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GPEX in collaboration with



# Developing an evidence-based, practical and contextualised Workplace based Assessment Framework

This research project is supported by the Royal Australian College of General Practitioners with funding from the Australian Government under the General Practice Training program

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## The research project

In late 2018, GPEx was awarded a special Education Research Grant by the Royal Australian College of General Practitioners (RACGP) to design a Workplace-based Assessment (WBA) Framework for use within Australian General Practice Training (AGPT). This project was completed over seven months in collaboration with the following Training Organisations: Eastern Victoria GP Training, General Practice Training Tasmania, Murray City Country Coast GP Training, Northern Territory General Practice Education, Western Australian General Practice Education and Training, Remote Vocational Training Scheme, GP Synergy and General Practice Training Queensland.

To inform Framework development the following project streams were completed:

- **A literature review;**
- **An environmental scan;**
- **An audit of WBAs used within Australian Regional Training Organisations and the Remote Vocational Training Scheme;**
- **A series of mixed method research projects focussing on:**
  - The use of consultation observation as an educational and assessment tool
  - The acceptability of WBAs in AGPT for registrars, supervisors and medical educators
  - Evaluating the use of Entrustable Professional Activities
  - Exploring WBAs as a predictor for RACGP exam performance.

The figure (below) shows how the findings from each of these streams were used to inform the development of an evidence-based, practical and contextualised WBA Framework.

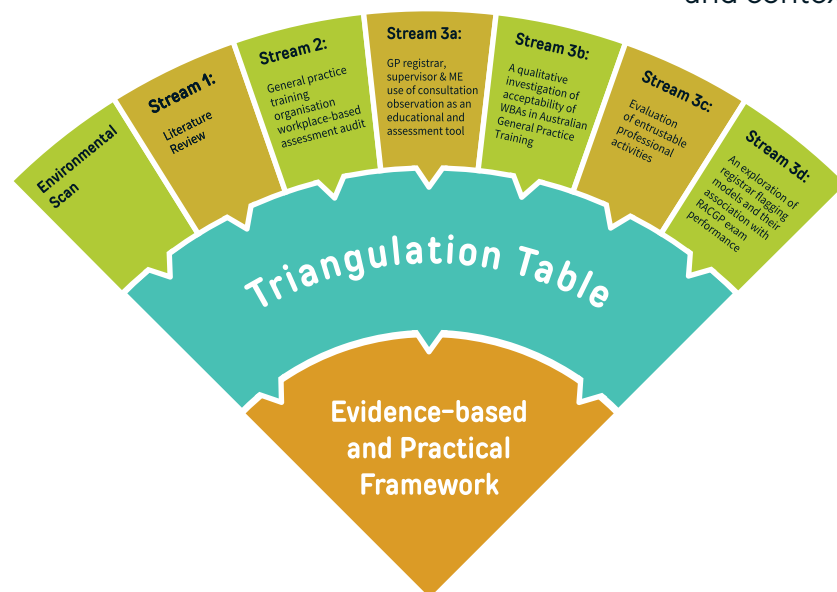


Figure 3. Evidence underpinning the Framework development

## The Framework

The Framework emphasises the importance of not only valid WBA tools, but also well-trained assessors, engaged trainees (registrars) and a supportive context in order to construct a quality WBA system. It advocates for flexibility to ensure that the WBA system can meet the local contextual needs of the training organisation and placement. The Framework presents recommended WBA tools and processes and suggests a programmatic approach is taken to assessment. It also emphasises the integral role of feedback and self-reflection within WBA and ongoing learning.

The figure (right) shows how the WBA tool, assessors and registrars interact, within a programmatic assessment approach, to make decisions about a registrar's progress.

The WBA Framework has been delivered to the RACGP for review and consideration as to how the knowledge gained from this project may inform the future of general practice training.

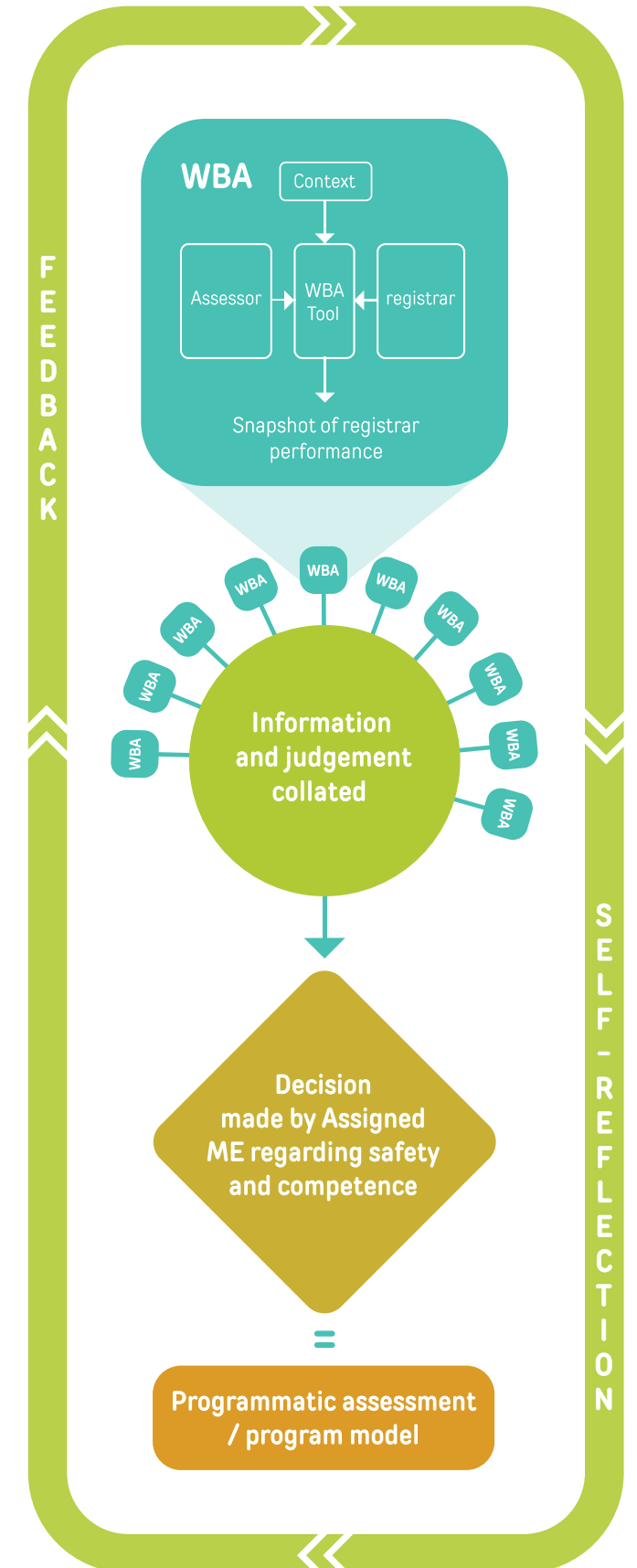


Figure 4. Visual model of the Framework