

Workplace based activities – what evidence is appropriate?

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Objectives

- Be aware of purposes and principles of workplace-based assessment (WPBA)
- Framework for WPBA
- Understand what can be used as evidence
- Know what level of evidence is sufficient
- Ensure evidence meets requirements of learning outcomes

Purpose of workplace-based assessment

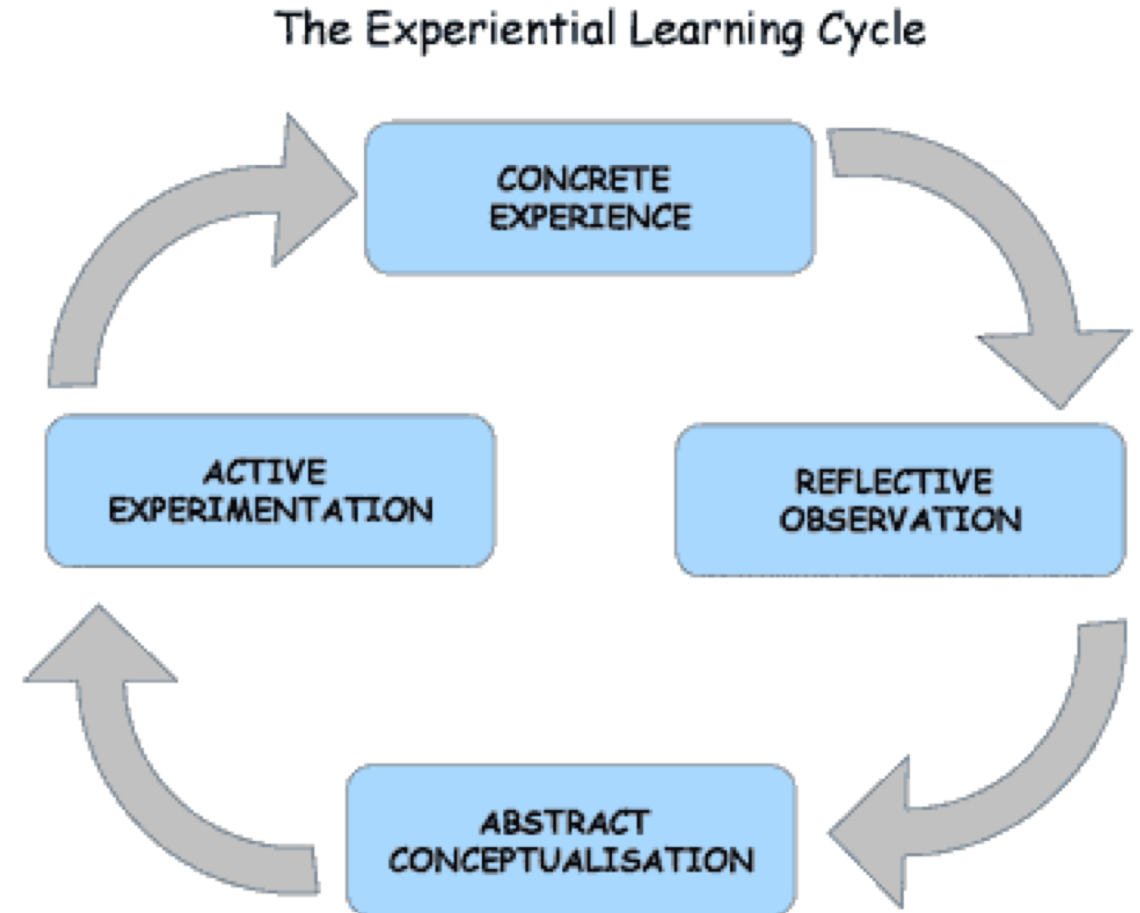
- Showcase trainee's mastery of knowledge, skills, and professional behaviours at Consultant Clinical Scientist level
- Underpin defensible progression decisions
- Convince an expert panel of the trainee's:
 - a) Fitness to practise as a Higher Specialist Scientist.
 - b) Readiness to apply to Higher Specialist Scientist register (HSSR).

Principles of workplace-based assessment

- Trainee-led
- Purposeful
- Flexible
- Efficient
- Quality not quantity
- Authentic, naturally occurring
- Multi-faceted (not single focus, or single observation)
- Multimodal (not all written)
- Reflective

Making experience count

- “Learning is the process whereby knowledge is created through the transformation of experience”.
(Kolb, 1984)
- Experience is achieved through workplace learning.
- Evidence is constantly changing and evolving.



Evidence: what do we mean?

- An artefact produced by the trainee that showcases their progress towards mastery of one or more of the SoPs
- Reviewed/endorsed by the workplace supervisor or nominated other for purpose of giving feedback to support development
- May have been submitted and assessed for FRCPPath or DClinSci - Look for synergy

What should evidence be?

Evidence should:

- Meet specialist Curriculum Learning Outcomes and Academy's Standards of Proficiency for Higher Specialist Scientists
- Sufficient
- Authentic
- Relevant
- Current

Planning for collection of evidence

- Work backwards – what will convince expert panel that trainee is ready to register?
- What will make trainee a credible candidate for a Consultant Clinical Scientist (CCS) job?
- Requires familiarity with SoPs, curriculum, scope of practice, CCS job descriptions and a training plan
- Treat as a research exercise – identify total scope of practice (relevant SoPs), identify occasions or events at which to collect evidence, triangulate, collect evidence until convincing saturation point reached
- Take advantage of naturally occurring evidence; plan for stretch opportunities to show level 8 skills; don't focus on single observations of low-level skills

Evidence should meet learning outcomes of the curriculum.

Offer evidence against the specialist curriculum:

- Analyse, synthesise, evaluate and apply knowledge
- Perform a range of technical and clinical skills and procedures
- Demonstrate the attitudes and behaviours necessary for professional practice as a consultant clinical scientist dealing with the complexities, uncertainties and tensions of professional practice at this level.

Examples of evidence?

- Dealing with complaint
- Conduct appraisals
- Audit Meeting minutes
- Directorate meeting minutes
- Patient day
- User survey analysis
- Turn around Time review
- Publications
- Quality meeting minutes
- Directorate meetings attendance and reflection.
- Audit conducted
- Non conformity investigated
- Root cause analysis seminar
- Clinical meeting minutes

Examples of evidence?

- OSFA writing and assessing
- Professional body education committee meeting
- Exam board meeting
- Lecture/seminar/tutorial given
- Clinic visit
- STP Train the trainer certificate
- CBDs on all clinical areas
- Difficult case presentation
- Summary and reflection on bleep cases
- GPs talk
- Healthcare science week stall
- UKAS - summary report
- Information governance certificate
- Role in training reflection
- STP training plans
- STEM Ambassador event

How much? How often?

- What is a convincing saturation point? The answer should fall out of the planning process
- Every training plan will be different
- Rough guide of approximately one piece of evidence per month
- One piece of evidence per month = 60 pieces of evidence = 60 occasions to cover SoPs and curriculum
- Triangulate – showcase same skill in different contexts
- Schedule for gathering evidence should be flexible
- Expert panel will want to be convinced of quality, not quantity

What types of evidence?

Direct:

- Observed performance
- Projects or work based assignments;
Personal reports
- Minutes of meetings
- Action plans, progress reports
- Internal and external correspondence
- Prior qualifications which relate directly to the curriculum
- Responses to oral or written questions
- Video or audio

Indirect:

- Witness testimonies from people within or outside the organisation
- Achievement in related areas
- Attendance at courses/training activities relevant to the curriculum or standards
- Membership of related committees or outside organisations

Indirect evidence may be used to support or confirm direct evidence.

Standards for evidence

- QAA level 8 descriptors
- Advanced scholarship
- Substantial body of knowledge
- Generates **new knowledge** at the forefront of the discipline
- Makes informed judgements on **complex issues** in specialist fields, often in the **absence of complete data**
- Communicates ideas to **specialist and non-specialist** audiences
- Makes informed judgements on complex issues in specialist fields with an **innovative approach** to tackling and solving problems

What is it like on the HSST?

How to manage a bespoke training programme?

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Refreshment Break & Transition back to the main room - The Auditorium