



Paper Title	Aiming for success – tools to predict registrar performance.
Background / Rationale	To maintain supportive learning environments that facilitate the progression of registrars to competent and safe general practitioners, educators need to pay attention to academic factors that contribute to success.
Objective	This study assessed the extent to which GMT Registrars' formative exam scores at orientation (in comparison to pre-entry selection exam scores) were able to predict their performance on College Fellowship exams.
Approach	Forty one (41) registrars participated in this longitudinal study. Pearson correlation coefficients and multivariate analyses utilising linear regression were used to assess the relationships between performance on pre- entry selection scores, internal formative assessment scores at entry into the Generalist Medical Training (GMT) program and College Fellowship exams.
Findings	Internal formative MCQs at orientation had the most significant association ($r=0.6$; $p=0.000$) with College Fellowship exams in comparison to pre-entry exams ($r=0.49$) and other internal formative assessments ($r=0.14$). The results showed that 82% of registrars who failed their orientation MCQ exam subsequently failed the College Fellowship exam.
Discussion	The findings of this study suggest that the orientation MCQ is a valuable assessment instrument which could assist in the early identification of registrars who are at risk of academic difficulty and subsequently foster early planning for appropriate supervision and support for this group of trainees.