



Supervisor Professional Development Program

Work-based Learning and Assessment



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Acknowledgment of Country



I would like to acknowledge the Custodians of the Land on which we meet today here in Melbourne – the Wurundjeri people of the Kulin nations. I would like to pay respect to the Elders, both past and present, and extend that respect to other Aboriginal and Torres Strait Islander people who are present.

Tell us about you...

- Your work...
- Your teaching...
- What's your experience with work-based assessment?
Does it help trainees learn?

Outcomes

- Discuss the purpose and importance of work-based learning and assessment
- Analyse the cycle of planning for learning and assessment
- Identify the challenges and solutions associated with work-based assessment in a complex environment
- Draw on evidence of learning and achievement to determine overall performance and progression

The Purpose and Importance of Work-based Learning and Assessment



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Optimising learning at work

EXPERIENCE

Work-based experiential learning 70%

- Action learning and problem solving
- Placement, secondments and job rotations
- Shadowing, self-directed and incidental learning
- Projects and special assignments
- Supervised practice
- Work-based Assessment

EXPOSURE

Social learning / learning from others 20%

- Communities of practice
- Subject matter networks
- User generated content
- Collaboration platforms
- Coaching
- Mentoring
- Supervisor feedback

EDUCATION

Formal Learning 10%

- Workshops
- Webinars
- Online learning - eLearning
- Mobile learning
- Lectures
- Tutorials
- Grand Rounds

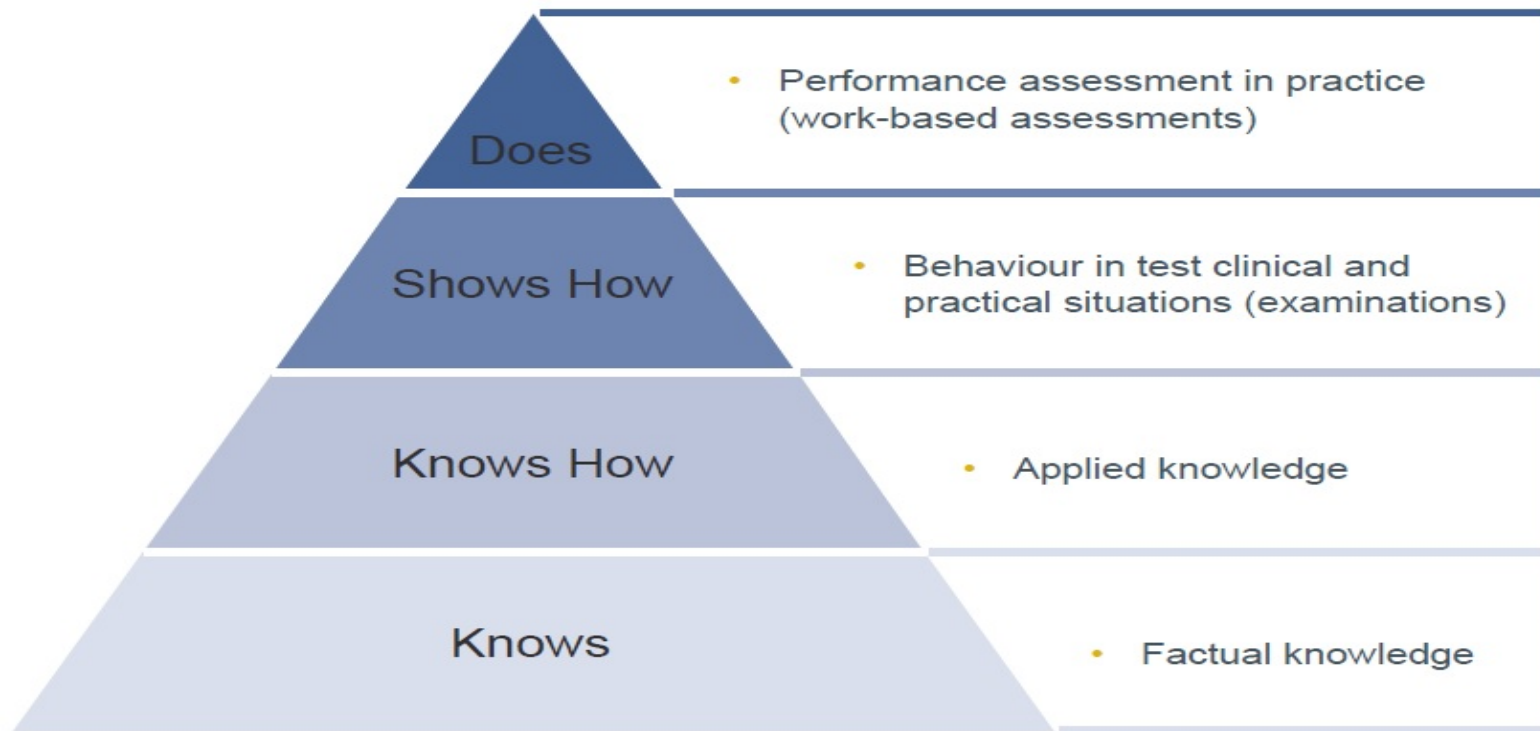
Why is work-based assessment effective?

- **Sets expectations:** clarifies learning intentions and criteria for success
- **Assesses authentic performance:** focuses on practice in the work environment
- **Provides evidence of learning:** gathers evidence of trainee performance and progression
- **Encourages skill development:** encourages further skill development, particularly self-directed learning.
- **Drives learning:** motivates trainees to learn and improve performance in the work-place.

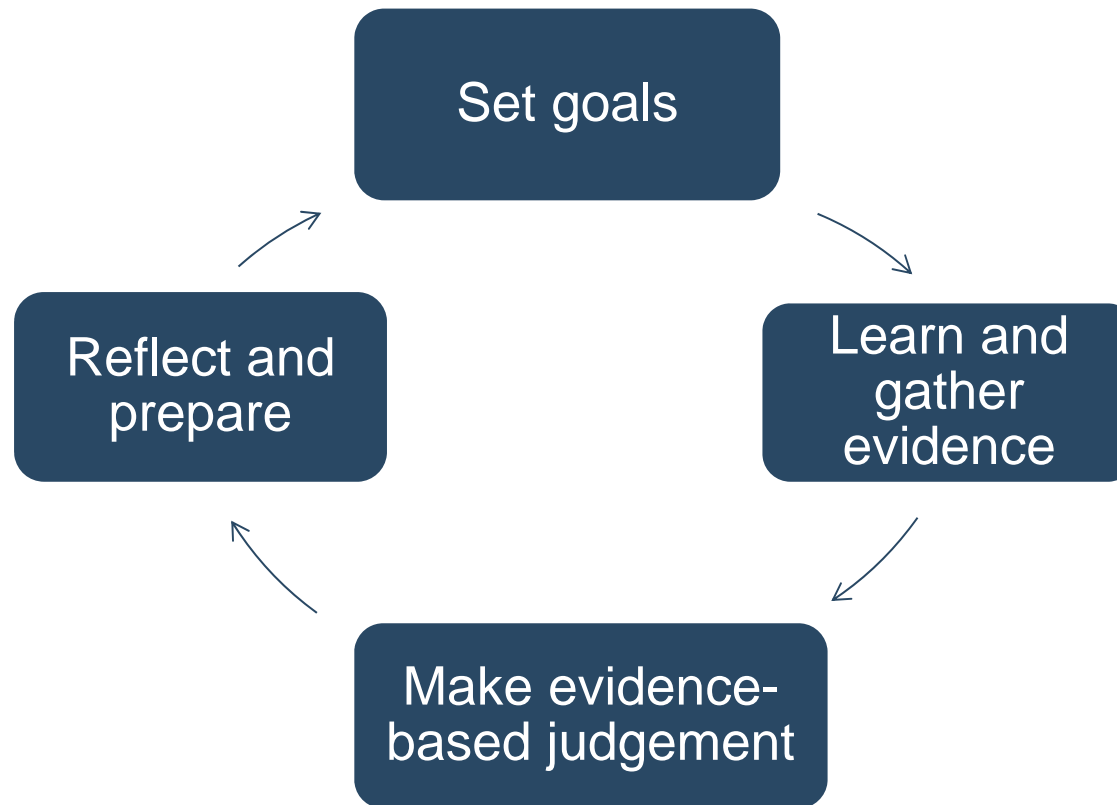
Challenges of Work-based Assessment

- What challenges have you faced when implementing work-based assessment?
- How can we change the culture to make work-based assessment meaningful?

Work-based Assessment – the evidence



Learning and Assessment Cycle



Set goals

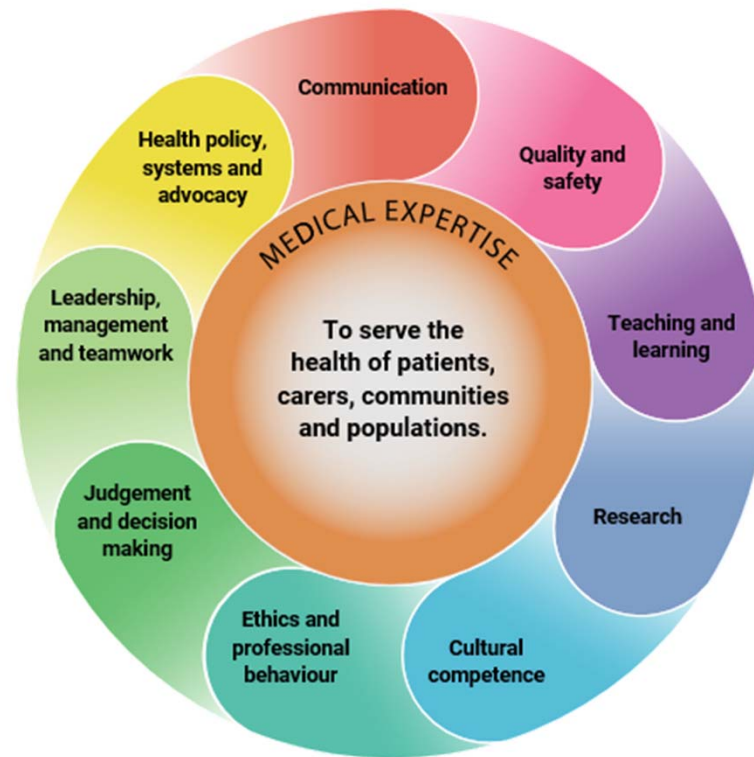


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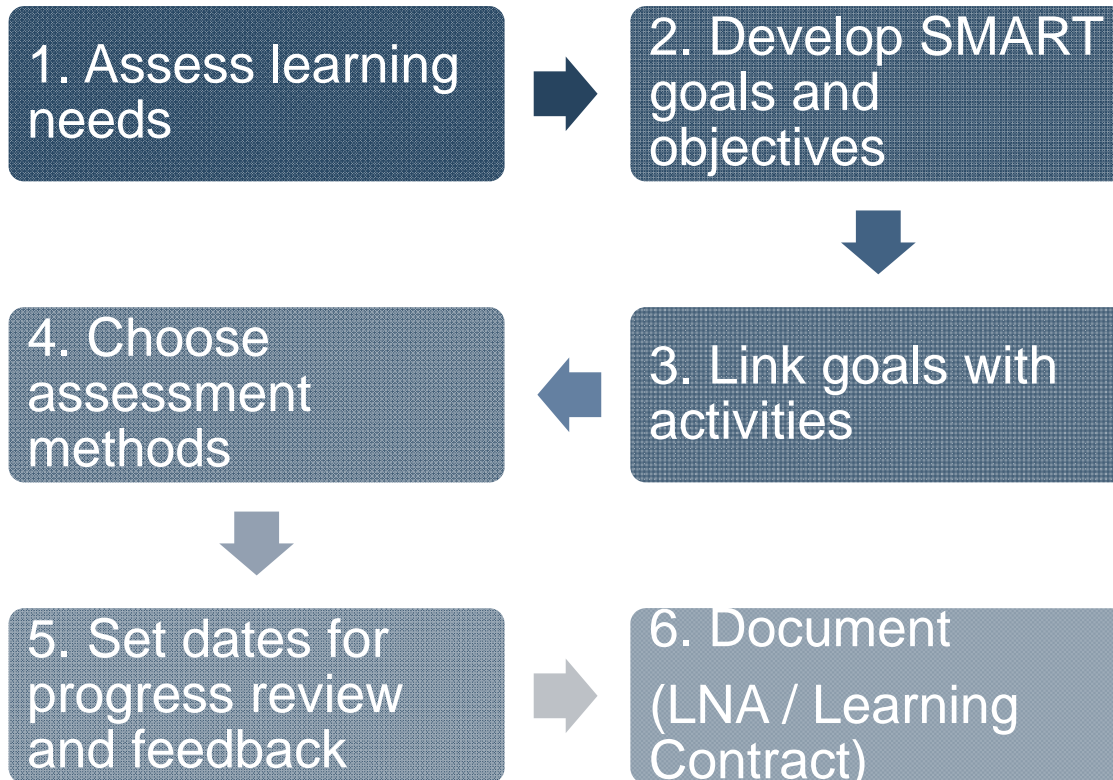
Planning for learning

- Why is it important to plan learning?
- How do you plan learning with a trainee?

Fellowship Domains



How do we plan?



Activity 1:Nadia's Learning Need's Analysis (LNA)

See Activity 1, Workshop Booklet pg. 6

1. Watch videos 1 & 2
2. Activity: Identify appropriate learning goals and objectives and record these in Nadia's LNA

The RACP wishes to advise that the physicians and trainees in this production are depicting characters for the purpose of filming this video.

Clair – the supervisor



The Royal Australasian
College of Physicians

Nadia – the trainee



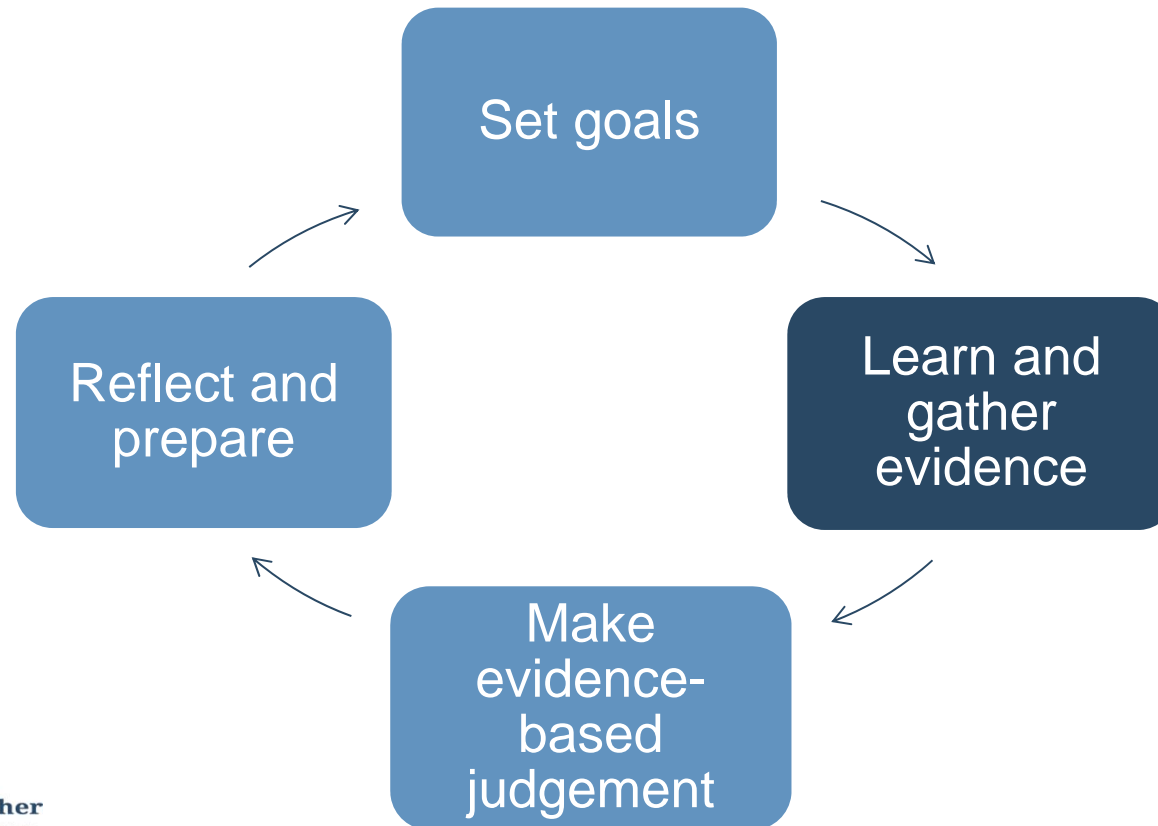
Thoughts on Nadia's learning plan...

Linking learning goals to activities

Goal	Activity
1. Demonstrate knowledge of the variety of diabetic medications and appropriateness of each for a given patient.	?
2. Develop clinical skills needed for the diagnosis and management of a wide spectrum of endocrine disorders in an out-patient setting.	?
3. Develop and show collaboration and team work skills with the multi-disciplinary team.	?

Learn and gather evidence

Learn and Gather Evidence



Learners preferred learning style in the workflow

In the workflow	As a part of their daily workplace activities
Continuously	Through the constant flow of workplace information
Immediately	Through solving problems to get the job done
Socially	Through learning from others and working collaboratively
Autonomously	As self-directed learners

Gathering evidence

Work-based learning and assessment tools



Setting learning goals

e.g. Learning Needs Analysis (LNA), Learning Contract



Observation of performance

e.g. Mini-Clinical Evaluation Exercise (mini-CEX)



Writing and reflection

e.g. Professional Qualities Reflection (PQR)



Discussion

e.g. Case-based Discussion (CbD)



Performance evaluation

e.g. Ward Service Consultant/Supervisor's Reports



WBA – helping complete the picture

- Multiple occasions
- Multiple domains
- Multiple modalities
- Multiple observers

Work-based
assessment



Clinical Exam

Written Exam



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Activity 2: Mini-CEX encounter

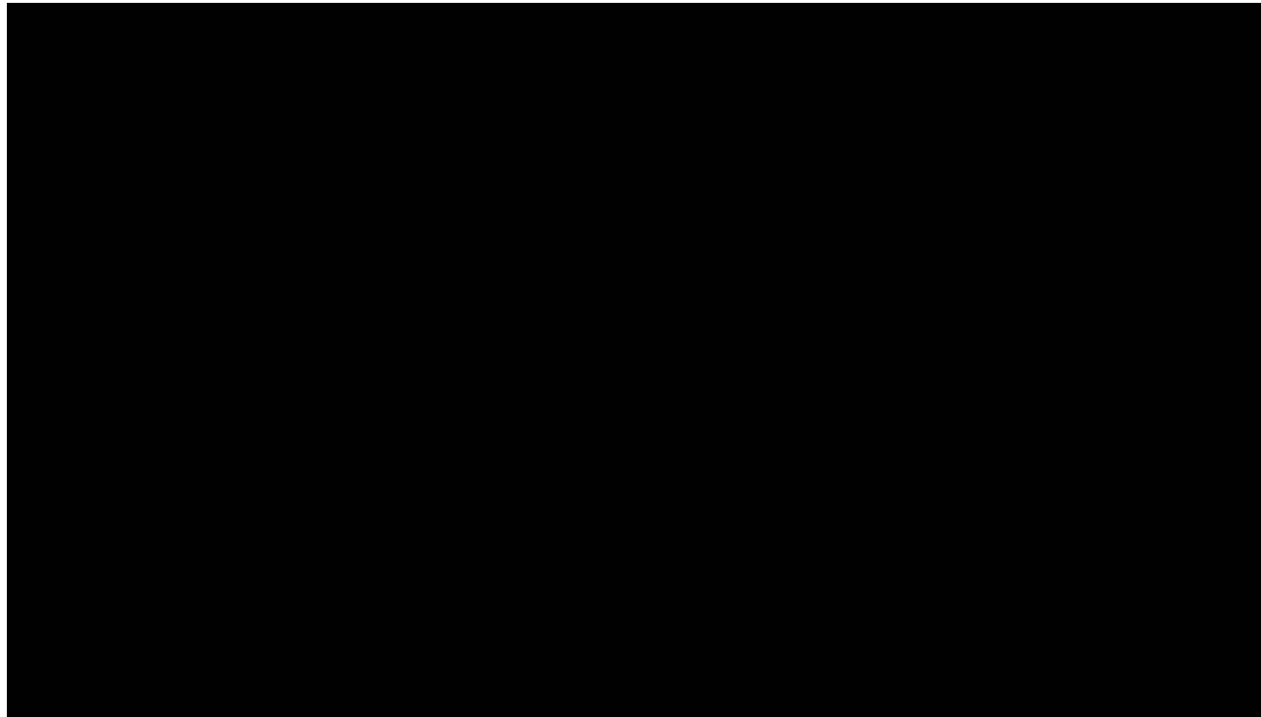
See Activity 2, Workshop Booklet pg. 9

1. **Video 1:** Clair sets up a mini-CEX encounter with Nadia
2. **Video 2 :** A mini-CEX encounter between Clair, Nadia and Mrs and Mr Li
3. **Activity:** *Complete the RACP mini-CEX rating form with your appraisal of Nadia*

Mini-CEX Encounter - part 1: setting up a mini-CEX



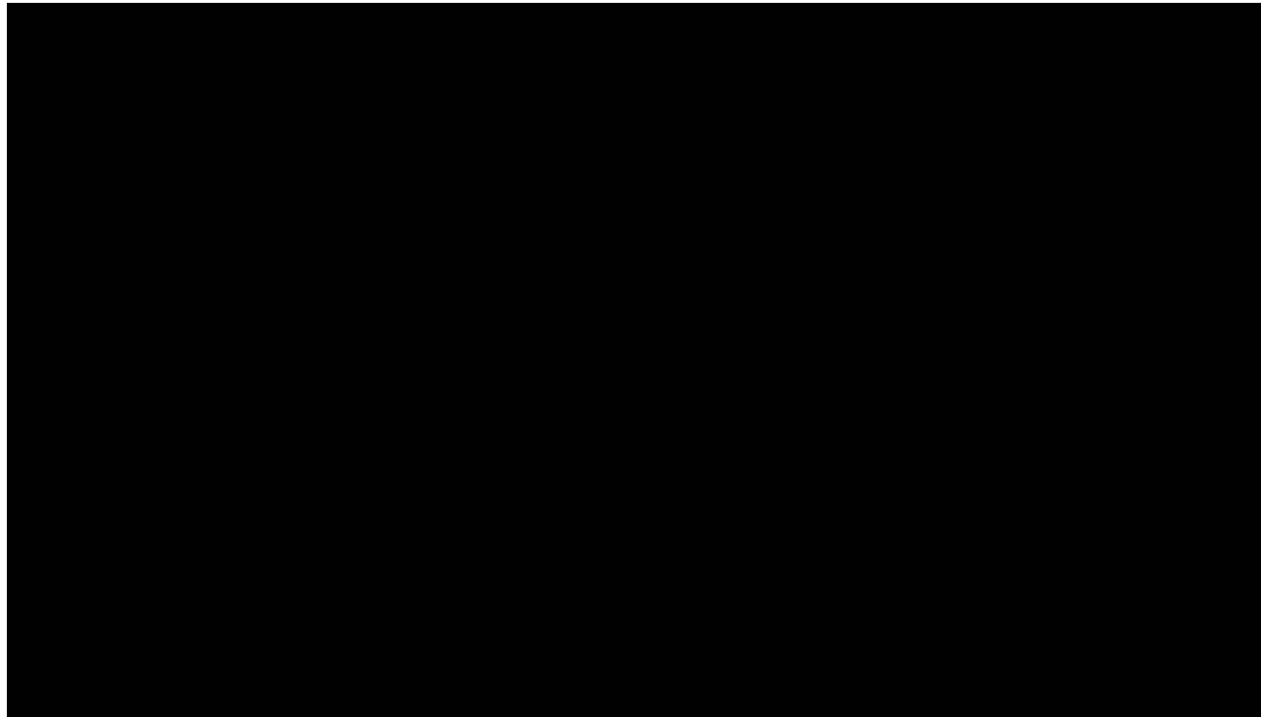
Mini-CEX Encounter – part 2: Mr and Mrs Li



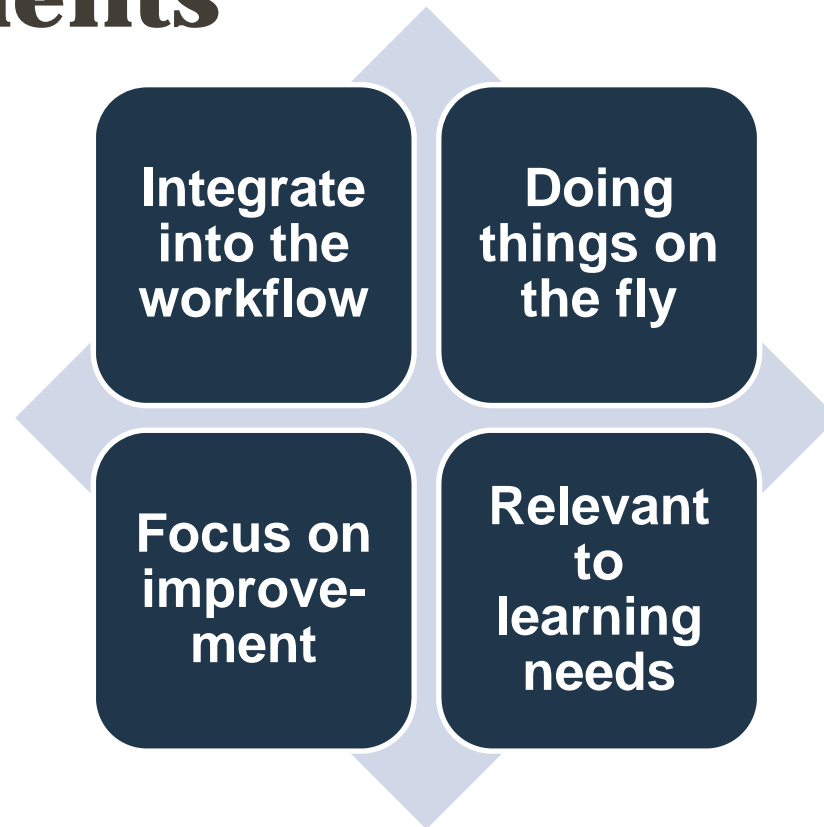
Break



Mini-CEX Encounter – part 3: Clair's Feedback to Nadia



Tips on using Work-based Assessments



Professional Qualities Reflection

Purpose

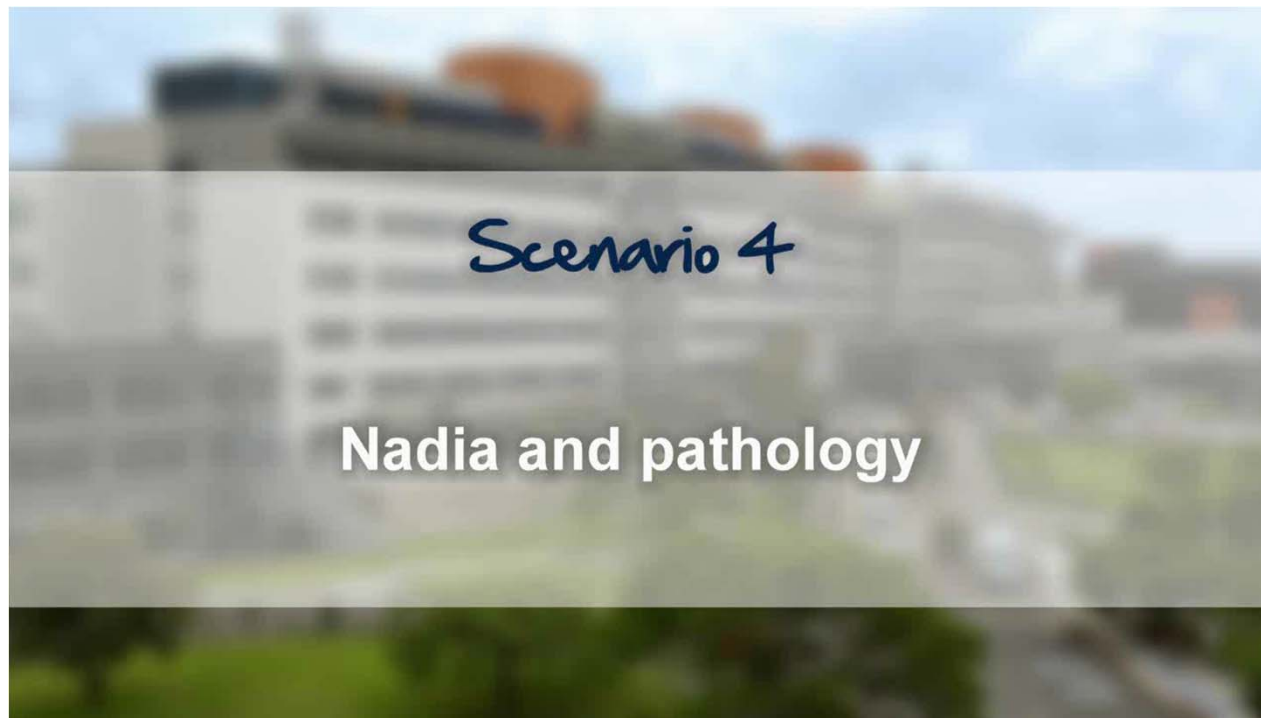
- Reflect on events, or learning experiences
- To develop critical thinking skills and personal insight
- Facilitate development of ethical attitudes, skills and behaviours - outlined in the Professional Qualities Curriculum (PQC).
- Identify actions to improve or change future practice.

Activity 3: Nadia's PQR

See Activity 3, Workshop Booklet pg. 12

- 1. Watch:** video 'Nadia and the pathology unit'
- 2. Pairs:** Person 1: Nadia the trainee, Person 2: Clair the supervisor
- 3. Read:** Nadia's PQR
- 4. Role play:** discussion between Nadia and Clair. The discussion should focus on the PQR that Nadia has written, prompting the trainee to reflect on the situation.

Nadia and pathology



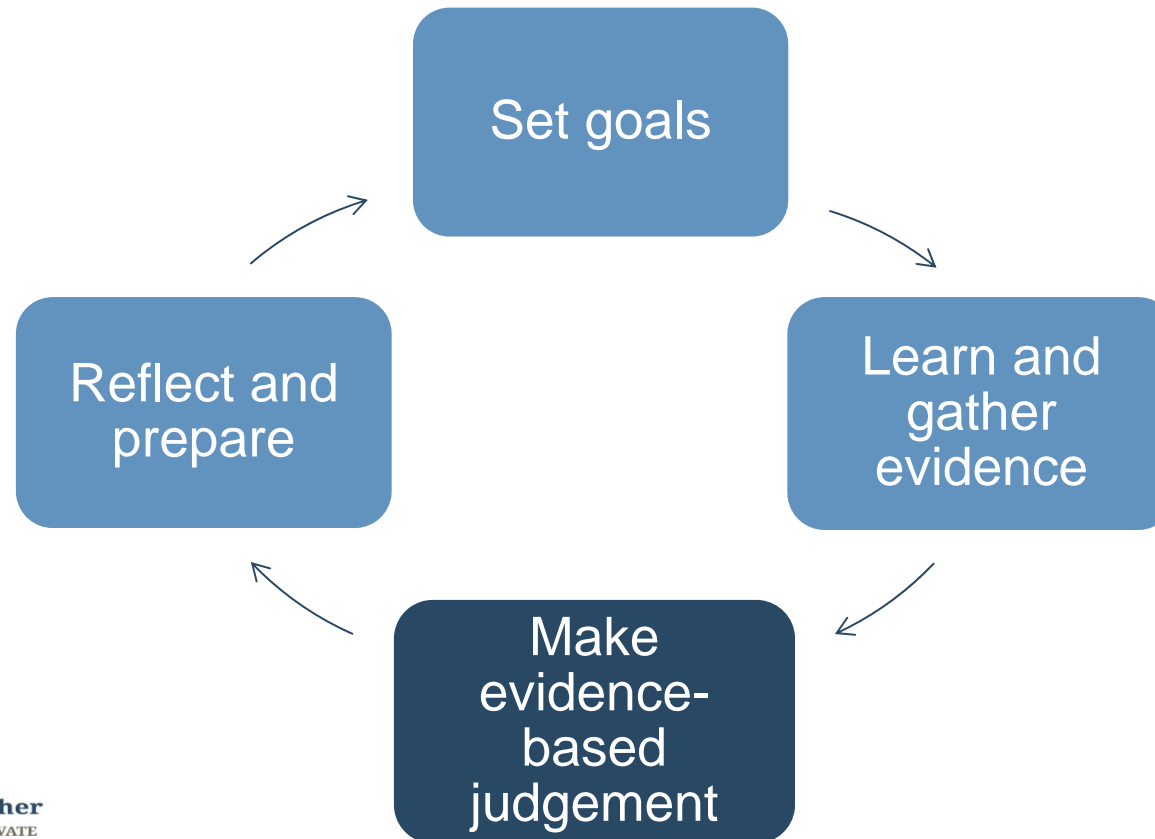
Scenario 4

Nadia and pathology

Thoughts on the role play?

Make evidence-based judgement

Make Evidence-based Judgement



Compiling supervisor reports

- **Informed decisions:** use evidence across a range of domains to inform progression through training
- **Reflect on performance:** what the trainee has achieved during their time at the setting.
- **Evidence from multiple sources:** assessment at multiple points, a variety of work-based assessments and feedback from others.
- **Feedback on progression:** assessments should generate feedback for trainees on their progress

Activity 4:

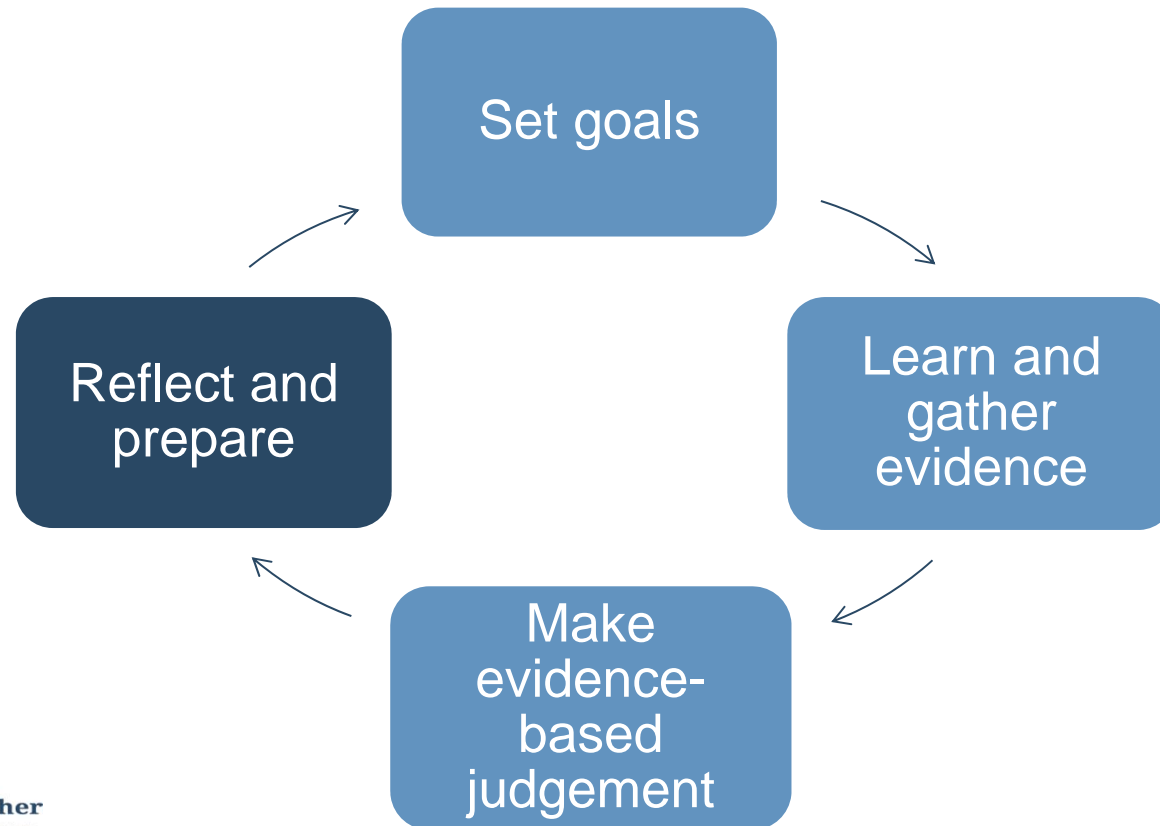
Nadia's Mid-Year Report

See Activity 3, Workshop Booklet pg. 15-16

- Note down some comments to feedback to Nadia in a meeting on the Mid-Year Progress Report.
 - What do we know about Nadia and how do we know this?
 - What would be the summary statement half way through the rotation?
 - Looking back at Nadia's learning goals – what has been achieved, what needs to be amended or added?

Reflect and Prepare

Reflect and Prepare



Reflecting on learning - GROW



Evaluate the learning and assessment cycle to:

- Improve the implementation and effectiveness of a training program
- Ensure the learning needs of trainees are being met
- Improve the quality of supervision for future training rotations
- Identify emerging concerns at an early stage

Workshop Summary

You get out of it what you put in...

- Set negotiated learning goals
- Gather evidence about a trainee using the assessment tools, and use this to guide trainee development
- Use the resources available to conduct assessment and integrate into the workflow
- Use this evidence to make a judgement about a trainee's performance

Feedback after an Observation

1. **Goal:** Ask trainee what he/she hoped to achieve from that patient interaction/discussion
2. **Insight:** Ask trainee; “how do you think that went”?
3. **Measurement:** Ask trainee how he/she would know if they were effective in that interaction.
4. **Self problem-solving:** “if you had to do it again what would you do differently?”

General Feedback after an Observation

- Overall provide balanced feedback making suggestions and offers as appropriate
- “As an observer I noticed that you.....
- “Might I offer some pointers?
- End with shared creation of a constructive plan for the trainee

Performance feedback on things not observed

- May be difficult to do well
- A limited scope of feedback is required
- Should be about behaviours not personal critique
- Responsibility to obtain data that is not hearsay “I have had the following reports...”
- Determine perception. “What is your perception of what took place?”
- Express if this is worrying/concerning

Performance Feedback: If insight lacking

- “The things that I want to talk about may be hard to hear....pause
- “I do have a different perspective from what I observed”... pause
- “I have real concerns that you are not seeing things the way they are...” pause
- “I think that there are potential risks here for you ...”
- “I noticed that you ..., and the patient may not have understood.., I think we ought to work on that aspect some more”

Support & Resources

- **Training Support Unit:**
Australia: TrainingSupport@racp.edu.au
NZ: TrainingSupport@racp.org.nz
- **Training Support Policy and Pathway:**
<https://www.racp.edu.au/trainees/trainee-support-services>
 - **Trainee in Difficulty Online Module**
 - **Converge Support Helpline:** 1300 687 327 (Aust) or 0800 666 367 (NZ).
 - **Local HR department**

*How will you approach work-based
assessment differently?*

Evaluation

Please complete your evaluation form...