

Mid-term and end-of-term assessments: a guide for GP Supervisors

The following guide to completing mid and end of term assessments has been written to help you understand these assessments and aid the provision of feedback during assessment conversations.

Term assessments in AGPT program

Registrars in the Australian General Practice Training Program (AGPT) are required to have assessments completed mid-term and at the end of each 6 months of training term. The assessments are also called “term reports”.

Work-based assessment program (WBA)

The RACGP's WBA program has been designed to encourage supervisors to have a conversation with their registrar about the registrar's progression. The assessments can also be used to identify registrars who may require further assistance.

Conversations about performance are highly valued by registrars. In evaluations of the training program registrars often ask for more specific and regular feedback. Conversations about performance can be rewarding for both parties and provide an opportunity for registrar and supervisor self-reflection and adjustments to teaching, supervision, and learning plans. Occasionally these conversations can be difficult. If you have any concerns about giving feedback to your registrar, please contact your local team to arrange to speak to one of our dedicated medical educators about how best to give feedback in these situations.

Flagging concerns to the medical education team

The medical education team are here to assist you and the registrar and need to know about any concerns you have about your registrar. You can use the mid-term and end-of-term assessment form red and amber flags as a way to raise any low or mid-level concerns with the medical education team. Your concerns may relate to knowledge, skills, attitudes, or professional behaviour. If you have significant concerns about your registrar, please contact your local team at any time. The flagging process helps identify registrars that require additional support.

Locating and completing the assessment forms (term reports)

The mid-term and end of end-of-term assessment form for AGPT registrars is in the RACGP Training Management System (TMS). As the same online form in the TMS is used to complete both mid and end of term assessments, the form is called “Term Report”.

Accessing TMS

Access the TMS through the RACGP website. Login to ‘My Account’ at the top right-hand corner of the webpage. Once logged in, select RACGP TMS from the drop-down box.

Watch [this video](#) for instructions on how to access the Training Management System from the RACGP webpage.

Username and password

You may have received a welcome email which provided the instructions to log into the TMS. It would have the subject ‘Welcome to the GP Training Management System’.

If you have forgotten your password, or cannot retrieve your password, please click ‘Forgot pass/reset’ on the RACGP login page.

If you did not receive or cannot locate the welcome email or cannot retrieve your password, please contact your local training coordinator during business hours, or call RACGP Member Services on 1800 472 247 during business hours to request this information. The TMS team will resend your login details which may take a few business days.

Locating assessment form

Once you are logged into the TMS, click the 'Assessments (WBA)' tab on the left-hand side of the screen and from the expanded list select 'Assigned Assessments'. All assessments that have been assigned to you appear here. Click on any part of the relevant term assessment to bring up the report.

A few things to note:

- The term assessment will also appear in your 'Items for action' with an indication of when it is due.
- You may save a draft of the assessment to exit and return to complete at a later stage.
- You will need to enter a response in every prompt or text box throughout the report before it can be submitted.
- Once the term assessment is submitted, a notification will be sent to the Registrar's ME to review and approve. Once this is completed, the report will become visible as completed to both you and the registrar. The ME will contact you if they have any questions regarding the report.

For more detailed instructions and screenshots, please [view this guide for supervisors](#).

If you have trouble locating or completing the assessment form within the TMS, please contact your local training coordinator during business hours.

Six steps to completing the assessment

Step 1: Collect the evidence for the assessment

For your assessment to be meaningful, it must be based on observations of performance. Often the evidence is collected during the term as you respond to requests for help, observe full consultations, discuss challenging cases, or review medical records. In addition to your own observations, it is important to seek the input of other members of the supervisory team including nursing and practice staff. In larger practices this may require a face-to-face meeting or other methods of communicating with the team about the registrar's performance. It is possible to save a draft of the term report form containing the collated feedback that can later be modified in response to the assessment conversation you have with your registrar.

Step 2: Set aside time for the assessment conversation

It is vital that the assessment is discussed with your registrar prior to submission. Assessments are well-suited to be part of a registrar's formal teaching session. It is best to leave the assessment form unopened at the start of the conversation as the intent is to commence with the registrar's agenda.

Step 3: Commence with registrar's self-assessment

After introducing the purpose of the assessment, ask about your registrar's own assessment of their performance and any areas they would like to focus on improving. Use open questions:

"How do you think you are going so far?"

"Is there anything that you've identified that you want feedback on?"

"What areas do you think you need to work on to be a better GP?"

Ideally the registrar's agenda and your own are in alignment and an effective discussion can follow. When the registrar's agenda is different from yours, it is important to address the registrar's issues first.

Step 4: Provide any further feedback

There can be a tendency in assessment conversations to only identify what needs to change. Providing the feedback is genuine, it is also useful to reinforce what is already being done well.

Further feedback will be influenced by the performance you have observed and the relationship you have with the registrar. It is usually best to prioritize one or two aspects of registrar performance for discussion. Ensure that your feedback is based on real observations of behaviour (and not perceived personality characteristics) and seek the registrar's view. For example:

"When I have examined your records during Random Case Analysis it's been noticeable that you have been ordering screening outside of the RACGP Red Book Guidelines such as an FBE and iron studies. Do you think that's a fair observation?"

Step 5: Complete the assessment form with your registrar

For the most part, completion of the term report form should be documenting the conversations you have just had. If you have already saved a draft of the term report form based on the evidence you collected from the supervisory team, it can easily be adjusted to be consistent with the conversation.

For mid-term and end-of-term assessments, the RACGP asks you to assess against the standard at the point of Fellowship. That is, has the performance you have observed been that of a GP competent to practice without supervision in Australia? Unsurprisingly, most registrars early in training are below Fellowship standard. Your registrar will find it helpful if you can specify what needs to continue to be done and what needs to improve to reach Fellowship standard.

Step 6: Agree on goals for improvement

The final step is to agree on at least one goal for improvement based upon what you have identified as needing to improve to reach Fellowship standard. For each area of improvement help the registrar identify a goal, the actions they should take to achieve the goal, and an outcome measure that would indicate they have achieved the goal.

Example 1:

Goal: To be able to excise a simple skin lesion (not on face)

Actions: Patients to be scheduled at the start of the teaching sessions. Week 1: supervisor to demonstrate procedure, Week 2: registrar to perform excision.

Outcome measure: simple skin lesion excised with adequate margins

Example 2:

Goal: Elicit the "shopping list" at the start of the consultation

Actions: Practice asking "is there anything else you needed to cover today" after hearing the patients opening statement. Week 1: report back to the supervisor how successful you were at asking the question and what were the benefits and barriers to asking. Week 2: Have supervisor sit in on a couple of consultations to assess you asking the question.

Outcome measure: Registrar elicits the "shopping list" at the start of the consultation rather than at the end