

ATOM

Assessment Tool for Occupational Medicine

Introduction

The objective of this project is to develop common assessment methodologies to evaluate skills and competencies of trainee specialists in Occupational Medicine (the ATOM tool). This tool would be available freely and countries could choose to use the ATOM tool as part of the assessment of doctors completing their training programme in order to become recognised specialists in Occupational Medicine. The development of a common element will facilitate the development of quality assurance of training of specialists in occupational medicine and will improve the consistency of occupational medical advice available to workers, employers and trade unions.

Background

Occupational Medicine is the medical specialty dealing with the assessment of workers' health, linking working conditions and processes to workers' health, assisting in managing the health, skills and working capacity of the entire working population, and managing individual cases in the context of work ability. The length and contents of the training curriculum for the training of Occupational Physicians differs in each country. The lack of any common standard for the assessment of competence of doctors completing training programme in each country, inhibits the mutual recognition of Specialist Qualifications, and the acceptance of other countries specialist qualifications. There is a growing shortage of specialists in Occupational Medicine which has been highlighted at the ICOH conference on 'OH education & Training for everyone everywhere' (Strasbourg, Sep 05). The need to train more doctors and ensure transferability of skills is deeply valued.

This idea for this project originated from discussions within the Occupational Medicine section of the UEMS (Union of European Medical Specialists). It is being conducted in collaboration with ICOH (International Commission on Occupational Health) and EASOM (European Association of Schools of Occupational Medicine). Currently we have 28

countries worldwide participating in the project. The project director is Dr. Ewan Macdonald, University of Glasgow, Scotland, (also past president of the OM section of the UEMS and member of EASOM) and the Assistant Director is Dr Consol Serra, University of Pompeu Fabra, Spain (also President of the OM Section of the UEMS).

The main aims of the project are:

- To develop and agree a common quality Assessment Tool in Occupational Medicine (ATOM) to be used as part of formal accreditation
- To establish a self-sustaining collaboration between examining bodies to achieve increasing convergence of accreditation and training
- To pilot the use of such an instrument and make it available to countries worldwide

Other aims are:

- To facilitate and establish liaison and co-operation between the relevant standard setting institutions in the participating countries.
- To ensure that the views of the social partners in each country are taken into account.
- To ensure maximum valorisation of the co-operation and networks established in this project and of the end product such that all countries will wish to adopt the instrument and participate in its further development

Project phases

ATOM project Phase 1 - Network Building & Identifying currently employed assessment methodologies

- To identify a network of representatives from training, examining and standard-setting organisations world-wide to participate in the project;
- To conduct a survey of standard setting/examining bodies to identify assessment methodologies used
- To organise workshop sessions to invite all international target groups and target sectors involved to explore similarities, differences and opportunities for collaboration
- To identify standard setting/examining bodies willing to contribute to the design of the tool.

ATOM Workshop 9-10/11/2006 Presentations

Dr Ewan Macdonald

Dame Professor Lesley Southgate

Dr Consol Serra

Dr Nundita Reetoo

ATOM Workshop Summaries

Workshop Two

Workshops 1 and 3 to be added shortly

ATOM project Phase 2 - Tool Design

- To map the common core competencies world wide
- To identify and organise working groups of test methodology experts to prepare the common assessment instruments
- To optimise the methodologies used in the tool
- To prepare the tool components
- To design the tool

ATOM Project Phase 3 – Tool Piloting

- To market the free package to the target groups
- To pilot the use of assessment instruments in collaborating countries
- To analyse instrument performance / utility across countries
- To make changes if necessary

ATOM project Phase 4 – Tool management

- To facilitate the establishment of a permanent self-sustaining international network of country examining bodies
- To organise the future management of the tool

Project Management

A project management committee has been created which is committed to the development of the ATOM tool. This committee includes representatives from each of the participating country in the project who will lead on the project development in the individual countries. This committee will be chaired by Dr Macdonald.

Product Development

The product of the project (ATOM tool) will be developed by a committee of experts in assessment methodology who have been / will be nominated from the country they represent. The committee will liaise with and report to the ATOM project management team

and also with other partners including country social partners and potential users of the tool. Although the objective of the partnership is to create a tool which is free of charge, commercialisation may be necessary for the management of the tool in the future, particularly with respect to administrative issues with respect to the examination. During the lifetime of the project, the needs for commercialisation will be explored and planned if necessary.

Project Impact

Short term. This project will establish or enhance collaboration between the standard setting organisation in occupational medicine and the Occupational Medicine professional organisations. This will lead to improved cooperation and exchange of best practice for those involved in the training and/or the assessment of trainees. The requirement to involve employer organisations and trade union representatives in the country committees will involve the social partners and the ultimate recipients of the skills of these doctors, in the consideration of their competencies and assessment.

Long-Term. A standardised component of the assessment of trainees will have been developed which will have an impact on training programmes, and will ensure that there is comparability and equivalence of assessment standards.

Intended Outcomes

The outcome of the evaluation and quality assurance work package will be the following:

- An assessment tool which has been developed using the principles and criteria
- An assessment tool developed by transnational collaboration, adopting evidence based best practice and the performance of which can be continually monitored
- An assessment tool which is widely accepted by the target sectors and groups and social partners as robust, relevant and fit for purpose

To get more details about the project

Please contact:

Dr. Nundita Reetoo
(Project coordinator)
Healthy Working Lives Research Group
Public Health and Health Policy
University of Glasgow
Tel. +44 141 330 2076
Email k.n.reetoo@clinmed.gla.ac.uk
www.hwlresearchgroup.org

ATOM Project Workshop

Workshop on Assessment Methodologies - Conclusion of Phase 1 ATOM project

Workshop on Assessment Methodologies

The first phase of this project aimed at identifying the different types of assessment methodologies already in place in individual countries and this was conducted through a survey of standard setting/examining bodies. The survey was completed by 45 representatives from 26 countries worldwide. This exercise also helped in the identification of more than 225 experts in training or assessment of specialists in Occupational medicine worldwide. The results of this survey were presented at a workshop in Barcelona, Spain (9-10th November 2006).

The workshop was attended by 41 participants from 17 countries.

Participants were invited to discuss these results of the survey and identify the most appropriate assessment methodologies that could be used as part of the assessment of trainee specialists in Occupational Medicine.

Another objective of this workshop was to establish a network of experts involved in the training and assessment of specialists in Occupational Medicine who will advise on the development of this common assessment tool in Phase 2. This network will ensure that the tool produced will be appropriate for use in all participating countries. Workshop participants were given the opportunity to nominate individuals from their country who can contribute to this network.

ATOM workshop programme

Thursday, November 9th

Chair: Dr. Consol Serra, University Pompeu Fabra, President of UEMS, Section of OM.

14.00h Registration

15.00h Welcome

- Dr. Fernando G. Benavides, University Pompeu Fabra, Spain
- ICOH Professor Alain Cantineau, Louis Pasteur University, France.

15.15h Introduction to the project

- Dr. Ewan Macdonald, Glasgow University, UK.

15.30h International perspective

- Dr. Kristiina Mukala, President of EASOM
- Dr. Consol Serra, University Pompeu Fabra, President of UEMS Section of OM

16.00h Survey of Training centers

- Dr. Knut Skyberg, National Institute of Occupational Health, Norway
- Dr. Nundita Reetoo, Glasgow University, UK.

16.30h Principles of assessment

- Dame Professor Lesley Southgate, University of London, UK

16.50h Coffee break

18.15h Reception at Barcelona Townhall

20.30h Dinner

- El Merendero de la Mari, Plaça Pau Vila, 1 (Barcelona)

Friday, November 10th

Morning Session, Chair: Dr. Ewan Macdonald. University of Glasgow

0900h Challenges and options in assessment

- Dame Professor Lesley Southgate, University of London, UK.

1000h Workshops:

1. How could trainees be assessed?
2. Knowledge base - what is the knowledge that should be common to all trainees?
3. Knowledge or Performance assessment?

10.15h Report from Workshop 1 & plenary discussion

11.00h Coffee break

11.30h Occupational Medicine training and assessment in

- North America - Professor Bob Goldberg
- Japan - Professor Takahashi Muto
- South Africa - Professor Mohamed Jeebhay

13.00h Lunch

Afternoon Session, Chair: Mònica Ballester. Catalan Society of Safety and Occupational Medicine

1400h Reporting from Workshops 2

Reporting from Workshops 3 and discussions

14.45h Establishing the working group of assessment specialists

- Dr. David Courtney. Assessment Specialists Faculty of Occupational Medicine, Ireland.

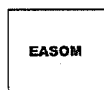
15.30h Action plan and next steps

- Dr. Ewan Macdonald. University of Glasgow, UK

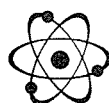
16.30h Closure

ATOM Workshop presentations

Workshop Participants



資料 3



ATOM
Assessment Tool for
Occupational Medicine

**Survey of assessment methodologies used by trainers and assessors
of trainee specialists in Occupational Medicine**

1	Which country are you from?	Japan	
2	What is your Name?	Toshiaki Higashi	
3	What is the name of your organisation?	Japan Society of Occupational Health	
4	Please describe your position in the organisation		
	What is the title of the post you hold?	Secretary General of Certification Committee of Occupational Physician	
	What are your main responsibilities?	Management of Certification system of Occupational Physician provided by Japan Society of Occupational Health	
5	Can you please provide us with your contact details?		
	Address	Institute of Industrial Ecological Sciences Univ. of Occupational & Environmental Health, Japan 1-1 Iseigaoka Yahatanishi-ku Kitakyushu city 807-8555	
	Telephone	093-691-7470	
	Email Address	thigashi@med.uoeh-u.ac.jp	
6	Which one of the following best describes your organisation? (Please select X)		
	Training Body	<input type="checkbox"/>	
	Assessment Body	<input checked="" type="checkbox"/>	
	Training and Assessment Body	<input type="checkbox"/>	
	Supervisory Body	<input checked="" type="checkbox"/>	
	Other (please describe)	I commit the training body in University of Occupational & Environmental Health, Japan	
7	Which sector does your organisation belong to? (Please select X)		
	Private Sector	<input checked="" type="checkbox"/>	Organization of academic society
	Public Sector	<input type="checkbox"/>	
	Other (please describe)	<input type="checkbox"/>	

8	Which organisation is responsible for setting the standards for the training of Specialists in Occupational Medicine in your country?		Japan Medical Association Univ.of Occup.& Envir.Health,Japan Japan Society of Occup. Health
9	Is this organisation also responsible for the training of specialists in other medical specialities?	No	
10	Which organisation is responsible for setting the standards for the assessment of Specialists in Occupational Medicine in your country?		Japan Society of Occupational Health
11	Is this organisation also responsible for the assessment of specialists in other medical specialities?	No	
12	Which of the following describe(s) the basic criteria required by doctors before they can start specialist training in Occupational Medicine in your country? (Choose more than 1 if appropriate and give details)		
		(X)	Please give details (e.g. Length and content of training/ experience)
	Undergraduate Degree		
	Postgraduate Degree		
	Postgraduate Experience	×	At least 3 years training of Occupational Health under the supervisor
	Other		

13	Please select (X) the components of the training programme for the specialist training of doctors in Occupational Medicine that are appropriate for your country and please specify the length of time in Months that trainees have to spend in each component		
		(X)	Length of training (Months)
	Academic training (e.g. lectures or supervised research project)	×	In total 2 months for OH course
	General Clinical posting (e.g. general medicine/ general practice)	×	24 months
	Occupational Health clinical posting e.g. hospital based clinics or workplace assessments, or industrial experience	×	In total 14 months for practice of Occupational Physician
	Other (please describe)		

14		Rating: Could you please select (X) the assessment methods described below which form part of the assessment methodologies used as part of the assessment of trainee specialists in Occupational Medicine in your country. Could you also give us the relative weight they carry as a proportion of the total assessment in percentage (%)		
	Assessment Method	Included (X)	Weightage (%)	Please give more details/comments if any in this column
1	Essay Questions –open questions to answer with free text			
2	Project Assessment- Participation in a project at a stage/ for a period		×	To write the scientific report
3	Multiple Choice Questions		×	At the examination
4	Photographic Slide Show Questions			
5	Epidemiological Examination Questions		×	At the examination
6	Oral Examination		×	Based on activity record(report)
7	Clinical Examination			
	(i) Traditional Long case examination of patients			
	(ii) Objective structured clinical examination			
	(iii) Other, please describe			
8	Research Based Dissertation/Thesis		×	Obligation of submit a paper to General assembly of JSOH
9	Modified Essay Paper using practical scenarios		×	At the examination
10	Short Questions paper			
11	Reviews of Literature			
12	Log Book/ training records/portfolios		×	Combined with oral exam
13	Workplace Assessments		×	Records of practical commitment
14	Monitoring of attendance		×	Participation to academic & Practical OHS meetings
15	Other types of summative assessments (please describe)			Participation to academic & Practical OHS meetings
16	Other types of formative assessments (please describe)			
	TOTAL		100%	

15	Ranking: The objective of this project is to design a common assessment tool which could be used as part of the assessment methodologies that you already use as part of the assessment of trainee specialists in Occupational Medicine. What methods would you prefer for this tool?	
	Rank your preferences in order from 1 (most preferred) to 17 (least preferred)	
	Assessment Methodology	Ranking Preference
	Essay Questions	15
	Project Assessment	3
	Multiple Choice Questions	12
	Photographic Slide Show Questions	9
	Epidemiological Examination Questions	8
	Oral Examination	2
	Clinical Examination-Traditional Long case examination of patients	14
	Clinical Examination- Objective structured clinical examination	13
	Research Based Dissertation/Thesis- writing and defending	5
	Modified Essay Paper using practical scenarios	7
	Short Questions paper	10
	Reviews of Literature	11
	Log Book/ training records/portfolios	1
	Workplace Assessments	6
	Other types of summative assessments (please describe)	4
	Other types of formative assessments (please describe)	16

(*If you prefer, you may to **rank** the first 5 only)

16	In which format would you prefer the tool to be produced?		
	(Most preferred 1, least preferred 3)		
	Web Based		1
	CD ROM		2
	Paper		3

17	The World Health Organisation has published a list of Core Competencies Occupational Physicians are expected to have at the end of their specialist training (Occupational Medicine in Europe: Scope and competencies; www.who.int/occupational_health/regions/en/oeheuroccmedicine.pdf) This list has also been adopted by the Occupational Medicine Section of the Union of European Medical Specialists (UEMS). Is this list of competencies used in the design of the training curriculum of Occupational Physicians in your country?	Yes/No Yes and No
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18	If your answer to Q17a is No, could you please Email (k.n.reetoo@clinmed.gla.ac.uk) or send us by post a list of core competencies that you use in the design of the training curriculum and trainee specialists are expected to have by the end of their training in your country?
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If you have any comment about the questionnaire or any issues that were not clear when completing this questionnaire please use this space to give us more information

In the question No.14, Weightage is difficult because we require the examinees to pass it all the assessment process category. Evaluation of importance is compatible to question No.15

Thank you for your time in completing this questionnaire

Please Email the questionnaire to k.n.reetoo@clinmed.gla.ac.uk or post it to

Dr. Nundita Reetoo
 ATOMe Project
 Healthy Working Lives Research Group
 Public Health and Health Policy
 University of Glasgow
 Glasgow G12 8RZ
 UK

DEFINITIONS

TERMINOLOGY	DEFINITION
ASSESSMENT	A systematic procedure for measuring a trainee's progress or level of achievement against defined criteria to make a judgement about a trainee.
ESSAY QUESTIONS	The ability to write an answer to a question which may involve detail descriptions and discussions, usually without reference to text books or other sources.
FORMATIVE ASSESSMENT	<p>The process of individual review of a trainee's educational and training needs at the commencement and during training, so that the training addresses the issues necessary to complete the training scheme satisfactorily</p> <p>A formative assessment helps to shape and inform a trainee's development.</p> <p>It allows trainees/tutors to assess the level of understanding of trainees</p> <p>It provides information which will allow a trainee to increase their understanding</p> <p>It does not have to provide a mark whereby the trainee's learning can be judged</p> <p>Perhaps the most useful form of formative assessment is a system, which allows the trainees to assess themselves.</p> <p>Examples include personal appraisals, review of training progress with candidates, discussion of strengths and weaknesses and discuss improvement opportunities.</p>
LOG BOOK/ TRAINING RECORD/ PORTFOLIOS	<p>Record of in-training assessment-The record of the process of annual or periodic assessments of a trainee's compliance with a training programme and achievement of competences. It is not in itself assessment.</p> <p>A portfolio is the accumulation of evidence of practical experience, academic training and continuing medical education (CME) activity.</p>
OCCUPATIONAL MEDICINE	Occupational Medicine is the branch of clinical medicine most active in the field of Occupational Health. Its principal role is the provision of health advice to organisations and individuals about the interface between health and work.
PROJECT ASSESSMENT	Mark awarded as a combination of an assessment of project development and the project report/ dissertation
SPECIALISTS IN OCCUPATIONAL MEDICINE	Doctors who have successfully completed higher specialist training in Occupational Medicine and are on the Specialist Register of their country.
SUMMATIVE ASSESSMENT	<p>The combination of examination and assessment processes that examine a trainee's suitability to carry out independent practice at the end of the vocational training period.</p> <p>Summative assessment is the process of evaluating (and grading) the learning of trainees at a point in time.</p> <p>Summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program. For</p>

example, if upon completion of a program trainees will have the knowledge to pass an accreditation test, taking the test would be summative in nature since it is based on the cumulative learning experience.

Examples of summative assessments also include assessed work, which contributes to the final outcome of a trainee's degree, such as unseen examinations, essays, dissertations or presentations.

TRAINEE A registered doctor in training.

WORKPLACE ASSESSMENT Assessment of work experience in different workplace settings e.g. companies, factories, environment etc..

PLEASE DESCRIBE ANY OTHER TERMS THAT YOU MAY FIND AMBIGUOUS AND ALSO GIVE THE DEFINITION OF THE TERMS (IN YOUR OPINION)

Introduction to the ATOM project

Dr Ewan B Macdonald
Head of Healthy Working Lives Research
Group
University of Glasgow, Scotland

Legislation



- European Directive 89/391/EEC- framework for regulation of Health and Safety (Competent Persons)
- European Directive 93/16/EEC- facilitate the free movement of doctors and the mutual recognition of their diplomas certificates and formal qualifications

Early Definitions of Competencies



- **Ramazzini**
- The Occupational History- "What is your Occupation?"
- Risk Assessment- "The physician should visit the lowliest workshops and study the mysteries of the mechanic arts"
- **Donald Hunter 1955-**
- "he must be prepared to make himself technically minded to a degree that used to be thought quite foreign to the sphere of practical medicine"
- "be in a position to make the industrialist understand the risks to which his men are exposed"

Evolution of Competencies



- WHO/ILO definition 1950 "physical, mental and social well-being...prevention...protection"
- WHO/ILO 1996- Global Strategy for Occupational health for all- "the overall promotion of health and workability for all employees"
- Scotland 2005-"healthy working lives" – maximising the functional capacity of the working age population

1995/6 Delphi study on Competencies of Occupational Physicians



- Objective – to gather the opinions of Occupational Physicians across Europe
- Target Group – Membership of EASOM, UEMS (Occ. Med section), ENSOP
- Method – Questionnaire – two surveys, the first based on the UK Faculty of Occupational Medicine training syllabus

1997- Requirements of occupational medicine training in Europe - International Conference



- Part of the above Delphi study
- Organised in association with ENSOP, the OM Section of the UEMS, The WHO Centre for Environment and Health (Bilthoven), the SOM (Scottish Group) and the FOM.

Conference Objectives




- Describe and assess the training needs and models of training of occupational physicians across Europe
- Identify differing country practices
 - differing assessment methodologies,
 - length of training and
 - variability of emphasis within countries.
- Define and assess the competencies required of occupational physicians across Europe.

Competency Publications





- Macdonald, Ide, Elder, eds **Competencies of Occupational Physicians: requirements of Occupational Training in Europe**. University of Glasgow 1998
- Macdonald, Ritchie et al **Requirements for Occupational medicine training in Europe: a Delphi study**. Occupational and Environmental Med. 2000;57:98-105
- Macdonald, Wilford, Baranski eds **Occupational Medicine in Europe: Scope and Competencies**. WHO 2000
- Reetoo and Macdonald HSE Report 2004,
- Reetoo and Macdonald, Customer perspective :Occupational and Env Med 2005

WHO publication




Occupational Medicine in Europe: Scope and Competencies

Editors: ...


WHO document



- This document has been
 - adopted by the UEMS
 - used as a guideline for defining the curriculum used in the training of occupational physicians across Europe.
 - used by many of the accession countries seeking to harmonise their training.


UEMS CONCLUSIONS (Q1-Q20)

WHAT WE DO AND WHAT IS IMPORTANT




1. The WHO document "Occupational Medicine in Europe: Scope and Competencies" accurately reflects what occupational physicians actually do.
2. The most important activities are very strongly agreed at European level (assessment of fitness to work, advice on prevention of occupational disease etc).
3. The least important activity for occupational medicine (primary care/treatment) is also strongly agreed.
4. There are three activities where there is more ambivalence - exposure assessment, first aid/emergency treatment, sickness absence surveillance.

Validating defined competencies of occupational physicians with their customer group in the UK




Aims of Study




- To survey UK employers, employees and their representative bodies,
- To establish their priorities,
- To compare these opinions with those of occupational physicians
- To explore the concerns of employers and employees on health at work.

Rating of training area from most important (1) to least (8)



TRAINING AREA	IMPORTANCE RATING ORDER OF TRAINING AREA									
	All respondents	Breakdown by company size			Breakdown by company sector			Breakdown by respondent representative		
		Small	Medium-sized	Large	Private	Public	Trade	Employee	Specialist	Trade Union
Law	1	1	1	1	1	1	1	1	1	1
Hazards	2	3	2	3	2	4	2	3	2	5
Fitness	3	4	3	2	3	2	4	2	3	2
Communication	4	2	4	4	4	3	3	4	5	3
Exposure	5	5	5	5	5	5	6	5	4	6
Research	6	6	6	6	6	6	5	6	6	4
Promotion	7	8	7	7	8	7	8	7	7	8
Management	8	7	8	8	7	8	7	7	8	7

Prioritization of training areas by customer groups of occupational health and occupational physicians



Competency	Ranking by Mean Scores	
	Customer Group	Occupational Physician Group ^{II}
Law	1	2
Fitness	2	5
Hazards	3	1
Communications	4	3
Exposures	5	8
Research	6	4
Promotion	7	7
Management	8	6

Specialist Training in the EU



- Agreed core competencies
- 4 year training programme
- Different training programmes reflect country and regional practice
- Mutual recognition of qualifications
- Free movement of specialists
- No EU process of Quality Assurance of product of training

What are we trying to achieve



- NOT imposing anything on different countries or schools
- NOT seeking boring uniformity
- NOT trying to tell universities or accrediting bodies what to do

What are we trying to achieve




- Improve the delivery of occupational health care in EU and worldwide
- Establish a consensus on a core assessment
- Establish a new academic/accreditation network to develop a tool
- Improve the quality of occupational medicine training worldwide
- Global companies want global standards

My Thanks




- Monica Ballester, Consol Serra and Suport Serveis
- Professor Fernando Benavides, University of Pompeu Fabra
- Nundita Reetoo, Jayne Burrows and Glasgow team
- Dame Professor Lesley Southgate
- Catalan Society of Occupational Medicine
- You all for participating



Challenges and options in assessment

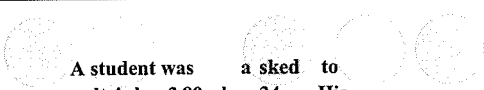
Workshop to plan an international approach to the assessment of postgraduate training in Occupational medicine
Barcelona November 2006

2007/3/29 Prof Lesley Southgate. lsouthga@sgul.ac.uk



- What must be done to establish a credible assessment programme that can encompass different approaches.

2007/3/29 Prof Lesley Southgate. lsouthga@sgul.ac.uk




A student was asked to multiply 389 by 34. His answer is shown below:

$$\begin{array}{r} 389 \\ \times 34 \\ \hline 1556 \\ 11470 \\ \hline 13026 \end{array}$$

Working individually, give this student a mark out of 10

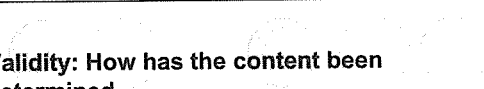
2007/3/29 Prof Lesley Southgate. lsouthga@sgul.ac.uk



What is a blueprint

- Today it is a map and a specification for an assessment programme
- It may be a simple content matrix
- But it can also include further specifications, for example test/assessment methods
- It supports content validity by ensuring sampling and coverage
- It prevents overlap and the inclusion of 'hobby horses'

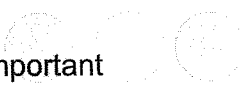
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Validity: How has the content been determined

- Does the assessment actually sample the domain that is being assessed?
- Has a written blueprint been derived before the assessment was planned and implemented?
- The content should show evidence of referencing to external documents and data
- What is the method of sampling from it?

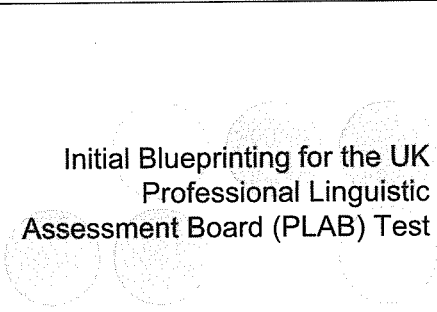
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The common and important conditions


- form one dimension of a matrix
- the other is the categories of *Good Medical Practice*

2007/3/29 Prof Lesley Southgate. lsouthga@sgul.ac.uk

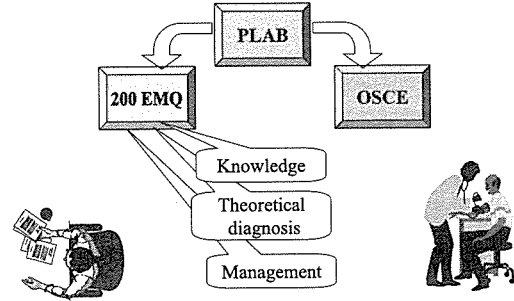


Initial Blueprinting for the UK Professional Linguistic Assessment Board (PLAB) Test

2007/3/29 Prof Lesley Southgate. lsouthga@sgul.ac.uk




External review



2007/3/29 Prof Lesley Southgate. lsouthga@sgul.ac.uk

Content




Blueprint

2007/2/29 Prof Lesley Southgate, lsouthga@sgul.ac.uk

Developing the blueprint

Performance standard
A first year Senior House Officer



What does a first year SHO see?

2007/2/29 Prof Lesley Southgate, lsouthga@sgul.ac.uk

What does a first year SHO see?

Medical school core cases

Workload surveys A&E dep

Hospital charge data

Common & Important Questionnaires to recent candidates

2007/2/29 Prof Les

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	1	2	1	2	1	1	2	1	2	2	3	2
Skill importance	1	1	2	1	2	1	1	2	1	1	1	3
Abdominal injuries												
Acute abdomen Appendicitis Pancreatitis												
Acute dyspnoea												

130 "presentations"

2007/2/29

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	1	1	2	1	2	1	1	2	1	1	1	3
Skill importance	1	1	2	1	2	1	1	2	1	1	1	3
Abdominal injuries												
Acute abdomen Appendicitis Pancreatitis												
Acute dyspnoea												

Attributes

2007/2/29

	History taking	Clinical examination	Selection and interpretation of diagnostic tests including imaging	Diagnosis	Decision making	Management plan	Prescribing including writing and calculating a drug dose	Uxalic explanation of medicines	Communication	OSCE Competence
Skill importance	1	1	2	1	2	1	1	1	1	3
Abdominal injuries										
Acute abdomen Appendicitis Pancreatitis										
Acute dyspnoea										

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Selecting the examination modality

	History taking	Clinical examination	Selection and interpretation of diagnostic tests including imaging	Diagnosis	Decision making	Management plan	Prescribing including writing and calculating a drug dose	Uxalic explanation of medicines	Communication	OSCE Competence
Skill importance	1	1	2	1	2	1	1	1	1	3
Abdominal injuries		X	X		X			X	X	
Acute abdomen Appendicitis Pancreatitis										
Acute dyspnoea										

OSCE Appraisal

2007/2/29 Prof Lesley Southgate, lsouthga@sgul.ac.uk

Item writing - OSCE

```


    graph TD
      A[Experienced OSCE writers] --> B[Proposed stations]
      B --> C[Editing group]
      C --> D[Provisionally Accepted]
      D --> E[Added to bank]
      E --> F[Piloted]
      F --> A
  
```

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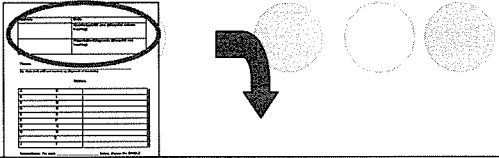
Item writing- Extended Matching Questions

Item writing workshops

- Introduction to the task
- Question template

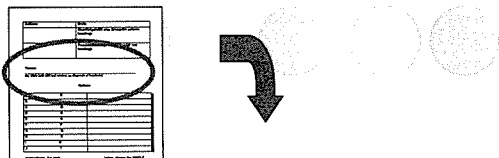


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Authors:	Code:
	Knowledge/skill area (blueprint column heading):
	Presentation/diagnosis (blueprint row heading):

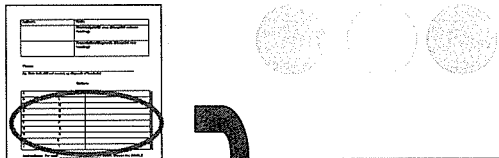
20



Theme:

(eg State both skill and content, eg diagnosis of headache)

20



Options

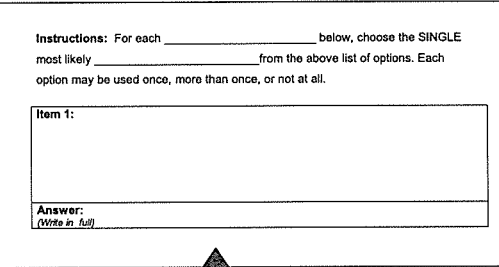
A	K	
B	L	
C	M	
D	N	
E	O	
F	P	

20

Instructions: For each _____ below, choose the SINGLE most likely _____ from the above list of options. Each option may be used once, more than once, or not at all.

Item 1:

Answer:
(Write in full)




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Item writing- Extended Matching Questions

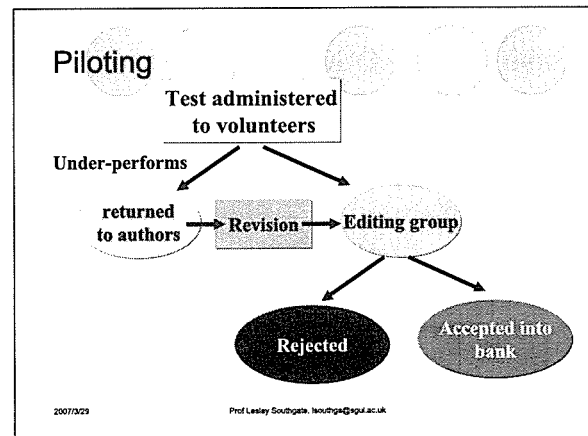
Item writing workshops

- Introduction to the task
- Question template
- Peer review
- Formal editing

Piloting



2007/3/23 Prof Lesley Southgate. lsouthga@sgul.ac.uk



Results of initial pilot

Stage	N	Mean score
Medical student	21	62.66
PRHO	36	70.28
SHO	20	73.90

2007/0/23 Prof Lesley Southgate. lsouthga@sgul.ac.uk

Work programme

- Matrix accepted
- Question bank being developed
- Piloting in progress
- Test construction agreed

2007/3/29 Prof Lesley Southgate, lsouthga@sgul.ac.uk

Test construction

17

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Test construction

133

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Work for today

- Similar process starts by deriving the matrix

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The common and important conditions/problems

- form one dimension of a matrix
- the other is the categories of *Good Medical Practice* or domains which map to them

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Test methods as part of the blueprint

- Test methods for assessment programmes can only be selected once the purpose and content are established
 - What is the best trade-off between fidelity and efficiency.
 - What is the programme for writing and refining test material?
 - How are marking schedules developed and reviewed where relevant?
 - Is new test material piloted before it is used?

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Is the assessment reliable

- Tests are likely to be unreliable if they are poorly constructed or too short
- Examiner bias
- Report Coefficient alpha and/or KR-20
 - But they provide information about the reproducibility of marks, not pass/fail decisions

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Standard setting

- It is only possible to set a sensible standard if the purpose of the examination is clearly set out.
- The most important thing about a standard is who sets it

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