

**WBA Advisory Group Meeting  
28 June 2012  
Minutes/Actions**

**1** Present: Mike McKinnon (MM) (Acting Chair); Lisa Curran (LC); Kathryn McKinnon (KM), Nikki Cordell (NC),

Teleconference: Lucia Batty (LB), David Major (DM)

In attendance: Emma Cox-Smith (EC)

Apologies: Ben Lashbrooke (BL), Rachel Cooper (RC)

**2 The minutes of the last meeting (29 March 12) were accepted**

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

(3.3.7) The Faculty applied for Huddle (an online collaboration tool) for a nominal cost through a charity programme, CTXchange. Unfortunately, the Faculty was not eligible to receive Huddle.

All members of the group are now on LinkedIn. Linked in can be used for discussions. WBA documents can now be stored on the Faculty website. It was reported that the group members could not access this group.

Action: EC to look into why the group are unable to access the documents on the website

The group agreed that having one place for documents and another for discussions was not ideal. The group discussed using Google Drive – documents can be collaborated on and discussed in one place and is free to use – it was agreed that the group should use Google Drive. The Faculty website online document store would be used to store the final agreed versions of each tool.

Action: EC to speak to Nicky Coates regarding setting up and installing Google Drive at the Faculty so that the Faculty has ownership.

(3.4) MM has been working on a WBA Quality Assurance Framework to ensure that the process of designing and implementing new WBA tools is quality managed and meets the GMC quality management criteria for WBA implementation.

It was agreed that a report should go to the Faculty Assessment Sub-Committee.

Action: MM to send a report to LB and LB to forward to Rachel Cooper.

**4 Update on tools**

DOPS

KM has drafted a communication skills template

LC has drafted an audiometry template

MM has drafted a spirometry template

DM has drafted a biological monitoring template

LB has drafted a generic DOPS template

NC has produced an RCAT (Report Communication Assessment Tool) for workplace visits as she felt it was a better fit than a DOPS since assessors usually only see the reports following the visit and did not directly observe.

KM suggested that there needed to be both an RCAT and a DOPS for workplace visit. The group agreed.

**Action: KM to produce a DOPS workplace visit tool. NC to send KM the RCAT for workplace visit so that they are harmonised.**

### SAIL

RCAT is the proposed replacement tool for SAIL.

NC has been developed a report to management RCAT and workplace assessments RCAT. She also proposed doing an RCAT for audit, health promotion and research protocol.

LB suggested that the extra proposed RCATs were postponed until a later stage.

KM suggested a rolling programme of development and trial of new tools.

LB suggested there should be a generic RCAT template.

**Action: NC & BL to produce a generic RCAT**

### MSF

NC suggested leaving this tool until later as new GMC guidance on MSF is due to come out shortly.

### Mini-CEX

NC has drafted a generic mini-CEX.

The group discussed the use of the mini-CEX and whether or not it should be used to assess examination skills.

KM suggested that format, content and version control were separated from development to ensure consistency between each tool.

**Action: KM to look at the format and presentation of each tool.**

**MM to look at the wording of the rubrics to ensure consistent style.**

### Explanations on how to use the tools for Educational and Clinical Supervisors

It was agreed that there should be a set of generic guidelines for assessors.

LB – re-capped the process of developing the tools

- 1) Name tools
- 2) Allocate to group members

- 3) Agree layout
- 4) Group to decide how to finalise and how to trial the new tools

MM suggested an interim meeting for volunteers to agree the layout and finalise the tools that the group have been working on. LC, MM, LB and KM have agreed to arrange a meeting.

## **5 Training for external assessors**

EC reported that there did not appear to be any clear guidelines on what training is required for new external assessors for WBAs. External assessors are not evenly distributed throughout the country which can make it difficult to allocate an appropriate external assessor.

It was noted that WBA training days are not mandatory to attend prior to becoming an assessor. External assessors must confirm in writing that they have read and understood the WBA FOM material on the website before becoming an assessor. In the longer run the group hope to develop an e-learning tool for training.

KM commented that she did not think that the role of external assessors was clear to trainees; she thought that it was not clear why the external assessments were required and what benefit they are to the trainee. LC commented that she found the assessments useful and that it was good to have someone different carry out an assessment. LB LB commented that the feedback from the ext assess pilot and training days showed a positive response to the ext assess concept.

External assessments should be carried out on WBAs that have already been assessed by the supervisor or relevant person. It was noted that external assessments were often carried out on different cases and therefore it was questioned what value they had as a quality control measure. It was also noted that assessors and trainees were not aware that the forms should be returned to the Faculty.

Action: MM and AS to write a process document to explain the external assessments and the procedure for undertaking external assessments. EC to forward current documentation.

## **6 AOB**

None

## **7 Date of next meeting**

The dates of the meetings for this year will be:  
Thursday 27 September 2012  
Thursday 13 December 2012