BACKGROUND

James Cook University, through the Generalist Medical Training (GMT) program, has the goal of providing high quality GP training. One of the strategies is to identify registrars who are at risk of academic difficulty early in their training and to offer them targeted, individualised enhanced educational support in order to provide the best opportunity for successful completion of training. Close to 90% of learners who are struggling succeed after a structured intervention program that includes increased observation and feedback, additional teaching time with an experienced supervisor or medical educator and regular study sessions. To maintain supportive and safe learning environments that facilitate the progression of registrars to competent and safe general practitioners, educators need to pay more attention to academic factors that contribute to retention and success. Therefore, in order to safeguard excellence, educational institutions need well-designed quality assessment tools.

OBJECTIVES

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.

METHODS

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.

RESULTS

As shown in Figure 1, 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) (Table 1). The results also showed that 82% of registrars who failed their orientation MCQ exam subsequently failed the College Fellowship exams.

CONCLUSION

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.

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REFERENCES
