Supplementary material

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Supplementary Table 1. Themes from focus group of trainees

Theme	Subtheme	Quotation
Understanding WBA	**Demystifying the purpose of WBA** Trainees developed a clearer understanding of WBA as a formative tool for promoting reflective practice and enhancing clinical competencies, rather than a mere requirement.	「今天最滿意就是大家了解了整個背後的原意是甚麼，希望大家可以improve in mindset。這些discussion沒有pass or fail。」 ("Today, I'm most satisfied that everyone understood the overall purpose behind WBA. I hope it can help improve everyone's mindset. These discussions are not about pass or fail.") [Participant 5]
	Clarifying the assessment process The step-by-step explanation of WBA procedures helped reduce confusion and anxiety; it also enabled trainees to understand what each step entails and how to approach it effectively.	「……都是一樣，知道workplace-based assessment的flow和framework 是怎麼樣做，procedural-based與case-based有甚麼不同。……我是多了少少idea，談的是甚麼。大家trainer和trainee的expectations。」 ("I now understand the flow and framework of WBA, and the differences between procedural-based and case-based assessments. I have a clearer idea of what's expected from both trainers and trainees.") [Participant 4]
Enhancing feedback literacy	**Developing a positive attitude toward feedback** Trainees shifted their perceptions of feedback from a potentially negative experience to a valuable opportunity for growth.	「我以前總是迴避反饋，因為感覺像是批評，但現在我明白這是一種幫助我理解進展和找出需改進地方的指導。」 ("I used to avoid feedback because it felt like criticism, but now I see it as guidance that helps me understand my progress and identify areas to work on.") [Participant 3]
	Managing emotional responses and promoting	「通過workshop，大家都知道，整個workplace-based

psychological safety
Trainees understood the importance of a safe environment in which feedback can be received openly without fear of judgement, and they learned strategies to manage emotions, which enhanced their capacity to process and act on feedback.

assessment是一個learning process。大家不應該有unnecessary的emotions。例如你做得不好,大家都是對事,或者對你的improvement給一些feedback,大家應該有一個settled的emotion去視這個feedback為一個learning opportunity。」 ("Through the workshop, everyone understands that the entire WBA is a learning process. There shouldn't be unnecessary emotions. For example, if you didn't do well, it's important to recognise that everyone is addressing the matter or providing feedback for your improvement. Everyone should have a settled emotional state to view this feedback as a learning opportunity.") [Participant 1]

Effective use of feedback for professional growth
The ability to use feedback to set actionable goals and make tangible changes in practice was an important outcome. Trainees felt more equipped to implement feedback into their learning plans and monitor their own progress.

「我覺得這個workshop幫到的是,所有東西都是為了learning和 psychological safety,對於trainer和trainee 來說,提醒了大家,最重要是目標一致,就是learning of the trainee,大家align objectives。」 ("I think this workshop helped in making everything focused on learning and psychological safety for both trainers and trainees. It reminded us that the most important goal is the learning of the trainee, aligning everyone's objectives.") [Participant 3]

Presence of trainers in the workshop

Fostering mutual understanding and consistent assessment practices
Interactions between trainees and trainers during the

「Trainer一起join有好處,role play可以真的再熟習整個流程,因為之前的presentation discussion,在那一刻才知道assessment,現在有這個workshop,就清楚一些知

	workshop enabled a more unified understanding of assessment standards and expectations. This alignment was beneficial in minimising discrepancies among feedback practices.	道trainer的point of views。日後成為trainer都有幫助。」 ("Joining the trainers together has its benefits; role-playing can truly help us become more familiar with the entire process. Previously, during the presentation discussions, we only understood the assessment at that moment. Now, with this workshop, we have a clearer understanding of the trainers' points of view, which will be helpful when we become trainers in the future.") [Participant 2]
	No perceived downsides of mixed-group learning Despite potential concerns about power dynamics, trainees found the mixed-group setting beneficial. The involvement of trainers did not hinder learning but instead provided an opportunity for authentic dialogue and shared insights.	「我覺得整個workshop大家很open，所以 trainer 同 trainee 一起 learn 沒有甚麼影響，只是更加 encourage 多些不同角度的分享。」 ("I think the workshop was very open, so learning together with trainers didn't have any negative impact. It just encouraged more diverse sharing from different perspectives.") [Participant 1]
Workshop design and delivery	**Value of a structured framework** The structured framework for WBA, including specific guidance on setting objectives and reflective practices, was highly valued by trainees. It provided a standardised approach that they found beneficial for ensuring consistency in feedback and evaluations.	「……有framework，在discussion的時候，有 framework 是一件非常好的事，可以順着framework去想東西就更加好。」 ("…Having a framework is a very good thing when discussing. It's even better if you can think about things according to the framework.") [Participant 3]
	Benefits of practice, debriefing, and peer observation Trainees appreciated the active learning components of the workshop, which provided them with hands-on	「最大的幫助是，剛才small group discussion的時候，自己demonstrate了一次之後，再observe，再向 debriefer 報告在discussion 時候有甚麼要注意。」 ("The greatest

experience and immediate feedback. This approach was particularly useful in solidifying theoretical concepts and translating them into practice.	benefit was during the small group discussions, where I first demonstrated, then observed, and finally reviewed with the debriefer what to focus on during discussions.") [Participant 5]
Need for clearer case instructions Some trainees felt that the case instructions lacked specificity, making it difficult to identify the learning objectives and focus their attention effectively during role-playing and discussions. They recommended providing more detailed guidance or pre-session materials to guide preparation.	「有時候在role-play時，不是太清楚重點要留意甚麼，如果有多些guidance或者那個case可以清晰一些會好得多。」 ("Sometimes, during the role-play, it wasn't clear what key points we should focus on. It would be much better if we had more guidance or if the case details were clearer.") [Participant 2]

Abbreviation: WBA = workplace-based assessment

Supplementary Table 2. Themes from focus group of trainers

Theme	Subtheme	Quotation
Perceptions of WBA	**Clarifying the purpose of WBA** Trainers emphasised that the workshop helped them recognise WBA as a tool for formative assessment aimed at improving trainee competencies, rather than merely fulfilling a procedural requirement.	「今天學到最多的是我們了解了workplace-based assessment背後的目的和如何幫助 trainee 發展。」("What I learned the most today is understanding the purpose behind WBA and how it helps trainees develop.") [Participant 4]
	Time constraints in clinical settings Trainers acknowledged that applying WBA is challenging due to time limitations in a busy clinical environment, making it difficult to conduct effective assessments regularly.	「這個system在我們clinical service裏面其實很難執行，因為真的很忙，根本沒有時間去做這麼多assessment。」("This system is difficult to implement in our clinical service because we're really busy and just don't have time to do so many assessments.") [Participant 12]
	Need to change the educational culture Trainers expressed that successful implementation of WBA also requires a shift in the educational culture, encouraging trainees to embrace self-directed learning and move away from a mindset focused solely on fulfilling requirements.	「最大的困難就是我們怎樣去幫助這些trainee去改變他們的mindset，由spoon-fed變成自發性學習。」("The biggest challenge is how we help these trainees change their mindset from being spoon-fed to becoming self-directed learners.") [Participant 13]
	Need to evaluate the outcomes of WBA Trainers felt that it is crucial to have concrete measures to evaluate whether WBA is truly beneficial for trainee learning and professional development.	「我會想知道我們做這麼多assessment，是否真的對學習有幫助？需要一些outcome來證明這個系統的效果。」("I want to know if doing all these assessments really helps learning. We need some outcomes to demonstrate the effectiveness of this system.") [Participant

5]

Improvement in feedback skills	**Use of open-ended questions in feedback** The use of open-ended questions was regarded as a key improvement in their feedback approach, enabling deeper reflection and encouraging trainees to think critically about their performance.	「我們學到用open-ended question去引導trainee思考，而不是直接告訴他們甚麼是對的、甚麼是錯的。」 ("We learned to use open-ended questions to guide trainees' thinking rather than just telling them what's right or wrong.") [Participant 7]
	Integrating feedback into micro-moments Trainers found that they could integrate feedback into short time slots between clinical activities, rather than waiting for longer, dedicated sessions. This adaptation made feedback more feasible in a busy environment.	「我發現其實可以利用一些很短的空檔時間去做feedback，例如在轉場的時候或者做完某個小手術之後。」 ("I realised that I can use very short moments to give feedback, like between cases or right after completing a small procedure.") [Participant 12]
Presence of trainees in the workshop	**Promoting mutual understanding** The presence of trainees in the workshop allowed trainers to better understand their perspectives and align expectations. It fostered a more cohesive working relationship between the two groups.	「與trainee一齊學習，能讓我更了解他們的想法和關注點，這樣未來我們給 feedback 的時候就更有針對性。」 ("Learning together with trainees helped me understand their perspectives and concerns, which makes future feedback more targeted.") [Participant 9]
	Stress from other trainers, not trainees Contrary to expectations, trainers did not feel that the presence of trainees created any discomfort. Instead, the real pressure came from performing in front of other experienced trainers.	「其實我覺得壓力不是來自於trainee，而是來自其他trainer，因為我們都想表現得專業。」 ("Actually, I feel that the pressure didn't come from trainees but from other trainers, because we all want to appear professional.") [Participant 8]
Workshop design and delivery	**Value of pre-course materials** Trainers appreciated the pre-course materials, which	「我覺得pre-course的material很有用，令我們上課的時候已經有一定的基礎知識。」 ("I found the pre-course

provided background knowledge and helped them engage more effectively during the workshop.	materials very useful. They gave us a solid foundation before attending the workshop.") [Participant 6]
Use of structured frameworks The structured frameworks provided during the workshop made it easier for trainers to organise their feedback sessions systematically.	「有一個framework去跟着做feedback是非常有幫助的，令我不會忘記某些重要的點。」("Having a framework to follow during feedback is very helpful and ensures that I don't forget any important points.") [Participant 3]
Role-play practice and feedback by experienced facilitators Role-playing exercises, combined with feedback from experienced facilitators, were particularly valuable for improving feedback skills and handling complex scenarios.	「這些role-play和experienced facilitators的 feedback 幫助我明白自己在給 feedback 時有甚麼需要改進。」("These role-plays and feedback from experienced facilitators helped me understand what I need to improve in my feedback delivery.") [Participant 5]
Suggested enhancements for workshop content Trainers suggested using medical cases for demonstrations (instead of generic cases), incorporating more diverse case scenarios, and including more trainees in future sessions.	「我覺得如果用一些medical-related cases而不是餐廳的例子，可能會令大家更容易理解和進入狀況。」("I think using medical-related cases instead of restaurant examples would make it easier for everyone to understand and get into the scenario.") [Participant 3]

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Appendix. Focus group moderator guide

1. **Introduction**
   a. Welcome and thank the participants for joining the focus group
   b. Explain the purpose of the focus group: to explore the experiences of trainees and trainers participating in the conjoint workplace-based assessment workshop and how it has impacted their feedback literacy or feedback skills
   c. Remind participants that the discussion will be recorded for research purposes, and their confidentiality will be maintained

2. **Opening questions**
   a. Can you briefly share your experience with the workshop and your feedback literacy or feedback skills so far?

3. **Feedback literacy**
   a. How do you perceive the role of feedback in your or trainees' learning and development?
   b. How has the workshop enhanced your understanding of feedback literacy or feedback skills?

4. **Workshop feedback**
   a. What aspects of the workshop did you find most helpful in improving your feedback literacy or feedback skills?
   b. Did the inclusion of trainers or trainees in this workshop contribute in any way to those improvements (probe: trust, relationships)?
   c. Were there any aspects of the workshop that you found challenging or ineffective?
   d. Did the inclusion of trainers or trainees contribute in any way to those challenges or areas of ineffectiveness (probe: psychological safety, learning goals)?
   e. What can be done to overcome those issues related to the inclusion of trainers or trainees?
   f. How else do you think the workshop could be improved to better support your feedback literacy or feedback skills development?

5. **Impact on practice**
   a. How has your feedback literacy or feedback skills improved since the workshop?
   b. How do you plan to continue developing your feedback literacy or feedback skills after the workshop?

6. **Closing remarks**
   a. Is there anything else you would like to tell us?

b. Thank the participants for their valuable insights and contributions.

c. Provide information on how they can access the results of the research if they are interested.