' representatives, colleagues and other stakeholders, across a range of workplace environments, demonstrating effective listening skills, cultural awareness and sensitivity.
LO 3 Professional skills and knowledge: clinical practice	Assesses and manages patients, with respect to work and the workplace, taking into account history, diagnosis, human factors, principles, clinical examination and relevant investigations.
LO 5 Health promotion and illness prevention	Promotes and advises on physical and psychological health and wellbeing in the workplace and wider community, as well as prevention of work-related ill health.
LO 6 Leadership and team working	Demonstrates a range of leadership behaviours and role models the ability to respect others, working effectively in a multidisciplinary team and within a management structure.
LO 11 Research	Engages with research and promotes innovation.

Maps to the following Professional Capabilities in the 2022 Curriculum:

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability, ethical principles and safety considerations.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality.
- 2a.** Recognises the importance of the relationship between health and work, and work and health, identifying where communication can support or hinder this.
- 2b.** Develops effective relationships with workers, employers, trade unions and other stakeholders.
- 2c.** Demonstrates the ability to produce clear, legible and accurate reports in written form.
- 2d.** Communicates risk to stakeholders.
- 3a.** Considers the full range of management options available, including pre-placement assessment, sickness absence, modified duties, ill health retirement and/or redeployment.
- 3b.** Assesses and manages patients with chronic disease and those rehabilitating from acute injury or ill health using the biopsychosocial model.
- 3c.** Assesses functional capacity and evaluates fitness for work, to include initial, periodic and statutory assessment.

- 3d.** Liaises with other healthcare professionals as appropriate.
- 3e.** Diagnoses work-related ill health and occupational disease.
- 5a.** Demonstrates knowledge of cultural, social, religious and economic factors and their influence on workplace health and wider public health within a biopsychosocial model.
- 5b.** Assesses the need for, organises, delivers and evaluates health promotion across a range of workplace environments.
- 5c.** Recognises and advises on health risks in the local environment arising from workplace activities.
- 6a.** Strategically plans and sets objectives for the delivery of an occupational health service.
- 6b.** Effectively manages and evaluates an occupational health clinic.
- 6c.** Supervises, challenges, influences, appraises and mentors colleagues and peers, to enhance performance and to support development.
- 6d.** Promotes and effectively participates in multidisciplinary and interprofessional team working.
- 11a.** Adopts an evidence-based approach to occupational medicine.
- 11b.** Demonstrates independent evidence-based development to support the revision of guidelines and procedures.
- 11c.** Capable in the use and management of information, and the effective use of information technology.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

GPC 2 Professional skills

GPC 3 Professional knowledge

GPC 5 Capabilities in leadership and team working

GPC 9 Capabilities in research and scholarship

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Professional Capabilities (PC)	GPC
Define the patterns of symptoms found in patients presenting with disease, as well as the patterns related to occupational attribution.	LO3	PC3a	2.3
Define the pathophysiological basis of physical signs.	LO3	PC3a, 3b	2.3
Define the clinical signs found in diseases.	LO3	PC3a, 3b	2.3
Define the pathophysiological basis of investigations, including those relevant to occupational attribution, and functional prognosis.	LO3	PC3a, 3b	2.3
Define the indications for investigations.	LO3	PC3a, 3b	2.3
Define the risks and benefits of investigations.	LO3	PC3a, 3b	2.3
Outline the cost effectiveness of individual investigations.	LO3	PC3a, 3b	2.3
Take and analyse a clinical and occupational history including an exposure history in a relevant, succinct and systematic manner.	LO3	PC3a, 3b	2.3
Overcome difficulties of language, physical and mental impairment.	LO2 and LO3	PC2a and PC3a, 3b	2.3
Use interpreters and advocates appropriately.	LO2 and LO3	PC2a and PC3a, 3b	2.3
Perform a reliable and appropriate examination.	LO3	PC3a, 3b	2.3
Interpret the results of investigations, including especially those relating to occupational attribution and functional prognosis.	LO3	PC3a, 3b	2.3
Perform investigations competently where relevant.	LO3	PC3a, 3b	2.3

Liaise and discuss investigations with colleagues and to order them appropriately.	LO3	PC3d	2, 3
Record concisely, accurately, confidentially and legibly all medical records, and date and sign all records.	LO2	PC2c	2, 3
Undertake a systematic literature search.	LO11	PC11a	9
Show empathy with, and listen to patients.	LO2	PC2b	2
Appreciate the importance and interaction of psychological and social factors in patient's disease and illness behaviour.	LO3 and LO5	PC3b and PC5a	2, 3, 5
Respect patient's dignity and confidentiality.	LO1	PC1c	1
Acknowledge cultural issues.	LO1	PC1b	1
Appreciate the need for an 'advocate'.	LO2	PC2b	2
Understand the importance of multidisciplinary team working in all aspects of patient care.	LO3 and LO6	PC3d and PC6d	5
Show a willingness to provide explanation to the patient as to rationale for investigations, and possible unwanted effects.	LO2	PC2b	2
Show an understanding of the role of, and respect for, other health care staff.	LO1 and LO6	PC6d	1, 5

5. Managing chronic disease

2017 Curriculum Managing chronic disease [1.1.2]

Competency: To be able to carry out assessment of patients with chronic disease or rehabilitating from acute injury or ill health and to demonstrate effective management of chronic disease states in a workplace setting.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 2 Communication	Communicates effectively verbally and in writing with workers, employers, workers' representatives, colleagues and other stakeholders, across a range of workplace environments, demonstrating effective listening skills, cultural awareness and sensitivity.
LO 3 Professional skills and knowledge: clinical practice	Assesses and manages patients, with respect to work and the workplace, taking into account history, diagnosis, human factors principles, clinical examination and relevant investigations
LO 4 Workplace risk	Accurately identifies, assesses and manages workplace hazards and risks across a range of settings.
LO 5 Health promotion and illness prevention	Promotes and advises on physical and psychological health and wellbeing in the workplace and wider impacted community, as well as prevention of work-related ill health.
LO 7 Patient (worker) safety	Applies knowledge, clinical and non-clinical skills and professional values to the provision of high quality, safe patient management and investigates, reports, and resolves risks to workers and stakeholders.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 2a.** Recognises the importance of the relationship between health and work, and work and health, identifying where communication can support or hinder this.
- 2b.** Develops effective relationships with workers, employers, trade unions and other stakeholders.
- 2c.** Demonstrates the ability to produce clear, legible and accurate reports in written form.
- 2d.** Communicates risk to stakeholders.
- 3a.** Considers the full range of management options available, including pre-placement assessment, sickness absence, modified duties, ill health retirement and/or redeployment.
- 3b.** Assesses and manages patients with chronic disease and those rehabilitating from acute injury or ill health using the biopsychosocial model.
- 3c.** Assesses functional capacity and evaluates fitness for work, to include initial, periodic and statutory assessment.
- 3d.** Liaises with other healthcare professionals as appropriate.
- 3e.** Diagnoses work-related ill health and occupational disease.
- 4a.** Provides workplace managers with appropriate recommendations, including health surveillance and occupational hygiene input, aimed at workplace improvements in relation to health.

- 4b.** Liaises with safety representatives, safety officers, occupational hygienists, ergonomists and other specialists in the assessment of working environments.
- 4c.** Explains and manages the difference between association and causation in a workplace setting.
- 5a.** Demonstrates knowledge of cultural, social, religious and economic factors and their influence on workplace health and wider public health within a biopsychosocial model.
- 5b.** Assesses the need for, organises, delivers and evaluates health promotion across a range of workplace environments.
- 5c.** Recognises and advises on health risks in the local environment arising from workplace activities.
- 7a.** Demonstrates the ability to mitigate against safety risks.
- 7b.** Recognises when safety has been compromised and escalates appropriately.

Generic Professional Capabilities (GPC)

GPC 2 Professional skills

GPC 3 Professional Knowledge

GPC 5 Capabilities in leadership and team working

GPC 6 Capabilities in patient safety and quality improvement

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the clinical presentation and natural history of patients with chronic disease.	LO3 and LO5	PC3b and PC5a	2, 3, 5
Understand the consequences of therapeutic use of drugs, or of misuse or abuse of drugs or other substances on health, safety and performance.	LO7	PC7a, 7b	6
Understand the psychological, social, domestic as well as occupational impact of chronic disease.	LO3 and LO5	PC3b and PC5a	2, 3
Understand the role of rehabilitation services and the Specialist Occupational Physician's contribution.	LO3 and LO5	PC3b and PC5a	2, 3, 5
Understand the concept of quality of life and how it can be assessed.	LO3 and LO5	PC3b and PC5a	2, 3, 5
Assess capacity for work and prognosis through a comprehensive clinical and workplace-based approach.	LO3	PC3a	2, 3, 5
Set long term realistic goals and rehabilitation management including monitoring and reassessment plans in consultation with the patient.	LO3	PC3b	2, 3, 5
Act as an advocate in negotiations with support services.	LO4	PC4a, 4b	2, 3
Advise on reasonable adjustments in the workplace.	LO4	PC4a, 4b	2, 3
Assess suitability for ill health retirement.	LO3	PC3a	2, 3

Appreciate the effects of chronic disease states on fitness for work and on quality of life.	LO3	PC3a, 3b	2, 3
Appreciate the importance of listening to patients and of supportive relationships with patients with chronic disease, and relevant stakeholders in their care and management.	LO2	PC2b	2, 3

6. Time management and decision making

2017 Curriculum Time management and decision making [1.2]

Competency: To demonstrate that the knowledge, skills and attitudes are used to manage time and problems effectively

Maps to the following Learning Outcome in the 2022 Curriculum

LO 6 Leadership and team working

Demonstrates a range of leadership behaviours and role models the ability to respect others, working effectively in a multidisciplinary team and within a management structure.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 6a.** Strategically plans and sets objectives for the delivery of an occupational health service.
- 6b.** Effectively manages and evaluates an occupational health clinic.
- 6c.** Supervises, challenges, influences, appraises and mentors colleagues and peers to enhance performance and to support development.
- 6d.** Promotes and effectively participates in multidisciplinary and inter professional team working.

Generic Professional Capabilities (GPC)

GPC 5 Capabilities in leadership and team working

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the need for action and how to initiate that action.	LO6	PC6a, 6c	5
Understand which activities take priority.	LO6	PC6a, 6c	5
Understand the priorities and perspectives of relevant stakeholders i.e. management and workforce.	LO6	PC6a, 6b, 6c	5
Understand the importance of completing tasks in a timely manner and communicating with others if this will not be possible.	LO6	PC6a, 6c	5
Start with the most important tasks.	LO6	PC6a, 6c	5
Work more efficiently as clinical skills develop.	LO6	PC6a, 6c	5
Recognise when he/she is falling behind and reprioritise, or call for help.	LO6	PC6a, 6c	5
Have realistic expectations of tasks to be completed by self and others.	LO6	PC6a, 6c	5
Be willing to consult and work as part of a team.	LO6	PC6a, 6c	5
Be flexible and willing to change as situations progress.	LO6	PC6a, 6c	5

7. Information: education and disease prevention

2017 Curriculum Information: education and disease prevention [1.3.1]

Competency: To ensure that the knowledge, skills and attitudes are used to educate patients and others in a workplace setting effectively.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 3 Professional skills and knowledge: clinical practice	Assesses and manages patients, with respect to work and the workplace, taking into account history, diagnosis, human factors principles, clinical examination and relevant investigations
LO 5 Health promotion and illness prevention	Promotes and advises on physical and psychological health and wellbeing in the workplace and wider impacted community, as well as prevention of work-related ill health.
LO 11 Research	Engages with research and promotes innovation.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality.
- 3a.** Considers the full range of management options available, including pre-placement assessment, sickness absence, modified duties, ill health retirement and/or redeployment.
- 3b.** Assesses and manages patients with chronic disease and those rehabilitating from acute injury or ill health using the biopsychosocial model.
- 3c.** Assesses functional capacity and evaluates fitness for work, to include initial, periodic and statutory assessment.
- 3d.** Liaises with other healthcare professionals as appropriate.
- 3e.** Diagnoses work-related ill health and occupational disease.

- 5a.** Demonstrates knowledge of cultural, social, religious and economic factors and their influence on workplace health and wider public health within a biopsychosocial model.
- 5b.** Assesses the need for, organises, delivers and evaluates health promotion across a range of workplace environments.
- 5c.** Recognises and advises on health risks in the local environment arising from workplace activities.
- 11a.** Adopts an evidence-based approach to occupational medicine.
- 11b.** Demonstrates independent evidence-based development to support the revision of guidelines and procedures.
- 11c.** Capable in the use and management of information, and the reflective use of information technology.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

GPC 3 Professional knowledge

GPC 4 Capabilities in health promotion and illness prevention

GPC 9 Capabilities in research and scholarship

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the strategies to improve adherence to health-related initiatives.	LO5	PC5a	4
Understand the principles of primary and secondary prevention and screening.	LO5	PC5a	4
Understand the socio-economic, lifestyle, genetic and other risk factors for disease.	LO5	PC5a	4
Understand the impact of individual behaviour and lifestyle factors on health and wellbeing.	LO5	PC5a	4
Understand relevant legislation and support services.	LO1 and LO5	PC1b and PC5a	4
Understand the methods of data collection and their limitations.	LO11	PC11c	9
Understand the criteria, schemes and methods for the statutory and/or voluntary reporting of occupational and/or work-related disease.	LO3	PC3e	3
Assess an individual patient's risk factors.	LO3	PC3a	3
Encourage participation in appropriate disease prevention or screening programmes.	LO5	PC5a	4
Advise on lifestyle changes.	LO5	PC5a	4
Involve other health care workers, prevention and liaison services as appropriate.	LO3	PC3d	3

Encourage patients' access to further information and support groups including appropriate workplace support e.g. employee assistance programmes.	LO5	PC5a, 5c	4
Act in a non-judgemental manner.	LO1	PC1c	1
Suggest patient support groups as appropriate.	LO5	PC5a	4
Respect patient choice.	LO5	PC5a	4

8. Information: health promotion

2017 Curriculum Information: health promotion [1.3.2]

Competency: To assess the need for, organise, deliver and evaluate health promotion in a range of working environments.

Maps to the following Learning Outcome in the 2022 Curriculum

LO 5 Health promotion and illness prevention

Promotes and advises on physical and psychological health and wellbeing in the workplace and wider community, as well as prevention of work-related ill health.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 5a.** Demonstrates knowledge of cultural, social, religious and economic factors and their influence on workplace health and wider public health within a biopsychosocial model.
- 5b.** Assesses the need for, organises, delivers and evaluates health promotion across a range of workplace environments.
- 5c.** Recognises and advises on health risks in the local environment arising from workplace activities.

Generic Professional Capabilities (GPC)

GPC 4 Capabilities in health promotion and illness prevention

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand major health risks relevant to working populations.	LO5	PC5a	4
Understand the principles of health promotion and education.	LO5	PC5a	4
Show an understanding of health promotion agencies and sources of information.	LO5	PC5a	4
Assess needs for health promotion in a workforce.	LO5	PC5a	4
Provide information to demonstrate the impact of OH services and interventions.	LO5	PC5a	4
Give advice on nutritional and other healthy lifestyle issues.	LO5	PC5a	4
Organise, provide and evaluate health promotion programmes.	LO5	PC5a	4
Participate in the delivery of health education in a range of settings.	LO5	PC5a	4
Liaise with other health professionals.	LO5	PC5a	4

9. Information: information management

2017 Curriculum Information: information management [1.3.3]

Competency: To demonstrate competence in the use and management of health information

Maps to the following Learning Outcome in the 2022 Curriculum

LO 11 Research

Engages with research and promotes innovation.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 11a.** Adopts an evidence-based approach to Occupational Medicine.
- 11b.** Demonstrates independent evidence-based development to support the revision of guidelines and procedures.
- 11c.** Capable in the use and management of information, and the reflective use of information technology.

Generic Professional Capabilities (GPC)

GPC 9 Capabilities in research and scholarship

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Retrieve and utilise data recorded in clinical systems.	LO11	PC11c	9
Show an understanding of the main local and national projects and initiatives in information technology and their application.	LO11	PC11c	9
Understand the range of possible uses for clinical data and information and appreciate the dangers and benefits of aggregating clinical data.	LO11	PC11c	9
Demonstrate competent use of a database, spreadsheet, or word processing programme.	LO11	PC11c	9
Define how to undertake searches and access websites and health-related databases.	LO11	PC11c	9
Apply the principles of confidentiality and their implementation in terms of clinical practice in the context of information technology.	LO11	PC11a, 11c	9
Demonstrate the acquisition of new attitudes in patient consultations in order to make maximum use of information technology.	LO11	PC11c	9
Demonstrate appropriate techniques to be able to share information on computer with the patient in a constructive manner.	LO11	PC11c	9

10. General principles of assessment and management of occupational hazards to health (i)

2017 Curriculum General principles of assessment and management of occupational hazards to health (i) [1.4.1]

Competency: To correctly carry out specialist assessment and management of occupational hazards to health in a range of working environments.

Maps to the following Learning Outcome in the 2022 Curriculum

LO 4 Workplace risk

Accurately identifies, assesses and manages workplace hazards and risks across a range of settings.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 4a.** Provides workplace managers with appropriate recommendations, including health surveillance and occupational hygiene input, aimed at workplace improvements in relation to health.
- 4b.** Liaises with safety representatives, safety officers, occupational hygienists, ergonomists and other specialists in the assessment of working environments.
- 4c.** Explains and manages the difference between association and causation in a workplace setting.

Generic Professional Capabilities (GPC)

GPC 6 Capabilities in patient safety and quality improvement

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the physical, chemical, biological, ergonomic, psychosocial and other hazards to health in the workplace, and the illnesses, which they cause.	LO4	PC4b	6
Understand the sources of information on and methods of evaluating and controlling risk.	LO4	PC4b	6
Understand the principles of chemical toxicology.	LO4	PC4b	6
Understand the principles of physical (including thermal, noise, vibration and radiation) hazards.	LO4	PC4b	6
Understand the principles of occupational hygiene and ergonomics.	LO4	PC4b	6
Understand the principles of biological hazards.	LO4	PC4b	6
Understand the occupational health standards, biological monitoring and the principles of health surveillance.	LO4	PC4b	6
Understand the clinical features, and investigation of occupational diseases.	LO4	PC4b	6
Understand the emergency treatment of acute poisoning, physical and other injury at work.	LO4	PC4b	6
Understand the principles of health risk management in the workplace.	LO4	PC4a, 4b	6
Undertake assessments of working environment, recognise hazards, and provide preliminary advice.	LO4	PC4b	6

Undertake quantitative measurements, arrange and interpret more detailed measurements and advise on control measures.	LO4	PC4b	6
Recognise those situations where specialist assessment of the working environment is needed and be able to seek and evaluate advice.	LO4	PC4a, 4b	6
Diagnose work related ill health and provide advice on prognosis, prevention and management.	LO4	PC4a, 4b	6
Carry out and evaluate health surveillance including biological monitoring for workers exposed to occupational hazards.	LO4	PC4b	6
Customise assessments to subgroups (such as pregnant women) and to individuals.	LO4	PC4b	6
Evaluate and advise on first aid facilities in the workplace.	LO4	PC4b	6
Describe and discuss, with examples, the implementation of health risk management in the workplace.	LO4	PC4b	6
Negotiate effective occupational health interventions.	LO4	PC4b	6
Demonstrate a commitment to liaison with safety representatives, safety officers, occupational hygienists, ergonomists and other specialists in the assessment of working environments.	LO4	PC4b	6

11. General principles of assessment and management of occupational hazards to health (ii)

2017 Curriculum General principles of assessment and management of occupational hazards to health (ii) [1.4.2]

Competency: To be able to assess health problems and disease and evaluate fitness for work. Potentially any health problem might have to be assessed, but those seen more commonly in occupational health practice relate to mental health, ergonomics, HAVS (Hand-Arm Vibration Syndrome), toxicology, rheumatology, respiratory medicine, dermatology, cardiology and ENT.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 3 Professional skills and knowledge: clinical practice	Assesses and manages patients, with respect to work and the workplace, taking into account history, diagnosis, human factors principles, clinical examination and relevant investigations.
LO 4 Workplace risk	Accurately identifies, assesses and manages workplace hazards and risks across a range of settings.
LO 6 Leadership and team working	Demonstrates a range of leadership behaviours and role models the ability to respect others, working effectively in a multidisciplinary team and within a management structure.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality
- 3a.** Considers the full range of management options available, including pre-placement assessment, sickness absence, modified duties, ill health retirement and/or redeployment.
- 3b.** Assesses and manages patients with chronic disease and those rehabilitating from acute injury or ill health using the biopsychosocial model.
- 3c.** Assesses functional capacity and evaluates fitness for work, to include initial, periodic and statutory assessment.
- 3d.** Liaises with other healthcare professionals as appropriate.
- 3e.** Diagnoses work-related ill health and occupational disease.

- 4a.** Provides workplace managers with appropriate recommendations, including health surveillance and occupational hygiene input, aimed at workplace improvements in relation to health.
- 4b.** Liaises with safety representatives, safety officers, occupational hygienists, ergonomists and other specialists in the assessment of working environments.
- 4c.** Explains and manages the difference between association and causation in a workplace setting.
- 6a.** Strategically plans and sets objectives for the delivery of an occupational health service.
- 6b.** Effectively manages and evaluates an occupational health clinic.
- 6c.** Supervises, challenges, influences, appraises and mentors colleagues and peers to enhance performance and to support development.
- 6d.** Promotes and effectively participates in multidisciplinary and inter-professional team working.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours		GPC 3 Professional knowledge	
GPC 2 Professional skills		GPC 5 Leadership and team working	
2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the spectrum of mental health disorders and presenting symptoms.	LO3	PC3b	2, 3
Understand the range of appropriate interventions to assist those with mental health issues.	LO3	PC3b	2, 3
Understand the changing nature of work and work activities.	LO3	PC3b	2, 3
Understand how good management practice can help to reduce work-related health issues.	LO4	PC4a	2, 3
Understand the key components of a mental health policy.	LO1 and LO4	PC1b and PC4a	2, 3
Understand the role of the specialist occupational physician in mental health issues at work.	LO4	PC4a	2, 3
Understand the importance of a multidisciplinary approach to mental health issues at work.	LO6	PC6d	5
Understand individual susceptibility and coping strategies.	LO4	PC4a	2, 3
Understand mental health issues and the law.	LO1	PC1b	1
Identify relevant symptoms of mental illness in the workplace.	LO4	PC4a	2, 3
Assist others in identifying relevant symptoms.	LO4	PC4a	2, 3
Access appropriate support for workers via counselling, EAP or other.	LO4	PC4a	2, 3
Draft a policy on mental health and the workplace.	LO6	PC6a	5

Advise others on relevant legislation.	LO1	PC1b	1
Assist in the implementation of appropriate workplace interventions and rehabilitation.	LO4	PC4a	2, 3
Work in conjunction with professional colleagues and other advisors.	LO6	PC6a	5
Have a non-judgemental attitude.	LO1	PC1b	1
Provide a supportive environment.	LO1	PC1b	1
Be aware of relevant symptoms in one's self and seek help advice in timely fashion.	LO1	PC1b	1
Be aware of clinical features affecting colleagues, and advise on appropriate action.	LO1	PC1b	1

12. Assessment of disability and fitness to work

2017 Curriculum Assessment of disability and fitness for work [1.5]

Competency: To be able to assess functional capacity and evaluate fitness for work.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 3 Professional skills and knowledge: clinical practice	Assesses and manages patients, with respect to work and the workplace, taking into account history, diagnosis, human factors principles, clinical examination and relevant investigations.
LO 6 Leadership and team working	Demonstrates a range of leadership behaviours and role models the ability to respect others, working effectively in a multidisciplinary team and within a management structure.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality
- 3a.** Considers the full range of management options available, including pre-placement assessment, sickness absence, modified duties, ill health retirement and/or redeployment.
- 3b.** Assesses and manages patients with chronic disease and those rehabilitating from acute injury or ill health using the biopsychosocial model.
- 3c.** Assesses functional capacity and evaluates fitness for work, to include initial, periodic and statutory assessment.
- 3d.** Liaises with other healthcare professionals as appropriate.
- 3e.** Diagnoses work-related ill health and occupational disease.

- 6a.** Strategically plans and sets objectives for the delivery of an occupational health service.
- 6b.** Effectively manages and evaluates an occupational health clinic.
- 6c.** Supervises, challenges, influences, appraises and mentors colleagues and peers to enhance performance and to support development.
- 6d.** Promotes and effectively participates in multidisciplinary and inter professional team working.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours
GPC 2 Professional skills

GPC 3 Professional knowledge

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the principles of assessing fitness for work.	LO3	PC3c	2, 3
Understand the statutory requirements of fitness for specific jobs.	LO1	PC1b	1
Understand the principles and practice of rehabilitation and redeployment at work.	LO1	PC1b	1
Understand the principles and practice of ergonomics as applied to job task adjustment.	LO3	PC2 and PC3c	2, 3
Understand the individual and general factors affecting sickness absence.	LO3	PC2 and PC3c	2, 3
Understand the principles of social welfare and other disability benefits.	LO1	PC1b	1
Understand ill health retirement and pension scheme functioning.	LO1	PC1b	1
Understand the impact, scope and application of disability legislation in the workplace.	LO1	PC1b	1
Perform clinical assessment of disability and fitness for work at pre-employment and post-illness/injury. (With special reference to cardio-respiratory, rheumatologic and mental health assessments, whilst recognising the importance of assessing all relevant systems).	LO3	PC3b, 3c	2, 3

Assess capability for work in those with a disablement/impairment.	LO3	PC3b, 3c	2, 3
Manage cases suitable for rehabilitation and resettlement.	LO3	PC3b, 3c	2, 3
Advise on impairment, disability, fitness for work, rehabilitation and redeployment.	LO3	PC3b, 3c	2, 3
Liaise with other health professionals in assessing capability for work.	LO3 and LO6	PC3b, 3c and PC6d	2, 3
Advise on sickness absence and ill health retirement.	LO3	PC2 and PC3c	2, 3
Work in conjunction with professional colleagues and other advisors.	LO3 and LO6	PC3b, 3c and PC6d	2, 3

13. Environmental issues related to work practice

2017 Curriculum Environmental issues related to work practice [1.6]

Competency: To be able to recognise and advise on health risks in the general environment arising from industrial activities.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 4 Workplace risk

Accurately identifies, assesses and manages workplace hazards and risks across a range of settings.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 4a.** Provides workplace managers with appropriate recommendations, including health surveillance and occupational hygiene input, aimed at workplace improvements in relation to health.
- 4b.** Liaises with safety representatives, safety officers, occupational hygienists, ergonomists and other specialists in the assessment of working environments.
- 4c.** Explains and manages the difference between association and causation in a workplace setting.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

GPC 3 Professional knowledge

GPC 5 Capabilities in leadership and team working

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the physical, chemical and biological hazards to health arising in the environment from industrial activities.	LO4	PC4b	1, 3, 5
Understand the relevant legislation to protect the environment from industrial pollution.	LO4	PC4b	1, 3, 5
Understand methods for assessing and controlling environmental hazards and major industrial accidental hazards.	LO4	PC4b	1, 3, 5
Understand the principles of integrated pollution control and incident control.	LO4	PC4b	1, 3, 5
Understand the role of other professional groups with an interest in environmental health.	LO4	PC4b	1, 3, 5
Understand dangerous substances (storage, packaging, labelling and conveyance).	LO4	PC4b	1, 3, 5
Understand basic toxicology of environmental pollutants.	LO4	PC4b	1, 3, 5

Recognise and advise on the management of health risks from, and the control of hazardous exposure in the general environment arising from industrial activities.	LO4	PC4a	1, 3, 5
Liaise with other specialists responsible for environmental and community health, including public health physicians and environmental health officers.	LO4	PC4b	1, 3, 5
Identify sources of information on environmental hazards and their control.	LO4	PC4a	1, 3, 5
Liaise with emergency personnel in the event of an industrial incident.	LO4	PC4a	1, 3, 5
Carry out an environmental impact assessment in so far as applicable to human health as directly determined by industrial activity, and to recognise and recruit other specialist input as appropriate.	LO4	PC4a	1, 3, 5
Cooperate and liaise with health professionals and other colleagues, and organisations.	LO4	PC4a	1, 3, 5
Respect the integrity of the environment.	LO4	PC4a	1, 3, 5

14. Learning

2017 Curriculum Learning [2.1]

Competency: To develop a commitment to the concept of life-long learning.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours

Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand continuing professional development.	LO1	PC1b	1
Recognise and use learning opportunities and learning skills.	LO1	PC1b	1
Reflect on knowledge learnt at educational meetings to improve practice.	LO1	PC1b	1
Use the potential of study leave to keep oneself up to date.	LO1	PC1b	1
Be self-motivated and eager to learn.	LO1	PC1b	1
Show willingness to learn from colleagues and willingness to accept criticism.	LO1	PC1b	1

15. Research

2017 Curriculum Research [2.2]

Competency: To demonstrate an effective involvement with a research project and to undertake research and have a good knowledge of research methodology.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 2 Communication	Communicates effectively verbally and in writing with workers, employers, workers' representatives, colleagues and other stakeholders, across a range of workplace environments, demonstrating effective listening skills, cultural awareness and sensitivity.
LO 11 Research	Engages with research and promotes innovation.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 2a.** Recognises the importance of the relationship between health and work, and work and health, identifying where communication can support or hinder this.
- 2b.** Develops effective relationships with workers, employers, trade unions and other stakeholders.
- 2c.** Demonstrates the ability to produce clear, legible and accurate reports in written form.
- 2d.** Communicates risk to stakeholders.

- 11a.** Adopts an evidence-based approach to occupational medicine.
- 11b.** Demonstrates independent evidence-based development to support the revision of guidelines and procedures.
- 11c.** Capable in the use and management of information, and the reflective use of information technology.

Generic Professional Capabilities (GPC)

GPC 2 Professional skills

GPC 9 Capabilities in research and scholarship

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand how to design a research study.	LO11	PC11a	9
Understand how to use appropriate statistical methods.	LO11	PC11a	9
Understand the principles of research ethics.	LO11	PC11a	9
Understand how to write a scientific paper.	LO11	PC11a	9
Understand sources of research funding.	LO11	PC11a	9
Understand the principles and application of epidemiological methods in research and in problem solving.	LO11	PC11a	9
Understand the application of medical statistics and the interpretation of statistical analysis methods in scientific research.	LO11	PC11a	9
Understand computer-based systems for data collection and analysis.	LO11	PC11a, 11c	9
Understand ethical considerations in research.	LO11	PC11a	9

Define a problem in terms of needs for an evidence base.	LO11	PC11a	9
Undertake systematic literature search.	LO11	PC11a	9
Undertake a systematic and critical appraisal and review of scientific literature.	LO11	PC11a	9
Produce an evidence-based digest of the literature.	LO11	PC11a	9
Frame questions to be answered by a research project.	LO11	PC11a	9
Develop protocols and methods for research.	LO11	PC11a	9
Execute an appropriate study design.	LO11	PC11a	9
Plan data collection for simple surveys including sample selection and methods of recording and storing data.	LO11	PC11a, 11b	9
Use databases.	LO11	PC11b	9
Accurately analyse data statistically.	LO11	PC11a	9
Have good written and verbal presentation skills.	LO2	PC2c	2
Present investigation and results in the format of a research-based report.	LO2	PC2c	2
Write a scientific paper for peer-reviewed publication.	LO11	PC11a	9
Demonstrate curiosity and a critical spirit of enquiry, and where appropriate a critical attitude towards current practice.	LO11	PC11a	9
Accept the need for critical review and for research so as to found a solid base for good practice.	LO11	PC11a	9
Ensure patient confidentiality.	LO11	PC11a	9

Demonstrate knowledge of the importance of ethical approval and patient consent for clinical research.	LO11	PC11a	9
Respect individual confidentiality when presenting data.	LO11	PC11a	9
Demonstrate a disposition to cooperation and liaise with statisticians and other research colleagues.	LO11	PC11a	9

16. Clinical governance

2017 Curriculum Clinical governance [2.3]

Competency: To demonstrate an understanding of the context, the meaning and the implementation of clinical governance.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 4 Workplace risk	Accurately identifies, assesses and manages workplace hazards and risks across a range of settings.
LO 8 Quality improvement	Independently applies knowledge of quality improvement processes to undertake projects, audits and evaluation studies to improve effectiveness, safety, efficiency and the overall experience of stakeholders.
LO 11 Research	Engages with research and promotes innovation.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality.
- 4a.** Provides workplace managers with appropriate recommendations, including health surveillance and occupational hygiene input, aimed at workplace improvements in relation to health.
- 4b.** Liaises with safety representatives, safety officers, occupational hygienists, ergonomists and other specialists in the assessment of working environments.
- 4c.** Explains and manages the difference between association and causation in a workplace setting.

- 8a.** Identifies quality improvement opportunities.
- 8b.** Engages with stakeholders, including patients, doctors and managers, to plan and implement service delivery and quality improvement.
- 11a.** Adopts an evidence-based approach to occupational medicine.
- 11b.** Demonstrates independent evidence-based development to support the revision of guidelines and procedures.
- 11c.** Capable in the use and management of information, and the reflective use of information technology.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

GPC 6 Capabilities in patient safety and quality improvement

GPC 9 Capabilities in research and scholarship

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the key strands of clinical governance.	LO8	PC8a	6
Understand the working of the National Health Service.	LO8	PC8a	6
Understand relevant health and safety policy.	LO8	PC8a	6
Understand the concept of risk assessment, measurement of risk, risk perception and communication of risk.	LO4	PC4a	6
Understand the principles of evidence-based medicine.	LO11	PC11a	6, 9
Understand methods of determining best practice.	LO11	PC11a	6, 9
Understand the importance of quality in service delivery.	LO8	PC8a	6
Critically appraise medical data research.	LO11	PC11a	6, 9
Practise evidence-based medicine.	LO11	PC11a	6, 9

Handle and deal with complaints in a focused and constructive manner.	LO8	PC8a	6
Develop and institute clinical guidelines and integrated care pathways. Be aware of advantages and disadvantages of guidelines.	LO8	PC8a	6
Report and investigate critical incidents.	LO8	PC8b	6
Take appropriate action if you suspect you, or a colleague, may not be fit to practise.	LO1	PC1b	1,6
Confidentially and authoritatively discuss risks with patients to obtain informed consent.	LO4	PC4a	6
Balance risk and benefits with patients.	LO4	PC4a	6
Be an active participant in clinical governance.	LO8	PC8a	6
Be actively involved in audit cycles.	LO8	PC8a	6
Search for continuous improvement in all areas of work and service delivery.	LO8	PC8a	6
Define why an audit is needed, what should be audited, and how the audit should be done.	LO8	PC8a	6
Respect patients' privacy, dignity and confidentiality.	LO8	PC8a	6
Be prepared to learn from experience, errors and complaints.	LO8	PC8a	6
Share best practice with others.	LO8	PC8a	6
Demonstrate willingness to use guidelines as appropriate.	LO8	PC8a	6

17. Role-specific competencies

2017 Curriculum Role specific competencies [2.4]

Competency: To demonstrate the capacity to apply specialist competencies in occupational medicine to a particular workplace.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 3 Professional skills and knowledge: clinical practice	Assesses and manages patients, with respect to work and the workplace, taking into account history, diagnosis, human factors principles, clinical examination and relevant investigations
LO 4 Workplace risk	Accurately identifies, assesses and manages workplace hazards and risks across a range of settings.
LO 6 Leadership and team working	Demonstrates a range of leadership behaviours and role models the ability to respect others, working effectively in a multidisciplinary team and within a management structure.
LO 8 Quality improvement	Independently applies knowledge of quality improvement processes to undertake projects, audits and evaluation studies to improve effectiveness, safety, efficiency and the overall experience of stakeholders.
LO 11 Research	Engages with research and promotes innovation.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality.
- 3a.** Considers the full range of management options available, including pre-placement assessment, sickness absence, modified duties, ill health retirement and/or redeployment.
- 3b.** Assesses and manages patients with chronic disease and those rehabilitating from acute injury or ill health using the biopsychosocial model.
- 3c.** Assesses functional capacity and evaluates fitness for work, to include initial, periodic and statutory assessment.
- 3d.** Liaises with other healthcare professionals as appropriate.
- 3e.** Diagnoses work-related ill health and occupational disease.
- 4a.** Provides workplace managers with appropriate recommendations, including health surveillance and occupational hygiene input, aimed at workplace improvements in relation to health.
- 4b.** Liaises with safety representatives, safety officers, occupational hygienists, ergonomists and other specialists in the assessment of working environments.

- 4c.** Explains and manages the difference between association and causation in a workplace setting.
- 6a.** Strategically plans and sets objectives for the delivery of an occupational health service.
- 6b.** Effectively manages and evaluates an occupational health clinic.
- 6c.** Supervises, challenges, influences, appraises and mentors colleagues and peers to enhance performance and to support development.
- 6d.** Promotes and effectively participates in multidisciplinary and inter professional team working.
- 8a.** Identifies quality improvement opportunities.
- 8b.** Engages with stakeholders, including patients, doctors and managers, to plan and implement service delivery and quality improvement.
- 11a.** Adopts an evidence-based approach to occupational medicine.
- 11b.** Demonstrates independent evidence-based development to support the revision of guidelines and procedures.
- 11c.** Capable in the use and management of information, and the reflective use of information technology.

Generic Professional Capabilities (GPC)

GPC 2 Professional skills

GPC 3 Professional knowledge

GPC 5 Capabilities in leadership and team working

GPC 9 Capabilities in research and scholarship

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the determinants of role specific competency, especially: type of industry, type of jobs and hence 'exposures', demography of workforce, culture within the society, sector, employers and workers.	LO3 and LO4	PC3a, 3b and PC4a	2, 3
Identify the knowledge and skills gaps pertaining to specific roles in particular workplaces at different levels: society, the professional specialty, the occupational health service and the individual specialist.	LO3	PC3a, 3b	2, 3
Identify steps necessary to fill those gaps.	LO3	PC3a	2
Implement an exemplar activity to fill a role specific knowledge gap (critical literature search and review and/or original research, to contribute to the evidence base).	LO11	PC11a	9
Devise an occupational health service level agreement and personal specification applicable to the specific role.	LO6	PC6a	5
Accept that specialist competencies have to be transferred to specific roles in the light of the underlying context.	LO3	PC3a	2
Accept the need for further personal development in order to fulfil specific roles.	LO1 and LO3	PC1c and PC3a	1, 2

18. Occupational health in a global market

2017 Curriculum Occupational health in a global market [2.5]

Competency: To be able to determine the impact of the broader socio-political and cultural influence on occupational health practice.

Maps to the following Learning Outcomes in 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 3 Professional skills and knowledge: clinical practice	Assesses and manages patients, with respect to work and the workplace, taking into account history, diagnosis, human factors principles, clinical examination and relevant investigations.
LO 5 Health promotion and illness prevention	Promotes and advises on physical and psychological health and wellbeing in the workplace and wider impacted community, as well as prevention of work-related ill health.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality.
- 3a.** Considers the full range of management options available, including pre-placement assessment, sickness absence, modified duties, ill health retirement and/or redeployment.
- 3b.** Assesses and manages patients with chronic disease and those rehabilitating from acute injury or ill health using the biopsychosocial model.
- 3c.** Assesses functional capacity and evaluates fitness for work, to include initial, periodic and statutory assessment.
- 3d.** Liaises with other healthcare professionals as appropriate.

- 3e.** Diagnoses work-related ill health and occupational disease.
- 5a.** Demonstrates knowledge of cultural, social, religious and economic factors and their influence on workplace health and wider public health within a biopsychosocial model.
- 5b.** Assesses the need for, organises, delivers and evaluates health promotion across a range of workplace environments.
- 5c.** Recognises and advises on health risks in the local environment arising from workplace activities.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

GPC 3 Professional knowledge

GPC 4 Capabilities in health promotion and illness prevention

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the role of Europe in shaping occupational health practice in the UK.	LO5	PC5a	4
Understand the role of Europe in shaping occupational health practice in the UK.	LO5	PC5a	4
Understand the organisation of occupational health services across Europe.	LO5	PC5a	4
Understand how legislation and practice in the UK are influenced by global developments.	LO5	PC5a	4
Understand changes in the pattern of occupational disease.	LO5	PC5a	4
Understand the implications for health of global travel.	LO5	PC5a	4
Understand the role of WHO, ILO and other similar bodies.	LO5	PC5a	4
Understand the implications of biological, chemical, nuclear terrorism and emerging risks to health and safety of workers.	LO5	PC5a	4
Understand the importance of Fair Trade initiatives to the health and wellbeing of other communities.	LO5	PC5a	4
Advise managers and others of their legal obligations.	LO1	PC1b	1
Ensure professional practice is compliant with relevant health and safety and employment law.	LO1	PC1b	1

Identify relevant symptoms of disease from workers returning from foreign travel.	LO3	PC3a	3
Provide appropriate advice to travellers on health and safety.	LO5	PC5a	4
Understand sources of information and advice on serious infectious diseases affecting travellers and workers travelling to, or located overseas.	LO5	PC5a	4
Respond appropriately to cultural differences in health promotion and disease management.	LO5	PC5a	4
Keep updated on government guidance on health impacts related to global threats to health and safety.	LO5	PC5a	4
Demonstrate enthusiasm to develop new skills relevant to the changing needs of occupational health.	LO5	PC5a	4

19. Teaching and educational supervision

2017 Curriculum Teaching and educational supervision [2.6]

Competency: To demonstrate the knowledge, skills and attitudes to provide appropriate teaching, learning and assessment.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 10 Education and training

Demonstrates knowledge skills and attitudes to provide effective teaching and learning opportunities, including supervision, training, assessment and mentorship in the occupational health setting.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 10a.** Optimises, plans and delivers teaching and learning opportunities to health professionals.
- 10b.** Attains skills to enable confident supervision, recognising the skills of both clinical and educational supervisors and the provision of constructive feedback.
- 10c.** Facilitates learning in the workplace across a wide range of groups and audiences, including employers, workers and colleagues.

Generic Professional Capabilities (GPC)

GPC 8 Capabilities in education and training

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand adult learning needs and styles.	LO10	PC10a	8
Understand the range and structure of teaching strategies.	LO10	PC10a	8
Understand the principles of evaluation.	LO10	PC10a	8
Understand the principles of assessment.	LO10	PC10a	8
Understand formative and summative assessment methods.	LO10	PC10a	8
Understand the principles and structure of appraisal.	LO10	PC10a, 10b	8
Demonstrate how to identify learning outcomes.	LO10	PC10a	8
Demonstrate how to construct educational objectives.	LO10	PC10a	8
Demonstrate how to design and deliver an effective teaching event or short course.	LO10	PC10a, 10c	8
Demonstrate how to teach large and small groups effectively.	LO10	PC10a, 10c	8
Seek feedback on educational and teaching events.	LO10	PC10a	8
Select and use appropriate teaching resources.	LO10	PC10a	8
Give constructive, effective feedback.	LO10	PC10a, 10b	8

Evaluate programmes and events.	LO10	PC10a, 10c	8
Use appropriate assessment methods.	LO10	PC10a	8
Conduct effective appraisals.	LO10	PC10a	8
Attain skills to be able to supervise trainee specialist occupational physicians, both as a clinical and educational supervisor.	LO10	PC10b	8
Demonstrate a professional attitude towards teaching.	LO10	PC10a	8
Show commitment to teach.	LO10	PC10a	8
Demonstrate a learner centred approach to teaching.	LO10	PC10a	8
Be honest and objective when assessing performance.	LO10	PC10a	8
Show respect for the person being assessed.	LO10	PC10a	8

20. Relationships with patients and communication: ethical/legal issues

2017 Curriculum Relationships with patients and communication: Ethical/legal issues [3.1]

Competency: To ensure that knowledge and skills are used to cope with ethical and legal issues that occur in occupational health practice in a range of workplace settings.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 2 Communication	Communicates effectively verbally and in writing with workers, employers, workers' representatives, colleagues and other stakeholders, across a range of workplace environments, demonstrating effective listening skills, cultural awareness and sensitivity.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a.** Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b.** Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c.** Recognises the importance of medical ethics, consent and the importance of confidentiality.
- 2a.** Recognises the importance of the relationship between health and work, and work and health, identifying where communication can support or hinder this.
- 2b.** Develops effective relationships with workers, employers, trade unions and other stakeholders.
- 2c.** Demonstrates the ability to produce clear, legible and accurate reports in written form.
- 2d.** Communicates risk to stakeholders.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

GPC 2 Professional skills

2017 Curriculum: knowledge, skills and attributes - be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Have read and understood the guidance on ethics from the Faculty of Occupational Medicine.	LO1	PC1c	1
Understand the process for gaining informed consent for clinical and research activities.	LO1	PC1c	1
Understand strategies to ensure privacy and confidentiality.	LO1	PC1c	1
Understand responsibilities relating to data protection.	LO1	PC1c	1
Understand the legal responsibilities of completing medical reports & certificates.	LO1	PC1c	1
Understand responsibilities in serious criminal matters.	LO1	PC1a	1
Give appropriate information in a manner patients understand and be able to gain informed consent from patients and allow disclosure when appropriate.	LO2	PC2a	2
Use written and verbal material appropriately.	LO2	PC2a	2
Obtain suitable evidence, or know whom to consult if in doubt.	LO2	PC2b	2
Consider the patient's needs as an individual.	LO2	PC2a	2
Respect the patient's right to confidentiality.	LO1	PC2a	1

21. Maintaining trust: professional behaviour

2017 Curriculum _Maintaining trust: professional behaviour [3.2]

Competency: To ensure that the knowledge, skills and attitudes are used to act in a professional manner at all times.

Maps to the following Learning Outcomes in the 2022 Curriculum

LO 1 Professional values and behaviours	Adopts a self-regulatory approach to professional behaviour, demonstrating and role modelling the professional attributes required by a specialist occupational physician.
LO 2 Communication	Communicates effectively verbally and in writing with workers, employers, workers' representatives, colleagues and other stakeholders, across a range of workplace environments, demonstrating effective listening skills, cultural awareness and sensitivity.

Maps to the following Professional Capabilities in the 2022 Curriculum

- 1a. Maintains confidentiality but judges when disclosure is required in relation to legal accountability and patient safety issues.
- 1b. Applies knowledge of specific legislation and ethical frameworks across all four nations, advising patients and managers.
- 1c. Recognises the importance of medical ethics, consent and the importance of confidentiality.
- 2a. Recognises the importance of the relationship between health and work, and work and health, identifying where communication can support or hinder this.
- 2b. Develops effective relationships with workers, employers, trade unions and other stakeholders.
- 2c. Demonstrates the ability to produce clear, legible and accurate reports in written form.
- 2d. Communicates risk to stakeholders.

Generic Professional Capabilities (GPC)

GPC 1 Professional values and behaviours

2017 Curriculum: knowledge, skills and attributes – be able to:	2022 Curriculum Learning Outcome (LO)	2022 Curriculum Professional Capabilities (PC)	GPC
Understand the relevance of continuity of care.	LO1	PC1b	1
Understand all aspects of a professional relationship.	LO1	PC1b	1
Understand the importance of boundaries in professional relationships.	LO1	PC1b	1
Understand how to deal with challenging behaviour.	LO1 and LO2	PC1a, 1b and PC2a	1
Understand the extent of one's own limitations and know when and from whom to seek advice in matters of personal actions, competence, health and fitness.	LO1	PC1a, 1b	1
Understand the importance of personal wellbeing in relation to physical and psychological health, and the potential impact of substance misuse.	LO1	PC1b	1
Understand the support facilities for doctors and other health professionals.	LO1	PC1b	1
Understand the role and relevance to professional and regulatory bodies.	LO1	PC1b	1
Understand one's responsibilities to the public, including Child Protection.	LO1	PC1b	1
Reflect on own practice by participation in an appraisal and audit process.	LO1	PC1b	1
Recognise the situations when it is appropriate to involve regulatory and professional bodies.	LO1	PC1b	1

Recognise when personal health takes priority over work pressures and be able to take the necessary time off.	LO1	PC1b	1
Ensure satisfactory completion of reasonable tasks with appropriate handover including documentation.	LO1	PC1b	1
Develop appropriate relationships that facilitate solutions to patients' problems.	LO1	PC1b	1
Deal appropriately with behaviour falling outside the boundary of the agreed or ethical doctor patient relationship.	LO1	PC1b	1
Be willing to admit mistakes and limitations and to consult and seek advice.	LO1	PC1b	1
Recognise personal health as an important issue.	LO1	PC1b	1
Be willing to seek advice from other relevant health professionals on personal health issues.	LO1 and LO2	PC1b and PC2b	1
Accept professional regulation.	LO1	PC1b	1
Adopt a non-discriminatory attitude to all patients and recognise their needs as individuals.	LO1	PC1b	1
Seek to identify the health care belief of the patient.	LO1	PC1b	1
Acknowledge patient rights to accept or reject advice.	LO1	PC1b	1
Secure equity of access to health care resources for all, especially minority groups.	LO1 and LO2	PC1b and PC2b	1



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