Introduction

The Professional Presentation is a RANZCP-approved Workplace-based Assessment (WBA) tool. The purpose of this tool is to promote learning for trainees by providing structured feedback on performance within an authentic workplace context.

What is a Professional Presentation?

The Professional Presentation is a concise, validated method of formative evaluation consisting of a supervisor observing a trainee giving a presentation to an audience and providing feedback to the trainee about their performance.

Professional Presentations, like all WBAs, should contribute to the evidence base that informs a supervisor’s judgement as to whether a trainee can be entrusted with a particular Entrustable Professional Activity (EPA) and/or for the mid-rotation In-Training Assessment (ITA) Form and end-of-rotation ITA Report.

Choosing a presentation

The Professional Presentation may be used in journal clubs, case presentations, community education presentations, clinical audits, grand round presentations and in-service presentations. Audiences may include the wider community, mental health consumers, carers or clinicians.

The trainee should choose to make Professional Presentations that allow for the assessment of a range of settings and topic areas.

Supervision

The supervisor must be familiar with the Professional Presentation assessment process.

- Supervisors must be clinically competent in the area of psychiatry being assessed.

Assessment criteria

The aim of the Professional Presentation is to enable supervisors to provide structured feedback across the following areas:

- introducing the topic
- setting material in context
- analysis and critique
- presentation and delivery
- answering questions
- quality of educational content.

Prior to the trainee’s Professional Presentation, the trainee and supervisor should determine together which of the assessment criteria to focus on during the formative assessment. The feedback should concentrate on the agreed specific presentation skills rather than on the trainee’s general performance.
How to undertake a Professional Presentation

1. The trainee elects to participate in a presentation opportunity and organises all administration required including room bookings, invitations, arranging for a supervisor to be in attendance during the entire presentation and for a private room in which the feedback session can occur following the presentation (and providing the supervisor with the Professional Presentation form).

2. The trainee and supervisor determine the assessment criteria to be considered during the Professional Presentation.

3. The presentation session, including the presentation and time for interaction/discussion with the audience, will typically be at least 30 minutes in duration.

4. The feedback session occurs immediately after the presentation.
   - The feedback should be constructive and address: areas that were especially good, suggestions for improvement, agreed actions and goals.

5. The supervisor rates the trainee’s performance for the relevant assessment criteria using the 3-point scale on the form.
   - The cumulative weight of the feedback comments and ratings helps determine a defensible judgement of a trainee’s competence at their stage of training.
   - Please note that not all assessment criteria on the form are required to be rated during each Professional Presentation. Not applicable criteria are rated with the N/A option.

<table>
<thead>
<tr>
<th>Trainee stage</th>
<th>Below standard for end of stage</th>
<th>Meets standard for end of stage</th>
<th>Above standard for end of stage</th>
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<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>Below standard for basic trainee.</td>
<td>At basic level as described in Developmental Descriptors.</td>
<td>Above basic level. Moving towards the standard of a proficient trainee.</td>
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<td><strong>Basic</strong></td>
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<tr>
<td><strong>Stage 2</strong></td>
<td>Below the standard of proficient trainee. Meets standard of a basic trainee.</td>
<td>Meets the standard of a proficient trainee as described in Developmental Descriptors.</td>
<td>Above the standard of a proficient trainee. Moving towards the standard of an advanced trainee.</td>
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<td><strong>Proficient</strong></td>
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<tr>
<td><strong>Stage 3</strong></td>
<td>Below standard for advanced trainee. Meets standard of a proficient level trainee.</td>
<td>Meets the standard of an advanced trainee as described in Developmental Descriptors.</td>
<td>Above the standard for an advanced trainee.</td>
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<tr>
<td><strong>Advanced</strong></td>
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Please note: standards are at the level expected **on completion** of the relevant stage of training. Professional Presentations conducted at the beginning of a stage may typically include ratings of below ‘Meets standard for the end of stage’. This approach highlights areas for improvement and allows trainees to view their progress along a continuum.

6. The trainee and supervisor discuss and agree upon the next steps to progress learning. Both the supervisor and trainee sign the Professional Presentation form.

7. The trainee is required to maintain a portfolio of their Fellowship Program forms, including their WBA forms. Trainees are required to provide this portfolio to their next supervisor for review at the start of each new rotation.
Feedback
The feedback given after a Professional Presentation is important. Constructive and useful feedback should be given to the trainee on:

- areas that were especially good
- areas that need improvement
- potential ideas to gain further experience and skill in the areas requiring development.

Feedback that focuses on the strengths and weaknesses of the trainee’s performance will, through self-reflection, inform their learning and skill development.

Revision Record

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<th>Approver</th>
<th>Description</th>
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<td>v2.0</td>
<td>BOE 2012/3</td>
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<tr>
<td>07/10/2015</td>
<td>v2.2</td>
<td>CFT</td>
<td>Separate and reformatted protocol document.</td>
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