



Workplace-based Assessment

PURPOSE OF ASSESSMENT TOOLS

1. Purpose of the year 1 objective structured practical examination (OSPE) assessment

The purpose of the year 1 assessment is to:

- 1.1 indicate the capability and potential of a trainee through a test of applied knowledge and skills relevant to the year 1 curriculum
- 1.2 demonstrate a trainee's readiness to progress to the next stage of training
- 1.3 measure a trainee's capacity to achieve competencies for their chosen career path
- 1.4 drive learning demonstrated through the acquisition of knowledge and skill
- 1.5 indicate suitability of choice at an early stage of the chosen career path
- 1.6 enable a trainee to collect evidence for the Annual Review of Competence Progression (ARCP) (previously RITA)
- 1.7 help to identify trainees who should be counselled out of the specialty
- 1.8 provide evidence towards the award of the Certificate of Completion of Training (CCT)

2. Purpose of the Multi-source Feedback (MSF)

The purpose of the MSF assessment is to:

- 2.1 indicate trainees' motivation and enthusiasm for the specialty
- 2.2 indicate trainees' capability, potential, behaviour and attitude
- 2.3 encourage professional and self-development
- 2.4 generate candid feedback on trainees' aptitude and progress with the specialty
- 2.5 enable the trainee to collect evidence for the ESR/ARCP
- 2.6 provide feedback to trainees about progress and learning needs by highlighting strengths and identifying weaknesses



3. Direct Observation of Practical Skills (DOPS)

The purpose of the DOPS assessment is to:

- 3.1 indicate trainees' acquisition of practical skills in the specialty
- 3.2 indicate trainees' understanding of the use of equipment in the specialty
- 3.3 show that the trainee can work safely in the laboratory and clinical areas
- 3.4 indicate that the trainee interacts appropriately with patients where procedures involve them
- 3.5 indicate trainees' capability, potential and behaviour
- 3.6 encourage professional and self-development
- 3.7 generate candid feedback on trainee's aptitude and progress within the specialty
- 3.8 enable the trainee to collect evidence for the ARCP
- 3.9 provide feedback to trainees about progress and learning needs by highlighting strengths and identifying weaknesses

4. Mini Clinical Evaluation Exercise

The purpose of the mini clinical evaluation exercise is to:

- 4.1 indicate trainees' acquisition of clinical skills in the specialty
- 4.2 indicate that the trainee interacts appropriately with patients
- 4.3 indicate trainees' capability, potential and behaviour
- 4.4 encourage professional and self-development
- 4.5 generate candid feedback on trainees' aptitude and progress within the specialty
- 4.6 enable the trainee to collect evidence for the ARCP
- 4.7 provide feedback to trainees about progress and learning needs by highlighting strengths and identifying weaknesses

5. Case-based Discussion

The purpose of the case-based discussion assessment tool is to:

- 5.1 indicate that the trainee understands the pathological basis of clinical disease
- 5.2 indicate that the trainee can interpret and relate pathological results to the clinical findings
- 5.3 indicate that the trainee can plan an appropriate strategy for the investigation of clinical diseases or laboratory problems



- 5.4 indicate trainees' capability, potential and behaviour
- 5.5 encourage professional and self-development
- 5.6 generate candid feedback on trainees' aptitude and progress within the specialty
- 5.7 enable the trainee to collect evidence for the ARCP
- 5.8 provide feedback to trainees about progress and learning needs by highlighting strengths and identifying weaknesses

6. Evaluation of Clinical Events

The purpose of the evaluation of clinical events assessment tool is to:

- 6.1 Indicate trainees' acquisition of clinical skills in the specialty
- 6.2 indicate trainees' acquisition of professional skills including clinical reasoning and the practical application of theoretical knowledge, communication skills, working with colleagues and in teams
- 6.3 indicate trainees' acquisition of professional attitudes including maintaining a patient focus, working within a clinical governance framework and the appropriate application of professional standards
- 6.4 indicate trainees' capability, potential and behaviour
- 6.5 encourage professional and self-development, including personal insight and reflective learning
- 6.6 generate candid feedback on trainees' aptitude and progress within the specialty
- 6.7 enable the trainee to collect evidence of achievement/competency for presentation at end of year assessments/ARCP
- 6.8 provide feedback to trainees about progress and learning needs by highlighting strengths and identifying weaknesses

Definitions of workplace-based assessment tools – <http://www.rcpath.org/index.asp?PageID=1462>

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