Academic screening appears to tap into different skills than demonstrated at interview. The results are in the right direction, but are not yet convincing.

- small data pool – need more time
- ongoing project – need more research and more detail
- reliability and validity of current screening – need more clarity
- no qualitative data about the experience for trainees – need more variety of data
- no information about why trainees do not pass at the formative stage – need more understanding
- does the screening exercise actually measure what we think it does, or does it reflect other skills such as speed typing and working under time pressure?
- it doesn’t tell us much about more clinically based competencies or ‘softer’ skills

implications for teaching and learning as well as selection

Cognitive and meta-cognitive skills (including reflection – Dewey, 1933), critical thinking skills (Vermunt, 2007), and learning styles (Vormunt, 1996) all relate to the mastery of academic tasks and development of expertise; even if only moderately (Robbins et al, 2004) HOWEVER ideas around situated learning (Lave & Wenger, 1991) & the ‘process of becoming’ a professional (Dall’Alba, 2009) are of equal value.