**Stakeholder Report Form  
EoE Primary Care School Board Meeting**

| Programme / Workstream Name: | Exam Support | | |
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| Programme Lead: | Avanti Sulakshana. Associate Dean. | | |
| PCS School Strategy Objective: | Learner Support | | |
| Period of Update: | July 2024-July 2025 | RAG Status for project: | Amber |
| Programme / Workstream Summary | | | |
| Responsible for  - GP School Examination outcomes in AKT and SCA  - Lead a team of Exam TPDs in each ICB area and Regional AKT/SCA SOX Educators (specialised Educators for each GP Exam to help support Trainee in difficulty)  - Design and run Exam courses regionally to skill up Educators and Trainees for both Exams as Masterclasses and for SOX support  - Appraise and update SOX Educators to maintain quality of SOX support | | | |
| Key Highlights | | | |
| |  | | --- | | **Strategic Development and Course Enhancement**   * **Updated policies and revised all five Exam courses to ensure they were more fit for purpose**, directly informed by trainee feedback and feedback from Exam Training Programme Directors (TPDs) delivering the content. * Produced a **new suite of training videos for the video library to support Trainees** **and Trainers in calibrating Clinical Observation/Assessment Tool (COTs/CATs) assessments for the SCA format.** * **Restructured the AKT SOX pathway to streamline delivery, improve cost-effectiveness, and increase reach by offering preparatory sessions earlier in training. This approach enabled more Trainees to access support from ST1 onwards, likely improving their readiness and performance**. * **Introduced recorded sessions to improve access for Trainees unable to attend live events, contributing to the development of local Program TPDs' capability in delivering AKT content**.   **Educator Development**   * **Formalised the SOX Educator Pathway** by drafting a Standard Operating Procedure (SOP), clarifying expectations and improving engagement. * **Reviewed and updated Educator registers**, communicated new standards, and invited Educators to align with the updated SOP. * Delivered targeted **SOX courses** to this refined group to ensure consistent delivery quality across the AKT and SCA pathways. * **Initiated the first formal appraisal cycle for both pathways, due for completion in September 2025**, marking the first time these Educators will undergo qualitative evaluation.   **Data and Resource Development**   * Began **website updates** to ensure the clear presentation of updated pathways and resources. * Commenced an **analysis of 18 months' worth of data post-SCA and of AKT Exam results trends** introduction to identify trends and opportunities for further pathway refinement informed by Exam results and Trainee/SOX Educator feedback. * Updated and **refreshed case materials** for the Exam Team, ensuring that SCA SOX pathway resources remain current and aligned with assessment standards of the new SCA Exam | | | | |
| Decisions made since last update | | | |
| **Action points from previous update and progress made:**   1. Commence SOX Educator Appraisal processes in April 24 **(Delayed due to restructuring of the Admin Team. Started March 25. Will complete Sept 25)** 2. Look at streamlining Exam Support strategy in line with budget/Admin support while maintaining quality **(AKT Pathway redesigned Sept 24. Now offered to ALL Trainees not just Trainees who have failed in the hope that it will improve AKT results.)** 3. Design SOX Educator support/updates. **(Ran 2 update courses and managed to cover 70-80-% of all SOX Educators in the region. New content exploring lived experience of, challenges faced, design ideas form part of these update courses. 80% of the update spent discussing challenging cases with experienced TPDs guiding Educators on the variety of options available to them to help support their SOX Trainees).** | | | |
| KPIs | | Financial Performance | |
| Exam results:  Analysis shows EOE SCA and AKT result trends follow National average closely.  The SOX results show improved outcomes in the AKT Exam but have fallen since the introduction of the SCA. This is similar to other deaneries and is probably due to the newness of the SCA exam. | | Stay within budget. | |
| Operational Updates | | Progress on previous goals | |
| Full admin team as off November 24 | | Done previously | |
| Risk Assessment Overview: *(Issues, Risks, Concerns, Barriers etc)* | | Governance and Compliance | |
| **Challenges:**  **Fourteen Fish have taken away recording minutes hence impacting SCA SOX pathway (Exploring I connect as an alternative platform in the interim)**   * **Balancing Strategic Change with Operational Delivery:** Transitioning from established systems to newly developed strategies required careful management to ensure continuity of delivery while embedding new processes. Introducing changes to long-standing course structures and pathways meant navigating resistance to change, while ensuring stakeholder engagement and buy-in at each step and increased workload. * **Resource Limitations:** Updating the video library and developing new content for both Trainees and Trainers, particularly for the SCA and AKT pathways, placed considerable demands on time and resources but has been completed. * **Standardisation Across Educators:** Implementing the revised SOX Educator pathway highlighted variation in the understanding and application of standards among existing Educators which needed to be standardized. * **Data Accessibility and Interpretation:** While historical exam data is available, extracting meaningful trends and using this information to inform real-time improvements was challenging due to limited admin hours to work on the data and lack of statistical analysis to see if results are valid and reliable | |  | |
| Stakeholder engagement | | | |
| Not a problem at the moment   |  | | --- | |  | | | | |
| Future Outlook (Upcoming priorities, initiatives, or areas of focus) | | | |
| -Focus on refining our evaluation frameworks within the system to evaluate its quality this year  -Exploring the role of AI in informing Exam content creation while testing the content produced to check for relevance, validity and accuracy (Clinitalk, Avatar Jo, AKT/SCA question/case writing AI resources) | | | |
| Conclusion | | | |
| Lots of changes, updates, new ideas implemented  Evaluation process embedded into all aspects of the program  Ability of AI to help this space being explored currently through little projects | | | |