**Supplementary File D**

STable D: Scoring of Competencies

KNOWLEDGE

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| COMPETENCE | evaluator 1 | evaluator 2 | evaluator 3 | evaluator 4 | evaluator 5 | evaluator 6 | evaluator 7 | mean |
| To Understand the context in which HTA is carried out. | 10 | 8 | 6 | 9 | 9 | 8 | 10 | 9 |
| To Master the concepts of accurate clinical evaluation for understanding the HTA. | 5 | 8 |  |  | 7 | 9 | 7 | 7 |
| To Understand the utility of decision analysis. | 3 | 8 |  | 5 | 6 | 3 | 8 | 5,5 |
| To Know and understanding of the evidence-based medicine contribution to clinical and health technology assessment. | 7 | 10 |  |  | 8 | 8 | 10 | 8 |
| To Know of the basics of HTA and its particular methodologies. | 7 | 9 | 8 |  | 8 | 8 | 10 | 8 |
| To understand how technologies are introduced into health care systems. | 8 |  | 8 | 9 | 9 | 7 | 10 | 8,5 |
| To know what health technology assessment (HTA) is. |  |  |  | 9 | 9 | 10 | 10 | 9,5 |
| To know about existing HTA agencies and other sources of HTA reports. |  |  |  | 6 | 10 | 9 | 6 | 7,5 |
| To understand how HTA studies are initiated (e.g., by whom, how and why). | 6 |  |  | 5 | 10 | 8 | 8 | 8 |
| To know what are the methods used in a typical HTA report. | 9 | 10 | 6 | 7 | 9 | 9 | 9 | 9 |
| To know how HTA reports may be incorporated into decision-making and the limitations of HTA  as tool to support decision-making. | 10 |  |  | 9 | 10 | 9 | 9 | 9 |
| To understand the epistemological basis of causal association in biomedical research with particular focus on experimental studies. |  |  |  | 5 | 8 | 7 | 10 | 7,5 |
| To familiarize with the characteristics of epidemiological study designs and clinical comparative studies. |  | 9 | 6 | 5 | 9 | 9 | 10 | 9 |
| To understand the importance of internal and external validity of a study. |  |  | 5 | 5 | 8 | 9 | 10 | 8 |
| To understand the basic statistics used in cohort studies, randomized controlled studies and meta-analyses. |  |  | 6 | 5 | 9 | 9 | 10 | 9 |
| To understand the purpose of systematic reviews in HTA. |  |  | 5 | 7 | 8 | 10 | 10 | 8 |
| To understand the principles and practices of economic analysis in health care. |  | 8 | 5 | 5 | 10 | 6 | 8 | 7 |
| To understand the role of economic analysis in health care policymaking. |  |  | 5 | 5 | 9 | 4 | 8 | 5 |
| To understand the main concepts of health care management. |  |  | 5 | 7 | 9 | 3 | 8 | 7 |
| To understand the main concepts in health services evaluation activities. |  |  | 4 | 5 | 7 | 6 | 8 | 6 |
| To understand the main concepts present in health policy analysis and the relevance of its use. |  |  |  | 5 | 8 | 4 | 8 | 6,5 |
| To gain an overall & comparative vision of health systems models and practice. |  | 7 |  | 7 | 8 | 6 | 8 | 7 |
| To understand similarities and differences to using HTA at the meso- or macro levels. |  |  |  | 7 | 10 | 4 | 8 | 7,5 |
| To understand the limitations of evidence and economics from HTA in the real-world setting of decision- and policy-making. | 9 | 7 | 8 | 5 | 9 | 8 | 10 | 8 |

SKILLS

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| COMPETENCE | evaluator 1 | evaluator 2 | evaluator 3 | evaluator 4 | evaluator 5 | evaluator 6 | evaluator 7 | Mean |
| Statistics and Epidemiology Methods, Systematic Reviews and Decision Analysis in the field of Health Technology Assessment | 10 |  | 10 | 10 | 9 | 9 | 8 | 9,5 |
| To identify and locate sources of information needed for an HTA. | 7 | 10 | 10 | 9 | 10 | 10 | 10 | 10 |
| To identify ethical, legal and social aspects in HTA. |  | 9 | 10 | 10 | 8 | 3 | 4 | 8,5 |
| To evaluate the need for Clinical Practice Guidelines in a HTA context. |  |  | 10 | 7 | 7 | 3 | 4 | 7 |
| How to plan and to assess an HTA report. | 8 |  |  | 5 | 8 | 8 | 8 | 8 |
| How to interpret statistical inference in biomedical research. |  | 8 |  |  | 8 | 8 | 8 | 8 |
| To develop a protocol for a systematic review. |  | 8 | 10 | 5 | 9 | 10 | 10 | 9,5 |
| To locate and use various tools designed to assist in the critical appraisal of research study designs. |  |  |  | 7 | 8 | 8 | 9 | 8 |
| To be able to critically evaluate the quality of published economic analyses. |  |  | 10 | 8 | 7 | 4 | 5 | 7 |
| To assess the comparative strengths and weaknesses of cost-minimisation, cost-effectiveness, cost-utility and cost-benefit analyses. | 8 | 8 |  | 7 | 9 | 3 | 5 | 7,5 |
| To be able to assist in the conduct of economic analysis. |  |  |  |  | 9 | 2 | 5 | 5 |
| How to improve a system to assess the performance of health care organizations. |  |  |  |  | 8 | 3 | 4 | 4 |
| To analyse the ethical and sociocultural dimensions of a given health technology and discuss strengths and weaknesses of such an analysis. |  | 8 |  | 8 | 9 | 2 | 5 | 8 |
| To devise a communication plan for a given technology; |  |  | 10 | 7 | 7 | 1 | 4 | 7 |
| To clarify the potential paths of influence from HTA to decision-making and clinical practice. |  |  | 10 | 5 | 9 | 4 | 6 | 6 |
| To discuss the common and differential challenges and values among countries in respect to a given health policy. |  |  | 10 | 6 | 8 | 6 | 6 | 6 |
| To assess real world scenarios to define the role of HTA to inform decisions and policy-making. |  | 7 |  |  | 7 | 2 | 7 | 7 |
| To find, synthesize, and apply appropriate clinical evidence, economic information, and socio-legal-ethical considerations to best address real life scenarios within limited timeframes. | 9 | 7 |  | 9 | 9 | 9 | 9 | 9 |
| To communicate a clear vision of the purpose of HTA and the use of methods from a multidisciplinary perspective as applied to their own project. |  |  |  | 5 | 6 | 4 | 5 | 5 |
| To formulate a cogent rationale concerning why and how their particular project will contribute to decision-making and clinical practice. |  |  |  | 8 | 8 | 6 | 8 | 8 |
| To discuss the strengths and limitations of different types of HTA projects and methodological approaches. |  |  |  | 8 | 9 | 9 | 10 | 9 |
| To critically assess the strengths and weaknesses of their own projects and define directions for improvement. |  | 7 |  | 9 | 8 | 8 | 9 | 8 |
| Effective time management |  |  | 10 | 5 | 9 | 8 | 10 | 9 |
| Professional writing and referencing skills |  | 7 | 10 | 5 | 7 | 8 | 10 | 7,5 |

ATTITUDE

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| COMPETENCE | evaluator 1 | evaluator 2 | evaluator 3 | evaluator 4 | evaluator 5 | evaluator 6 | evaluator 7 | Mean |
| Availability to understand wider scope of views and appreciate the cultural diversity. |  |  | 3 | 10 | 7 | 8 | 8 | 8 |
| Effective management of questions from reviewers and other audiences. | 7 | 10 | 8 | 9 | 6 | 8 | 10 | 8 |
| Welcoming challenging ideas frequently transdisciplinary. | 5 | 9 | 1 | 9 | 8 | 9 | 9 | 9 |
| HTA reporting with methodological rigor. | 8 | 8 | 9 | 9 | 9 | 9 | 10 | 9 |
| Solve Clinical Practice problems through the use of HTA tools. |  |  | 2 | 8 | 8 | 9 | 7 | 8 |
| Use of critical thinking in making HTA decisions |  |  | 4 | 10 | 7 | 7 |  | 7 |
| Critical approach to evidence | 8 | 7 | 10 | 9 | 8 | 9 | 9 | 9 |
| Unbiased, objective approach to all aspects of HTA process |  |  | 3 | 10 | 8 | 9 | 9 | 9 |
| Openness to patient/public involvement in HTA |  |  | 7 | 10 | 7 | 3 | 6 | 7 |