

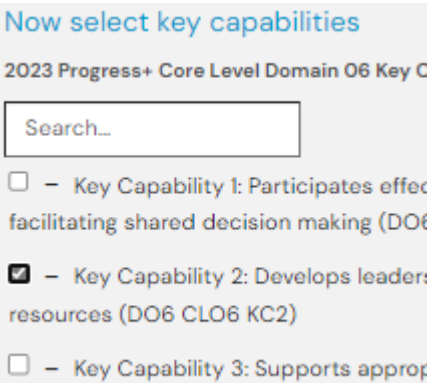
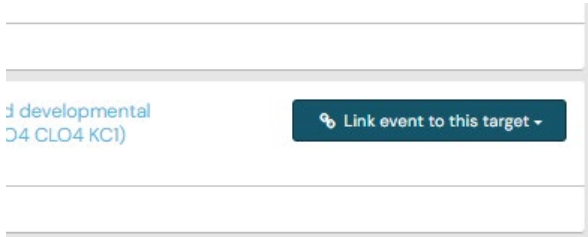
RCPCH ePortfolio – what was expected and what happened...

In August 2023, the RCPCH transferred tagged items in the RCPCH ePortfolio from Progress curriculum to Progress+.

Clarity of terms

We will use separate terms for the purposes of clarity:

- Tagging (prospectively done)
- Linking (retrospectively done)

Tagging	Linking
<p>When a user creates an event – assessment or development log – and adds connections to their curriculum at the point of creating the event.</p> <p>This enables tagging to be connected to the curriculum blueprint directly.</p>	<p>When a user takes existing events and connects to the curriculum after the event has been completed.</p> <p>This does not connect to the curriculum blueprint and instead adds only to the target of the domain total.</p>
 <p>The screenshot shows the 'Now select key capabilities' section for '2023 Progress+ Core Level Domain 06 Key C'. It features a search box and a list of three key capabilities: 'Key Capability 1: Participates effectively in facilitating shared decision making (DO6 CLO6 KC1)', 'Key Capability 2: Develops leadership resources (DO6 CLO6 KC2)', and 'Key Capability 3: Supports appropriate...'. The second capability is selected with a checked checkbox.</p>	 <p>The screenshot shows a list of developmental targets, including 'developmental DO4 CLO4 KC1'. A dark blue button with a link icon and the text 'Link event to this target' is visible next to the target.</p>

The RCPCH guidance and support information all advise and refer to users tagging to their curriculum when creating new events such as assessments and development logs. This is known as “tagging” and we expect that most numbers relating to curriculum counts are derived from tags.

When a user accesses their curriculum directly and uses existing events to link to their curriculum, this is known as “linking”.

RCPCH expectations

We expected users to be “tagging” and not “linking”. This is because adding connections to the curriculum after an assessment has been seen by an assessor means the elements connected to the curriculum are not subject to any immediate educational scrutiny (note this is different from logs that are more personal reflections on activities).

When we transferred information from Progress to Progress+ we had no expectation that as many users had been conducting both methods to connect to the curriculum. We transferred information based on the blueprint, which can be seen when looking at how the curriculum targets are derived. Our pledge was that we would successfully be able to transfer tags and unforeseen high numbers of links has impacted this success adversely.

When a user uses the “linking” function, they are missing the vital step of connecting within an event to the curriculum blueprint.

Reality

Clearly many users have discovered the alternate way to “score” their curriculum numbers in which there is no immediate assessor scrutiny. This means when the RCPCH conducted the transfer between curricula focusing on tags from events, users have experienced a drop in numbers.

Checklists

Similarly, with checklists, these are based on a set of information that all need to be present to record a number. For example, to attain 100% in specialty level training for MSF, there needs to be an MSF for each grade (ST5, ST6 and ST7) as it is determined by the level. However, this will only apply if there is a training post that has been added with the grade ST5, ST6 or ST7.

We have discovered many users have historically added links to supervisors but have not added a comprehensive set of training posts to record their training grade. This can be fixed retrospectively by adding a training post to cover a previous period and should then count the items as needed.

Guidance for ARCP panels, Educational Supervisors – the indicators in checklists are not necessarily a full record if someone has progressed in training or started after ST1. For example, to see 100% for MSF requirements in Core training, a trainee would need 4x MSF events within grades ST1, ST2, ST3 and ST4. Some trainees will have started after ST1 so numbers will be appropriately lower, however they may have met the RCPCH assessment requirements.

Next steps

The RCPCH will look at possible options to pare back the complexity involved in recording items automatically, with a view to enhancing the qualitative nature of paediatric medical education in line with the curriculum and reducing the quantitative aspects of tagging or linking to a curriculum.

What we are doing now

1. We are exploring alternative ways of reflecting progress so that there is not a list of numbers but a hyperlink to the events actually recorded
2. We are considering amending the checklists to pull more useful information, not restricted by whether there is a training post for that period (which is how the system currently works).
3. We are considering replacing the connection to numbers in supervisor reports, replacing with summary reports of assessments and events completed by trainees by domain, rather than numbers of tags/ links being the determinant of achievement.