

**WBA Advisory Group Meeting
27 September 2012
Minutes/Actions**

- 1** Present: Lucia Batty (Chair) (LB); Mike McKinnon (MM); Lisa Curran (LC); Kathryn McKinnon (KM), Nikki Cordell (NC), Ben Lashbrooke (BL)

In attendance: Emma Cox-Smith (ECS)

Apologies: Angela Skidmore (AS); Rachel Cooper (RC)

LB informed the group that David Major had resigned from and that Nikki Cordell would also be leaving and that this meeting would be her last. The group thanked both members of the group for their contributions and hard work. The group discussed new membership, LB referred to the new Terms of Reference (ToR) for the group.

Action: ECS to e-mail the ToR to all group members.

- 2 The minutes of the last meeting (28 June 2012) were accepted**

- 3 Matters arising not covered elsewhere on the agenda**

The group agreed that they would use Google Drive for working documents and that once they have agreed on a final version this would then be stored in the WBA folder on the FOM website.

(3.5) MM has been working on writing a process for external WBA assessments. The group felt that there was a need to clarify the purpose of external WBA assessments to everyone involved. The group's view was that the main reason was for formative assessment. However this needs to be checked with Keith Palmer, whether the FOM believes the same otherwise summative process may need a different approach and also Ext Ass' QA (feedback from trainees).

LB outlined areas which this paper should cover. Previously drafted flow chart for External Assessors should be reviewed and enclosed along with the document.

Action: MM to draw up a process so that it is clear exactly what is required.

Post meeting note:

The following information was previously published on the FOM website in a Q&A document that was issued in 2007:

'The External Assessor in WBA will sample a part of the material again, in a way akin to having a second assessor. However, the main purpose is not to mark an examination and WBAs are not designed to be high stake summative exams. Rather, the scores of external assessors will enable the Faculty to quality assure and check on the use of WBAs in practice, and where appropriate to improve and further develop them.

For example, the agreement between a supervisor and an a second trained party scoring, say, the same letter (SAIL(OH)), gives an indication of the repeatability of the process. Qualitative observations on what works and what doesn't may also be of great value to the Faculty's WBA development team.

Although the role is mainly one of quality control and quality improvement, the External Assessor scores can be fed back to the ARCP as extra information.'

4 Update on tools

MSF

NC reported that the GMC had been doing a lot of work on MSF. The GMC are very clear about the process and NC suggested that the GMC approved forms for MSF are implemented as they are. There should not be any reason why trainees could not follow the same formally approved format. NC reported that there are six approved forms and suggested that the six forms should be made available for use.

DOPs

KM reported on the meeting that was held on 30 July. The purpose of the meeting was to look at the structure, format and language of the tools.

The group discussed the forms further and agreed that:

- Each form should consist of three pages

Page 1

- 'Assessor's GMC Number' should be changed to 'Assessor's Professional Number'
- In the second box 'FOM competency' should be changed to 'FOM Core Competency' and '(trainee to complete)' should be added after 'Learning outcome expected'
- The competencies that the form can be used to cover should be listed under 'FOM Core Competency'
- In the third box on the form there should be seven areas/competencies. It was noted that the group were not happy with the 'area/competencies' terminology but did not agree new terminology

The seven agreed areas are

1. History, examination, Investigation & Record Keeping
2. Education & Disease Prevention
3. Information Management
4. Principles of assessment and management
5. Clinical governance
6. Ethical and legal considerations
7. Communications skills

Plus a box for 'overall performance on this occasion'

- Each heading should be accompanied by a brief explanation below the heading

Page 2

- Contains the boxes for feedback, trainee comments and signatures, and time taken for observation. In electronic form these boxes will be expandable

Page 3

- Contains the rubric derived from the FOM curriculum
- References

LB reminded the group to continue to refer to the curriculum to ensure that the tools are evidence-based and that the language is consistent with the language used in the curriculum.

Action: ECS to make a blank form based on the agreed format and send to BL and load to google docs. BL will use the template to create a generic DOPS and KM to re-work her work place visit and communications DOPS forms in line with MM's spirometry template and the seven headings mentioned above.

The group agreed that guidance should be produced on how and when to use DOPS.

Action: KM agreed to write a short explanation of what a DOPS is and what it is used for and how to use them.

5 AOB

NC has been asked to produce a first draft paper to explain the work the group have been doing and to support the reasons for doing this work.

Action: NC to send the paper to LB. All members to add their reasons for re-designing the DOPS form and developing further DOPS- sub-categories. LB to finalise and share (incl. the concrete examples of forms) with Keith Palmer and David McLoughlin to start with.

LC informed the group that the new Director of Assessment, David McLoughlin, will be attending the next meeting.

6 Date of next meeting

The next meeting will take place on Thursday 13 December 2012 in the Faculty's meeting room.