

## A TRAINEE'S GUIDE TO THE SLE-DOPS ASSESSMENT

**The Supervised Learning Event tools (previously known as Workplace based assessments) Direct Observation of Procedural Skills (DOPS)** formalises the process in which trainees undertake a procedure under the observation of more experienced colleagues. It ensures there is a systematic assessment of performance and that structured feedback is given. SLE-DOPS tools can include procedures such as spirometry or audiometry, or communication activities such as presentations, among others.

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 them to reflect and actively seek feedback
- Help them set action plans and agree learning goals when they have follow-up discussions with their educational supervisor

The assessment 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 by using the Faculty competency assessment framework to identify which competencies can be assessed by means of SLE-DOPSs, and where appropriate, including these on the SLE-DOPS assessment form. There are a range of SLE-DOPS forms for different procedures and also a generic SLE-DOPS form that should be used for all other activities.

### **General notes:**

- The process is ‘trainee led’ – i.e. the onus is on you to organise each SLE-DOPS with your assessor, to ensure the paperwork is completed fully and to ensure the minimum target number of SLE-DOPSs are done in each year of your training. It would be useful to carry out these formative assessments throughout the training year in order to maximise their value.
- Your educational supervisor should help you to select a range of relevant SLE-DOPS opportunities across the breadth of the training syllabus and suitable to your training needs.
- SLE-DOPSs can be undertaken to evaluate your progression towards achieving competency in a particular activity or to evidence that you have attained one or more of the Faculty curriculum competencies. For this reason, the SLE-DOPS assessment framework and standards for the activity being assessed are linked to the Faculty core curriculum competency framework.

- At least **four** SLE-DOPS assessments should be performed annually but you are encouraged to undertake more.
- The assessor will usually be your educational or clinical supervisor, but you can also ask another consultant, or a fellow trainee who is more experienced than you, to assist with these extra SLE-DOPS assessments. It is also reasonable for other colleagues such as health and safety advisers, senior occupational health nurses or occupational hygienists to act as assessors, provided that they familiarise themselves with the assessor guidelines. Sampling a number of different assessors and a broad range of activities is advantageous, and all of these assessments should be included in your portfolio. The assessor need not know you beforehand but must have a level of expertise in the activity that is being observed.

### **The process for each SLE-DOPS**

1. You should identify, with the help of your supervisor, an activity or procedure suitable to your training needs for which your performance can be observed. This may be a procedure carried out as part of the routine work of your department such as audiometry or spirometry, a workplace visit, or a procedure or activity relevant to one or more of the Faculty curriculum core competencies.
2. You should select the SLE-DOPS form appropriate to the activity. There are a range of forms specific to common procedures and activities, and a generic form that can be used in other instances. The reasons for selecting the activity should be discussed with the assessor and the educational supervisor so that the objectives in undertaking the procedure and the SLE-DOPS form can be identified.
3. Your performance will be rated against pre-defined criteria that form the last page of the form and is called the rubric, which acts as guidance for your assessor. These criteria represent the areas of competencies being assessed and a description of expected performance.
4. You should be rated against the performance that could reasonably be expected of you **at your stage of training and level of experience**. Your assessor must justify a below expected rating with at least one explanation/example in the comments box. If you are rated above expected your assessor must also provide comment. Failure to do so will invalidate the assessment.
5. The primary purpose of an SLE-DOPS is to provide *constructive feedback*, i.e. it is an “*Assessment for Learning*” for the trainee. The assessor should give you feedback immediately after the assessment and discuss any areas in which further development is needed. This discussion should identify how any development needs could be addressed and can be included in an action plan.
6. Both you and your assessor should sign the form at the end of the assessment. After completing the form, please keep a copy for your logbook. A

photocopy of the form should go to the educational supervisor (who may be your trainer and assessor).

### **The assessment forms**

The first page of the form captures your personal information, details of your assessor and of the activity or procedure that is being assessed. 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 outcome. The remainder of the first page comprises the rating scale for the areas of competencies in which you will be assessed (see below).

The second page of the form is intended to capture the feedback discussion that you will have with your assessor. Space has been provided for comments from the assessor and your reflection on both your performance and the feedback you receive. If you have identified an educational need and a plan to meet that need, you should also include those details on this page.

The final page 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 of the areas of competencies.

### **Descriptors of trainee performance: what is the assessor looking for?**

As a guide for your assessor, 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

Your performance will be judged against what is expected and a rating awarded. You and your assessor should familiarise yourself with the assessment framework before you undertake the DOPS.

The areas of competency that are being assessed are:

- 1. Approach to the problem** includes knowledge, information gathering and time management
- 2. Conduct of the assessment** *includes clinical judgement, risk assessment, information management and health promotion*
- 3. Communication output** *includes method and effectiveness of communication delivery*
- 4. Recommendations to management** *includes appropriateness/ quality of advice and recommendations*

**5. Professionalism** *includes overall behaviour along with legal, ethical and clinical governance issues*

Within each of these areas, specific Faculty curriculum core competencies that relate to the procedure or activity 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 SLE-DOPS forms to document your performance and progress through the training programme.

Those procedures that have a specific SLE-DOPS form (eg audiometry) have gold standards for performance and you may wish to refer to these or include them as a reference on your forms. If you prefer to be assessed on the areas of competencies only, and do not wish to include the specific core competencies from the curriculum, this section of the form can be left blank.

If you wish to use the generic SLE-DOPS form, and wish to include a curriculum core competency, you will need to identify it and add it to the form. The Faculty core competency should be inserted on the front page of the SLE-DOPS form and (if appropriate) the knowledge, skills and attitudes from the competency framework should be added to the rubric on the last page of the form. This means your assessor can use the guidance in the rubric to rate your performance with respect to the knowledge, skills and attitudes you have selected. Your supervisor should help you select suitable core competencies and their knowledge, skills and attitudes.

**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 SLE-DOPS you undertake in each training year will be collated by your educational supervisor who will summarise them on an annual report form. This will then be evaluated by the ARCP panel (to chart progress, areas of strength, developmental needs, and plan educational objectives).

The annual summary form will be updated over the course of the training year. You will have a chance to see and discuss this form before signing it so that a copy can be sent to the deanery, to support the Annual Review of Competence Progression Panel (ARCP). You should also keep a copy for your logbook.