

CSRH GUIDANCE NOTE 1

ASSESSMENT

What is the Programme of Assessment?

The GMC has specified that each postgraduate medical curriculum should be underpinned by a Programme of Assessment. In CSRH our programme of assessment is an integrated framework of examinations, workplace-based assessments and professional judgement made about a trainee during their approved programme of training. The purpose of the programme of assessment is to clearly communicate the expected levels of performance and ensure these are met on an annual basis and at other critical progression points, and to demonstrate satisfactory completion of training as required by the curriculum.

The programme of assessment comprises the use of several different assessment types. These include formative and summative workplace-based assessments (WBA) and MFSRH examinations. A range of assessments is needed to generate the necessary evidence required for global judgements to be made about satisfactory performance, progression in, and completion of, training. All assessments, including those conducted in the workplace, are linked to the CiPs.

The programme of assessment emphasises the importance of professional judgment on whether the trainee/candidate has demonstrated that they have achieved the learning outcomes and expected levels of performance set out in the approved curriculum. It also focuses on their competence as a reflective practitioner. For workplace-based learning assessors will make accountable, professional judgements on whether progress has been made following the learner's self-assessment. The programme of assessment explains how professional judgements are used and collated to support decisions on progression and satisfactory completion of training.

The purpose of the programme of assessment is to:

- Ensure that trainees possess the essential underlying knowledge required for the specialty.
- Assess trainee performance in the workplace.
- Encourage the development of the trainee as an adult responsible for their own learning.
- Enhance learning by providing formative assessment, enabling trainees to receive immediate feedback, understand their own performance and identify areas for development.
- Drive learning and enhance the training process by making it clear what is required of trainees and motivating them to ensure they receive suitable training and experience.
- Demonstrate trainees have acquired the GMC's Generic Professional Capabilities and meet the requirements of good medical practice.
- Provide robust, summative evidence that trainees are meeting the curriculum standards during the training programme.
- Inform the ARCP, identifying any requirements for targeted or additional training where necessary and facilitating decisions regarding progression through the training programme.
- Identify trainees who should be advised to consider changes of career direction.

What are the principles of global assessment?

Global assessment relies on the principles of:

- Professionalism – the applied professional and responsible judgement of both trainees and trainers
- Evidence the provision of good quality evidence to support judgements
- Self-assessment and reflection – the embedding self-assessment and reflection in the assessment process

Global assessment relies on the professional judgement of both trainees and trainers and is supported by the portfolio of evidence collected and submitted by a trainee to support both their own and their trainer's judgements.

In requiring trainees to assess their own progress, the practice of reflection in a professional context is embedded, vital to a career of safe practice in medicine. The trainer has the responsibility of applying professional judgement to assess the development of a trainee's skillset including clinical and technical skills, as well as integrity, communication skills and commitment to learning and development. The ARCP process determines whether the trainee can progress, by reviewing the supporting statement of the trainer (Educational Supervisor Report), the evidence submitted by the trainee and the progress made against the Matrix of Progression. of training

What is global assessment?

During a training year trainees will have a variety of clinical and non-clinical experiences, that all contribute to their professional development within the specialty. The responsibility of the trainee, directed by their clinical supervisors, is to accumulate evidence within the training portfolio that supports their progress through the training programme. This coupled with knowledge acquisition, evidenced by exam success, project work, publications and presentations forms the basis of trainee postgraduate medical education.

The programme of assessment in the new curriculum relies on the ES making a professional judgment as to whether the trainee has met the learning outcomes and expected levels of performance set out in the approved curriculum and Matrix of Progression. This might sound like a new concept but it is actually a formalisation of something which many doctors are already doing daily on an informal basis. The new curriculum seeks to formalise and document the process.

The ES will make accountable, professional judgements on whether progress has been made following the trainee's self-assessment of their progress for each CiP. The ES can then offer a global judgement as to whether the trainee should progress to the next year of training and this report is submitted to the ARCP panel as part of the annual review of training progress.

Global assessment is therefore the review of a complete training package, resulting in a plan for learning that is supported by evidence submission, trainee self-assessment and trainer review, with 360 assessment included from colleagues, trainers and patients.

How does it work in the new curriculum?

Ongoing evidence submission and its direction by the trainee is supported by regular meetings with the ES and the maintenance of a learning plan. The annual global self-

assessment against the CiPs and the Matrix of Progression should demonstrate evidence of progress with both clinical and non- clinical CiPs (areas of training). The sign-off of learning achieved by the ES is supported by the evidence accumulated by the trainee.

How is it different to the previous assessment system?

There are more regular trainee/ES meetings to support and develop the ongoing learning plan in response to experience already gained and evidenced. Trainees will self-assess by sign-off of their own progress in the CiPs, but also with a personal TO1 (SO1) form as part of the global colleague assessment. This builds reflection on performance in and triangulation with views of other professionals in the assessment package. The final sign-off by the ES is recorded as a summation of annual progress in the Educational Supervisors Report (ESR).

Unlike the previous system, there is less reliance on sign-off and numbers of workplace-based assessments (WBA), and more emphasis on the quality of evidence and reflections. Currently there is an emphasis on numbers of OSATS and reflection in every training year. Progress in the new curriculum will depend upon a broader base of evidence, with great emphasis on professionalism and reflection rather than simply on numbers of procedures performed.

January 2021