



Guidance on the use of ITERs in the *Competency Portfolio* and accredited AFC training programs

What is an ITER?

An In-Training Evaluation Report (ITER) is an assessment of a trainee's performance over a period of time, typically at least one month or up to six months in duration, and often with a focus on a specific rotation or experience. An ITER provides a retrospective assessment over that period of time and is therefore a synthesis of the trainee's performance.

ITERs may not replace AFC portfolio requirements

Each Royal College Area of Focused Competence (AFC) Committee develops the discipline's standards which include the Competency Portfolio (portfolio), the Competency Training Requirements (CTR) and the AFC Standards of Accreditation (AFC-SA). Once complete, the portfolio demonstrates the trainee's achievement of the discipline's competencies as evidenced by the performance of the major tasks of the discipline. The major tasks relevant to clinical activity are typically based on single-patient encounters; because the portfolio is based on these major tasks, it is a form of workplace-based assessment.

Portfolios include a variety of methods to demonstrate evidence of achievement. Examples include:

- forms that collect a supervisor's assessment after direct observation or case discussion, products of the clinical work (e.g., consult notes);
- compilations of feedback from members of the interprofessional team (e.g. multi-source feedback);
- products of scholarly work (e.g. papers, posters) and products of administrative work (e.g. standard operating procedures); and
- log books may also be included but serve to document breadth of experience rather than achievement of competence.

ITERs do not provide the point-in-time, specific case mix, and summative level of achievement relevant to a specific major task. For these reasons, ITERs are not suitable for use as an assessment method within the portfolio.

Roles for the ITER in accredited AFC training programs

Individual training programs may choose to use ITERs as one element within their overall system of assessment. ITERs may be a useful tool to track trainee progression towards the



goals of the program and the discipline specific portfolio. The use of an ITER may be a requirement of the local post graduate medical education (PGME) office; the Royal College recommends that AFC directors review their PGME office's policy on assessment to identify relevant local requirements.

Frequently asked questions

Can a Royal College AFC Committee add an ITER to its portfolio as a supplement to another evidence of achievement?

It is not recommended that committees add an ITER as a supplement to the portfolio as they do not provide the point-in-time, specific case mix, and summative level of achievement relevant to a specific major task.

We already use ITERs in my program; can I map an ITER to the portfolio?

No, ITERs cannot replace the evidence requested by the AFC Committee in the portfolio.

Questions?

Should you have any further questions, please do not hesitate to contact [Jennifer Stewart](#), manager, Specialty Standards.

Key resources

- [Royal College Policy on Areas of Focused Competence Assessment and Credentialing – Training Route](#)
- [Information by Discipline \(CTR, portfolio and AFC-SA for each AFC discipline\)](#)