

Progression and Progress Review Panels



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About this session

Please allow 15 minutes to complete this module

At the end of this session, participants will be able to:

- Outline programmatic assessment and the future approach to assess progression
- Discuss the role of and local set-up requirements for Progress Review Panels

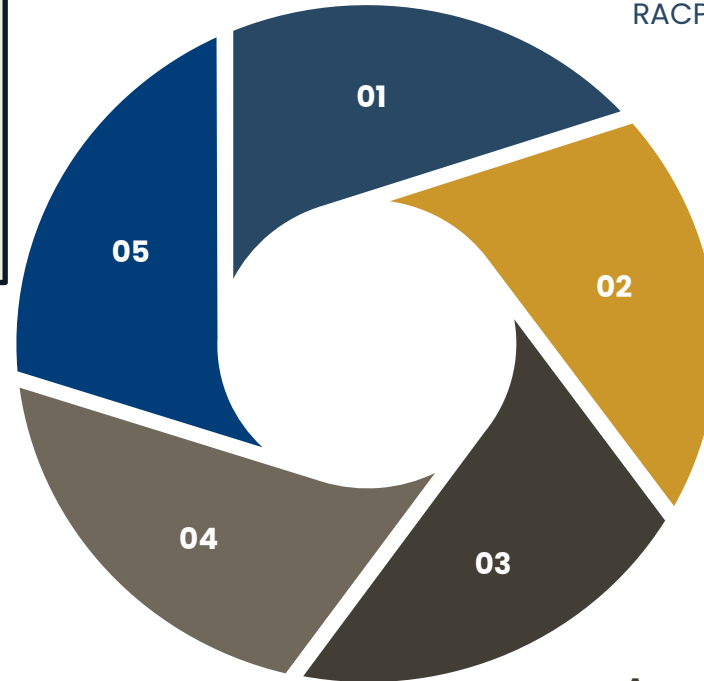
Learning and assessment cycle

Progression decision

- The supervisor rating and evidence of trainee performance are reviewed by a Progress Review Panel who decide if/how the trainee progresses in the training program

Progress Report

- Reflect on and discuss progress during the rotation
- Trainee and supervisor meet
- Supervisor provides feedback and an overall rating against each learning goal



Entry application

- Apply for and be approved to enter an RACP Training Program

Plan and support learning

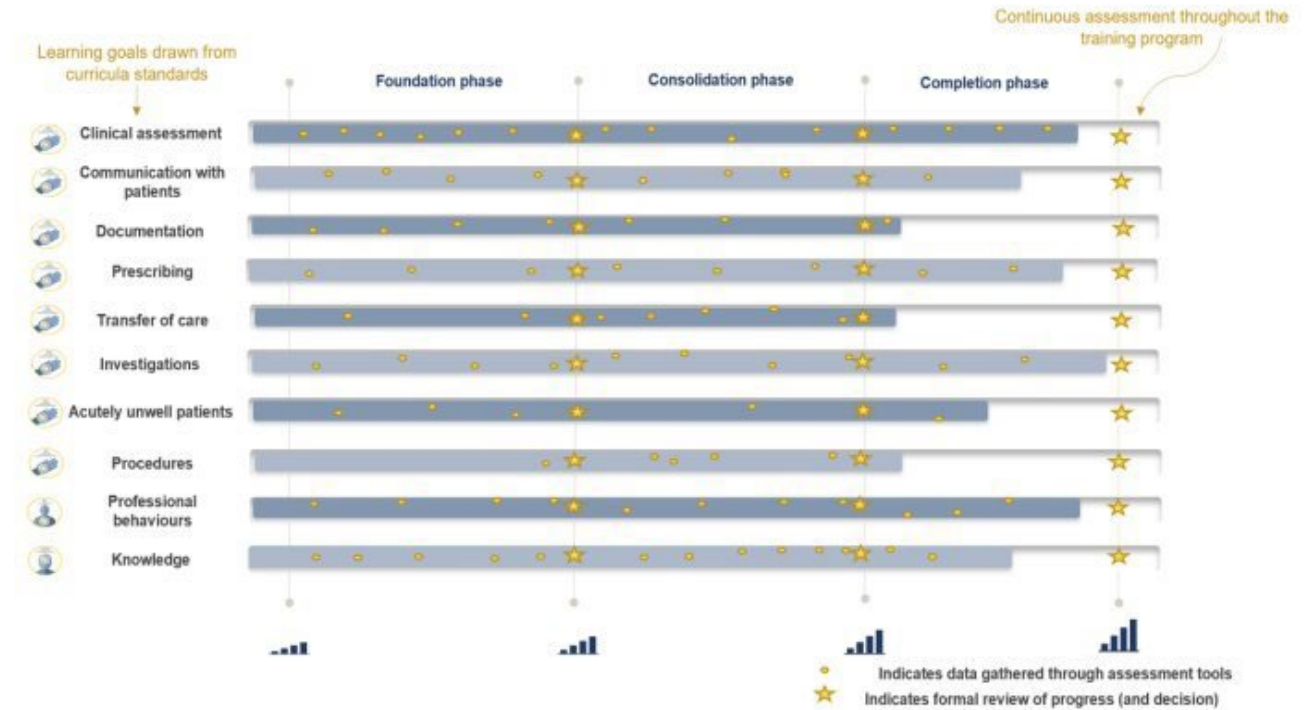
- Plan goals for a rotation based on the curriculum learning goals and opportunities available at the setting with a supervisor

Assessment tools

- Complete work-based tasks and assessment activities throughout the rotation
- The five-point rating scale is used to assess each assessment encounter

What is programmatic assessment ?

- Trainee performance information is collected using a range of frequent but **carefully-chosen assessment methods**
- Each assessment aims to provide a **snapshot of trainee progress** and feedback for further improvement
- Collectively, these snapshots span the **breadth of the learning goals**
- Decisions about trainee progression and completion are made based on **aggregated assessment data**



The complexity of assessment

Features of physician training and programmatic assessment

Multiple assessment types

- programmatic assessment assumes that no single assessment tool can capture all the complex capabilities that a physician needs to acquire

Context dependent

- trainee responses to situations are contextual

Assessment is subjective

- calibration of assessment performance is important
- there is always an element of subjectivity in an assessment due to human nature

Mitigating strategies

- Diverse assessments used in the learning, teaching and assessment programs
- Assessment calibration can assist to align the staff assessing trainee performance
- Clear expectations of performance are outlined
- Narrative feedback strengthens the data and provides more credibility to progression recommendations and decisions

Roles in assessment



Trainees will

- undertake frequent, but meaningful, authentic, low-stakes assessments based on what they are expected to be, do and know.
- have their progress judged more on their day-to-day work.
- obtain continuous, targeted and structured feedback on areas for improvement.
- focus their training on improving core competencies.



Supervisors will

- provide more direct, structured feedback using simple assessment tools.
- have a better picture of trainee progress against clear standards.
- better identify trainees' needs and support their learning.
- maintain better continuity with their trainees.



Progress Review Panels will

- make robust judgements around trainees' progression based on more evidence that is aligned to the outcomes of the program.
- better link learning and assessment with expected program and practice-level outcomes.
- enable the development of physicians who are better prepared for work in evolving healthcare teams and environments.

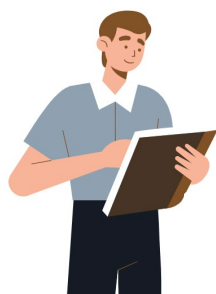
Progression decision workflow



Trainee

Complete rotation

- Outline learning goals and how they will be met over the course of rotations during a phase of training
- Undertake learning, teaching and assessment requirements
- Ensure they have ticked off all their requirements as per the progression criteria
- Reflect on their rotation or phase.
- Meet with their supervisor/s to discuss their Progress Report



Supervisor

Complete Progress Report

- Supervisor makes global assessment rating of performance against each learning goal and provides narrative feedback
- Submit the Progress Report on TMP



Progress Review Panel

- Meet and discuss trainees
- Review trainee progression recommendations and assessment data
- Determine if the trainee has met the **progression criteria*** for a phase
- Enter in a progression recommendation

***Definition – progression criteria**

An academic, medical or other standard applied for the purpose of determining if a trainee has attained a particular level of competence or ability.

Key features

- ✓ directly links to the curriculum standards
- ✓ defines the level of performance or expected behaviour/s
- ✓ progression is staged according to level of training



The trainee and supervisor/s are notified of the progression decision

Progression recommendations and decisions

Progression recommendation

- Made by the Education Supervisor to the local Progress Review Panel
- Based on information provided from assessment data and experience working with the trainee
- Trainee performance benchmarked via the progression criteria

Progression decision

- Made by a Progress Review Panel
- Based on aggregated assessment data and assess their performance against the learning goals and progression criteria
- Takes away the decision onus falling to one person

Progress satisfactorily

Trainee can progress to the next phase of training.

Trainee has completed all phase requirements and has met expected standards in the progression criteria.

Progress with conditions

Training conditions place on trainee.

This could include additional assessments or an extension of training time to ensure a competency is achieved before a trainee can progress further.

Unable to progress to next phase

Trainee is unable to progress to next phase, due to:

- Insufficient evidence presented.
- Progression criteria not achieved
- Stage 2 – Training Support Pathway



What is a Progress Review Panel?

Definition: A group convened to make evidence-based decisions on Basic Trainees' progression through and certification of training

Responsibilities

- review and assess trainees' progress
- communicate and report on progression decisions
- monitor delivery of the local Basic Training program
- ensure compliance to regulatory, policy and ethical matters

Why Progress Review Panels

Informed decision making

Adherence to policy and curricula

Confidentiality and privacy

Continuous improvement

Fairness and equity

Patient and trainee safety

Supports trainee progression

Discussion and collaboration among peers



Considerations when setting up a panel

Panel membership

- Terms of reference stipulate minimum and maximum numbers, proxy nomination and meeting quorum.
- Encourage a diverse panel, including supervisors, heads of department, admin staff and those who identify as Aboriginal and/or Torres Strait Islander people or Māori people.

Meetings / operations

- Terms of reference stipulate minimum meeting requirements. All trainees allocated to panel should be reviewed twice yearly at a minimum. Panels managing larger cohorts may wish to meet more frequently.
- Meeting dates should be planned one year in advance to ensure member attendance. Trainees and supervisors should be aware of upcoming panel meetings.

Governance / reporting

- Newly established panels require endorsement by the overseeing Training Committee and will provide regular reports on trainee progress.
- Clear terms of reference will stipulate membership, authority, meeting frequency, reporting etc.
- Trainees referred to the Training Support Pathway will be escalated to the overseeing Training Committee.



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