

# **Fellowship Training Program – Workplace Based Assessment Guide**

**July 2024**



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# 1. PURPOSE

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This guide aims to support both Candidates and Training Supervisors as they navigate the implementation of a more structured approach to Workplace Based Assessment within the RACMA Fellowship Training Program. Understanding the principles and practicalities of Workplace Based Assessment is essential for ensuring that the assessments are conducted effectively and yield meaningful insights into the Candidates' competencies. This guide provides an overview of Workplace Based Assessment, its benefits, and the roles and responsibilities of Candidates and Training Supervisors.

## 2. INTRODUCTION

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### Background

An outcome of the 2019 Education and Training Committee Fellowship Training Program Workshop was a suite of recommendations to strengthen the RACMA Fellowship Training Program. The Fellowship Training Program Renewal Project was established later that year to consider and implement the recommendations.

The overarching objectives of the Fellowship Training Program Renewal Project were to develop and implement a renewed Fellowship Training Program based on a review of all aspects of the current program. The renewed Fellowship Training Program would continue to prepare Specialist Medical Administrators to meet the needs of the specialty in complex current and future health systems and to ensure fit for purpose methods of teaching, learning and assessment.

One of the key recommendations from the Education and Training Committee Fellowship Training Program Workshop was to develop and implement a suite of core or mandatory Workplace Based Assessments.

### What is Workplace Based Assessment

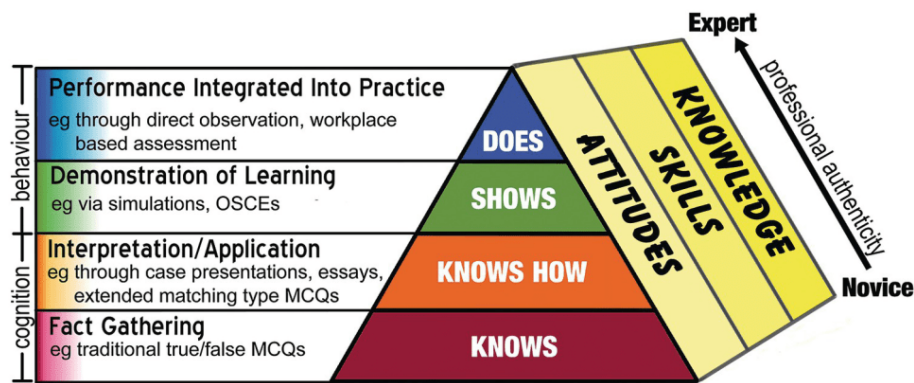
Workplace Based Assessment is a method of evaluating the performance of medical professionals in their actual working environment. Unlike other forms of assessment, Workplace Based Assessment focuses on direct observation of practical skills and real-time feedback, allowing for a more authentic and continuous evaluation of a Candidate's competence.

Strengths of Workplace Based Assessment include that assessment occurs at the higher levels of the Millers Pyramid of Clinical Competence and involve assessment of tasks that require integration of multiple competencies.<sup>1</sup> Workplace Based Assessments focus primarily on the "Shows How" and "Does" levels of Miller's Pyramid.

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<sup>1</sup> Norcini, J. J., & Burch, V. C. (2007). Workplace-based assessment as an educational tool: AMEE Guide No. 31. *Medical Teacher*, 29(9-10), 855-871. Available at: <http://wbaonline.amc.org.au/wp-content/uploads/2014/02/Norcini-article-WBA-AMEE-guide.pdf>

Figure 1. **Miller's Pyramid of Clinical Competence**<sup>2</sup>



Workplace Based Assessment also provide opportunities for real-time and meaningful feedback, reflection and self-assessment, supporting ongoing development of individuals, helping them to identify their strengths, weaknesses and to address areas for improvement. Workplace Based Assessment can take different forms, depending on the context and purpose of the assessment.

<sup>2</sup> Based on the work of Miller GE (1990). The assessment of clinical skills/competence/performance. Academic Medicine 65 (9): s63–s67.

### 3. WORKPLACE BASED ASSESSMENT IN THE FELLOWSHIP TRAINING PROGRAM - CURRENT

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#### Current approach

The Fellowship Training Program is based on the premise of workplace learning. This occurs across the time spent under supervision in a RACMA accredited training post. Built into the learning opportunities is the concept of multiple sessions of observation by a supervisor followed by feedback and guided reflection. Candidates are expected to self-direct their learning opportunities and to seek opportunities for observation and feedback in their workplace. The details of the observation and feedback opportunities are recorded in the 6-monthly In-Training Performance Reports.

Optional tools intended to support workplace observation and feedback includes a list of suggested workplace activities for skill observation and feedback and feedback forms that may be used to guide feedback provided. It has been identified that the value of the tools in their current form is limited and the number of Candidates and Training Supervisors using the tools is unknown.

#### Development of a strengthened approach

The need for a more structured approach to Workplace Based Assessment was identified at the 2019 Education and Training Committee Fellowship Training Program Workshop. It was recommended that a list of core or mandatory Workplace Based Assessments be developed.

In early 2022, the Fellowship Training Program Renewal Working Group sought feedback on the proposed structure of the renewed Fellowship Training Program including proposed Workplace Based Assessments. It was proposed that the program comprise a Foundation and an Advanced Phase of training. During each phase of training Candidates would complete prescribed training and assessment requirements including Workplace Based Assessment. It was proposed at that time that Candidates complete:

- 12 Foundation Phase Workplace Based Assessment
- 9 Advanced Phase Workplace Based Assessment
- 65 Advanced Phase Workplace Based Tasks requiring reflection as evidence of completion

The key feedback included:

- Concern over the volume and prescriptive nature of the Advanced Phase Workplace Based Tasks
- Workplace Based Assessments with clearly identified learning outcomes and clearer links to the curriculum were seen as an improvement compared to current assessments
- Simple processes and systems for documenting Workplace Based Assessments would be required to maximise educational value and engagement

The Fellowship Training Program Renewal Working Group considered feedback from the consultation on Workplace Based Assessment and implemented changes to improve the approach. Key among the improvements was the reduction in the number of tasks, focusing instead on a rationalised suite of mandatory tasks. These tasks were strategically designed to integrate multiple competencies reflecting the

demands and challenges of the workplace. The revised tasks require Candidates to integrate and apply their skills in more complex, multifaceted situations, encouraging deeper learning and critical thinking.

The other key improvement was the development of more detailed task descriptions. The task descriptions provided greater detail on roles, responsibilities, and expectations, clarifying what is required from all participants.

## 4. WORKPLACE BASED ASSESSMENT IN THE FELLOWSHIP TRAINING PROGRAM – FROM 2025

### A strengthened approach

From 2025 there will be a more structured approach to Workplace Based Assessment in the Fellowship Training Program. The approach is based on the recommendations from the 2019 Education and Training Committee Fellowship Training Program Workshop. The approach also addresses feedback from the 2022-member consultation.

The more structured approach to Workplace Based Assessment from 2025 is intended to ensure consistency, fairness and comprehensive evaluation of Candidates. The structured approach is intended to provide clear criteria and standardised tools, allowing for objective measurement of competencies across different assessors and settings. This reduces variability and bias, ensuring that all Candidates are assessed against the same benchmarks. Additionally, structured Workplace Based Assessment can cover a wide range of skills and knowledge areas systematically, ensuring a thorough assessment of all required competencies.

The implementation of a strengthened approach to Workplace Based Assessment is being supported by Project Nexus and the new MyRACMA platform. Project Nexus will provide the technological infrastructure and tools necessary for ensuring robust data collection and ensuring efficient assessment processes.

### Workplace Based Assessment Requirements

Figure 1 presents an overview of Fellowship Training Program 2025, including the structure, training, learning and assessment requirements. Workplace Based Assessment remains one of the key components of the overall system of assessment in the Fellowship Training Program.

From 2025 there will be 29 defined Workplace Based Assessments which includes 15 Foundation and 14 Advanced Workplace Based Assessments. The requirement to complete the 29 defined Workplace Based Assessments will be dependent on when a Candidate commenced in the Fellowship Training Program (see Table 1).

Table 1. Candidate Workplace Based Assessment Requirements

Candidates who commenced training prior to 2025	Candidates who commence training from 2025
<ul style="list-style-type: none"><li>29 Workplace Based Assessments will be implemented in MyRACMA</li><li>No mandatory requirements</li><li>Candidates encouraged to complete at least 2 Workplace Based Assessments each training term.</li></ul>	<ul style="list-style-type: none"><li>29 Workplace Based Assessments will be implemented in MyRACMA</li><li>29 mandatory Workplace Based Assessments<ul style="list-style-type: none"><li>15 Foundation Workplace Based Assessments</li><li>14 Advanced Workplace Based</li><li>5 of the 14 Advanced Workplace Based Assessments can be completed at any time during training</li></ul></li></ul>

Figure 2. Fellowship Training Program 2025 Overview

	<div></div> <div>Foundation</div>	<div></div> <div>Advanced</div>								
Program Duration	<table><tr><td>Minimum</td><td>Maximum</td></tr><tr><td><b>1.5</b> calendar years</td><td><b>6</b> calendar years</td></tr></table>	Minimum	Maximum	<b>1.5</b> calendar years	<b>6</b> calendar years	<table><tr><td>Minimum</td><td>Maximum</td></tr><tr><td><b>1.5</b> calendar years</td><td>Remaining of the maximum of <b>10</b> calendar years</td></tr></table>	Minimum	Maximum	<b>1.5</b> calendar years	Remaining of the maximum of <b>10</b> calendar years
Minimum	Maximum									
<b>1.5</b> calendar years	<b>6</b> calendar years									
Minimum	Maximum									
<b>1.5</b> calendar years	Remaining of the maximum of <b>10</b> calendar years									
Supervised Practice <sup>1</sup>	Minimum <b>69</b> weeks full time equivalent of Supervised Practice <sup>1</sup>	Minimum <b>69</b> weeks full time equivalent of Supervised Practice <sup>1</sup>								
Learning	<div><b>Learning Development and Training Plan</b> (every 6 months)</div> <div><b>Masters level study</b> Minimum: 2 of the 5 core subjects</div> <div><b>Education Activities</b><ul style="list-style-type: none"><li>■ Foundation workshop</li><li>■ Foundation online interactive sessions</li><li>■ Foundation online education modules</li><li>■ RACMA Indigenous Health Program</li></ul></div>	<div><b>Learning Development and Training Plan</b> (every 6 months)</div> <div><b>Masters level study</b> Remaining of the 5 core subjects</div> <div><b>Education Activities</b><ul style="list-style-type: none"><li>■ Advanced workshop</li><li>■ Advanced online interactive sessions</li><li>■ Advanced online education modules</li></ul></div>								
Assessment	<div><b>Foundation Workplace Based Assessments (WBAs) (n=15)</b></div> <div>Completion of WBAs may require short term training opportunities to be undertaken<sup>2</sup>. These opportunities may be either within or external to the current training setting e.g. Medical Workforce Management (recruitment and rostering), Quality and Safety, Metropolitan/Rural facilities, Public/ Private facilities.</div> <div><b>Completion of In-Training Assessments</b> (every 6 months)</div> <div><b>Foundation 360-degree feedback</b></div>	<div><b>Advanced Workplace Based Assessments (WBAs) (n=14)<sup>3</sup></b></div> <div>Completion of WBAs may require short term training opportunities to be undertaken<sup>2</sup>. These opportunities may be either within or external to the current training setting e.g. Medical Workforce Management (recruitment and rostering), Quality and Safety, Metropolitan/Rural facilities, Public/Private facilities.</div> <div><b>Completion of In-Training Assessments</b> (every 6 months)</div> <div><b>Advanced 360-degree feedback</b> Critical appraisal of a business case or proposal<ul style="list-style-type: none"><li>■ Part 1: Critical appraisal written report</li><li>■ Part 2: Critical appraisal oral presentation</li></ul></div> <div><b>Oral Examination</b></div>								
Progression	<b>Training portfolio review</b>	<b>Training portfolio review</b>								

1. Unless on an approved interruption to training, Candidates must remain in an accredited training post under supervision until all requirements of the FTP have been met.
2. Training Post Accreditation processes will consider access to required training opportunities.
3. Certain Advanced WBAs can be completed at any time during training.



## Workplace Based Assessments Competencies

The Workplace Based Assessments are intended to cover a wide range of knowledge and skill areas and for the tasks to require Candidates to apply and integrate a range of competencies in real-world situations. The titles of the Workplace Based Assessments are listed in Table 2 (Foundation) and Table 3 (Advanced)

Task summaries (Appendix 1 and Appendix 2) have been prepared for each of the Workplace Based Assessments to define:

- Alignment with Curriculum Learning Outcomes
- Purpose
- Task description and expectations
- Roles and responsibilities.

Table 2. Foundation Workplace Based Assessments

Code	Short title	Full title
F1	Cultural Safety	Evaluate a relevant cultural safety policy from the point of view of the First Nations group it is designed to protect
F2	Positive Workplace Culture	Participate in a program that supports positive workplace culture and reflect on its impacts
F3	Diverse Health Needs	Identify, reflect on and discuss the health needs of one of the diverse communities within your catchment
F4	Social Determinants of Health	Identify the socioeconomic index for your area and discuss related health impacts
F5	Staff Feedback	Provide effective performance related feedback to someone in your workplace
F6	Patient / Consumer Feedback	Analyse patient / consumer feedback and present to a relevant audience
F7	Clinical Incident Investigation	Participate in a clinical incident investigation and contribute to its findings
F8	Clinical Complaint Management	Respond to a clinical complaint in line with organisational clinical complaint management policy
F9	Delivering Bad News	Observe a senior clinician delivering bad news and reflect on this interaction
F10	Service Planning	Develop a plan for a service delivery applicable to your workplace
F11	Quality and Process Improvement	Develop and implement quality and process improvements
F12	Financial Reporting	Analyse monthly financial reports, identify variance and consider implications for annual budget
F13	Credentialing	Attend and observe credentialing SoCP meetings
F14	Rostering	Review relevant industrial award and contribute to development of staff roster
F15	Business Case Development	Develop a business case using the methodology and format appropriate to your workplace

Table 3. Advanced Phase Workplace Based Assessments

Code	Short Title	Full Title
A1	Ethical Decision Making	Analyse ethical considerations and resulting decisions in a patient case history and identify ethical dilemmas and options that inform decision making
A2	Organisational Culture	Analyse organisation culture survey in a health setting and identify evidence-based strategies and actions for improvement
A3	Cultural Bias	Identify and reflect on personal cultural bias and assumptions, and how these may impact on interactions with staff and patients from diverse backgrounds
A4	Research Governance	Observe and analyse the Human Research Ethics Committee (HREC) decision making and management of applications
A5	Disaster Management	Review your disaster management plan and participate in a desktop exercise or activation
A6	Clinical Governance	Develop a proposal for a governing committee or person in response to the recommendations from the coroner or jurisdictional agency relevant to your organisation
A7	Patient Complaints	Review patient complaints over several months, analyse trends, correlate with incidents, and develop an action plan
A8	Strategic Planning	Develop a 2–5-year plan to address an emerging issue in your workplace
A9	Innovation	Develop a proposal for introducing an innovation to improve healthcare
A10	Patient Flow	Manage a patient flow issue to improve healthcare performance
A11	Credentialing	Prepare a report for the governing body about credentialing activities over a minimum period of 60 days
A12	Recruitment	Manage recruitment, appointment, onboarding, and retention of senior medical staff (SMS)
A13	Rostering	Develop a roster for a category of medical staff based on regulatory, industrial and service requirement
A14	Difficult Conversations	Conduct a difficult management conversation

## Time Required to Complete Workplace Based Assessments

For Candidates commencing from 2025, they will be expected to complete a minimum of 2 Workplace Based Assessments each 6-month training term. A Candidate who is training full time and wants to complete the Foundation Phase of Training in the minimum period of 18 months will need to complete 5 Workplace Based Assessments each 6-month Training Term. This will require Candidates to be working on different Workplace Based Assessments concurrently.

The task summaries for each Workplace Based Assessment includes an indicative task duration. The indicative duration is dependent on the nature of the task. For example, tasks that involve review and evaluation of relevant policies followed by discussion with an assessor could be completed in 2- 4 weeks. Other tasks that involve observation and evaluation of committee decision making processes over several meetings may require up to 23 weeks to complete. Tasks have been designed to permit completion within a single training term. The maximum indicative duration to complete a task is therefore 23 weeks.

The indicative time required to assess each Workplace Based Assessment is dependent on the nature of the task. For example, for tasks that involve a Case Based Discussion the discussion of the task or experience, and provision of feedback may take 30–40 minutes. Other tasks that involve direct observation may take 20 minutes including the period of observation and provision of feedback.

## 5. ROLES AND RESPONSIBILITIES

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### Candidates

Candidates will be required to play an active role in their Workplace Based Assessments: Candidates should actively engage in the assessment process by:

- taking initiative in identifying opportunities for assessment
- advocating for their own learning needs and communicating with their Training Supervisor about specific areas where they require guidance or support
- being open to feedback and engaging in feedback discussions to guide their development
- reflecting on their experiences, integrating feedback from assessors to understand their strengths and weaknesses.
- collaborating with assessors and other professionals throughout the assessment process
- facilitating required arrangements with nominated assessors
- demonstrating professionalism and integrity throughout the assessment process

### Supervisors

Training Supervisors will play an integral role in the implementation of the Workplace Based Assessments. Training Supervisors will be responsible for creating a supportive learning environment and to facilitate Workplace Based Assessment by:

- supporting and encouraging Candidates to engage in Workplace Based Assessment
- providing opportunities for Candidates to complete Workplace Based Assessments
- facilitating opportunities for Candidates to complete Workplace Based Assessment outside of their current Training Post if required
- assessing and providing feedback to Candidates
- identifying other suitable Assessors
- supporting Candidates in developing strategies to address any identified gaps

## 6. ASSESSMENT TYPES

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From 2025 the Workplace Based Assessments will encompass a variety of tools or types of assessment. These types are based on the nature of the task and the environment or setting in which they should be completed. The types include:

- Case Based Discussion
- Direct Observation
- Oral Presentation
- Structured Reflection (and associated discussion)
- Written Report (accompanied and associated discussion)

Assessment forms tailored to assessment type have been developed to guide Candidates and Assessors through the assessment process. These forms will be available in the new MyRACMA platform with inbuilt workflows and approvals. Examples of these forms are included in Appendix 3.

### Case Based Discussion

Case Based Discussion is an assessment tool focused on a formal discussion between a Candidate and an approved assessor. An assessor may be the Candidate's Training Supervisor, or a person nominated by the Training Supervisor. The Training Supervisor may nominate the Candidate's line manager, another Fellow of the College, or another suitable person, depending on the nature of the assessment. The discussion will relate to a Workplace Based Assessment task the Candidate has been actively involved in and that has provided an opportunity for them to demonstrate leadership and management abilities. The discussion will focus on identification and understanding of the key issues, critical thinking, reasoning, decision making and professional approach.

A Candidate is responsible for making the arrangements with an appropriate assessor to conduct the Case Based Discussion. To best support learning and development, the discussion should occur within 2 weeks of completing or undertaking the task. Prior to the discussion, the Candidate should provide the assessor with a summary of the task or experience and the issues it raises. In the discussion session, the Candidate will discuss the task or experience with the assessor who may prompt the Candidate for further information to help them understand the Candidate's knowledge, skills and approach to managing the task. The assessor will then provide honest and constructive feedback to support the Candidate's learning and development.

The Candidate will have the opportunity to reflect on their feedback and develop an action plan for addressing any areas for improvement or to further develop their abilities.

It is suggested that a Case Based Discussion session, including discussion of the task or experience, and provision of feedback will take 30–40 minutes.

### Direct Observation

Directly Observed Tasks are designed to assess a Candidate's performance on a Workplace Based Assessment task in real-time. An assessor may include the Candidate's Training Supervisor, or a person nominated by the Training Supervisor. The Training Supervisor may nominate the Candidate's line manager, another Fellow of the College, or another suitable person depending on the nature of the assessment.

The assessment will focus on the core skills that the Candidate should demonstrate when undertaking the task. Following the observation, the assessor will provide real-time feedback highlighting areas of strength and areas for further development.

It is recommended that this form of assessment will take a minimum of 15 minutes of observation, followed by a minimum of 5 minutes of feedback. This will be followed by completion of the assessment form.

## Oral presentation

Oral presentations are a type of Directly Observed Task. Oral Presentations are designed to assess a Candidate's understanding of the key issues, critical thinking, reasoning, decision making, communication and professional approach. Oral Presentations should be designed and delivered to meet the needs of a particular purpose, audience and context. Therefore, it may not be necessary for such presentations to be lengthy or academic. The Candidate will be assessed according to the relevance of the material presented and the effectiveness of the delivery.

An assessor may include the Candidate's Training Supervisor, or a person nominated by the Training Supervisor. The Training Supervisor may nominate the Candidate's line manager, another Fellow of the College, or another suitable person depending on the nature of the assessment.

It is recommended that this form of assessment will take a minimum of 15 minutes of observation, followed by a minimum of 5 minutes of feedback. This will be followed by completion of the assessment form.

## Structured Reflection

Structured Reflection is an assessment tool that provides a structured process for evaluating Candidate reflective practice and self-awareness, to support their learning and development. The process is based on Gibbs' Reflective Cycle<sup>3</sup>. The process provides a framework for Candidates to document and systematically reflect on an experience to gain a deeper understanding of their actions, emotions, and thoughts.

The process is cyclical and involves written reflection in 6 stages:

1. Description of the experience (100–200 words)
2. Feelings and thoughts about the experience (150–300 words)
3. Evaluation of the experience (150–300 words)
4. Analysis to understand the factors that contributed to the experience (200–400 words)
5. Conclusion about the learning from the experience (100–200 words)
6. Action plan for implementing changes to improve future performance (100–200 words)

The Candidate will document their reflections on a Workplace Based Assessment task they have been actively involved in. The task or experience should provide the opportunity for the Candidate to demonstrate

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<sup>3</sup> Gibbs G (1988). Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.

their leadership and management abilities or may have been challenging for the Candidate in some way. The Candidate will then discuss the reflection with an assessor. An assessor may be the Candidate's Training Supervisor, line manager or a person nominated by the Training Supervisor.

The Candidate is responsible for making the arrangements with an appropriate assessor for the reflective discussion. To best support learning and development, the discussion should occur within 2 weeks of completing or undertaking the task.

It is suggested that a Structured Reflection will be between 1,000 and 1,500 words, with the evaluation and analysis stages contributing approximately 50% of the total words. Suggested word counts for each stage of the cycle have been provided as a guide. The goal is to engage in thoughtful and meaningful reflection. The word counts should be adjusted based on the depth and complexity of the situation or task.

## Written Report

Written Reports are an assessment tool focused on the preparation of a report followed by a formal discussion between a Candidate and an approved assessor. An assessor may be the Candidate's Training Supervisor, or a person nominated by the Training Supervisor. The Training Supervisor may nominate the Candidate's line manager, another Fellow of the College, or another suitable person, depending on the nature of the assessment. The discussion will relate to a Workplace Based Assessment task that led to the preparation of the written report. The discussion will focus on identification and understanding of the key issues, critical thinking, reasoning, decision making and professional approach.

A Candidate is responsible for making the arrangements with an appropriate assessor to conduct the discussion. To best support learning and development, the discussion should occur within 2 weeks of completing of the written report. Prior to the discussion, the Candidate should provide a copy of the written report. In the discussion session, the Candidate will discuss the task or experience with the assessor who may prompt the Candidate for further information to help them understand the Candidate's knowledge, skills and approach to managing the task. The assessor will then provide honest and constructive feedback to support the Candidate's learning and development.

The Candidate will have the opportunity to reflect on their feedback and develop an action plan for addressing any areas for improvement or to further develop their abilities.

## 7. APPENDICES

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Appendix 1: Foundation Workplace Bases Assessment Task Summaries

Appendix 2: Advanced Workplace Bases Assessment Task Summaries

Appendix 3: Assessment Forms





# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Evaluate a relevant cultural safety policy from the point of view of the First Nations group it is designed to protect</b>
<b>Code</b>	F1
<b>Short Title</b>	Cultural Safety
<b>Training Phase</b>	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Ethics and Professionalism
<b>Curriculum Learning Outcome/s</b>	<p><b>Ethics and Professionalism</b> 11.2 Identify staff and other policies related to Aboriginal, Torres Strait Islander, and Māori Peoples</p> <p><b>Health Advocacy and Cultural Safety</b> 12.4 Foster a culturally safe healthcare system through leadership that supports the rights and dignity of Aboriginal, Torres Strait Islander, and Māori Peoples</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the impact of policy frameworks on First Nations consumers and health workers.</li> </ul> <p>The Candidate must demonstrate:</p> <ul style="list-style-type: none"> <li>an appropriate level of cultural responsiveness regarding the relationship of health policy and health outcomes for First Nations peoples when reviewing a specific policy.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>evaluate a policy, selected by the Candidate from identified policies related to Aboriginal, Torres Strait Islander and Māori peoples, to determine whether the policy meets the tenets of cultural safety and responsiveness.</li> <li>draft potential alternatives that address any shortcomings in the policy to ensure that it meets these important aspects.</li> </ul>
<b>Indicative task duration</b>	2 – 4 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>understand the principles of cultural safety and cultural history relevant to their training post.</li> <li>identify potential policies that may require updating that may be relevant to this evaluation.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should:</p> <ul style="list-style-type: none"> <li>be aware of the policy being evaluated and the potential cultural safety implications of the area of policy.</li> <li>may wish to guide the Candidate as to which policies may be most suitable for evaluation (from policies that the Candidate has identified).</li> </ul>

<b>Task Title</b>	<b>Evaluate a relevant cultural safety policy from the point of view of the First Nations group it is designed to protect</b>
<b>Assessment Type</b>	<input checked="" type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	<ul style="list-style-type: none"> <li>■ Human Resources Director (or policy author)</li> <li>■ First Nations Liaison Officer</li> </ul>

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Participate in a program that supports positive workplace culture and reflect on its impacts</b>
<b>Code</b>	F2
<b>Short Title</b>	Positive Workplace Culture
<b>Training Phase</b>	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Ethics and Professionalism
<b>Curriculum Learning Outcome/s</b>	<p><b>Ethics and Professionalism</b> 11.5 Apply policy and support behaviours and initiatives that contribute to positive culture in medicine and in the workplace</p> <p><b>Medical Leadership</b> 31.2 Integrate collaboration, teamwork and evidence-based decision making to resolve complex issues in the healthcare system</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the potential for improvement of workplace culture and the actions that can be taken by specialist medical administrators to support that improvement.</li> </ul> <p>The Candidate must demonstrate:</p> <ul style="list-style-type: none"> <li>ongoing participation in a program, initiative or event that supports positive workplace culture.</li> <li>the ability to generate positive workplace culture through a program at their training location and be able to consider the enabling factors and barriers to programs with this goal.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>identify and participate in a program, initiative or workplace event that has positive impacts on workplace culture (this should be over a period that allows the Candidate to experience planning and participation in the program).</li> <li>consider the impacts of the program on workplace culture.</li> </ul>
<b>Indicative task duration</b>	Up to 23 weeks
<b>Preparatory activities (Candidate)</b>	The Candidate should build familiarity with potential programs available within their training setting.
<b>Consideration of preparatory activities (Training Supervisor)</b>	Training Supervisors may assist their Candidates in identifying potential programs that support positive workplace culture in their training location.

<b>Task Title</b>	<b>Participate in a program that supports positive workplace culture and reflect on its impacts</b>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	Leader of Workplace Culture Program

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Identify, reflect on and discuss the health needs of one of the diverse communities within your catchment
Code	F3
Short Title	Diverse Health Needs
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Health Advocacy and Cultural Safety
Curriculum Learning Outcome/s	<b>Health Advocacy and Cultural Safety</b> 13.1 Identify the health needs and priorities within diverse communities  <b>Communication</b> 4.5 Demonstrate the appropriate use of written and verbal communication
Purpose	The Candidate must understand: <ul style="list-style-type: none"> <li>definitions and components of 'diverse communities' - such as cultural and linguistically diverse communities, LGBTIQ+ people, people with a disability.</li> <li>the demographics of diversity within their catchment, as well as representative organisations within.</li> <li>the personal impacts of being a member of a diverse community.</li> <li>the health needs of the diverse community they choose for the task.</li> </ul> The Candidate must demonstrate: <ul style="list-style-type: none"> <li>an ability to reflect meaningfully on what it would mean to be a member of the community chosen for this task.</li> </ul>
Setting	Any health setting
Task Description	The Candidate is required to: <ul style="list-style-type: none"> <li>identify the demography of diversity within their catchment.</li> <li>select one of the groups for this task.</li> <li>access data on the selected group (example data sources include AIHW, Census data, Te Ara resources).</li> <li>define the health needs of the group and how they are being addressed by services.</li> <li>develop a written report with references (suggested length 1500 words)</li> </ul>
Indicative task duration	4 – 6 weeks
Preparatory activities (Candidate)	None
Consideration of preparatory activities (Training Supervisor)	Before the assessment the Training Supervisor should identify an appropriate assessor for the written report

<b>Task Title</b>	<b>Identify, reflect on and discuss the health needs of one of the diverse communities within your catchment</b>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	A FRACMA with relevant expertise.

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Identify the socioeconomic index for your area and discuss related health impacts
Code	F4
Short Title	Social Determinants of Health
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Health Advocacy and Cultural Safety
Curriculum Learning Outcome/s	<p><b>Health Advocacy and Cultural Safety</b> 15.1 Identify the social determinants of health in individuals and populations and their impact on health equity and outcomes</p> <p><b>Communication</b> 4.5 Demonstrate the appropriate use of written and verbal communication</p>
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>where to source information on Socio-Economic Indexes (SEIs): <ul style="list-style-type: none"> <li>Socio-Economic Indexes for Areas (SEIFA) – Australian Bureau of Statistics</li> <li>New Zealand Socio-Economic Index</li> </ul> </li> <li>the components of the Candidate's jurisdiction SEI and what information is used in deriving them.</li> <li>examples of uses of SEIs information.</li> <li>how and why SEI(s) and relative socio-economic status impact on the social determinants of health.</li> <li>their own area's SEI(s) and the impacts on health, well-being and educational outcomes, and the health service needs of their population.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>identify their own local area SEI/SEIFA.</li> <li>discuss the impact of their own area's SEI/SEIFA on health, wellbeing, educational outcomes and health service needs of their population.</li> </ul>
Setting	Any health setting
Task Description	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>investigate the definitions/components of SEI (in Australia SEIFA).</li> <li>explore the impacts of socio-economic status on the social determinants of health.</li> <li>identify the SEI (in Australia SEIFA) for their area.</li> <li>discuss their own area's SEI(s) and its/their impacts on health, well-being and educational outcomes, and health service needs of their population.</li> <li>prepare a written report on the Activity (suggested length 1500 words).</li> <li>Discuss the report and reflections with Training Supervisor or Assessor.</li> </ul>
Indicative task duration	2 – 4 weeks



<b>Task Title</b>	<b>Identify the socioeconomic index for your area and discuss related health impacts</b>
<b>Preparatory activities (Candidate)</b>	None
<b>Consideration of preparatory activities (Training Supervisor)</b>	Before the assessment the Training Supervisor should identify an appropriate assessor for the written paper.
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	A FRACMA with relevant expertise

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Provide effective performance related feedback to someone in your workplace
Code	F5
Short Title	Staff Feedback
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Learning, Teaching and Informed Decision Making
Curriculum Learning Outcome/s	<p><b>Learning, Teaching and Informed Decision Making</b> 19.3 Provide constructive feedback to enhance learning and performance</p> <p><b>Communication</b> 4.3 Apply appropriate communication styles to meet the needs of the situation and audience</p>
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>that feedback is an essential part of all relationships and workplaces.</li> <li>that feedback involves two people, and the recipient of feedback is an active participant.</li> <li>that feedback must be delivered in a respectful manner, and at times involve difficult messages and conversations.</li> <li>that feedback should be a planned process.</li> <li>the need to identify and clarify the issues and participants prior to commencing feedback process.</li> <li>that feedback must be delivered at an appropriate time and in an appropriate protected space.</li> <li>the outcomes of feedback are not necessarily predictable.</li> <li>the importance of allowing time and 'space' for reflection.</li> </ul> <p>A Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>provide effective feedback to a staff member based on a sound understanding of above principles.</li> <li>master the principles, and in particular their own reflections on:               <ul style="list-style-type: none"> <li>how well the feedback process occurred – what went well and what did not.</li> <li>whether the outcome(s) were as desired.</li> </ul> </li> <li>reflect on whether they would change their approach 'next time'.</li> </ul>
Setting	Any health setting. Could be within administration or with clinicians

<b>Task Title</b>	<b>Provide effective performance related feedback to someone in your workplace</b>
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>identify feedback to be assessed.</li> <li>recognise the need to ensure the psychological safety of participants.</li> <li>ensure the feedback recipient agrees for the session to be observed by the assessor.</li> <li>be observed providing feedback.</li> <li>meet with the assessor separately to finalise the activity.</li> </ul> <p>[N.B. feedback recipient to report on their experience as part of the session]</p>
<b>Indicative task duration</b>	1 – 2 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate must:</p> <ul style="list-style-type: none"> <li>review some literature on 'provision of feedback'.</li> <li>ensure they have participated in sufficient feedback to feel comfortable with the process.</li> <li>identify the feedback to be assessed, including explaining to the recipient in advance of the activity that their feelings, responses and reflections are an essential part of the assessable activity.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should:</p> <ul style="list-style-type: none"> <li>participate in feedback discussion(s) with the Candidate, ensuring demonstration of the process including the reflective components.</li> <li>discuss the task with the Candidate.</li> <li>ensure that the Candidate has participated in feedback with multiple individuals.</li> </ul>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input checked="" type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	A senior experienced supervisor – for example a College Director of Training or a senior member of the People and Culture Department.

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Analyse patient/consumer health service feedback and present to a relevant audience
Code	F6
Short Title	Patient / Consumer Feedback
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Medical and Health System Expertise
Curriculum Learning Outcome/s	<p><b>Medical and Health System Expertise</b> 22.4 Apply the findings from patient experience surveys to improve patient-centred care</p> <p><b>Communication</b> 4.7 Demonstrate effective presentation skills including the use of visual communication aids</p>
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>what patient/consumer experience surveys are and how they are performed</li> <li>data sources and approaches to analysis of data, both quantitative and qualitative</li> <li>how to approach an oral presentation to the intended audience</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>analyse and develop insights from data.</li> <li>use effective communication strategies to convey feasible options for sustainable improvement.</li> </ul>
Setting	Any health setting
Task Description	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>analyse data from patient/consumer experience surveys conducted in their organisation and develop and present a plan to address areas of concern.</li> <li>deliver a formal presentation appropriate to the environment and setting.</li> </ul> <p>Alternative:</p> <ul style="list-style-type: none"> <li>If the Candidate works in an organisation that does not conduct patient/consumer experience surveys, they should use available data from patient or consumer feedback.</li> </ul>
Indicative task duration	8 – 10 weeks

<b>Task Title</b>	<b>Analyse patient/consumer health service feedback and present to a relevant audience</b>
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should review any earlier analyses of this data and confirm their understanding and knowledge of:</p> <ul style="list-style-type: none"> <li>patient/consumer experience surveys</li> <li>analysis of qualitative and quantitative data.</li> <li>quality improvement projects</li> </ul> <p>The Candidate should:</p> <ul style="list-style-type: none"> <li>consider any formal training requirements in presentation skills.</li> <li>discuss the checklist for a presentation with Training Supervisor.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should:</p> <ul style="list-style-type: none"> <li>obtain approval for the Candidate to have access to the patient experience survey or other complaints data set and previous analyses.</li> <li>discuss approach to data analysis with the Candidate.</li> <li>if no access to relevant data, will need to provide a data set to work with.</li> <li>discuss the checklist for a presentation with the Candidate.</li> <li>identify opportunities for assessment.</li> </ul>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	None

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Participate in a clinical incident investigation and contribute to its findings
Code	F7
Short Title	Clinical Incident Investigation
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Medical and Health System Expertise
Curriculum Learning Outcome/s	<b>Medical and Health System Expertise</b> 25.2 Apply the principles and requirements of clinical incident investigation and management
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the principles of clinical incident investigation and associated components, including:</li> <li>incident Management Systems and factors that influence their utilisation and reporting, particularly amongst medical staff.</li> <li>compare and contrast different methodologies that may be utilised in clinical incident investigations (e.g., London Protocol, root cause analysis, in-depth case review).</li> <li>Sentinel Event Reporting, including an understanding of what constitutes a sentinel event (or however similarly named), and how these are reported and managed within the Candidate's jurisdiction.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>participate in a clinical incident investigation (with complexity aligned to the Candidate's stage of training and previous experience).</li> </ul>
Setting	A clinical health setting
Task Description	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>identify the clinical incident and obtain permission to be involved in the investigation.</li> <li>clarify the Candidate's role and roles of other stakeholders.</li> <li>participate in the investigation and contribute to the preparation of the outcome report, recommendations and any required external reporting.</li> <li>participate in preparation (and possibly delivery) of open disclosure.</li> </ul>
Indicative task duration	12 weeks
Preparatory activities (Candidate)	<p>The Candidate should review and familiarise themselves with:</p> <ul style="list-style-type: none"> <li>organisational clinical incident management policies and guidelines.</li> <li>arrangements that identify and manage clinical incidents and their investigation.</li> <li>commonly used frameworks that are utilised in clinical incident investigations, including critiques of these frameworks.</li> <li>principles of communication with patients and relevant frameworks in relation to clinical incidents (e.g. open disclosure).</li> </ul>

**Task Title**
**Participate in a clinical incident investigation and contribute to its findings**
**Consideration of preparatory activities  
(Training Supervisor)**

The Training Supervisor should:

- identify clinical incidents in which the Candidate may participate for the investigation.

**Assessment Type**

- ☐ Case Based Discussion
- ☐ Direct Observation
- ☐ Oral Presentation
- ☒ Structured Reflection
- ☐ Written Report

**Assessor**

- ☒ Training Supervisor
- OR
- ☒ External Assessor (FRACMA)
- OR
- ☒ Other (please specify below)

**Possible Other Assessor**

Director of Healthcare Quality and Safety or similar position within the organisation, if this is not encompassed by the Training Supervisor's position and responsibilities.

**Revision history**

Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Respond to a clinical complaint in line with organisational clinical complaint management policy</b>
<b>Code</b>	F8
<b>Short Title</b>	Clinical Complaint Management
<b>Training Phase</b>	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical and Health System Expertise
<b>Curriculum Learning Outcome/s</b>	<b>Medical and Health System Expertise</b> 25.3 Apply the principles and requirements of a clinical complaint investigation and management
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the impact of feedback and complaints on consumers, healthcare workers, managers and organisations.</li> <li>complaints management policy and procedures at their local training site.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>review healthcare policy related to complaints to improve the quality and safety of healthcare.</li> <li>prepare a response to a clinical complaint in line with policy and procedures at their local training site.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>identify and select a relevant clinical complaint management policy from their training location.</li> <li>review this policy and assess it compared with appropriate complaint management principles specific to their training setting.</li> <li>then discuss this review and potential applications of the original or revised policy with the complaints manager of their training location.</li> <li>apply the policy and principles to an actual clinical complaint, and in collaboration with the manager prepare a response.</li> </ul>
<b>Indicative task duration</b>	2 – 4 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>identify and review relevant clinical complaints management policies.</li> <li>meet with the site/service Complaints Manager to review the process of clinical complaints management.</li> </ul>



Task Title	Respond to a clinical complaint in line with organisational clinical complaint management policy
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**Consideration of preparatory activities (Training Supervisor)**

The Training Supervisor should:

- ensure that Candidates can access complaint management policy at their training location.
- advocate for Candidates to access appropriate stakeholders (such as a complaints manager) to discuss any identified areas to improve either policy or adherence to policy.

**Assessment Type**

☒ Case Based Discussion  
☐ Direct Observation  
☐ Oral Presentation  
☐ Structured Reflection  
☐ Written Report

**Assessor**

☒ Training Supervisor  
 OR  
☒ External Assessor (FRACMA)  
 OR  
☒ Other (please specify below)

**Possible Other Assessor**      Complaints Manager

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Observe a senior clinician delivering bad news and reflect on this interaction</b>
<b>Code</b>	F9
<b>Short Title</b>	Delivering Bad News
<b>Training Phase</b>	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Leadership
<b>Curriculum Learning Outcome/s</b>	<p><b>Medical Leadership</b> 30.7 Demonstrate emotional intelligence when dealing with complex issues in the healthcare system</p> <p><b>Communication</b> 4.8 Identify and understand relevant organisational communication and engagement policies and frameworks</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>open disclosure policies, conflict resolution policies and frameworks relevant to the scenario.</li> <li>emotional intelligence theories.</li> <li>communication styles that can be employed to anticipate, prepare and manage difficult conversations.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>use emotional intelligence and empathy in their reflection on the conversation.</li> <li>employ active listening and observation skills.</li> <li>reflect on the situation observed.</li> </ul>
<b>Setting</b>	<p>Any health setting in which bad news is delivered: N.B.</p> <ul style="list-style-type: none"> <li>for the delivery of bad news - to be determined by the senior undertaking the task.</li> <li>for the structured reflection - a safe &amp; comfortable environment for Candidate &amp; supervisor to explore reflections</li> </ul>
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>observe a senior delivering bad news and demonstrate the ability to reflect on that interaction, incorporating knowledge of relevant policies and frameworks, as well as theories of emotional intelligence and communication styles.</li> </ul>
<b>Indicative task duration</b>	4 weeks (minimum)

<b>Task Title</b>	<b>Observe a senior clinician delivering bad news and reflect on this interaction</b>
<b>Preparatory activities (Candidate)</b>	The Candidate should: <ul style="list-style-type: none"> <li>have engaged with a senior to identify a suitable open disclosure to observe.</li> <li>be familiar with open disclosure policies and frameworks and any other policies or frameworks that may be relevant to the particular situation.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should: <ul style="list-style-type: none"> <li>identify a suitable senior person and open disclosure for the Candidate to observe.</li> <li>ensure that the consumer has consented to the Candidate being present.</li> <li>brief the senior person on the task requirements (if not completing it themselves).</li> </ul>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	None

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Develop a plan for a service delivery applicable to your workplace
Code	F10
Short Title	Service Planning
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Medical Leadership
Curriculum Learning Outcome/s	<b>Medical Leadership</b> 32.2 Apply the principles of service planning
Purpose	<p>The Candidate must understand the principles of service planning that may include (noting these may differ between jurisdictions):</p> <ul style="list-style-type: none"> <li>improving health outcomes</li> <li>collaboration with community</li> <li>organisational needs and regulatory requirements</li> <li>integration between health care providers</li> <li>person focus</li> <li>based on evidence</li> <li>sustainable</li> <li>accessible</li> <li>culturally appropriate</li> <li>continuous improvement</li> <li>alignment with other relevant plans</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>conduct steps in service planning that may include (noting these may differ between jurisdictions):               <ul style="list-style-type: none"> <li>identification of need (new plan or reviewing existing plan)</li> <li>scoping a planning activity</li> <li>review of relevant plans</li> <li>gathering data about the target population</li> <li>identification of needs</li> <li>development of options</li> <li>identify preferred solution/s</li> <li>presentation of solution for endorsement</li> <li>implementation plan</li> <li>evaluation of implementation</li> </ul> </li> </ul>
Setting	Any health setting in which service planning is conducted
Task Description	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>be an active participant in the process.</li> <li>participate in relevant meetings.</li> <li>be a key contributor to the analysis of options, development of recommendations and presentation of outcome.</li> </ul>

<b>Task Title</b>	<b>Develop a plan for a service delivery applicable to your workplace</b>
<b>Indicative task duration</b>	12 – 23 weeks
<b>Preparatory activities (Candidate)</b>	The Candidate should <ul style="list-style-type: none"> <li>review terms of reference for the project</li> <li>meet with lead for the activity to discuss the Candidate's learning needs (this would include a discussion, in conjunction with the Training Supervisor, of whether the Lead is suitable and willing to assess the Candidate's performance).</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should: <ul style="list-style-type: none"> <li>meet with activity lead to discuss Candidate's learning needs (including a discussion of whether the lead is suitable and willing to assess the Candidate's performance).</li> </ul>
<b>Assessment Type</b>	<input checked="" type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation [ <input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	Lead for the service planning activity

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Develop and implement quality and process improvements
Code	F11
Short Title	Quality and Process Improvement
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Medical Management
Curriculum Learning Outcome/s	<p><b>Medical Management</b> 34.1 Develop and implement quality and process improvements</p> <p><b>Collaboration and Teamwork</b> 1.4 Encourage, value, and integrate the contributions of others to achieve desired outcomes</p>
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the theory of quality and process improvement.</li> <li>the basics of implementation science theory.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>translate above understandings into developing and implementing a quality improvement project including measurement of the outcomes.</li> <li>develop and implement (or participated in a project team) an improvement project to completion.</li> </ul> <p>N.B. The Candidate may be part of a project team; however, must be actively involved throughout the project.</p>
Setting	Any health setting
Task Description	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>review the organisation's policies/protocols on quality and meet with the manager or director of quality improvement.</li> <li>investigate literature on quality and process improvement.</li> <li>identify improvement activity and their role either as a member of the project team or as the sole participant. Training Supervisor should approve the activity as being appropriate.</li> <li>develop (or participate in the development of) the activity, including obtaining approvals if needed, and the implementation plan.</li> <li>be involved in the delivery of the project and measurement of outcomes, as well as reporting.</li> <li>prepare a written report on the activity (suggested length: 2000 words) <u>OR</u></li> <li>present on the activity to the relevant organisation committee, which the Training Supervisor should attend.</li> </ul>
Indicative task duration	12 – 23 weeks

Task Title	Develop and implement quality and process improvements
<b>Preparatory activities (Candidate)</b>	The Candidate should: <ul style="list-style-type: none"> <li>review the organisation's policies/protocols on quality and meet with the Manager or Director of Quality Improvement.</li> <li>investigate literature on quality and process improvement.</li> <li>spend time with the quality improvement team and be part of an existing project.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should: <ul style="list-style-type: none"> <li>support the Candidate to identify suitable project(s).</li> <li>advise the Candidate on the project and how to 'navigate' through the organisation.</li> </ul>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Oral Presentation* <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report* <i>*Choose only 1 of the identified assessment types</i>
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	Medical or non-medical quality manager or director

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Analyse monthly financial reports, identify variance and consider implications for annual budget</b>
<b>Code</b>	F12
<b>Short Title</b>	Financial Reporting
<b>Training Phase</b>	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Management
<b>Curriculum Learning Outcome/s</b>	<b>Medical Management</b> 38.5 Analyse health system data and financial reports to inform decision making
<b>Purpose</b>	The Candidate must understand: <ul style="list-style-type: none"> <li>the management of financial resources to achieve health system priorities.</li> </ul> The Candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>utilise information from financial and health service reports in decision making.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	The Candidate is required to: <ul style="list-style-type: none"> <li>critically review and analyse the health system data and financial reports used in any part of the health system for how they were/are used to inform decision-making.</li> <li>identify variance.</li> <li>consider implications for annual budget.</li> </ul>
<b>Indicative task duration</b>	12 weeks (minimum)
<b>Preparatory activities (Candidate)</b>	The Candidate should liaise/discuss with the manager and medical leader (of the part of the health system they are going to focus on) to: <ul style="list-style-type: none"> <li>obtain relevant documents for analysis (e.g. strategic plan, health data, financial reports, minutes of management meetings to track decisions) and analyse to understand how they fit together, what each is saying, where the gaps are.</li> <li>understand i) the goals and objectives of that part of the health system; ii) how they use health and financial data to inform their decision-making; iii) data integrity issues; iv) challenges and issues.</li> <li>The Candidate should research the literature on best practice use of health and financial data to inform decision-making.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should approve which part of the health system the Candidate will use for the analysis and understand best practice approaches to using health and financial data to support decision-making and the practical realities, challenges, and gaps on the ground.



<b>Task Title</b>	<b>Analyse monthly financial reports, identify variance and consider implications for annual budget</b>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	<ul style="list-style-type: none"> <li>Another FRACMA with relevant expertise</li> <li>An expert in using health and financial data for decision-making</li> </ul> <p>Feedback must be provided to the Training Supervisor and discussed directly with the Candidate prior to submission of the WBA.</p>

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Attend and observe credentialing SoCP meetings
Code	F13
Short Title	Credentialing
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Medical Management
Curriculum Learning Outcome/s	<p><b>Medical Management</b> 39.3 Oversee the system of credentialing and determining scope of clinical practice</p> <p><b>Collaboration and Teamwork</b> 3.4 Identify opportunities for and effectively manage stakeholder consultation, including managing diverse views</p>
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the purpose and function of the system of credentialing and determining scope of clinical practice and the role it plays in clinical governance.</li> <li>how successful meetings are conducted including the engagement of stakeholders.</li> <li>any relevant policy and/or procedure.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>listen actively and observe, noting the organisational and communication skills on show by both the chair and members contributing to the functioning of the committee.</li> <li>understand meeting conduct and how it is applied to the credentialing and Scope of Clinical Practice content.</li> </ul>
Setting	Any health setting with an active Credentialing and Scope of Clinical Practice committee (or equivalent)
Task Description	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>observe the meeting processes including the way decisions are made.</li> <li>note how the principles of credentialing and scope of clinical practice are dealt with during the meeting.</li> </ul>
Indicative task duration	12–23 weeks (minimum of 2 meetings)

Task Title	
<b>Attend and observe credentialing SoCP meetings</b>	
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should review the following:</p> <ul style="list-style-type: none"> <li>■ National Standards Safety &amp; Quality in Healthcare specific to the requirement for credentialing of medical officers</li> <li>■ ACSQHC Credentialing health practitioners and defining their scope of clinical practice: a guide for managers and practitioners December 2015.</li> <li>■ RACMA Guide to Credentialing and Scope of Clinical Practice processes.</li> <li>■ terms of reference of committee.</li> </ul> <p>The Candidate should:</p> <ul style="list-style-type: none"> <li>■ identify an appropriate meeting.</li> <li>■ negotiate with Supervisor and/or Chair to attend as an observer if not already a committee member.</li> <li>■ organise to receive the agenda.</li> <li>■ read agenda (i.e. be prepared for the meeting).</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should gain approval from the chair and secretariat of the credentialing committee for the Candidate to attend as an observer (if not already a member).
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	Chair of Committee

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Review relevant industrial award and contribute to development of staff roster
Code	F14
Short Title	Rostering
Training Phase	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
Domain of Professional Practice	Medical Management
Curriculum Learning Outcome/s	<b>Medical Management</b> 39.6 Manage processes for medical workforce rostering that meet system needs and regulatory requirements
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the jurisdictional industrial awards.</li> <li>'safe working hours' and the effects of rosters on staff safety.</li> <li>the development of rosters, including the coverage of all shifts and personnel on leave.</li> <li>how to engage with medical staff in the development of rosters.</li> <li>service and financial effects of rostering.</li> <li>effects of rosters on patient safety.</li> <li>the context of unionism on industrial awards/collective agreements and its effects on rostering of medical staff.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>develop a Junior Medical Workforce roster that reflects an understanding of all of the above.</li> </ul>
Setting	A health setting with a Junior Medical Workforce Unit
Task Description	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>review their jurisdiction's industrial award.</li> <li>review the literature/reports on 'safe working hours'.</li> <li>work for at least 3 months in a Junior Medical Workforce Unit and be directly involved in: <ul style="list-style-type: none"> <li>developing rosters.</li> <li>engaging with medical staff.</li> </ul> </li> <li>prepare a written report on their understanding of the factors affecting rostering and the service, financial and safety implications of different models of rostering (suggested length 2000 words).</li> <li>discuss the report with the Training Supervisor or Assessor.</li> </ul>
Indicative task duration	12 weeks

<b>Task Title</b>	<b>Review relevant industrial award and contribute to development of staff roster</b>
<b>Preparatory activities (Candidate)</b>	The Candidate should: <ul style="list-style-type: none"> <li>review their jurisdiction's industrial awards for junior and senior medical staff.</li> <li>review literature and reports on 'safe work practices'.</li> <li>review organisational policies on rostering.</li> <li>spend allocated time in the Junior Medical Workforce Unit (N.B. this may require secondment).</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should ensure that the Candidate has worked for a period in (or been seconded to) a Junior Medical Workforce Unit.
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	Director/Manager of Medical Workforce Unit

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Develop a business case using the methodology and format appropriate to your workplace</b>
<b>Code</b>	F15
<b>Short Title</b>	Business Case Development
<b>Training Phase</b>	<input checked="" type="checkbox"/> Foundation <input type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Management
<b>Curriculum Learning Outcome/s</b>	<b>Medical Management</b> 40.5 Develop a business case  <b>Communication</b> 4.5 Demonstrate the appropriate use of written and verbal communication
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the interplay between safe delivery of a health service and the practical aspects, including financial, of advocating for further development of clinical services.</li> <li>the theoretical aspect and impact of change management within an organisation.</li> <li>the mechanisms and triggers for business case development, including risk assessment, and roles in achieving tactical and strategic plan objectives.</li> <li>the role of engagement with stakeholders in development and implementation of a business case</li> <li>the role of post-implementation evaluation.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>write with clarity, precision and brevity.</li> <li>analyse the subject at hand, including understanding and applying scenario analysis and sensitivity testing in business cases.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>produce a written document in a business case format consistent with that required within the relevant employing organisation, and present this to appropriate decision-makers (e.g. governing body or board), with Training Supervisor or Assessor in attendance.</li> </ul>
<b>Indicative task duration</b>	4 – 8 weeks

<b>Task Title</b>	<b>Develop a business case using the methodology and format appropriate to your workplace</b>
<b>Preparatory activities (Candidate)</b>	The Candidate should build familiarisation with: <ul style="list-style-type: none"> <li>the business case format within employing organisation.</li> <li>details of the service/issue which is the subject of the business case including any relevant policies, reports and/or evidence.</li> <li>business case methodologies that can be utilised within different settings (e.g. 5 Case Model Framework, Better Business Cases (NZ)), and different formats (e.g. Indicative, Detailed, Implementation).</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should ensure the Candidate has identified appropriate subject matter for the business case. This should preferably be relevant to the area in which they are currently working
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	<ul style="list-style-type: none"> <li>Leader of a suitable governing body within the training post organisation.</li> <li>Executive Director of Medical Services or similar level position.</li> </ul>

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Analyse ethical considerations and resulting decisions in a patient case history and identify ethical dilemmas and options that inform decision making</b>
<b>Code</b>	A1
<b>Short Title</b>	Ethical Decision Making
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced ( <i>can be completed at any time during training</i> )
<b>Domain of Professional Practice</b>	Ethics and Professionalism
<b>Curriculum Learning Outcome/s</b>	<b>Ethics and Professionalism</b> 8.2 Apply ethical principles to resolve ethical dilemmas in the clinical setting
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the four main ethical principles of beneficence, nonmaleficence, autonomy and justice.</li> <li>The conflicts between principles and the ethical dilemmas which arise in the patient setting.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>apply ethics considerations to decision making, using a clinical case-based example</li> <li>identify situations where conflicts between principles arise</li> <li>'navigate' the conflicts and understand how they inform decision making</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>identify an appropriate case for analysis</li> <li>analyse the case, including identifying ethical consideration and dilemmas</li> <li>develop options which arise, and how they may be weighted and acted upon</li> <li>consider possible outcomes</li> </ul>
<b>Indicative task duration</b>	8 – 12 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>review literature on clinical ethics and ethical frameworks</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should:</p> <ul style="list-style-type: none"> <li>assist the Candidate on identifying an appropriate patient case history for the task.</li> </ul>



**Task Title** **Analyse ethical considerations and resulting decisions in a patient case history and identify ethical dilemmas and options that inform decision making**

**Assessment Type**

☒ Case Based Discussion  
☐ Directly Observed Task  
☐ Oral Presentation  
☐ Structured Reflection  
☐ Written Report

**Assessor**

☒ Training Supervisor  
 OR  
☒ External Assessor (FRACMA)  
 OR  
☒ Other (please specify below)

**Possible Other Assessor** Clinician or medical administrator with experience in clinical ethics

#### Revision history

Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Analyse organisation culture survey in a health setting and identify evidence-based strategies and actions for improvement</b>
<b>Code</b>	A2
<b>Short Title</b>	Organisational Culture
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced ( <i>can be completed at any time during training</i> )
<b>Domain of Professional Practice</b>	Ethics and Professionalism
<b>Curriculum Learning Outcome/s</b>	<p><b>Ethics and Professionalism</b>            10.1 Identify personal, professional and organisational factors that may impact negatively on health and wellbeing of healthcare workforce, and with particular reference to medical staff</p> <p><b>Communication</b>            4.3 Apply appropriate communication styles to meet the needs of the situation and audience            4.7 Demonstrate effective presentation skills including the use of visual communication aids</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>personal, professional and organisational factors that impact an organisation's culture, the medical and other health workforce, and the quality of patient care.</li> <li>options and approaches to change organisational culture in a positive way.</li> </ul> <p>The Candidate must demonstrate the ability to analyse workplace culture assessment to:</p> <ul style="list-style-type: none"> <li>identify root causes and underlying issues for the key positive and negative factors impacting the organisation's culture.               <ul style="list-style-type: none"> <li>personal</li> <li>professional</li> <li>organisation</li> </ul> </li> <li>develop evidence-based strategies and actions to support those positive and turn around those negative.</li> </ul>
<b>Setting</b>	Any health setting

<b>Task Title</b>	<b>Analyse organisation culture survey in a health setting and identify evidence-based strategies and actions for improvement</b>
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>locate a recent organisation culture survey (if done).</li> <li>[if no survey in last 2 years, then discuss own observations of organisation culture in current workplace and analyse with supervisor].</li> <li>analyse the survey results in the light of impact of organisation culture on health workforce and patient safety and patient outcomes.</li> <li>finalise analysis, including identification of strategies and actions following discussion of issues, findings and own observations from analysis, with supervisor.</li> <li>make an oral presentation on the analysis to a group of senior managers and/or peers (which must include the assessor).</li> </ul>
<b>Indicative task duration</b>	12 – 23 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should build familiarity with the:</p> <ul style="list-style-type: none"> <li>organisational culture, and</li> <li>strengths and limitations of organisation culture surveys.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should identify evidence around impact of organisational culture on health workforce and patient safety/clinical outcomes.
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Directly Observed Task <input checked="" type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	The Training Supervisor may choose to involve an expert in the field of organisational culture.

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Identify and reflect on personal cultural bias and assumptions, and how these may impact on interactions with staff and patients from diverse backgrounds</b>
<b>Code</b>	A3
<b>Short Title</b>	Cultural Bias
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Health Advocacy and Cultural Safety
<b>Curriculum Learning Outcome/s</b>	<b>Health Advocacy and Cultural Safety</b> 14.3 Recognise and challenge personal biases and those of others
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>definitions of types of bias, explicit and implicit and apprehended</li> <li>cultural safety and bias</li> <li>factors which contribute to an individual's beliefs and cultural biases</li> <li>the effects of personal cultural bias and assumptions on their decision making and interactions.</li> <li>the interactions of cultural bias and assumptions with individuals of diverse backgrounds.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>identify and reflect on their own personal cultural bias and assumptions</li> <li>identify and reflect on how those biases and assumptions impact on interactions with others</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>review the topics of bias and cultural bias – both in general and on a personal basis.</li> <li>explore the issues of how they manage their cultural biases and assumptions</li> <li>explore the issues around the effect of personal cultural bias and assumptions on their decision making and interactions</li> </ul>
<b>Indicative task duration</b>	8 – 12 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>review the topic of bias and cultural bias</li> <li>identify the setting for the reflection</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should:</p> <ul style="list-style-type: none"> <li>Support the Candidates review</li> </ul>

**Task Title** Identify and reflect on personal cultural bias and assumptions, and how these may impact on interactions with staff and patients from diverse backgrounds

**Assessment Type**

☒ Case Based Discussion  
☐ Direct Observation  
☐ Oral Presentation  
☐ Structured Reflection  
☐ Written Report

**Assessor**

☒ Training Supervisor  
 OR  
☒ External Assessor  
 OR  
☐ Other (please specify below)

**Possible Other Assessor** None

#### Revision history

Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Observe and analyse a Human Research Ethics Committee (HREC) decision making and management of applications</b>
<b>Code</b>	A4
<b>Short Title</b>	Research Governance
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Learning, Teaching and Informed Decision Making
<b>Curriculum Learning Outcome/s</b>	<b>Learning, Teaching and Informed Decision Making</b> 20.1 Explain research governance and processes 20.2 Discuss the principles of research design, methodology, ethics, publication and translation
<b>Purpose</b>	The Candidate must understand: <ul style="list-style-type: none"> <li>the National Statement on Ethical Conduct in Human Research, its application to proposed research and the role of the research ethics process in Research Governance.</li> </ul> The Candidate must demonstrate the ability to: <ul style="list-style-type: none"> <li>observe and analyse the HREC governance and processes.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	The Candidate is required to: <ul style="list-style-type: none"> <li>observe at least 3 (if possible sequential) HREC meetings to observe the processes and the way decisions are made and communicated to researchers <u>OR</u></li> <li>if the Candidate is a member of a HREC, assess their performance over a minimum of 3 meetings</li> <li>review several of the proposals under consideration at the meetings they observe.</li> <li>form an opinion about each proposal based on above understandings.</li> <li>compare the views shared in discussions at the meeting to their own assessment.</li> </ul>
<b>Indicative task duration</b>	Up to 23 weeks (approx. 3 meetings)
<b>Preparatory activities (Candidate)</b>	The Candidate should: <ul style="list-style-type: none"> <li>review research methodology.</li> <li>review the National Statement.</li> <li>review the Terms of Reference and organisational policies for obtaining research ethics approval.</li> <li>meet with the secretariat and, if possible, the Chair of the HREC.</li> </ul>

Task Title	Observe and analyse a Human Research Ethics Committee (HREC) decision making and management of applications
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<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should gain approval from the Chair and Secretariat of the HREC for the Candidate to attend as an observer.</p> <p>If the Candidate is a member of the HREC, discuss with the Chair or a suitable member of the HREC their willingness to undertake the assessment of the candidate for this WBA.</p> <p>Review the National Statement and their organisational policies around research.</p>
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<b>Assessment Type</b>	<input checked="" type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
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<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
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<b>Possible Other Assessor</b>	<p>The Chair or other member of the HREC, or a RACMA Research Censor would be suitable to assess the Case Based Discussion where the Candidate would discuss the differences between the discussion at the meeting and their own assessment. If appropriate, the Training Supervisor should attend this discussion.</p>
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Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Review your disaster management plan and participate in a desktop exercise or activation</b>
<b>Code</b>	A5
<b>Short Title</b>	Disaster Management
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced ( <i>can be completed at any time during training</i> )
<b>Domain of Professional Practice</b>	Medical and Health System Expertise
<b>Curriculum Learning Outcome/s</b>	<b>Medical and Health System Expertise</b> 23.3 Apply risk management and business continuity strategies in disaster and critical incident planning and response
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the importance of disaster preparedness and the ability for organisations and managers to have input into disaster management outside of activation events.</li> <li>the processes underpinning disaster management.</li> <li>how to familiarise themselves with a disaster management plan.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>conduct an effective response in keeping with the organisation's disaster management policy and disaster and critical incident principles during a desktop exercise or activation event.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>familiarise themselves with the disaster management plan at their location and review it for potential improvements.</li> <li>participate in a desktop audit simulating a disaster or critical incident scenario and discuss this process with their assessor.</li> </ul> <p>N.B. if an activation of the disaster management plan occurs during the Candidate's training period this may also be used to review the disaster management plan and Candidate's participation in retrospect.</p> <p>N.B. in the absence of an actual event or desktop audit the Candidate could access training through an alternative provider such as Emergo Train System (ETS) or similar.</p>
<b>Indicative task duration</b>	Up to 23 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>be aware of disaster management processes at their training location and overall principles.</li> <li>obtain the disaster management plan of their training location.</li> <li>seek opportunities to participate in a desktop audit including disaster management and critical incident simulations.</li> </ul>



**Task Title**
**Review your disaster management plan and participate in a desktop exercise or activation**
**Consideration of preparatory activities  
(Training Supervisor)**

The Training Supervisor should:

- provide assistance in ensuring the Candidate can obtain the disaster management plan of the training location.
- assist the Candidate in identifying opportunities to simulate disaster and critical incident scenarios.

**Assessment Type**

- ☒ Case Based Discussion
- ☐ Direct Observation
- ☐ Oral Presentation
- ☐ Structured Reflection
- ☐ Written Report

**Assessor**

- ☒ Training Supervisor
- OR
- ☒ External Assessor (FRACMA)
- OR
- ☒ Other (please specify below)

**Possible Other Assessor**

Disaster Management Desktop Audit Convenor

**Revision history**

Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Develop a proposal for a governing committee or person in response to the recommendations from the coroner or jurisdictional agency relevant to your organisation</b>
<b>Code</b>	A6
<b>Short Title</b>	Clinical Governance
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical and Health System Expertise
<b>Curriculum Learning Outcome/s</b>	<p><b>Medical and Health System Expertise</b></p> <p>24.11 Apply the requirement and process for an organisational response to quality and safety recommendations from the Coroner or other Jurisdictional agency</p> <p>24.3 Understand the structures, systems, processes and frameworks for effective Clinical Governance</p> <p>24.12 Recognise the key leadership role Specialist Medical Administrators play in ensuring effective Clinical Governance</p> <p>25.1 Identify circumstances that put patients at risk of harm</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the relevant coronial or jurisdictional legislative framework under which the recommendations were made.</li> <li>the concepts and frameworks of Clinical Governance and the criticality of their role in ensuring a safe clinical environment for patients and staff.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>identify relevant coronial or jurisdictional recommendations.</li> <li>analyse and link relevant observations to the recommendations.</li> <li>synthesise into a coherent report with lessons learned as a result.</li> </ul>
<b>Setting</b>	Any health setting delivering patient care that has been subject to coronial or jurisdictional recommendations
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>identify a coronial or jurisdictional legislative framework and set of recommendations.</li> <li>analyse and link relevant observations to the recommendations.</li> <li>develop a written report that synthesises the analysis.</li> </ul>
<b>Indicative task duration</b>	4 – 6 weeks
<b>Preparatory activities (Candidate)</b>	The Candidate should build familiarity with relevant legislative frameworks and clinical governance frameworks.

**Task Title**

**Develop a proposal for a governing committee or person in response to the recommendations from the coroner or jurisdictional agency relevant to your organisation**

**Consideration of preparatory activities  
(Training Supervisor)**

The Training Supervisor should provide clarification of whatever information or access the Candidate requires to complete the task.

**Assessment Type**

- ☐ Case Based Discussion
- ☐ Direct Observation
- ☐ Oral Presentation
- ☐ Structured Reflection
- ☒ Written Report

**Assessor**

- ☒ Training Supervisor
- OR
- ☒ External Assessor (FRACMA)
- OR
- ☒ Other (please specify below)

**Possible Other Assessor**

Director Clinical Governance or similar

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Review patient complaints over several months, analyse trends, correlate with incidents, and develop an action plan</b>
<b>Code</b>	A7
<b>Short Title</b>	Patient Complaints
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced ( <i>can be completed at any time during training</i> )
<b>Domain of Professional Practice</b>	Medical and Health System Expertise
<b>Curriculum Learning Outcome/s</b>	<p><b>Medical and Health System Expertise</b>            25.4 Develop recommendations for system improvement following investigation of clinical incidents and complaints</p> <p><b>Communication</b>            4.5 Demonstrate the appropriate use of written and verbal communication</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>management of complaints and clinical incidents in their organisation.</li> <li>relationship between complaints and clinical incidents.</li> <li>approaches to analysis of data, both quantitative and qualitative.</li> <li>other data that needs to be considered to understand the real picture.</li> <li>approaches to clinical quality improvement.</li> <li>patient centred systems of care.</li> </ul> <p>The Candidate must demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>analyse and develop insights from data.</li> <li>apply quality improvement methodology to lead to improvements.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>analyse data from patient complaints and clinical incident system to develop an action plan to address areas of concern.</li> <li>N.B. if no suitable data is available from the Candidate's organisation, to conduct this task on a data set from another organisation.</li> </ul>
<b>Indicative task duration</b>	12 – 14 weeks

**Task Title**

**Review patient complaints over several months, analyse trends, correlate with incidents, and develop an action plan**

**Preparatory activities  
(Candidate)**

The Candidate should:

- review any earlier analyses of this data and confirm their understanding and knowledge of:
  - analysis of qualitative and quantitative data.
  - quality improvement projects.
- review the policies and process of complaints and clinical incidents in their organisation, covering management of them and use of the data to drive improvement.
- engage with key stakeholder in complaints and clinical incident management processes.

**Consideration of preparatory  
activities  
(Training Supervisor)**

The Training Supervisor should:

- obtain approval for the Candidate to have access to the complaints and clinical incident data set and previous analyses.

If working with actual data from the workplace, conduct a discussion with potential alternative assessor. Where needed assist with obtaining data from another workplace.

**Assessment Type**

- ☐ Case Based Discussion
- ☐ Directly Observed Task
- ☒ Oral Presentation\*
- ☐ Structured Reflection
- ☒ Written Report\*

*\*Choose only 1 of the identified assessment types*

**Assessor**

- ☒ Training Supervisor
- OR
- ☒ External Assessor (FRACMA)
- OR
- ☒ Other (please specify below)

**Possible Other Assessor**

Another member of the executive or the director of clinical governance (or equivalent)

**Revision history**

Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Develop a 2–5-year plan to address an emerging issue in your workplace</b>
<b>Code</b>	A8
<b>Short Title</b>	Strategic Planning
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Leadership
<b>Curriculum Learning Outcome/s</b>	<p><b>Medical Leadership</b> 32.1 Apply the principles of strategic planning</p> <p><b>Communication</b> 4.5 Demonstrate the appropriate use of written and verbal communication</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>■ the steps of developing a plan including             <ul style="list-style-type: none"> <li>– identification of issues</li> <li>– analysis of factors</li> <li>– development of options</li> <li>– assessing risks and benefits</li> <li>– making a recommendation.</li> </ul> </li> </ul> <p>The Candidate must demonstrate an ability to:</p> <ul style="list-style-type: none"> <li>■ develop a plan including             <ul style="list-style-type: none"> <li>– gathering information</li> <li>– analysis of factors</li> <li>– risk/ benefit assessment</li> <li>– bringing it all together</li> <li>– presentation of plan.</li> </ul> </li> </ul>
<b>Setting</b>	Any health setting or workplace with an emerging issue
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>■ identify an emerging issue in the workplace.</li> <li>■ participate actively in a working group to address the issue.</li> <li>■ contribute to the analysis of options, development of recommendations and presentation of outcomes.</li> <li>■ discuss each step and their progress with their Training Supervisor.</li> </ul>
<b>Indicative task duration</b>	Up to 23 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>■ build understanding of the strategic plan for the organisation.</li> <li>■ review Terms of Reference for the project.</li> <li>■ build familiarity with the emerging issue to contextualise learning.</li> </ul>

<b>Task Title</b>	<b>Develop a 2–5-year plan to address an emerging issue in your workplace</b>
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**Consideration of preparatory activities (Training Supervisor)**

The Training Supervisor should:

- assist with identification of a suitable project.
- liaise as necessary with the chair of committee.

**Assessment Type**

- ☒ Case Based Discussion
- ☐ Directly Observed Task
- ☐ Oral Presentation
- ☐ Structured Reflection
- ☐ Written Report

**Assessor**

- ☒ Training Supervisor
- OR
- ☒ External Assessor (FRACMA)
- OR
- ☒ Other (please specify below)

**Possible Other Assessor**

Chair of Working Group (if relevant)

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

Task Title	Develop a proposal for introducing an innovation to improve healthcare
Code	A9
Short Title	Innovation
Training Phase	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced ( <i>can be completed at any time during training</i> )
Domain of Professional Practice	Medical Leadership
Curriculum Learning Outcome/s	<p><b>Medical Leadership</b></p> <p>32.3 Identify and assess opportunities to improve health outcomes through innovation</p> <p><b>Medical and Health System Expertise</b></p> <p>27.2 Recognise and promote the governance and regulatory requirements for the introduction of a new technology, treatment or practice including requirements for training, credentialing and scope of practice</p> <p><b>Medical Management</b></p> <p>35.2 Apply the principles of risk management to a situation that inform and result in reliable assessment and responses, including preparing a formal risk management plan</p>
Purpose	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the methodologies to identify and assess health technologies and health innovations - may include new workplace tools, medical procedures, technologies, treatments or models of care (new clinical service).</li> <li>relevant health sector standards, policy, procedures, and legislative frameworks - including broader interaction with clinical governance frameworks, credentialing and scope of clinical practice, financial systems and health setting operational and strategic considerations.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>follow an approved process to plan or consider a proposal to safely implement a new medical procedure, technology, treatment or model of care in a healthcare setting.</li> <li>provide a proposal which includes analysis of all relevant considerations for the safe assessment and implementation.</li> </ul>
Settings	Any Health Settings



<b>Task Title</b>	<b>Develop a proposal for introducing an innovation to improve healthcare</b>
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>consider a new innovation (to the particular healthcare setting) and provide an oral or written proposal assessing the innovation and describe the process/requirements to implement that new innovation in the setting.</li> </ul> <p>The proposal should include:</p> <ul style="list-style-type: none"> <li>a complete assessment and plan for implementation, including all clinical, training, resourcing, financial, medicolegal, clinical governance and other governance considerations consistent with National Standards</li> <li>consideration of the process of identification/assessment of the innovation for implementation within the broader strategy of the health setting (may include considerations of opportunity cost, horizon scanning and the interplay with clinical governance processes).</li> </ul>
<b>Indicative task duration</b>	4 – 23 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>review organisation policy on the introduction of new services, procedures.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should:</p> <ul style="list-style-type: none"> <li>assist the Candidate to identify a health innovation relevant to their setting.</li> <li>where no relevant example is available prospectively, a previously implemented health innovation (or relevant alternative) should be identified.</li> </ul>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input checked="" type="checkbox"/> Oral Presentation* <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report* <i>*Choose only 1 of the identified assessment types</i>
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	A FRACMA with relevant expertise. Feedback must be provided to the Training Supervisor and discussed directly with the Candidate prior to submission of the WBA.

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Manage a patient flow issue to improve healthcare performance</b>
<b>Code</b>	A10
<b>Short Title</b>	Patient Flow
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Management
<b>Curriculum Learning Outcome/s</b>	<p><b>Medical Management</b> 34.4 Apply patient flow principles to optimise performance of the healthcare system</p> <p><b>Collaboration and Teamwork</b> 1.2 Demonstrate the ability to work within and across teams to achieve shared goals and outcomes</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the safety and quality literature as relevant to patient flow.</li> <li>the organisational context including key performance indicators.</li> <li>the organisational structure relevant to the management of patient flow and the role of the medical manager within that structure.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>actively manage the patient flow issue in a manner consistent with the role of the medical manager within the specific organisation.</li> <li>evaluate outcomes relevant to the patient experience.</li> <li>contribute to a team using active listening skills, working with others and all related activities.</li> </ul>
<b>Setting</b>	<p>Hospital setting (public or private preferably with an Emergency Department) with a demonstrated patient flow problem</p> <p>[N.B. If the Candidate does not work in a hospital, a secondment to a setting to assist managing a situation should]</p>
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>be part of the hospital flow team (however so named)</li> <li>be actively involved in the decision making with respect to patient disposition and management of staffing.</li> </ul>
<b>Indicative task duration</b>	4 – 12 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should review:</p> <ul style="list-style-type: none"> <li>jurisdictional and organisational policies around responsibilities and reporting of patient flow on a routine and exception basis.</li> <li>the relevant organisation structure against the responsibilities and local policy.</li> <li>the literature and evidence around patient flow issues.</li> </ul>

**Task Title**
**Manage a patient flow issue to improve healthcare performance**
**Consideration of preparatory activities  
(Training Supervisor)**

The Training Supervisor will:

- discuss task options with the Candidate.
- if unlikely that Candidate will be involved in real time management of an issue in their position, facilitate access to opportunities outside the current role.

**Assessment Type**

- ☒ Case Based Discussion
- ☐ Direct Observation
- ☐ Oral Presentation
- ☐ Structured Reflection
- ☐ Written Report

**Assessor**

- ☒ Training Supervisor
- OR
- ☒ External Assessor (FRACMA)
- OR
- ☒ Other (please specify below)

**Possible Other Assessor**

Patient Flow Manager (by whatever title)

**Revision history**

Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Prepare a report for the governing body about credentialing activities over a minimum period of 60 days</b>
<b>Code</b>	A11
<b>Short Title</b>	Credentialing
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Management
<b>Curriculum Learning Outcome/s</b>	<p><b>Medical Management</b> 39.3 Oversee the system of credentialing and determining scope of clinical practice</p> <p><b>Communication</b> 4.5 Demonstrate the appropriate use of written and verbal communication</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the clinical governance context and requirements of credentialing &amp; scope of clinical practice.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>interpret this context and requirement and apply it within a commentary suitable for presentation to a governing body.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>attend relevant committee meetings and prepare a written report in a format and style suitable for presentation to the governing body.</li> </ul>
<b>Indicative task duration</b>	12 – 23 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should build familiarity with the following to contextualise any report to a governing body:</p> <ul style="list-style-type: none"> <li>National Standards Safety &amp; Quality in Healthcare specific to the requirement for credentialing of medical officers (Aust.)</li> <li>ACSQHC Credentialing health practitioners and defining their scope of clinical practice: a guide for managers and practitioners December 2015 (Aust.)</li> <li>RACMA Guide to Credentialing and Scope of Clinical Practice Processes</li> <li>The Credentialing Framework for New Zealand Health Professionals (NZ only)</li> <li>credentialing and scope of clinical practice procedure relevant to the healthcare organisation reporting to ToR of committee.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should identify an appropriate committee for the trainee to report on to complete this task (if Candidate not able to do so).

<b>Task Title</b>	<b>Prepare a report for the governing body about credentialing activities over a minimum period of 60 days</b>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input checked="" type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	Could be either: <ul style="list-style-type: none"> <li>the chair of credentialing &amp; scope of clinical practice committee.</li> <li>executive director medical service / CEO of public or private hospital systems.</li> </ul>

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Manage recruitment, appointment, onboarding, and retention of senior medical staff (SMS)</b>
<b>Code</b>	A12
<b>Short Title</b>	Recruitment
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Management
<b>Curriculum Learning Outcome/s</b>	<b>Medical Management</b> 39.5 Manage recruitment, appointment, onboarding and retention of medical staff  39.3 Oversee the system of credentialing and determining scope of clinical practice
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the main steps and processes of appointment, onboarding and retention of senior medical staff.</li> <li>the principles of credentialing and determining Scope of Clinical Practice (SoCP), through relevant frameworks and policies, specifically as it relates to appointment of a new senior medical staff member.</li> <li>the risks and potential consequences of failing to follow proper recruitment and appointment processes relating to new senior medical staff.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>maintain active involvement and participation in the recruitment, appointment, and onboarding process of new and renewing senior medical staff members.</li> </ul>
<b>Setting</b>	Any health setting
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>participate in the processes of recruitment, determination of scope of practice, appointment, and onboarding of a new and renewing members of senior medical staff.</li> </ul>
<b>Indicative task duration</b>	12 – 23 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should:</p> <ul style="list-style-type: none"> <li>review any organisational policies relating to medical staff recruitment and relevant human resources processes.</li> <li>review organisational, jurisdictional, and RACMA Credentialing and Scope of Clinical Practice policies and frameworks.</li> <li>review and understand Industrial Staff Awards or Employer Collective Agreements (MECA/SECA) (however so named within the relevant jurisdiction) - relevant to the Candidate's jurisdiction and the position to be filled.</li> <li>complete training on merit-based selection or similar.</li> </ul>

**Task Title**
**Manage recruitment, appointment, onboarding, and retention of senior medical staff (SMS)**
**Consideration of preparatory activities  
(Training Supervisor)**

The Training Supervisor will need to facilitate an opportunity for the Candidate to be involved in recruitment and appointment processes of SMS member/s. This could be as an external representative on another organisation's recruitment cycle if appropriate.

**Assessment Type**

- ☒ Case Based Discussion
- ☐ Direct Observation
- ☐ Oral Presentation
- ☐ Structured Reflection
- ☐ Written Report

**Assessor**

- ☒ Training Supervisor
- OR
- ☒ External Assessor (FRACMA)
- OR
- ☒ Other (please specify below)

**Possible Other Assessor**

A delegate from the Candidate's organisation human resources department

**Revision history**

Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Develop a roster for a category of medical staff based on regulatory, industrial and service requirements</b>
<b>Code</b>	A13
<b>Short Title</b>	Rostering
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Management
<b>Curriculum Learning Outcome/s</b>	<b>Medical Management</b> 39.6 Manage processes for medical workforce rostering that meet system needs and regulatory requirements
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>the operational, industrial, engagement, regulatory, educational and financial considerations relating to medical workforce rostering.</li> <li>the relevant regulatory, clinical governance, financial and industrial frameworks and their implementation.</li> <li>the organisational operational and strategic considerations relating to workforce management.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>develop an appropriate roster with all requirements as set out in understandings above.</li> </ul>
<b>Setting</b>	A clinical setting that requires after hours (24/7) rostering, the setting does not necessarily need to be in the hospital sector.
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>develop a roster taking into consideration:               <ul style="list-style-type: none"> <li>skill-mix and task allocation.</li> <li>suitability of the roster in relation to the model of care.</li> <li>clinical handover processes.</li> <li>roster compliance with relevant industrial instruments (Awards, Certified Agreements, legislative or regulatory frameworks) and relevant rostering guidelines.</li> <li>fatigue risk management guidelines and policy including best available evidence.</li> <li>consideration of full-time equivalent (FTE) make-up of the roster including budgeted and actual FTE</li> <li>normal/ordinary hours, penalty payments, overtime/recall, on-call allowances etc. (in relation to the relevant industrial framework).</li> <li>financial analysis of the roster and labour cost.</li> <li>consideration of potential interventions and their implementation – including potential issues/safety considerations/recruitment and retention.</li> </ul> </li> <li>discuss and review the task with the Training Supervisor or Assessor</li> </ul>



<b>Task Title</b>	<b>Develop a roster for a category of medical staff based on regulatory, industrial and service requirements</b>
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<b>Indicative task duration</b>	4 – 8 weeks
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<b>Preparatory activities (Candidate)</b>	The Candidate should: <ul style="list-style-type: none"> <li>consider all relevant standard, policy, procedures, legislative and industrial frameworks relevant to medical rostering and workforce planning including professional guidelines and literature relating to safe hours and rostering.</li> <li>review the format of a previous roster to ensure consistency with the requirements of the workplace.</li> </ul>
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<b>Consideration of preparatory activities (Training Supervisor)</b>	The Training Supervisor should: <ul style="list-style-type: none"> <li>assist the Candidate to identify the clinical service or department roster.</li> </ul>
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<b>Assessment Type</b>	<input checked="" type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
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<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
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<b>Possible Other Assessor</b>	A FRACMA with relevant expertise. Feedback must be provided to the Training Supervisor and discussed directly with the Candidate prior to submission of the WBA.
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Revision history		
Version	Date	Description
v1.0	month 20XX	New document

# Workplace Based Assessment – Task Summary

<b>Task Title</b>	<b>Conduct a difficult management conversation</b>
<b>Code</b>	A14
<b>Short Title</b>	Difficult Conversations
<b>Training Phase</b>	<input type="checkbox"/> Foundation <input checked="" type="checkbox"/> Advanced
<b>Domain of Professional Practice</b>	Medical Management
<b>Curriculum Learning Outcome/s</b>	<p><b>Medical Management</b> 39.8 Manage underperformance of medical practitioners</p> <p><b>Communication</b> 6.2 Apply policies and frameworks for delivering bad news</p>
<b>Purpose</b>	<p>The Candidate must understand:</p> <ul style="list-style-type: none"> <li>organisational and jurisdictional policies relevant to the scenario, such as those that guide conflict management and resolution, and complaint management.</li> <li>a variety of leadership and communication styles that can be employed to anticipate and manage difficult conversations.</li> </ul> <p>The Candidate must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>show emotional intelligence in their approach to the conversation.</li> <li>identify own biases and how to manage these.</li> <li>appropriately prepare - including talking points and whether other departments need to be involved (e.g. HR/legal/patient safety)</li> <li>anticipate stakeholder needs.</li> <li>build rapport with involved parties.</li> <li>listen actively.</li> <li>use an empathetic approach.</li> <li>create understanding and constructive dialogue between involved parties.</li> <li>determine a resolution.</li> <li>provide appropriate follow up if required.</li> <li>maintain appropriate documentation of the conversation.</li> <li>practise self-reflective behaviour.</li> </ul>
<b>Setting</b>	Any health setting

Task Title	
<b>Conduct a difficult management conversation</b>	
<b>Task Description</b>	<p>The Candidate is required to:</p> <ul style="list-style-type: none"> <li>identify a situation that requires a difficult conversation in the workplace (e.g. managing a complaint, a conflict between staff members, performance management of a team member, or a similar scenario).</li> <li>prepare the approach taking into consideration:               <ul style="list-style-type: none"> <li>how they were made aware of the issue.</li> <li>their role in the conversation (one of the parties involved or as a mediator).</li> <li>management of the conversation, including locating and complying with relevant organisation and jurisdictional policies, training and procedures.</li> <li>identification of any biases the Candidate has relevant to the situation.</li> </ul> </li> <li>undertake the conversation.</li> <li>document and reflect on the outcome of the conversation, including whether they were able to effectively resolve any conflict or grievance.</li> <li>follow up of the conversation, as required, with the involved parties.</li> </ul>
<b>Indicative task duration</b>	6 – 8 weeks
<b>Preparatory activities (Candidate)</b>	<p>The Candidate should</p> <ul style="list-style-type: none"> <li>identify relevant policies, training, and procedures within their organisation and jurisdiction that are relevant to the types of difficult conversations that may be had in the workplace.</li> </ul>
<b>Consideration of preparatory activities (Training Supervisor)</b>	<p>The Training Supervisor should</p> <ul style="list-style-type: none"> <li>support the Candidate to access and participate in relevant training courses [e.g., Open Disclosure, Having Difficult Conversations, Mediation]</li> <li>discuss principles for managing difficult conversations which the Candidate may not have had the opportunity, or it may not be appropriate to observe or participate in, such as performance management of a clinician.</li> </ul>
<b>Assessment Type</b>	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Direct Observation <input type="checkbox"/> Oral Presentation <input checked="" type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
<b>Assessor</b>	<input checked="" type="checkbox"/> Training Supervisor OR <input checked="" type="checkbox"/> External Assessor (FRACMA) OR <input checked="" type="checkbox"/> Other (please specify below)
<b>Possible Other Assessor</b>	A FRACMA with relevant expertise. Feedback must be provided to the Training Supervisor and discussed directly with the Candidate prior to submission of the WBA.

Revision history		
Version	Date	Description
v1.0	month 20XX	New document

## Workplace Based Assessment (WBA) – Task Assessment and Feedback Form

### CANDIDATE DETAILS

1. Last name		
2. First name		
3. RACMA ID		
4. Training Phase	<input type="checkbox"/> Foundation	<input type="checkbox"/> Advanced

### ASSESSOR DETAILS

5. Last name		
6. First name		
7. RACMA ID (if applicable)		
8. Position	<input type="checkbox"/> Candidate's Training Supervisor <input type="checkbox"/> Candidate's Line Manager <input type="checkbox"/> Other (please specify)	

### WBA TASK DETAILS

9. WBA code		
10. WBA title		
11. WBA type	<input type="checkbox"/> Case Based Discussion <input type="checkbox"/> Directly Observed Task	<input type="checkbox"/> Structured Reflection <input type="checkbox"/> Written Report
12. Description of task  <i>Provide details of how this task was completed considering the context, setting and Candidate's role in the task. Do not include any confidential or sensitive information.</i>  (max. 100 words)		

## PERFORMANCE CRITERIA

	Meets expectations
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>identifies the key/critical issues</li> <li>understands and applies relevant laws, policies, standards or practices</li> <li>understands significance or importance of relevant laws, policies, standards or practices</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>develops and implements actions or interventions based on acquiring relevant information, priority setting, making judgements in consultation with others, managing actions, reviewing, and reporting</li> </ul>
<b>Professional Approach</b>	Demonstrates appropriate approach to: <ul style="list-style-type: none"> <li>leadership and management responsibilities</li> <li>addressing complexity, challenges and/or risks</li> <li>consulting and engaging with key stakeholders.</li> <li>communication that meets the needs of the situation and audience</li> </ul>

## ASSESSMENT AND FEEDBACK *(Assessor to complete)*

	Meets Expectations		
<b>13. Knowledge</b>	<input type="checkbox"/>		
<b>14. Skills</b>	<input type="checkbox"/>		
<b>15. Professional Approach</b>	<input type="checkbox"/>		
<b>16. Strengths</b> <i>(max. 150 words)</i>			
<b>17. Areas for development</b> <i>(max. 150 words)</i>			
<b>18. Assessment date</b>	<table> <tr> <td><b>19. Time taken for discussion and feedback</b></td><td></td></tr> </table>	<b>19. Time taken for discussion and feedback</b>	
<b>19. Time taken for discussion and feedback</b>			
<b>20. Assessor declaration</b>	<input type="checkbox"/> I have discussed the feedback from this assessment with the Candidate		
<b>21. Assessor signature</b>			

## CANDIDATE REFLECTION AND COMMENTS

### 22. Reflection

(task, assessment and feedback)

Consider:

- *what you learned*
- *aspects you wish you had approached differently*
- *how this contributed to your overall learning and development*
- *how you plan to incorporate feedback into future activities*
- *any challenges or obstacles you faced.*

(max. 200 words)

### 23. Comments

(task, assessment and feedback)

Consider:

- *clarity of information provided about requirements and expectations*
- *alignment with overall program objectives*
- *relevance to learning and development*
- *appropriateness for your stage of training*
- *ability or opportunity to complete in current training position*
- *time required to complete.*

(max. 200 words)

**ACTION PLAN** (to be co-designed by Candidate and Training Supervisor)

<b>24. Training Supervisor declaration</b> (if different to assessor)	<input type="checkbox"/> I have reviewed the assessment and feedback for this task	
<b>25. Is further assessment required?</b>	<input type="checkbox"/> NO	<input type="checkbox"/> YES (please provide details)
<b>26. Agreed actions or goals</b>  Provide: <ul style="list-style-type: none"> <li>• details and timelines for any further assessment requirements</li> <li>• details and timelines for addressing aspects of the task that were assessed as 'Below Expectations'</li> <li>• details and timelines for further improvements even if all aspects of the task were assessed as 'Meets Expectations'</li> <li>• items to be incorporated into a learning and development plan.</li> </ul> (max. 250 words)		
<b>27. Training Supervisor signature</b>		
<b>28. Candidate signature</b>		

## Workplace Based Assessment (WBA) - Oral Presentation Task

### Assessment and Feedback Form

#### CANDIDATE DETAILS

1. Last name	
2. First name	
3. RACMA ID	
4. Training phase	<input type="checkbox"/> Foundation <input type="checkbox"/> Advanced

#### ASSESSOR DETAILS

1. Last name	
2. First name	
3. RACMA ID (if applicable)	
4. Position	<input type="checkbox"/> Candidate's Training Supervisor <input type="checkbox"/> Candidate's line manager <input type="checkbox"/> Other (please specify)



**WBA TASK DETAILS**

<b>5. WBA code</b>			
<b>6. WBA title</b>			
<b>7. Description of task</b> <i>Provide details of how the assessment was completed: considering context, setting and Candidate's role. Do not include any confidential or sensitive information.</i> <i>(max. 100 words)</i>			
<b>Oral presentation details</b>	<b>8. Mode of delivery</b>	<input type="checkbox"/> Face to Face	<input type="checkbox"/> Online
	<b>9. Presentation type</b>	<input type="checkbox"/> Business update <input type="checkbox"/> Conference keynote <input type="checkbox"/> Journal club <input type="checkbox"/> Lecture <input type="checkbox"/> Proposal	<input type="checkbox"/> Research or academic <input type="checkbox"/> Training session <input type="checkbox"/> Workshop <input type="checkbox"/> Other
	<b>10. Duration (minutes)</b>		
	<b>Audience</b>	<b>11. Description</b>	
		<b>12. Size</b>	

## PERFORMANCE CRITERIA

	Meets expectations
<b>Content</b>	<ul style="list-style-type: none"> <li>• organisation and structure – clearly states purpose and objectives, information is well organised with a logical flow, effectively summarises key points</li> <li>• clarity – message is clear and well-organised</li> <li>• relevance – content is current, relevant, addressing the key points effectively</li> <li>• depth – in-depth exploration and thorough coverage of the topic</li> <li>• accuracy and credibility – accurate information supported by credible sources</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• voice and tone – varied, engaging voice with appropriate tone</li> <li>• non-verbal communication – confident, natural, and effective non-verbal communication</li> <li>• eye contact – consistent and engaging eye contact with the audience</li> <li>• pace and timing – well-paced and appropriately timed throughout</li> </ul>
<b>Visual aids and technology</b>	<ul style="list-style-type: none"> <li>• clarity and relevance of visuals – clear, relevant visuals that enhance understanding</li> <li>• effective use of visuals – visuals are used effectively, enhancing the presentation</li> <li>• effective Use of Technology – effective and seamless integration of technology</li> </ul>
<b>Engagement and interaction</b>	<ul style="list-style-type: none"> <li>• audience engagement – actively engages and interacts with the audience</li> <li>• handling questions – confident and thorough responses to questions.</li> </ul>
<b>Professional approach</b>	<ul style="list-style-type: none"> <li>• demeanour – displays poise and confidence</li> <li>• presence – maintains a professional presence and commands attention</li> <li>• impact – strong and memorable closing statement that leaves an impact</li> </ul>

## ASSESSMENT AND FEEDBACK *(Assessor to complete)*

	Meets expectations		
13. Content	<input type="checkbox"/>		
14. Delivery	<input type="checkbox"/>		
15. Visual aids and technology	<input type="checkbox"/>		
16. Engagement and interaction	<input type="checkbox"/>		
17. Professional approach	<input type="checkbox"/>		
18. Strengths <i>(max. 150 words)</i>			
19. Areas for development <i>(max. 150 words)</i>			
20. Assessment date		21. Time taken for discussion and feedback (minutes)	
22. Assessor declaration	<input type="checkbox"/> I have discussed the feedback from this assessment with the Candidate		
23. Assessor signature			

## CANDIDATE REFLECTION AND COMMENTS

<p><b>24. Candidate reflection</b> (task, assessment and feedback)</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• <i>what you learned.</i></li> <li>• <i>aspects you wish you had approached differently.</i></li> <li>• <i>how this contributed to your overall learning and development.</i></li> <li>• <i>how you plan to incorporate feedback into future activities.</i></li> <li>• <i>any challenges or obstacles you faced.</i></li> </ul> <p>(max.200 words)</p>	
<p><b>25. Candidate comments</b> (task, assessment and feedback)</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• <i>clarity of information provided about requirements and expectations.</i></li> <li>• <i>alignment with overall program objectives.</i></li> <li>• <i>relevance to learning and development.</i></li> <li>• <i>appropriateness for your stage of training.</i></li> <li>• <i>ability or opportunity to complete in current training position.</i></li> <li>• <i>time required to complete.</i></li> </ul> <p>(max.200 words)</p>	

**ACTION PLAN** (to be co-designed by Candidate and Training Supervisor)

<b>26. Training Supervisor declaration</b> <i>(if different to Assessor)</i>	<input type="checkbox"/> I have reviewed the assessment and feedback for this task	
<b>27. Is further assessment required?</b>	<input type="checkbox"/> NO	<input type="checkbox"/> YES <i>(please provide details)</i>
<b>28. Agreed actions or goals</b>  <i>Provide:</i> <ul style="list-style-type: none"> <li>• details and timelines for any further assessment requirements.</li> <li>• details and timelines for addressing aspects of the task that were assessed as 'below expectations'.</li> <li>• details and timelines for further improvements even if all aspects of the task were assessed as 'meets expectations'.</li> <li>• items to be incorporated into the Learning and Development plan.</li> </ul> <i>(max.250 words)</i>		
<b>29. Training Supervisor signature</b>		
<b>30. Candidate signature</b>		

## Workplace Based Assessment (WBA) - Structured Reflection Task

### Candidate Form

#### CANDIDATE DETAILS

1. Last name	
2. First name	
3. RACMA ID	
4. Training phase	<input type="checkbox"/> Foundation <input type="checkbox"/> Advanced

#### WBA TASK DETAILS

5. WBA code	
6. WBA title	
7. WBA type	<input type="checkbox"/> Reflection
<b>8. Description of task</b>  <i>Provide details of how the assessment was completed: considering context, setting and Candidate's role. Do not include any confidential or sensitive information.</i>  <i>(max. 100 words)</i>	

**CANDIDATE REFLECTION** (Candidate to complete in the space provided on next page/s)<sup>1</sup>

<b>Description</b> (100–200 words)	<i>What happened?</i> <i>When and where did it happen?</i> <i>Who was present?</i> <i>What did you and the other people do?</i> <i>What was the outcome of the situation?</i> <i>Why were you there?</i> <i>What did you want to happen?</i>
<b>Feelings</b> (150–300 words)	<i>What were you feeling during the situation?</i> <i>What were you feeling before and after the situation?</i> <i>What do you think other people were feeling about the situation?</i> <i>What do you think other people feel about the situation now?</i> <i>What were you thinking during the situation?</i> <i>What do you think about the situation now?</i>
<b>Evaluation</b> (150–300 words)	<i>What was good and bad about the experience?</i> <i>What went well?</i> <i>What didn't go so well?</i> <i>What did you and other people contribute to the situation (positively or negatively)?</i>
<b>Analysis</b> (200–400 words)	<i>Why did things go well?</i> <i>Why didn't things go well?</i> <i>What sense can you make of the situation?</i> <i>What knowledge – your own or others (for example academic literature) can help you understand the situation?</i>
<b>Conclusions</b> (100–200 words)	<i>What did you learn from this situation?</i> <i>How could this have been a more positive situation for everyone involved?</i> <i>What skills do you need to develop to handle a situation like this better?</i> <i>What else could you have done?</i>
<b>Action plan</b> (100–200 words)	<i>If you had to do the same thing again, what would you do differently?</i> <i>How will you develop the required skills?</i> <i>How can you make sure that you can act differently next time?</i>

<sup>1</sup><https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>

<p><b>9. Description</b> (100–200 words)</p>	
<p><b>10. Feelings</b> (150–300 words)</p>	
<p><b>11. Evaluation</b> (150–300 words)</p>	



**12. Analysis**  
(200–400 words)

**13. Conclusions**  
(100–200 words)

**14. Action plan**  
(100–200 words)