

**Principle 10:  
Assessment is used as a  
learning tool**

# The aim of this presentation

- To demonstrate how formative assessments can be used as a learning tool by:
  1. Showing how they can be used to develop expertise through **Miller's Pyramid**
  2. Showing how to approach adult learning through the **Tenets of Andragogy**
  3. Giving you our **top tips** to use assessments more effectively
  4. Giving you some useful **resources** if you want to read further

# Assessment is used as a learning tool

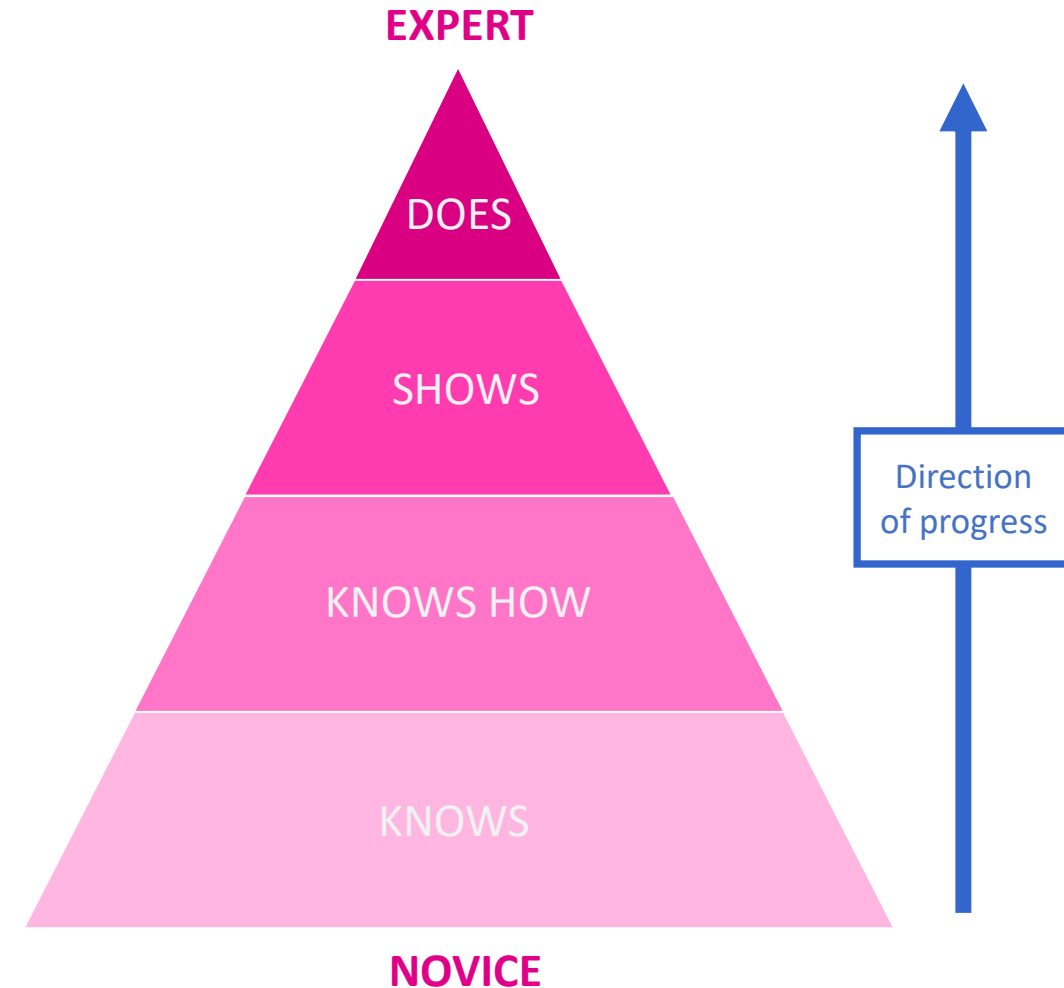
- It's easy to think of assessments as tick box exercises
- However, used properly

**assessments can be a valuable learning tool**

- They give trainees the chance to showcase their development while getting beneficial feedback from experienced clinicians

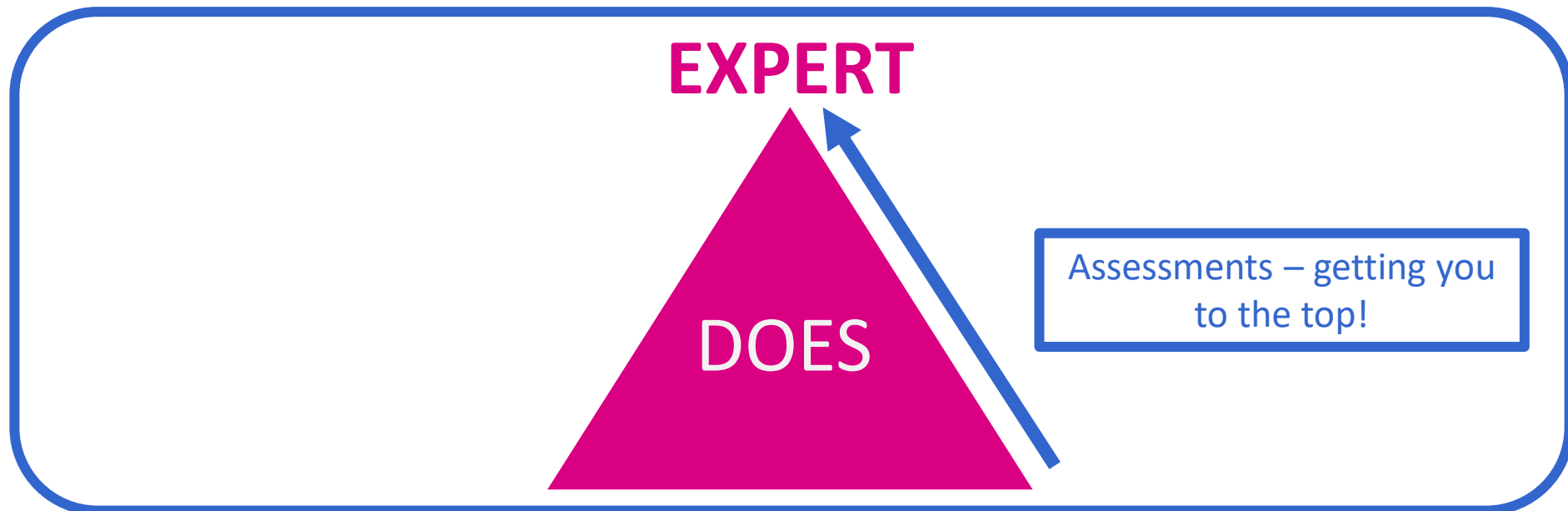
# Miller's Pyramid of Clinical Competence

- As a trainee, you are making your way to the top level of Miller's Pyramid<sup>1</sup>
- Each step brings you closer to expertise
  - **Knows** – all about fast recall of knowledge
  - **Knows how** – Interpreting and applying what you know
  - **Shows** – Demonstrating what you've learnt
  - **Does** – Performing what you know in practice




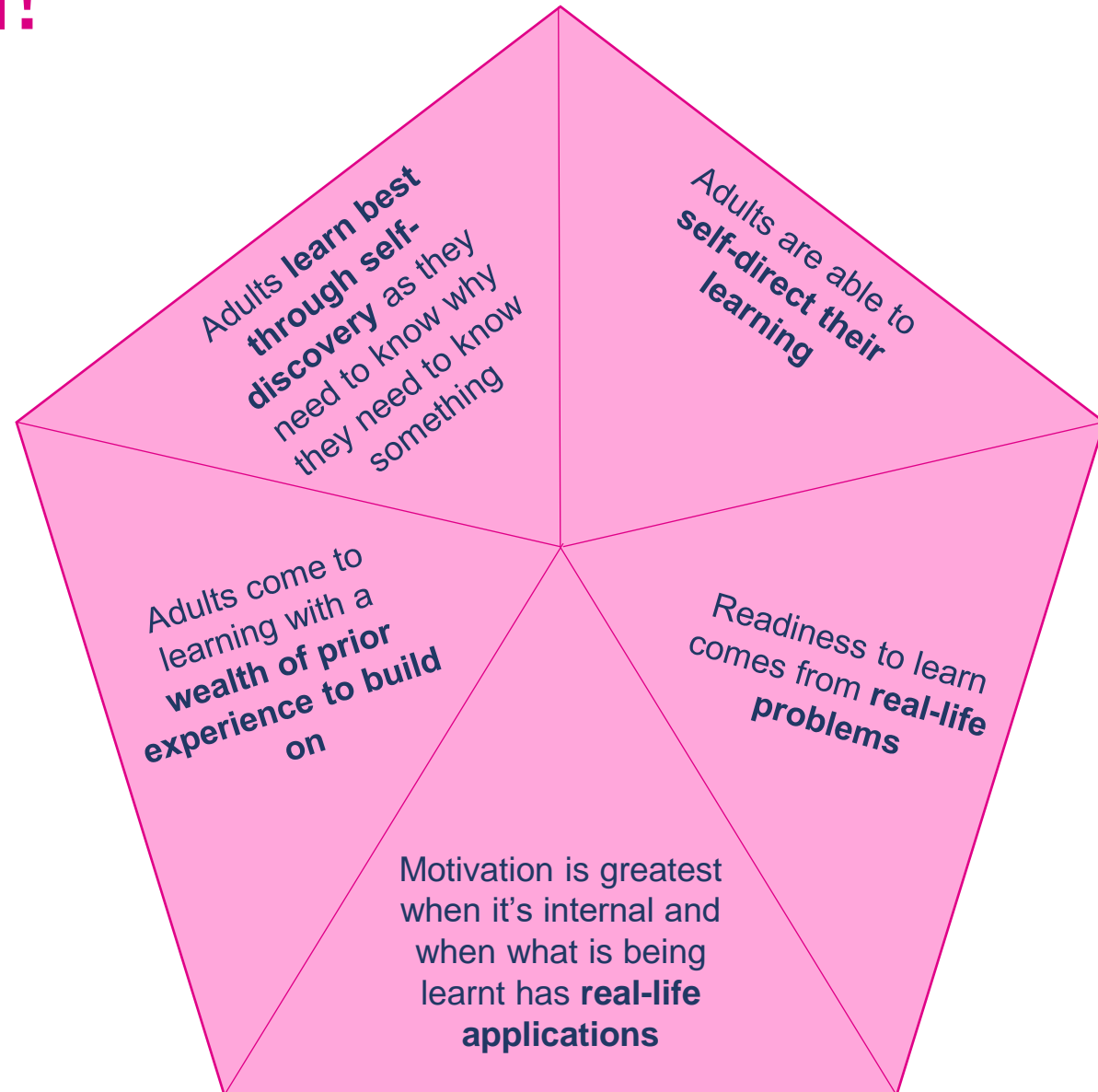
# Miller's Pyramid of Clinical Competence

- Assessments are a great way to make your way up the last part of the pyramid, improving your performance as you adapt to feedback from experts



# Let's get andragogical!

- A key component of adult learning theory is the concept of andragogy – the practice of teaching adult learners<sup>2</sup>
  - Andragogy has 5 key tenets
- 
- These tenets should hopefully feel very relatable to you!



# Let's get andragogical!

- For the trainee
  - Given that adult learning is best when it's self-discovered, self-directed and has clear real-life applications, the next step is clear:

**Reflective practice is needed to identify learning needs<sup>3</sup>**

- For the trainer
  - To gain the most from identified learning needs, it is key that trainers recognise the knowledge and experience the trainee has and then build upon this<sup>4</sup>
  - Learn how to give feedback in a way that is constructive and addresses the learning needs of the trainee<sup>5</sup>

# Five practical tips for trainees

1. Start to think of assessments as both a learning tool and a tool to demonstrate that you're learning
2. Try not to think of assessments as a platform to showcase expertise but as a means to demonstrate improvement
3. Regularly reflect on your own learning needs and think of assessment opportunities that may help address them
4. Be opportunistic!
5. True assessments done well need time and space – give it the time it deserves



# References

1. Miller GE. 1990. The assessment of clinical skills/competence/performance. *Academic Medicine*; 65(9 Suppl); S63-7
2. Bennett EE, Blanchard RD and Hinchley KT. 2012. Applying Knowles' Andragogy to Resident Teaching. *Academic Medicine*; 87(1); 129
3. Academy of Medical Royal Colleges and Conference of Postgraduate Medical Deans of the United Kingdom. 2018. Academy and COPMeD Reflective Practice Toolkit. *Academy of Medical Royal Colleges*; available online at [https://www.aomrc.org.uk/wp-content/uploads/2018/09/Reflective\\_Practice\\_Toolkit\\_AoMRC\\_CoPMED\\_0818.pdf](https://www.aomrc.org.uk/wp-content/uploads/2018/09/Reflective_Practice_Toolkit_AoMRC_CoPMED_0818.pdf)
4. Clark KR. 2018. Learning Theories: Constructivism. *Radiologic Technology*; 90(2); 180-182
5. Threin C et al. 2020. Feedback in medical education – a workshop report with practical examples and recommendations. *GMS Journal for Medical Education*; 37(5); Doc46

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