Faculty Development E-Learning Package- Standardising Post-Graduate Year 1 (PGY1) Resident Assessment
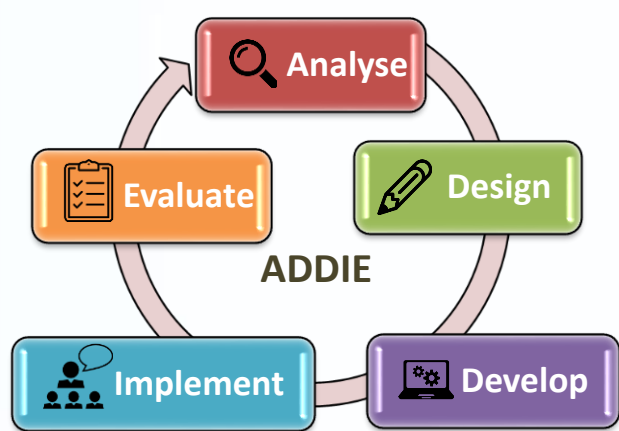
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Introduction

In 2016, the Curriculum Team in SingHealth Residency's Centre for Resident and Faculty Development (CRAFD) collaborated with the Post-Graduate Year 1 (PGY1) Team from SingHealth Residency, to develop an e-learning package for PGY1 assessors. The e-learning package aimed to help assessors understand the National Training and Assessment Framework for PGY1s and their roles and responsibilities as assessors, thus minimising variability among assessors' rating approaches.

Methodology

ADDIE — Analyse, Design, Develop, Implement, Evaluate

CRAFD's curriculum developers designed the faculty development package using the 5-stage Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. It was implemented online to improve accessibility and encourage higher learner participation. The "PGY1 Online Faculty Development Package", was launched on SingHealth's learning management system, Blackboard, and CRAFD's website in 2016.

The four-module e-learning package systematically summarised content from the National Assessment Committee (NAC-PGY1) framework, and Training and Assessment Standards Committee (TASC) policy. Instructional design principles were applied to simplify voluminous content and incorporate application scenarios to enhance learning. Prior to launch, the modules were reviewed by stakeholders comprising faculty members, the Performance Review Subcommittee, Programme Directors and Programme Executives involved in PGY1 training.

In 2018, SingHealth adopted a new learning management system, Wizlearn. In order to address system compatibility issues, curriculum developers quickly learned a new instructional design software and redesigned the e-learning package. The new package was launched in April 2018.

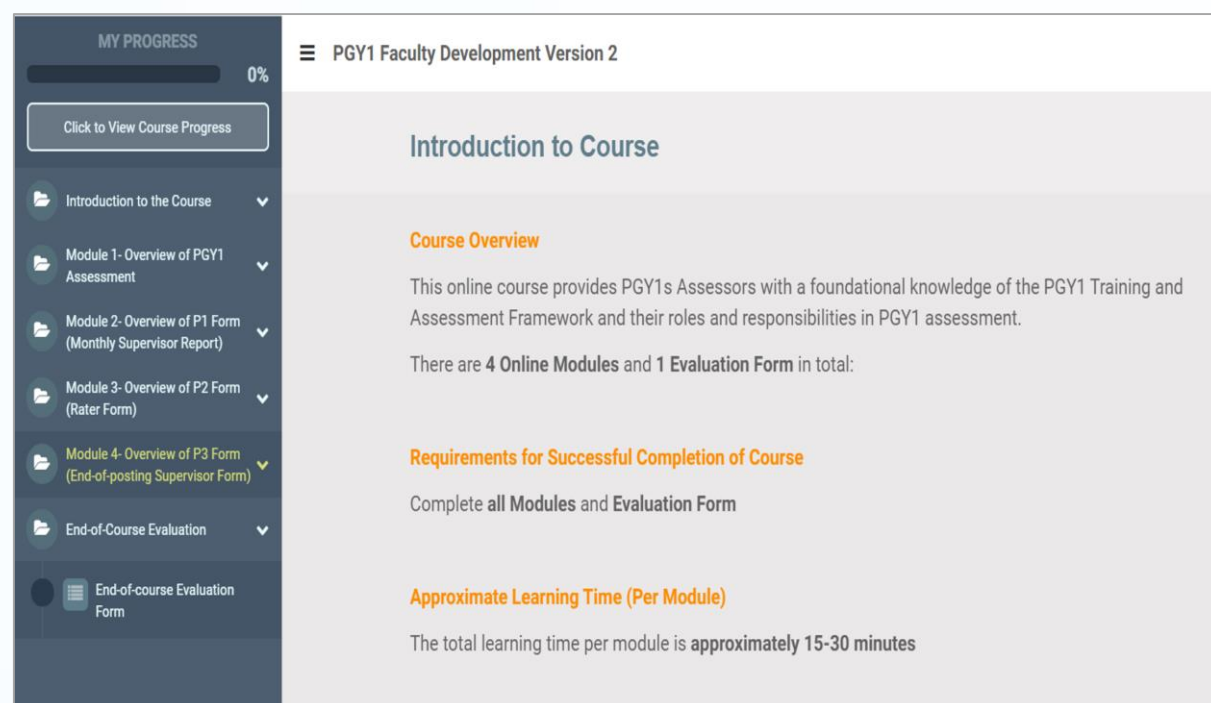### Online Faculty Development Package Interface on Wizlearn

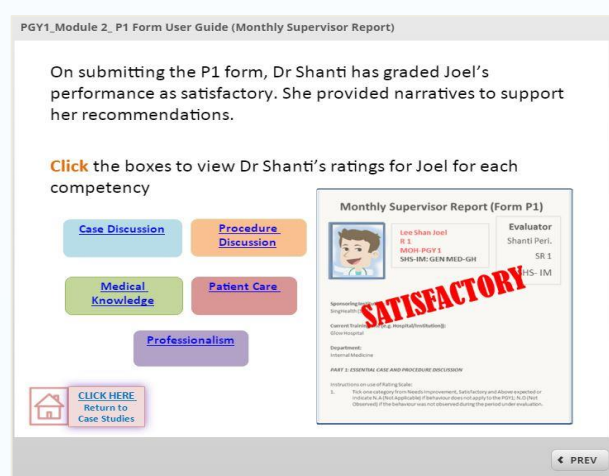*Figure 1. The TASC and NAC-PGY1 Framework structured into 4 modules*

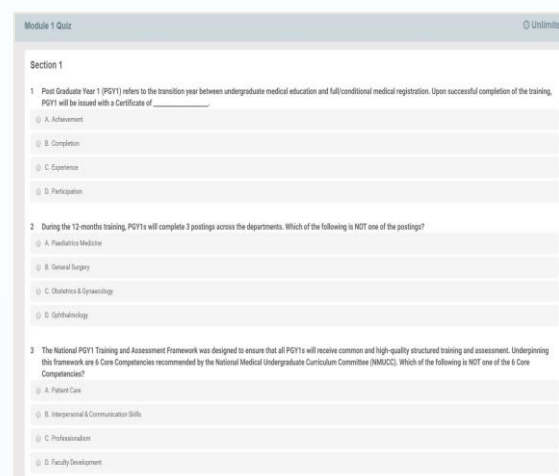*Figure 2. Interactive case scenarios for learning application*

Figure 3. End of module quiz to check on learners' understanding

Results

Feedback from over 90% of learners indicated the content were relevant and adequate, with well-designed case studies. The bite-size content guided their learning, and enabled them to be better assessors. They appreciated the ease of accessibility and would like the modules to be permanently accessible.

267 Learners completed the course since implementation

Quantitative feedback from learners

94% Content was **relevant** to work

96% Content was **aligned** to stated objectives

97% Content was **appropriate** for current level of understanding

97% Content coverage was **adequate** for the time allocated

Qualitative feedback from learners

> "The case studies are very *well-planned*. Kindly allow us to access this page in future. Thanks!"

> "Learned many new things which will be **useful** & **relevant** for me as PGY1 faculty."

> "**Thorough** and **comprehensive**. Slides were very useful and easy to learn from. It should have been given to the assessors much earlier before they started completing the forms.'

> "**Good** learning tool. Covered the essential knowledge regarding PGY1 supervision in a **simple** & **interesting** way."

Conclusion

The process of developing and revamping the e-learning package highlighted the importance of readily embracing changes and innovating to meet evolving learners' needs. The experience was enriching albeit challenging, and definitely beneficial for future curriculum development.

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