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Intern Year Assessment Blueprint

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Intern Year Assessment Blueprint

Introduction

The Intern Year Blueprint (IYB) was a joint Australian Pharmacy Council (APC) and Pharmacy Board of Australia (PharmBA) project to provide a direct link between learning objectives and assessment methods, and to facilitate effective and appropriate assessment of interns during their training year. The PharmBA provided funding for the project and the APC appointed an expert Reference Group to advise on the development of this blueprint.

Underpinning principles of the Intern Year Blueprint

The IYB provides a choice of assessment methods for each competency, and allows the assessing body to determine which method is most appropriate for the purpose and context of assessment. The IYB does not rank the assessment methods comparative to each other, nor assign weightings to individual competencies to indicate importance. It is acknowledged that interns develop at different rates, and are exposed to various practice activities at different stages in their intern training. It was, therefore, decided not to make recommendations regarding the stage at which individual competencies should be achieved.

It is recommended that a variety of assessment methods are employed to demonstrate developing knowledge and competence across the training year. Direct observation of performance is an important assessment principle, and several methods which facilitate such assessment are included within the IYB.

Assessment methods within the Intern Year Blueprint

Multiple choice questions (MCQ)

Multiple choice questions (MCQs) have been used extensively as a method of assessment in education. There are two main formats for multiple choice questions; true/false and single best option. The single best option, the most widely used format, consists of a stem, which poses the question, followed by several possible answer options. The correct option is called the key, whilst the alternatives are called distractors. Typically, 4 or 5 option MCQs are used in health professional assessment.

Oral assessment

Oral assessments usually involve a face to face interaction between the candidate and the assessor, where the candidate is required to answer a series of questions. Oral exams will typically assess application of knowledge, and can be used to assess communication, clinical reasoning, judgement and decision-making skills. The use of formal structured questions and a structured method of rating can be used to overcome the problems of variability and reliability typically associated with oral examinations.

Objective Structured Clinical Examination (OSCE)

In an Objective Structured Clinical Examination (OSCE) the candidate typically moves through a series of time-limited stations, responding to different standardised scenarios in a simulated environment. At each station, the candidate is assessed by trained assessors, and marked against a standardised scoring rubric. The OSCE is structured so that the multiple stations cover different aspects of the training program, and assess a variety of competencies.

Mini Clinical Evaluation Exercise (mini-CEX)

The mini-Clinical Evaluation Exercise (mini-CEX) is a short, workplace-based, observational assessment of a specific clinical encounter. The assessor uses a structured tool with rating scales to assess clinical, decision making, organisational and communication skills. Strengths and suggestions for development are usually documented, and verbal feedback is also provided by the assessor.

Case-based Discussion (CbD)

Case-based Discussion (CbD) is a workplace-based assessment, and involves a comprehensive review of a clinical case between a candidate and an assessor. The candidate will typically present a case that they have been significantly involved with. Presentation may include presenting complaint, patient history (including medicines), clinical investigations and findings, management plan and follow up. The assessor will then provide feedback, using a structured tool to 'score' the candidate. Suggestions for ongoing development or training needs are discussed and documented.

Multisource Feedback (MSF)

Multisource Feedback (MSF) is a work-place based assessment process in which an individual receives feedback on their performance from peers, managers and colleagues. The MSF process facilitates feedback from a range of co-workers, providing insight into the way that others perceive performance, and identifying areas for change through self-reflection. Candidates nominate several assessors, who are asked to provide feedback to a central coordinator for collation. An educator, mentor or supervisor then facilitates the feedback of anonymous collated information to the candidate.

Healthcare specific tools have been developed and validated to facilitate the MSF process. These tools typically collect information in the form of rating scales, but usually allow the rater to add qualifying statements in the form of free text.

In-Training Assessment (ITA)

ITA describes the assessment of a candidate's progress during a training program and falls into two categories:

- ITA-observation

  A longitudinal assessment usually completed by the supervisor, based on personal observation of the candidate or after consultation with colleagues (i.e. equivalent to the current periodic 'sign off' required by the Intern Training Programs).

- ITA-activity

  Specific assessments administered by the Intern Training Program provider e.g. case studies, extemporaneous dispensing, healthcare promotion and drug use evaluation.

Portfolio

A portfolio can be described as a collection of information that is intended to demonstrate achievement. The intention of a portfolio is to capture longitudinal evidence of both professional and technical development, whilst encouraging self-awareness and self-reflection. Portfolios may be in paper or electronic format. The content will vary depending on the purpose of the portfolio, the requirements of the assessing body and the candidate gathering the evidence for the portfolio. Portfolios can be used to provide evidence of competencies that would otherwise be hard to assess, such as professional behaviour, practice-based

improvements, creative endeavours, research activities and professional experience. A portfolio can contain multiple items and theoretically assess all competencies, it is for that reason this method has been mapped as suitable to assess all competencies.

Notes for using the Intern Year Blueprint

- All enabling competencies that contain at least one performance criteria for initial registration are included. Not all performance criteria within a specific competency are deemed appropriate for initial registration

- The ● symbol indicates that the method is suitable for assessment of an individual competency

- The ‡ symbol indicates that special consideration should be given to using this method to assess competency in the given area

Key

MCQ	Multiple Choice Question	OSCE	Objective Structured Clinical Examination	CbD	Case-based Discussion	ITA Obs	In-Training Assessment Observation
ORAL	Oral examination/viva voce	Mini-CEX	Mini-Clinical Evaluation Exercise	MSF	Mulit-soiurce Feedback	IA Act	In-training Assessment Activity

Domain 1: Professionalism and ethics

	Enabling competency	Structured assessment			Workplace-based assessment			ITA		
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	Portfolio
Standard 1.1: Uphold professionalism in practice										
1	**Promote a culture of professionalism**		●	●	●		●	●	●	●
2	**Uphold the professional role of a pharmacist**		●	●	●		●	●	●	●
3	**Apply understanding and knowledge of medicines management and use in society**				●		●	●		●
4	**Accept professional responsibility and accountability**				●		●	●		●
5	**Work with commitment, diligence and care**				●		●	●		●
Standard 1.2: Observe and promote ethical standards										
1	**Support ethical professional practice**		●	●				●	●	●
2	**Manage ethical issues arising in practice**		●	●				●	●	●

Enabling competency		Structured assessment			Workplace-based assessment			ITA		
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	Portfolio
3	Promote ethical professional practice		●	●				●	●	●
Standard 1.3: Practise within applicable legal framework										
1	Comply with statute law, guidelines, codes and standards	●	●	●	●			●	●	●
2	Respond to common law requirements	●	●	●		●		●	●	●
3	Respect and protect the individual's rights to privacy and confidentiality	●	●					●	●	●
4	Assist individuals to understand and grant informed consent				●			●		●
Standard 1.4: Maintain and extend professional competence										
1	Adopt a scope of practice consistent with competence		●	●			●	●		●
2	Determine professional development needs with reference to the competency standards								●	●
3	Acquire and apply practice expertise								●	●
Standard 1.5: Apply expertise in professional practice										
1	Apply expert knowledge and skills	●	●	●	●	●	●	●	●	●
2	Use reasoning and judgement	●	●	●	●	●	●	●	●	●

Enabling competency		Structured assessment			Workplace-based assessment			ITA		Portfolio
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	
3	Demonstrate accountability and responsibility		●	●	●		●	●		●
4	Use professional autonomy		●	●	●		●	●		●
Standard 1.6: Contribute to continuous improvement in quality and safety										
1	Collaborate to improve quality and safety across the continuum of care							●	●	●
2	Monitor and respond to sources of risk							●	●	●
3	Follow up incidents or lapses in care							●	●	●

Domain 2: Communication and collaboration

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	
Standard 2.1: Collaborate and work in partnership for the delivery of patient-centred, culturally responsive care										
1	Respect the personal characteristics, rights, preferences, values, beliefs, needs and cultural and linguistic diversity of patients and other clients, including Aboriginal and Torres Strait Islander peoples		●‡	●‡	●		●	●	●	●

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	
2	Support and respect the rights of patients and other clients to contribute to decision-making		●‡	●‡	●		●	●		●
3	Promote patient/client engagement with feedback and follow-up systems		●	●	●		●	●	●	●
4	Consider the impact of the physical environment			●‡	●			●	●	●
Standard 2.2: Collaborate with professional colleagues										
1	Show a commitment to interprofessional practice			●	●		●	●		●
2	Engage in teamwork and consultation			●	●		●	●		●
3	Promote effective interprofessional practice			●	●		●	●		●
Standard 2.3: Communicate effectively										
1	Use appropriate communication skills		●	●	●		●	●		●
2	Confirm the effectiveness of communication		●	●	●		●	●		●
Standard 2.4: Apply interpersonal communication skills to address problems										
1	Analyse the problem or issue to be addressed and the possible solutions		●	●	●			●		●

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	
2	Engage with others as appropriate to resolve the identified problem or issue		●	●	●		●	●		●
3	Review outcomes achieved and assess follow-up requirements			●	●			●		●

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	
Standard 3.1 Develop a patient-centred, culturally responsive approach to medication management										
1	Obtain relevant health and medicines information		●	●	●			●		●
2	Assess medication management practices and needs	●	●	●	●	●		●	●	●
3	Collaborate to develop a medication management strategy or plan		●	●	●			●		●
Standard 3.2: Implement the medication management strategy or plan										
1	Administer medicines	●	●	●	●			●		●
2	Provide primary care and promote judicious use of medicines	●	●	●	●	●		●	●	●

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	
3	Dispense medicines (including compounded medicines) in consultation with the patient and/or prescriber	●	●	●	●	●		●	●	●
4	Prescribe medicines	●	●	●	●	●		●		●
5	Provide counselling and information for safe and effective medication management	●	●	●	●	●		●	●	●
6	Facilitate continuity of care including during transitions of care		●	●	●	●	●	●		●
Standard 3.3: Monitor and evaluate medication management										
1	Undertake a clinical review	●	●	●	●	●	●	●	●	●
2	Apply clinical review findings to improve health outcomes	●	●	●	●	●	●	●	●	●
3	Document clinical review findings and changes in medication management				●	●	●	●		●
Standard 3.4: Compound medicines										
1	Determine the required formulation	●						●	●	●
2	Confirm the availability of suitable resources							●	●	●
3	Apply risk management strategies	●						●	●	●

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	ORAL	OSCE	mini-CEX	CbD	MSF	Obs	Act	
4	Prepare products non-aseptically	●						●	●	●
5	Prepare products aseptically	●						●		●
6	Prepare cytotoxic or other hazardous drug products	●						●		●
7	Complete appropriate documentation							●	●	●
8	Optimise packaging and supplementary labelling	●						●	●	●
Standard 3.5: Support Quality Use of Medicines										
1	Review trends in medicine use		●	●					●	●
2	Promote evidence-based medicine use	●	●	●					●	●
Standard 3.6: Promote health and well-being										
1	Assist development of health literacy		●	●	●	●		●	●	●
2	Support health promotion activities and health services intended to maintain and improve health	●	●	●	●	●		●	●	●
3	Support evidence-based public health programs							●	●	●

Domain 4: Leadership and management

Enabling competency		Summative assessment			Workplace-based Assessment			ITA			Portfolio
		MCQ	Oral	OSCE	mini-CEX	CbD	MSF	Obs	Act		Portfolio
Standard 4.1: Show leadership of self											
1	Display emotional awareness and effective self-regulation of emotions						●	●			●
2	Apply reflective skills for self-assessment								●		●
3	Display self-motivation, an innovative mindset and motivate others						●	●			●
Enabling competency		**Summative assessment**			**Workplace-based Assessment**			**ITA**			
		MCQ	Oral	OSCE	mini-CEX	CbD	MSF	Obs	Act		Portfolio
Standard 4.2: Manage professional contribution											
1	Work with established systems						●	●			●
2	Plan and prioritise work				●		●	●			●
3	Maintain productivity						●	●			●
4	Monitor progress and priorities						●	●			●
Standard 4.3: Show leadership in practice											
1	Inspire a strategic vision and common purpose						●	●			●

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	Oral	OSCE	mini-CEX	CbD	MSF	Obs	Act	
2	Foster initiative and contribute to innovation, improvement and service development						●	●		●
3	Encourage, influence and facilitate change						●	●		●
4	Serve as a role model, coach and mentor for others						●	●		●
Standard 4.4: Participate in organisational planning and review										
3	Establish suitable premises and infrastructure							●		●
5	Develop and maintain supporting systems and strategies							●		●
Standard 4.5: Plan and manage physical and financial resources										
2	Maintain the physical environment and acquire required resources							●		●
3	Contribute to the efficient and effective use of resources							●		●

		1	2	3	4	5	6	7	8	9	10
Standard 4.6: Plan, manage and build human resource capability											
2	**Establish role clarity and performance standards**								●		●
3	**Supervise personnel**							●	●	●	●
4	**Develop personnel and promote improved performance**								●	●	●
5	**Manage interpersonal relationships with supervised personnel**								●	●	●
Standard 4.7: Participate in organisational management											
1	**Understand and contribute to organisational/corporate and clinical governance**								●	●	●
2	**Support and assist implementation of health care priorities**				●	●	●		●	●	●
3	**Undertake project management**								●	●	●
4	**Contribute to professional activities planning with consideration of strategic context**								●	●	●
5	**Apply and monitor standards of practice**								●		●
6	**Work across service delivery boundaries**							●	●		●
7	**Contribute to the effective management of risk, including threats to service continuity**								●	●	●

Domain 5: Education and research

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	Oral	OSCE	mini-CEX	CbD	MSF	Obs	Act	
Standard 5.1: Deliver education and training										
2	**Conduct education and training consistent with educational practice**							●	●	●
3	**Contribute to continuing professional development of others**							●	●	●
4	**Link practice and education**							●	●	●
Standard 5.2: Participate in research										
3	**Undertake critical evaluation activities**	●		●	●	●		●	●	●
4	**Design and deliver research projects to address gaps in the evidence-base and identify areas for innovation and advances in practice**							●	●	●
Standard 5.3: Research, synthesise and integrate evidence into practice										
1	**Identify information needs and resource requirements**							●	●	●
2	**Retrieve relevant information/evidence in a timely manner**							●	●	●
3	**Apply research evidence into practice**	●					●	●	●	●

Enabling competency		Summative assessment			Workplace-based Assessment			ITA		Portfolio
		MCQ	Oral	OSCE	mini-CEX	CbD	MSF	Obs	Act	Portfolio
4	Provide advice and recommendations	●						●	●	●