**A TRAINEE’S GUIDE TO THE SLE AWC 2 ASSESSMENT**

**The Supervised Learning Event tool (previously known as Workplace Based Assessment) Assessment of Written Communication 2 (AWC 2 – Clinical Communication with another Healthcare Professional)** is an assessment that focuses on the quality of a trainee’s letters and has been developed from the SAIL assessment tool which in turn originated from a consensus framework which was found adequate for validity, feasibility, reliability and educational impact. There are two versions of the tool, one for assessment of an OH report (AWC 1) and one for a clinical communication with another healthcare professional (AWC 2). Each version focuses on clarity of communication, presentation of an appropriate clinical narrative and professionalism, with the addition of either appropriate advice to management (OH report) or occupational context (communication with another healthcare provider). The AWCs can be completed by supervisors or others who feel comfortable to act as assessors.

Supervised Learning Events are “*Formative*” events intended to:

* Promote feedback and self-reflection
* Help trainees to identify opportunities in the clinical environment to promote longitudinal progression towards learning goals
* Encourage trainees to reflect and actively seek feedback
* Help trainees to set action plans and agree learning goals when they have follow-up discussions with their Educational Supervisor

The AWCs and supporting forms have been revised so that they are more closely and easily linked to the Faculty training handbook and curriculum. This has been done using the Faculty competency assessment framework to identify which competencies can be assessed by means of AWC and, where appropriate, including these on the AWC assessment forms.

**General notes**

* The process is ‘trainee-led’ – i.e. the onus is on you to organise each AWC 2 with an assessor, to ensure the paperwork is fully completed and to ensure you meet the minimum target number in each year of training. You are encouraged to carry out these formative assessments throughout the training year in order to maximise their value.
* AWCs can be undertaken to evaluate progression towards achieving competency in a particular activity or to evidence attainment of one or more of the Faculty curriculum competencies. For this reason, the AWC assessment framework and standards for the activity being assessed are linked to the Faculty core curriculum competency framework.
* You should complete at least **two** AWC 2 assessments annually but you are encouraged to undertake more.
* The assessor will usually be your Educational or Clinical Supervisor, but another consultant, an experienced OH nurse or a fellow trainee who is more experienced can assist with AWC 2 assessments. You may even self-complete AWC 2 assessments. Sampling a number of different assessors can be advantageous and you are encouraged to do so, including all of the assessments in your training portfolio. The assessor need not know you or the case beforehand.

**The process for each AWC 2**

1. You should identify two letters for patients on whom you have recently corresponded with another healthcare professional. The assessor will then select one for the AWC 2 assessment.
2. You should note on the form one or more FOM Core Competencies from the Training Curriculum to be evaluated in the AWC 2, as well as identify the Learning Outcome(s) expected. Examples of learning outcomes include the following:
* Improve on a previously identified area for development
* Communication of a specific key question for the Healthcare Professional
* Detail of a specific challenge for the assessment to focus on.
1. The form requires that your year of training is recorded (i.e. the year of training is marked as 1,2,3 or 4). You should know your year of training. When giving feedback, your assessor may provide further detail on the form to emphasise the specific point in your year (e.g. if you are a new trainee at the start of year one, or if you are at the end of year 4 and about to complete training).
2. The assessor should rate you against the performance that could reasonably be expected of you **at your stage of training and level of experience**. If you are rated below expected or above expected in any area your assessor will justify it with at least one explanation / example in the comments box. Failure to do so will invalidate the assessment.
3. The primary purpose of an AWC 2 is to provide *constructive feedback*, i.e. it is an “Assessment for Learning” for you. You should be given feedback immediately after the assessment, including discussing any areas where further development is needed. The assessor should also utilise opportunities to provide positive feedback which reinforces your progress and avoids the potential impact on confidence and performance that may occur when only negative feedback is given. Discussions should identify how any development needs could be addressed and can be included in an action plan. The AWC 2 should reinforce an educational culture where feedback for learning is the norm.
4. Both you and your assessor should sign the form at the end of the assessment. After completing the form you should keep a copy in your training logbook. You are also required to make a copy and give it to your Educational Supervisor. The assessor may wish to have a copy for their own records, for example, to help with self-reflection of teaching and feedback skills and/or to keep as evidence of teaching activity in their CPD record.

**The assessment forms**

The first section of the form captures your personal information, the assessor’s details (including GMC number) and details of the activity or procedure that is being assessed.The complexity of the case for your present level of training should be recorded. If the assessment can be linked to one or more of the Faculty curriculum core competencies, this should be recorded in the box provided along with the expected learning outcomes. The remainder of the first section comprises the rating scale for the areas of competence in which you will be assessed (see below).

The middle section of the form is intended to capture the feedback discussion that the assessor will have with you. Space has been provided for comments from the assessor and your reflection on both your performance and the feedback that is given. If an educational need is identified it can be recorded in this section.

The final section of the form is the rubric (standard of performance) for the assessment. This has been developed as guidance for the assessor to describe the expected performance in each area of competency.

**Descriptors of your performance**

As a guide, a description of expected performance has been given so that the assessor can rate your performance into one of three broad categories:

* Below expected
* Expected
* Above expected

The performance should be judged against what is expected and a rating given. The assessor should use their professional judgement, as an experienced OM practitioner, to apply the rubric’s Descriptions of Expected Performance to the context of the specific communication being assessed, referring as necessary to guidance such as Good Occupational Medicine Practice and SEQOHS Standards. Both you and your assessor should familiarise yourselves with the assessment framework before an AWC 2 is undertaken.

Cases assessed earlier in training may return judgements that are below expected. This requires clear justification and an action plan for learning and skill development. Likewise, scores of above expected would also require justification.

You are expected to improve progressively if you have continuing informed feedback during your training, and as you progress through the spiral curriculum. The AWC 2 should be recognised as part of a series of formative assessments which will build up a portfolio of essential educational events along a learning trajectory, not as an end in itself in the way that a traditional formal examination may be seen.

The competencies being assessed are:

1. **Clinical narrative** *includes documenting consent for the communication, clear explanation of the purpose of the referral, clear concise summary of the clinical issues and inclusion of all relevant aspects of the case.*
2. **Occupational context** *includes identification of the worker’s health issues in a work context, accurate description of the impact on work capability, inclusion of the manager’s concerns and support provided by the employer and inclusion of relevant workplace policies*
3. **Content and clarity** *includes clear logical and understandable communication, making an appropriate clinical request, including suitable and sufficient information for the recipient and disclosure of confidential information only with explicit consent.*
4. **Professionalism** *includes professional, courteous and respectful attitude, cultural legal and ethical awareness, compliance with Access to Medical Reports Act 1988, advice regarding relevant legislation, awareness of limits of professional competency.*

Within each of these areas, specific Faculty curriculum core competencies that relate to the case can be included. The Faculty curriculum core competencies have been separated into knowledge, skills and attitudes so that they can be assessed. The assessment framework describes how each element is assessed and you can use the AWC 2 forms to document your performance and progress through your training programme.

**How does this feed back into learning and annual assessment?**

The purpose of this tool is mainly educational – to enable feedback that supports and promotes development of high standards of clinical practice.

The AWCs you undertake in each training year will be collated by your Educational Supervisor who will summarise them on an annual report form. This will be evaluated by the ARCP panel (to chart progress, areas of strength and development needs, and to plan educational objectives).