

Priming a training community for workplace based assessments

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Introduction

- **Medical training programme increasingly based on competency frameworks¹.**
- **Workplace based assessments are the foundation of evidence of achievements².**
- **Experience with WBAs consistently expresses disappointment at level of engagement by trainees and trainers^{3,4}.**
- **Need to focus on tailoring of learning conferred by WBAs. Such tailoring only by heavy user input into design.**

Methods.

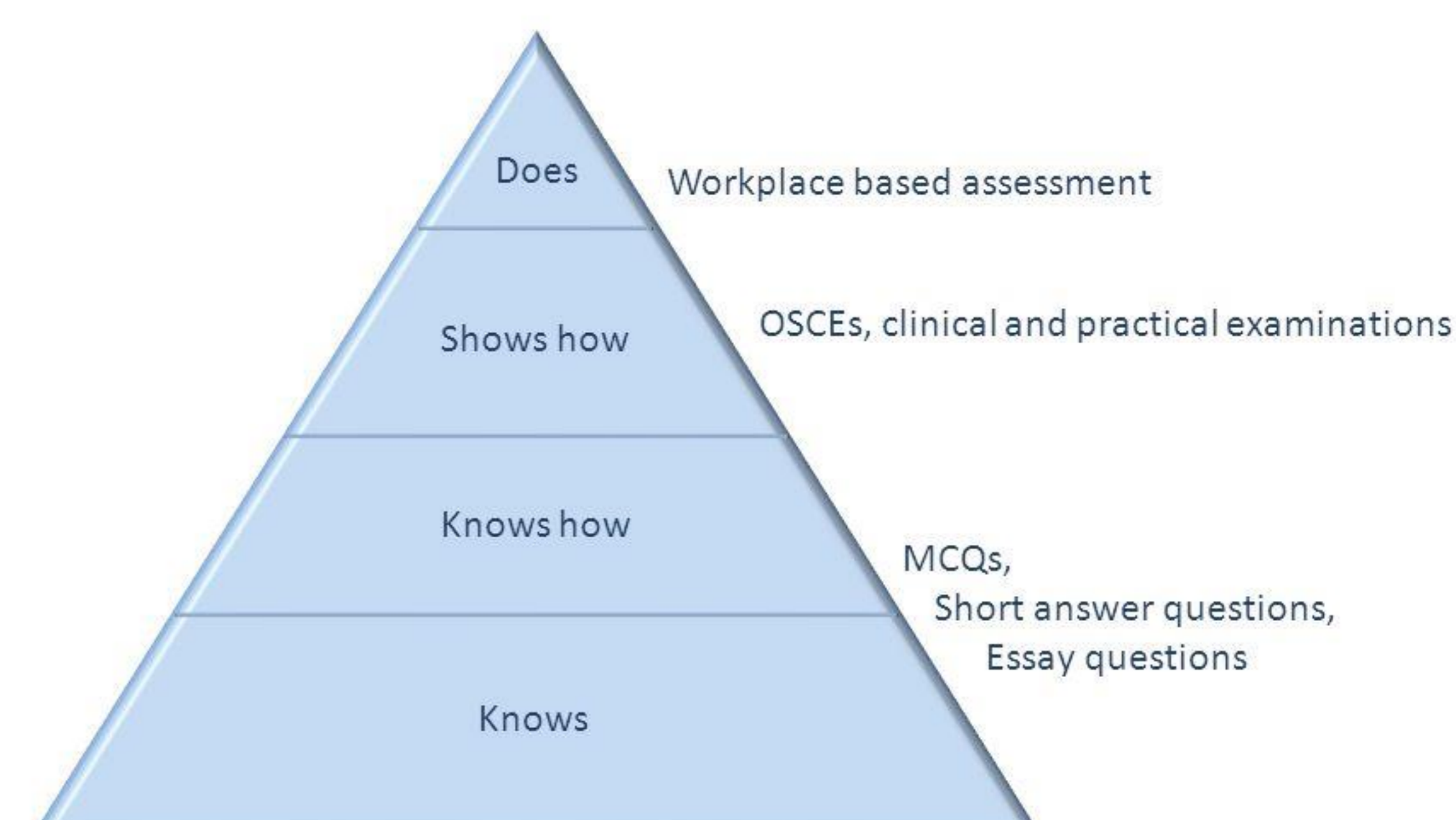
1. National Assessment Fellow – extensive consultation with GP Training Community through workshops surveys, focus groups.
2. WBAs subjective and objectively assessed⁵.
3. National policy and agreement by September 2018

Outcome Measures

- **National training policy on the use of WBAs**
- **3 nationally agreed WBAs in widespread use by Trainees by Jan 2019**



Miller's Pyramid ²



References:

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3. Barrett A, Horgan R. Is the learning value of workplace-based assessment being realised? A qualitative study of trainer and trainee perceptions and experiences. *Postgrad Med Educ*. 2016;0:1–5.
4. Barrett A, Galvin R, Steinert Y, Scherpbier A, Shaughnessy AO, Horgan M, et al. A BEME (Best Evidence in Medical Education) systematic review of the use of workplace-based assessment in identifying and remediating poor performance among postgraduate medical trainees. *Syst Rev*. 2015;4(65):1–6.
5. Davis MH, Chandratilake M. Evaluating and designing assessments for medical education: the utility formula. *Internet J Med Educ [Internet]*. 2010;1(1):1–8.