

Running the APEx across 2 countries and 3 sites - the process and challenges

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Abstract

Background

Assessment drives learning. It is important that assessment aligns with the curriculum to ensure meaningful outcomes for the learners. There are many methods to assess clinical skills [CS], each with its pros and cons [1]. The Objective Structured Clinical Examinations [OSCE] is used by many institutions and can be conducted in different ways [2]. Over the time, assessment in CS has moved to one that is enriched with immediate feedback from the assessor within a safe learning environment.

We will discuss a different approach in CS assessment using the Assessment for Progression Examination (APEx) approach. We designed APEx with a focus on effective learning, and constructive feedback. The student are provided with adequate time to complete the task and up to four re-sits if they are deemed nearly at standard or not yet at standard.

The student's skills performance is not graded using absolute scores. Instead, APEx is marked using three different standards [not yet at standard, nearly at standard and at standard] to determine the outcome of the task.

Why is the topic important for practice?

Most assessments are designed to align with the curriculum. However, we also need to design an assessment approach in CS that is stress free 'for' and 'as learning' which will benefit students. Sharing this innovation will help participants brainstorm other alternatives in assessment.

Symposium format, including participant engagement methods

Introduction of speakers = 5 mins

Engagement with participants - Overview of assessment in clinical skills using interactive tools e.g. polling, Kahoot = 10 mins

Introduction of APEx and the process - 15 mins

Engagement with participants - Assessment approach used at their workplace - the pros and cons. = 20 mins

APex - challenges faced at different sites = 30 mins

Engagement with participants - Take home message = 10 mins

Take-home messages / symposium outcomes / implications for further research and / or practice

Creating a new CS assessment approach takes significant time. It needs to be trialed out and be modified based on feedback received during the test.

References (maximum three)

1. Kogan, J. R., Holmboe, E. S., & Hauer, K. E. (2009). Tools for direct observation and assessment of clinical skills of medical trainees: a systematic review. *Jama*, 302(12), 1316-1326.
2. Harden, R. M., Lilley, Patricia, & Patricio, Madalena. (2016). *The definitive guide to the OSCE : the Objective Structured Clinical Examination as a performance assessment.*