Workplace-based assessment for International Medical Graduates (IMGs)

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Process coordinated through Australian Medical Council (AMC)

Several pathways exist for entry
- Specialist pathway
- Competent authority model
- Standard pathway (AMC examination)
- Standard Pathway (WBA model)
The Challenge

- What is the best way to assess the performance of our working IMGs, support their education and transition to registration as safe and effective practitioners?
WBA from 2006 - 2013

- AMC Interim Accreditation Committee - guidelines and standards
- Health authorities applied for accreditation of WBA programs
- Programs report regularly and reaccredited on prescribed schedule
Initial Program structure

- Summative outcome (high formative)
- Multiple WBA tools
- Centres created own program within guidelines
- Innovation encouraged
Standards

- Assessment blueprint
- Multi – method; multi-observer
- Dedicated clinician & administration time
- Clinical assessor training
What is special about WBA?

- WBA measures performance on the job with real patients
- Provides a longitudinal assessment over time and different contexts
- Provides protected time for structured feedback - *Edu-assessment*
- Research opportunity
Main WBA tools

- **Assessments based on direct observation**
  - Mini-CEX
  - DOPS

- **Assessments based on collective opinion**
  - In-training assessment / supervisor reports
  - Multi-source feedback, colleagues, co-workers, patients

- **Assessment based on record or chart review/audit (real patients)**
  - Case-based discussion
Candidate survey: demographics

- Response rate 82% (n = 165)
- Age range (median): 31-40 years
- Years working in Australian health care system: (median) 1–4 years
- Majority have never sat the AMC clinical exam
- Approximately half were not on the AMC clinical exam waiting list
Program organisation results

- Orientation Satisfactory
- Program well organised
- Team was efficient
- Team was approachable
- Team helped me complete program
Value of Mini-CEX

Mini-CEX forms were of value to my learning and professional development. Mini-CEX forms were of value as an effective assessment tool.
Value of CBDs

Case-based discussions were of value to my learning and professional development.

Case-based discussions were of value as an effective assessment tool.
Value of MSFs

- 360 degree/multi-source feedback were of value to my learning and professional development.
- 360 degree/multi-source feedback were of value as an effective assessment tool.
Effect on IMGs interpersonal skills

<table>
<thead>
<tr>
<th>Enhanced my career</th>
<th>Interact better with colleagues</th>
<th>Interact better with supervisors</th>
<th>Interact better with peers</th>
<th>Interact better with patients</th>
<th>Interact better with nursing and allied health colleagues</th>
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Bar chart showing survey results with categories ranging from Strongly Disagree to Strongly Agree.
Effect on IMGs confidence level

At the start of the program, please indicate your confidence level as a medical practitioner in the Australian healthcare setting.

At the completion of the program, please indicate your confidence level as a medical practitioner in the Australian healthcare setting.
Selected candidate quotes:

- “It has been a life changing step in my career and has helped me a lot to establish myself in the Australian health system.”

- “A great opportunity for IMGs to enter the Australian health system with great confidence.”
Things IMGs most liked about the program

- Program design
- Program staff
- Reality based
- A learning program
- Feedback
Areas for discussion

- Cost
- Length of program
- Assessments - DOPS
- Management - orientation
- Training of assessors
- Access to program
Lessons learnt? successes

- ‘Many candidates reported that this was the first time they had received immediate constructive feedback on their performance’

- Conduct a high stakes summative assessment using WBA while enhancing education, personal professional and cultural development

- Robust methodologies that give more well-rounded picture than a half day OSCE

- Lessons for other programs (eg specialist training)
Work in progress

- Refining and standardising methods/processes
- Research eg on cost/benefit analysis; candidate experiences
- Expand range of providers
- Monitor quality closely using results sign off process
- Assessor training resources