

MEDICAL SERVICES

PROVIDED ON BEHALF OF THE DEPARTMENT FOR WORK AND PENSIONS

Training & Development

Chronic Fatigue Syndrome (CFS) and Fibromyalgia

(Learning Set)

MED-CMEP~0087

Version: 3 Final
24th March 2011

Medical Services

Foreword

This training has been produced as part of a Continuing Medical Education programme for Health Care Professionals (HCPs) approved by the Department for Work and Pensions Chief Medical Adviser to carry out assessments.

All HCPs undertaking medical assessments must be registered practitioners who in addition, have undergone training in disability assessment medicine. The module includes theory training in a classroom setting, supervised practical training, and a demonstration of understanding as assessed by quality audit.

This must be read with the understanding that, as experienced practitioners and disability analysts, the HCP will have detailed knowledge of the principles and practice of relevant diagnostic techniques and therefore such information is not contained in this module.

Furthermore, the training module is not a stand-alone document, and forms only a part of the training and written documentation that the HCP receives. As disability assessment is a practical occupation, much of the guidance also involves verbal information and coaching.

Thus, although the training module may be of interest to non-medical readers, it must be remembered that some of the information may not be readily understood without background medical knowledge and an awareness of the other training given to HCPs.

Office of the Chief Medical Adviser

24th March 2011

Document control

Superseded documents

Version history

Version	Date	Comments
3 Final	24 th March 2011	Final version signed off by CMMS
3a draft	28 th February 2011	Updated following Schedule 28 review, by Dr Amina Hussain
2 Final	9 th March 2010	Signed off by Medical Services Contract Management Team

Changes since last version

Included reference to availability of online evaluation – p.7 and p.19
Suggestions for Study updated – p.8
Removed reference to WFHRA (amongst other component parts of WCA process referred to) – p.13
References to DDA removed (now referred to as disability-related legislation in the Equality Act 2010)
Minor typos, grammar and formatting throughout

Outstanding issues and omissions

Updates to Standards incorporated

Issue control

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Date:

Distribution:

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Introduction

A Learning Set is dedicated to the sharing of team knowledge, and must be conducted using internal resources only. External speakers are not acceptable at these events; the team should make wise use of relevant in-house skills and experience. In this instance any member of the team with particular expertise and interest in Chronic Fatigue Syndrome (CFS) or Fibromyalgia (FM) may provide a valuable contribution to the Learning Set.

However, the manager of the event should not overlook the opportunity to develop those who may wish to make their first presentation, or wish to use fledgling facilitation skills in this "safe" environment.

This Learning Set is designed to encourage competency based study on the subject of CFS and FM and the functional effect of these conditions on the claimant. In particular, the effect on health and employment outcomes make this pertinent to all Health Care Practitioners, including the Disability Analyst.

The learning aims are defined and the 'manager' of the Learning Set is encouraged to ensure that these are kept prominently to the fore-front throughout the event, keeping them in view of all participants. In this way they will serve to maintain a focus on discussions. It is essential that participants are informed of the learning aims and essential content well in advance of the Learning Set to ensure they focus their self directed preparation for the event.

To avoid using PowerPoint, which may generate a non-interactive environment during the Learning Set, the learning aims are provided in A4 format.

This pack provides guidance on activities that can be used during the Learning Set; however, these are not designed to be prescriptive and are offered as suggestions to help structure the event. The only absolute givens are that the essential content is adhered to and the Learning Set aims achieved.

Advice is provided on the gathering of suitable documentation to facilitate and confirm both individual and team participation. This will allow an impartial verification that the learning aims have been satisfied. This is essential to establish the status and quality of the Learning Set should Practitioners decide to make use of the reflective practice data for revalidation purposes. It is also necessary to demonstrate that the outcomes of the Learning Set satisfy the requirements of the Continuing Professional Development programme for Atos Healthcare and allows registration of participation on MSD.

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Learning Set Process

The Medical Manager is responsible for ensuring the following process is adhered to.

Sufficient copies of all the forms required for this Learning Set must be produced at local Level.

Time period	Tasks
Prior to the CME year	Select 4 Learning Sets in total. 3 should be chosen from the clinical topics. The fourth should be selected from a learning set focussing on softer skills. Dates should be scheduled for all 4 of the Learning Sets during the first 8 months of the calendar year and dates communicated to the employed Healthcare Professional Team
At least 8 weeks prior to each event	Identify a Learning Set Manager (2 will be trained from each site, neither should be the Medical Manager) and brief accordingly
At Least 7 weeks prior to each event	Identify / seek Learning Set activities and facilitators
At least 2 weeks prior to each event	Issue Essential Content Information Sheet to facilitators (see Appendix B) and where appropriate agree a personal development plan for Learning Set activity facilitators (at the time of agreeing the facilitation role). This should be formally added to the PDP at the next appropriate review
At least 2 weeks prior to each event	Learning Set Manager quality assures all Learning Set materials confirming they cover essential content and will enable achievement of the Learning Aims. Where problems arise support should be sought from the Medical Manager.

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Time period		Tasks
Run the Learning Set		
Organisation of the set	<p>Each Learning set should comprise no less than 7 and no more than 11 participants, this to include the Learning Set Manager and all facilitators.</p> <p>The Medical Manager should attend each set, since it will be his/her sole responsibility to “sign off” individual participation</p>	Learning Set Manager to ensure communication of the learning aims to all participants, to allow appropriate preparatory reading
Immediately upon completion of event	<p>25% of attendees complete a Level 1 & 2 evaluation form (usually completed online; but if unavailable, use Appendix F). Collect these and forward to Angie Rhodes, Training & Development, BBP</p>	Medical Manager completes a Learning Set Review Form (see Appendix C) and forwards to Angie Rhodes, Training & Development, BBP
Following completion of event	Attendees complete an Individual Learning Set Review Form (see Appendix E) for their own personal development	
Following completion of event	Any agreed follow-up actions are undertaken	
Following completion of event	Medical Manager reviews facilitator(s) PDPs where appropriate	



Learning Aims

- ☐ To define Chronic Fatigue Syndrome and Fibromyalgia
- ☐ To consider the possible causes and functional effects of these conditions
- ☐ Consider current management and treatment guidelines
- ☐ Consider benefit issues in children and adults with CFS or FM
- ☐ To consider effects of these conditions on work/occupation and effect of work on these conditions.



Suggestions for Study

The following references and texts would help the student prepare for this event. These are no more than suggestions - individual textbook and journal preferences are acceptable.

- ☐ Any preferred medical textbook (such as the Oxford Textbook of Medicine)
- ☐ Any suitable journal articles (e.g. Journal of Community Psychology)
- ☐ Med S2 CMEP0017 – Chronic Fatigue Syndrome Guidelines for the Disability Analyst
- ☐ MED S2 CMEP 0035 – Fibromyalgia – Guidelines for the Disability Analyst
- ☐ DWP publication, [What is Chronic Fatigue Syndrome \(CFS\)/ Myalgic Encephalomyelitis \(ME\)?](#)
- ☐ NICE guidance, [Chronic fatigue syndrome/ Myalgic encephalomyelitis](#)
- ☐ [Action for ME](#) is a charitable organisation in the UK dedicated to improving the lives of people with CFS (sometimes referred to as ME); further information can be accessed at www.afme.org.uk/
- ☐ NHS Choices provides information on [Fibromyalgia](#) in an easily digestible format
- ☐ [FMA UK](#) was established in order to provide information and support to people with fibromyalgia, and to their families. In addition, the Association provides medical information for professionals and operates a national helpline. Further information can be accessed at <http://www.fibromyalgia-associationuk.org/>

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Interested parties may wish to look at the BBC website and refer to a series of programmes addressing CFS issues on Radio 4 (12-16th November 2007).

All participants are advised to document their learning sources using an Individual Learning Set Review form (see Appendix E). Any presentations or other exercises employed by participants in the Learning Set must include references to the source documents. Portfolio activity should be based on reflection on usual practices and work based evidence to show when new learning has been implemented to improve those standards.

Essential Content

This is a relatively broad ranging subject which allows participants to develop study into various medical conditions and relevant links. The opportunities for presentations and other activities are flexible. It will be impossible in the time allowed to cover all aspects of both conditions. However, since both are commonly seen in the context of disability assessment, the Learning set should as a minimum cover the similarities and critical differences between the two conditions. Thereafter best use of time may be made by focussing the efforts of the team in addressing one condition or the other.

Consider:

- ☐ Clinical features (consider likely level of disability)
- ☐ Recommended treatment guidelines
- ☐ Review of aetiological factors
- ☐ Benefit issues.

Recommendations for Learning Set Activities

It is important that the assembled team make best use of the time devoted to the Learning Set. Their involvement in the early organisation of the event will help them to take ownership of the activities and outcomes. Thoughtful choice of exercises will ensure the team holds an interest in the outcomes and also confidence that they will gain either knowledge or skill during the experience. At the preparation stage the manager should encourage innovative ideas from the team members and be prepared to adopt an alternative approach provided the essential content is covered and the learning aims can be satisfied.

The purpose of the Learning Set is not to simply repeat the salient points which emerge at individual study. The Set should be organised so that all the team can share and expand on the information and ideas that flow out of their individual preparation/study. There will be extensive knowledge and differing experiences within a team, and through interactive exercises this can enrich the team as a whole.

Where appropriate Personal Development Plans should be utilised for those team members who volunteer or who are delegated to present or facilitate exercises in the Learning Set, but only where this activity forms part of their personal learning.

Opening the Learning Set

It is essential that the Learning Set achieves its learning aims and covers the essential content. Preparation by all those participating is a key contributor to this, as is a positive and encouraging opening of the session. It is recommended that all attendees are reminded of the purpose of the Learning Set, the responsibilities of all those present and the learning aims reinforced.

It is also important to remind everyone of the process relating to the Learning Set initiative; the Learning Set Process on *page 6* could be referred to at this juncture.

Advice on selection of activities

The Learning Set should be designed to last 1 to 1.5 hours; anything longer is likely to undermine the learning for this type of development tool. A common problem when such Sets are first prepared is to include too many activities. For that reason it is unwise to arrange more than two activities per Set, and in certain instances one may be enough. Avoid one long presentation; this will prevent full team participation. Do not allow a single view to dominate.

The following pages provide some suggestions for possible Learning Set activities, though none are mandatory:

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Activity 1: A presentation on Chronic Fatigue Syndrome / Fibromyalgia

These are subjects which lend themselves to a presentation of current understanding of the conditions. It is particularly important that participants be aware of any perceived and defined distinctions between the conditions indicated.

As all participants will have studied to refresh their knowledge, the presenter should take pains to go a step beyond the basic understanding of the group. It would be helpful in the initial stages of the set to invite the individuals in the group to give definitions of the conditions.

Once this is established, a group 'brainstorm' session with the use of flipcharts or whiteboard facility to note down key issues and concepts discussion would be helpful.

Tip(s)

While it is essential to avoid mere fact-listing, it will be extremely helpful to keep the learning aims in mind – two or three mental 'hooks' upon which participants can hang the main aims will enable them to recall and apply the contents of the Learning Set effectively.

Management Action

Dependent on prior experience, the Medical Manager may wish to agree a personal development plan with the presenter. This may include support from the Learning Set Manager to write a few PowerPoint slides and use of the LCD projector if appropriate. Try to avoid PowerPoint 'teaching' and encourage facilitative discussion.

The Learning Set Manager must quality assure the presentation and any facilitation materials prior to the Learning Set.

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Activity 2: Facilitated discussions of the impact of the condition on benefit claims

The presenter/facilitator will need to encourage a discussion that should explore factors such as:

- ☐ Ways in which relevant functional problems can present in a claim
- ☐ The likely functional effects of CFS or FM
- ☐ Attitudes amongst the team towards the condition
- ☐ Likelihood of Care and Mobility needs in DLA
- ☐ Impact on function categories in relation to Personal Capability Assessment (PCA) and Work Capability Assessment (WCA)
- ☐ Physical and psychological factors leading to disability
- ☐ The claimant's perceptions of their disability and barriers to recovery

The session should remain interactive throughout, ensuring that there is a parity of contribution from all those present.

The facilitator will help draw out any conclusions, again using a flipchart or whiteboard to maintain interaction.

Tip(s)

It would be advisable for all participants to identify suitable cases in the course of their work over a week or two in advance of this learning set to support the exchange above.

Management Action

It will be critical in this learning set for participants to discuss, explore and challenge perceptions and prejudices. The challenge for the facilitator is to ensure that all participants are engaged and prepared to commit to the consensus conclusions. This is likely to require a very experienced and confident Facilitator.

The Medical Manager may wish to agree a PDP with the facilitator of this discussion exercise.

Evidence of preparation with a suitable question bank, a brief team exercise and identification of a small number of suitable discussion cases must be quality assured by the learning Set Manager prior to the Learning Set.

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Activity 3: A written Question and Answer Session

This activity is useful for a team who are not comfortable with debate and possible disagreement. You may wish to use a True/False format or style. Allow the group to divide into two groups or into pairs and complete the MCQ as an inter-team challenge. It may be useful to include 'rogue' questions to stimulate discussion. Warn the 2 teams that such questions are present.

Tip(s)

Questions such as the following would be appropriate:

- ☐ Treatment for CFS is based on management of physical symptoms only
T/F
- ☐ Higher rates of recovery in CFS are associated with an initial presentation of viral illness
T/F
- ☐ CFS is considered to be relatively rare in children
T/F
- ☐ Claimants will require a multi-disciplinary approach to the resolution of CFS disability
T/F

Management Action

The Learning Set Manager for this event should quality assure the questions and answers before the Learning Set.

Dependent on prior experience, the Medical Manager may wish to agree a personal development plan with the facilitator of this session.

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Activity 4: A case discussion

This activity requires vigilance to secure a suitable case for discussion, and may be a useful alternative to the use of case histories suggested in Activity 2. PCA, WCA and DLA cases should be a valuable source of such case examples. The facilitator should ensure coverage of DLA Mobility and Care, and PCA and WCA functional categories.

If a suitable case does not emerge, consider creating an example with a series of questions.

An example is offered to assist the facilitator to create his/her own case.

Mr B is a 47 year old man who has suffered from CFS for 6 years. He is claiming DLA. He reports that he is able to walk only 20 metres in 2 mins. He also report that he needs assistance to dress his lower half and to rise from the toilet and chair.

His typical day includes accounts of help with all housework and a very inactive life style as his wife drives him to and from the supermarket. He uses the trolley to lean on around the shop and rarely completes the shopping as he rests in the shop restaurant whilst his wife stands at the checkout. Otherwise he rarely goes outdoors and never does so alone.

The claimant plans his activities in order to conserve energy, and is no longer able to sustain hobbies such as golf and gardening. He also finds it hard to concentrate generally and is unable to read. He rarely watches television.

He has tried a range of treatments, including CBT and graded exercises, but has not found these to be helpful. He is on oral medication for depression and considers the latter has arisen as a consequence of the lack of understanding he has received in regard to his treatment, and does not recognise a psychological component to his health problem.

*Observations show he is reluctant to mobilise and uses walking aids and a wheelchair to help conserve energy.
Clinical examination is unhelpful.*

Tip(s)

A suitable case from the live load is to be preferred, but some facilitators may wish to create more testing examples. An experienced HCP will be able to create a number of alternate scenarios to elucidate particular points.

Advise at the outset that there is unlikely to be a model answer in cases of this nature, as the conditions and their symptoms are diverse in nature and range of severity. The activity organiser should not take on the responsibility for 'having all the answers'; the members of the Set should be encouraged to draw agreed conclusions as far as this is possible.

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Management Action

Dependent on prior experience, agree a personal development plan with the facilitator.

The Medical Manager should agree a suitable case and quality assure all materials prior to the Learning Set.

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Activity 5: An Occupational health case for discussion

Again vigilance is necessary to capture a suitable case (please see the advice in the activities given above) taking care to ensure that any copies arranged for the Learning Set are anonymised.

Discussion around the disability-related legislation in the Equality Act, and its implications in the case, should be invited; as should discussion on suitable work place adjustments.

Tip(s)

If a case does not emerge consider creating a scenario with a bank of questions for group debate.

An example is provided:

You are an Occupational Health Adviser to a medium sized factory where furniture is made. Mr B has worked for this company for 12 years and his role involves lifting chairs, and stools, upholstering these and packing. He is required to lift rolls of fabric and spends his day standing at a workstation.

He has become progressively slower over time and is less able to lift heavy loads or sustain physical activity for any length of time.

His manager requests your advice as he is observed to have reduced productivity and has increased sickness absence with episodes cited as "fatigue" and "joint pains". He has advised his manager that he has just found out that he has CFS. His doctor has started him on regular painkillers and anti-inflammatory medication and he has been given a graded exercise regime.

How would you conduct your investigation? He has provided consent for access to his GP and agrees to see you.

What are the risks to this employee in this work place?

What will you tell the manager?

Has the management any responsibility to support his treatment plan?

Would the disability-related legislation in the Equality Act 2010 apply in such a case?

Discuss the ethics of this case.

Again ensure the Set members take the responsibility for creating a consensus response to these issues.

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Management Action

Dependent on prior experience, the Medical Manager may agree a personal development plan with the facilitator. The Learning Set Manager should agree a suitable case and quality assure all materials prior to the Learning Set.

Closing the Learning Set

As with the opening of the Learning Set, the closing should be a positive and encouraging element. Refocus attention on the learning aims and ask if everyone is satisfied that through individual preparation/study and participation during the Learning Set that the aims have been achieved.

The Medical Manager is responsible for documenting a review of the event including comment on the quality of activities and the level of participation within the team. For that reason the Medical Manager (or exceptionally a deputy) must attend every event. The Learning Set Review Form, at Appendix C of this document, should be used for this purpose and must be completed for every Learning Set. For guidance on quality of activity(s) / material and facilitation rating achieved see Appendix D of this document.

Level 1&2 Evaluation is usually completed online, and the link to the form will be provided to all Medical Managers prior to the start of the CME Year. Should the on-line version be unavailable, then clerical completion (using the form in Appendix F) is acceptable - it must be issued to 25% of participants at each Learning Set. The evaluation forms must be issued randomly, but it is essential that all participants complete at least one Level 1&2 Evaluation Form during the course of the year.

Both the Learning Set Review Form and the Level 1 & 2 Evaluation Forms must be forwarded to Angie Rhodes at Atos Healthcare, Training & Development, 3300 Solihull Parkway, Birmingham Business Park, Birmingham, B37 7YQ at the end of each Learning Set.

An attendance list should be completed in the same way as currently happens for facilitated learning events and given to the relevant person for MSD update.

An Individual Learning Set Review Form, contained at Appendix E of this document, should be given to all participants. This form is designed to provide the basis for self-reflection and is for the individual's use. It is therefore optional whether the individual uses it or not, however it is recommended that for revalidation or continued registration or appraisal purposes reflective practice is used.

Appendix A Chronic Fatigue Syndrome (CFS) and Fibromyalgia Learning Set Event Fact Sheet

Date		Time	
Venue			



Learning Aims

- ☐ To define Chronic Fatigue Syndrome and Fibromyalgia
- ☐ To consider the possible causes and functional effects of these conditions
- ☐ Consider current management and treatment guidelines
- ☐ Consider benefit issues in children and adults with CFS or FM
- ☐ To consider effects of these conditions on work/occupation and effect of work on these conditions.



Suggestions for Study

The following references and texts would help the student prepare for this event. These are no more than suggestions - individual textbook and journal preferences are acceptable.

- ☐ Any preferred medical textbook (such as the Oxford Textbook of Medicine)
- ☐ Any suitable journal articles (e.g. Journal of Community Psychology)
- ☐ Med S2 CMEP0017 – Chronic Fatigue Syndrome Guidelines for the Disability Analyst
- ☐ MED S2 CMEP 0035 – Fibromyalgia – Guidelines for the Disability Analyst
- ☐ DWP publication, [What is Chronic Fatigue Syndrome \(CFS\)/ Myalgic Encephalomyelitis \(ME\)?](#)
- ☐ NICE guidance, [Chronic fatigue syndrome/ Myalgic encephalomyelitis](#)
- ☐ [Action for ME](#) is a charitable organisation in the UK dedicated to improving the lives of people with CFS (sometimes referred to as ME); further information can be accessed at www.afme.org.uk/

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- NHS Choices provides information on [Fibromyalgia](#) in an easily digestible format
- [FMA UK](#) was established in order to provide information and support to people with fibromyalgia, and to their families. In addition, the Association provides medical information for professionals and operates a national helpline. Further information can be accessed at <http://www.fibromyalgia-associationuk.org/>

Interested parties may wish to look at the BBC website and refer to a series of programmes addressing CFS issues on Radio 4 (12-16th November 2007).

All participants are advised to document their learning sources using an Individual Learning Set Review form (see Appendix E). Any presentations or other exercises employed by participants in the Learning Set must include references to the source documents. Portfolio activity should be based on reflection on usual practices and work based evidence to show when new learning has been implemented to improve those standards.

Appendix B - Essential Content

This is a relatively broad ranging subject which allows participants to develop study into various medical conditions and relevant links. The opportunities for presentations and other activities are flexible. It will be impossible in the time allowed to cover all aspects of both conditions. However, since both are commonly seen in the context of disability assessment, the Learning set should as a minimum cover the similarities and critical differences between the two conditions. Thereafter best use of time may be made by focussing the efforts of the team in addressing one condition or the other.

Consider:

- ☐ Clinical features (consider likely level of disability)
- ☐ Recommended treatment guidelines
- ☐ Review of aetiological factors
- ☐ Benefit issue.

Appendix C – Learning Set Review Form (to be completed by Medical Manager)

Learning Set Title		Number of Attendees	
Medical Manager		MSC	
Date of Learning Set		Learning Set Manager	

Learning Set Activities	Facilitator	Quality of Activity(s) / Materials (Please indicate your rating 1 is poor 5 is outstanding refer to Appendix D for guidance on rating).	Quality of Facilitation (Please indicate your rating 1 is poor 5 is outstanding refer to Appendix D for guidance on rating).
1.		<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>
2.		<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>
3.		<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>	<div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div>

Learning Set Aims (To what extent were these achieved)?	
Learning Set Challenges (What could have worked better, why and how?)	
Follow-up (Any actions required as a result of this Learning Set?)	
Any other comments	

Return to: Angie Rhodes, Atos Healthcare, T & D, 3300 Solihull Parkway, Birmingham Business Park, Birmingham, B37 7YQ

Appendix D - Guidance on Quality of Activity(s) / Material and Facilitation ratings

Achieved Rating	Qualifying criteria
1	<ul style="list-style-type: none"> <input type="checkbox"/> Activities not delivered or only partially delivered. <input type="checkbox"/> Unfocused or few discussions. <input type="checkbox"/> Aims not achieved. <input type="checkbox"/> Participants have not read recommended materials. <input type="checkbox"/> Poor feedback for manager and presenters. <input type="checkbox"/> Likely that no-one gains “sign off” for MSD.
2	<ul style="list-style-type: none"> <input type="checkbox"/> Activities poorly presented or do not stimulate debate. <input type="checkbox"/> Little participation in discussions. <input type="checkbox"/> Some participants may not gain “sign off” for MSD. <input type="checkbox"/> Limited opportunities for reflective practice. <input type="checkbox"/> Poor feedback and evaluation.
3	<ul style="list-style-type: none"> <input type="checkbox"/> All organised presentations are delivered. <input type="checkbox"/> All participants take part in debate. <input type="checkbox"/> Aims are achieved. <input type="checkbox"/> “Sign off” for all involved. <input type="checkbox"/> Average/Good evaluation and feedback to Set manager.
4	<ul style="list-style-type: none"> <input type="checkbox"/> Aims are achieved. <input type="checkbox"/> Open discussion of issues arising at activities. <input type="checkbox"/> Participants are confident and informed after researching the topic. <input type="checkbox"/> Enthusiastic response at evaluation and in feedback to presenters and Set manager. <input type="checkbox"/> Stimulates some active change in standards or established practices or in mentoring of sessional doctors. <input type="checkbox"/> Development of individuals through PDPs.
5	<ul style="list-style-type: none"> <input type="checkbox"/> Innovative activities well used to achieve all Aims of the Set. <input type="checkbox"/> Keen discussions which arrive at an agreed outcome. <input type="checkbox"/> Consistently high rating at evaluation and in feedback for presenters and Set manager. <input type="checkbox"/> Issues lead to further research or efforts to gain clarification. <input type="checkbox"/> New skills established through completed PDP s. <input type="checkbox"/> Team agreement in relation to complex benefit issues.

Appendix E - Individual Learning Set Review Form

(To be completed by the learner to aid reflective practice)

Name	
Learning Set Title	
Date attended	
Learning Set Preparation What did I do to prepare for the Learning Set? What source(s) of information did I use/access? How useful were these?	
Learning Set Participation To what extent did I participate? What value did my participation bring to me and other attendees? Could I have brought more value, if so what and how?	

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Learning Achieved What were the key points of learning for me? What impact will this learning have on my performance?	
Application of Learning How will I show that I have implemented this new learning in my every day role?	
Any Other Reflections?	

Appendix F - Level 1 and Level 2 Evaluation Sheet

Internal Events NOT delivered by Training & Development / External Events / Distance Learning

Participants Name:		Base Location:							
Event Title:		Date Attended/Completed:							
1. Were the event/distance learning product objectives met?	Please tick a box below								
	Yes		No						
2. How enjoyable was the event/distance learning product?	Very	Moderately	Not at all						
3. How relevant was the event/distance learning product to your role?	Extremely Relevant		Not at all Relevant						
	↓ Please circle a number below ↓								
	1	2	3	4	5	6	7	8	9
4. (a) Was this the right learning tool for you i.e. trainer led/distance learning for this particular development?		Yes		No					
(b) If you have answered NO please comment.									
5. Please list at least two key learning points.									
6. Describe how you will apply this learning to your workplace.									
7. Describe what you or anyone else could have done to make the event/product more effective.									
Suggested Improvement(s)		Responsibility							
8. Standard of the facilitator (trainer led events only)	Very good	Good	Adequate	Poor					
9. Indicate your overall rating for the event/distance learning product	Very Effective		Effective	Ineffective					
	↓ Please circle a number below ↓								
	1	2	3	4	5	6	7	8	9

Please Return to:
 Angie Rhodes
 Atos Healthcare
 3300 Solihull Parkway
 Birmingham Business Park
 Birmingham
 B37 7YQ

Appendix G Learning Aims



Chronic Fatigue Syndrome (CFS) and Fibromyalgia (FM) - Learning Aims

- » To define Chronic Fatigue Syndrome and Fibromyalgia
- » To consider the functional effects and possible causes of these conditions
- » Consider current management and treatment guidelines for the conditions indicated
To consider occupational effects relative to capacity for work

Observation form

Please photocopy this page and use it for any comments and observations on this document, its contents, or layout, or your experience of using it. If you are aware of other standards to which this document should refer, or a better standard, you are requested to indicate this on the form. Your comments will be taken into account at the next scheduled review.

Name of sender: _____ Date: _____

Location and telephone number: _____

Please return this form to: Angie Rhodes
Training and Development Co-ordinator
Atos Healthcare
3300 Solihull Parkway
Birmingham Business Park
Birmingham
B37 7YQ