In the recent *Transactions*, the Colleges of Medicine of South Africa (CMSA) states that work-based assessment (WBA) should be an essential part of an assessment system, alongside the national professional examination.[1][2] One of the main reasons for highlighting this topic is the fact that assessment enables our profession to demonstrate our accountability, and our commitment to reflecting professional practice standards, sustaining competence, improving performance and engaging in continuous quality improvement.[2][3]

To address these challenges, the modernised approach to WBA encounters, referred to as ‘supervised learning events’, and summative WBA constitutes assessments of observed performance (AoPs). Formative WBA focuses on the provision of structured, mandatory feedback, while encouraging reflective practice by the registrar, and the summative WBA constitutes assessments of observed performance, which allow registrars to demonstrate competence. The summative encounters of the WBA, referred to as ‘assessments of performance’, will consider a model that consists of both local and external examiners, which will improve on validity, and therefore allow inclusion in high-stakes exams. Therefore, the model could help to remove assessment fatigue.[8] Therefore, in order for WBA to be successful, clearly the development of such an assessment system must consider and overcome a number of implementation barriers, including assessment fatigue.[6] Therefore, in order for WBA to be successful, the CMSA should ensure that WBA is relevant to professional practice, and provides feedback to promote personal or collective reflection on competence or performance. Additionally, the proposed meaningful partnership between the CMSA and SACOMD should make participation in WBA a mandatory programme requirement that is linked to progression through training, as well as an accreditation standard for training platforms.[2][3]

WBA tools, when combined in a registrars’ e-portfolio to create a central and integrating concept whose purpose is both formative (educational) and summative (high stakes), are a means of planning and implementing lifelong learning to enhance performance, improve quality of care and enhance the effectiveness of our health systems.[1][2]

**M M Sathekge**
The Colleges of Medicine of South Africa, Cape Town, South Africa; Department of Nuclear Medicine, Faculty of Health Sciences, University of Pretoria; South Africa; and Steve Biko Academic Hospital, Pretoria, South Africa

mike.satheke@up.ac.za


