

ASSESSMENT FOR HEALTHCARE EDUCATORS

Aberdare Hall, Cardiff University, Corbett Road, Cardiff CF10 3UP

9.15 am – 16.45 pm Tuesday 11 July 2017

A one-day course for professionals in healthcare education wishing to extend their understanding of modern assessment theory and practice.



Register now at: <https://aomec4me2017.eventbrite.co.uk>



Programme

9.15 – 9.45	Registration
9.45 - 11.00	Keynotes (John Cookson and Richard Fuller)
11.00 – 11.30	Break and refreshments
11.30 -13.00	Workshops (3)
13.00 - 14.00	Lunch
14.00 - 15.30	Workshops (3)
15.30 - 15.45	Break and refreshments
15.45 – 16.45	Reports from workshops and wrap-up session:

Workshops (delegates may choose one from 1-3 and one from 4-6)

	Morning	Presenters	Room
1.	Understanding Standard Setting	<i>Dr Daniel Zahra, Senior Assessment Psychometrician & Jo Cockerill, Assessment Psychometrician Plymouth University Peninsula Schools of Medicine and Dentistry</i>	Isabel Bruce Room
2.	Developing clinical assessments	<i>Dr Elizabeth Metcalf, Clinical Senior Lecturer, Cardiff University School of Medicine</i>	Joan Buckingham Room
3.	Developing an assessment strategy	<i>Dr Lee Coombes Director of Assessment, Cardiff University School of Medicine</i>	Kathleen Ede Room
	Afternoon		
4.	Developing a Robust Post-test Process	<i>Jo Cockerill & Daniel Zahra Plymouth University Peninsula Schools of Medicine and Dentistry</i>	Isabel Bruce Room
5.	Writing better single-best answer (SBA) questions: beyond the cover test	<i>Professor Phil Smith, Cardiff University School of Medicine</i>	Joan Buckingham Room
6.	Feedback on Clinical Skills and Workplace Based Assessment	<i>Dr Steven Capey, Assessment Director, and Dave Harper, Physician Associate Lecturer, Swansea University</i>	Kathleen Ede Room

Keynote Speakers

Professor Richard Fuller

Director, Medical Education Programmes, Leeds Institute of Medical Education, UK



Richard Fuller graduated MBChB from Leeds School of Medicine, returning to read his higher degree whilst undertaking higher specialist training in Geriatric Medicine. His current clinical academic role is divided between clinical work as Consultant Geriatrician/Stroke Physician (with special interest in anticoagulation and Atrial Fibrillation) and as Director of Medical Education Programmes at Leeds Institute of Medical Education. He is responsible for directing the MBChB degree programme, leading it through a significant and successful review that has produced an innovative and highly integrated curriculum, which continues to generate exciting new initiatives in curriculum design, mobile technology, assessment and personalised learning.

His main research interests focus on assessment, particularly in relation to assessment frameworks and the quality measurement and improvement of criterion-based assessment. He leads the Assessment Research Group within Leeds Institute of Medical Education, supervising a number of research students looking at diverse areas such as psychosocial frameworks of assessor decision-making, impact of national examinations and student anxiety within performance assessment. His current research focuses on the 'personalisation' of assessment, to support individual learner journeys. This is underpinned by work from the Leeds Assessment Research Group focusing on the application of intelligent assessment design in campus and workplace based assessment formats, assessor behaviours, mobile technology delivered assessment and the impact of sequential testing methodologies.

He publishes regularly, speaking regularly at leading international medical education conferences and is a faculty member at a number of leading global assessment courses. He holds a number of national/UK advisory roles, including acting as an assessment expert for the General Medical Council - and undertakes a range of advisory and developmental work in relation to curriculum, senior faculty development and assessment for a number of international institutions.



Professor John Cookson, Emeritus Professor at Hull York Medical School and former Foundation Professor of Medical Education and Undergraduate Dean

Professor John Cookson is emeritus professor at Hull York Medical School and Honorary Professor at the University of Exeter. He qualified in medicine at Birmingham University, spent some early years working and teaching in Africa, and then for a large part of his career was a consultant in general and respiratory medicine in Leicester. At various times, he was college tutor, clinical tutor, associate postgraduate dean and then, co-incident with the publication of the first edition of *Tomorrow's Doctors*, clinical sub-dean and later Honorary Professor of Clinical Education in Leicester. In 2002, he moved to Yorkshire as the foundation Professor of Medical Education and Undergraduate Dean of the new Hull York Medical School. His main interests in medical education are curriculum design and assessment.

Workshop summaries

1. Understanding Standard Setting

Dr Daniel Zahra, Senior Assessment Psychometrician, & Jo Cockerill, Assessment Psychometrician, Plymouth University Peninsula Schools of Medicine and Dentistry

In most assessments, student's success, failure, progression, or grades are determined by comparing their performance against a required standard. There is a range of methods for determining such standards, but not all are suitable for all types of assessment.

This workshop will introduce some key concepts in standard setting, review a selection of the most widely used standard setting methods (including Angoff, Hofstee, and Borderline Regression), and encourage discussion of their uses in relation to the aims of different types of assessment.

The aims of this workshop are to provide participants with the ability to evaluate different standard setting methods and apply this knowledge when standard setting their own assessments.

2. Developing clinical assessments

Dr Elizabeth Metcalf, Clinical Senior Lecturer, Cardiff University School of Medicine

There are strong internal and external drivers for rigorous and transparent clinical assessments of health care learners. A robust system is essential to ensure fairness for students and to maintain appropriate standards for patients.

In order for clinical assessments to be fit for purpose, they should meet certain basic criteria: they should be valid, reliable, reproducible and feasible, in addition to the assessment being acceptable to stakeholders. Each of these principles and the challenges in achieving them will be considered, in the context of a novel clinical assessment which allows students to demonstrate in increasing levels of complexity and integration their clinical competencies.

This workshop will give participants the opportunity to consider these key factors and processes whilst moving towards applying them to designing a short clinical assessment.

3. Developing an assessment strategy

Dr Lee Coombes, Director of Assessment, Cardiff University School of Medicine

Every assessment strategy is unique in scope and application as every institution is unique. However, when developing an assessment strategy there are some underlying elements that are universal. This workshop will focus on how a strategy is designed, how it can be implemented, and how we can validate the strategy by reviewing and revising as we go along. We will look at how we can identify objective measurable outcomes so that change can be evidence-based, and how we can develop the curriculum to facilitate best practice. How can modern approaches to assessment be integrated into an assessment programme, and what are the challenges that change can bring? Our aim is always to ensure assessment is robust, fit for purpose, and defensible, and a good strategy is not only critical in achieving this but also provides a crucial source of validation evidence.

4. Developing a Robust Post-test Process

Jo Cockerill, Assessment Psychometrician, & Dr Daniel Zahra, Senior Assessment Psychometrician, Plymouth University Peninsula Schools of Medicine and Dentistry

With there being a responsibility to ensure assessment is valid, reliable and fair, exactly what should we be doing and looking at if we are responsible for assessments or involved in the process?

This workshop will explore the methods contributing to achieving these assessment goals. This will include the processes to follow, the content and evaluation of a post-test analysis report and some item analysis. With a multiple choice question assessment being used as an example, participants will have the opportunity to 'build' and evaluate a post-test analysis report.

Whilst there will be some statistical content this workshop should appeal to anyone involved in assessment.

5. Writing better single-best answer (SBA) questions: beyond the cover test

Professor Phil Smith, Cardiff University School of Medicine Cardiff University School of Medicine

The session will follow a workshop format, seeking to explore approaches to question writing in order to improving candidate experience. Participants will discuss the importance of question style (minimising construct-irrelevance, ensuring clinical grounding, and giving consistent candidate experience), the difficulties of writing clinical SBAs on certain topics

(e.g. clinical science, ethics, and professionalism), and preventing unintended advantage to 'testwise' candidates (e.g. preventing convergence strategy).

Participants can expect from the workshop an improved appreciation of the techniques of question writing, beyond the cover test.

6. Feedback on Clinical Skills and Workplace Based Assessment

Dr Steve Capey, Assessment Director Swansea University.

Dave Harper, Physician Associate Lecturer, Swansea University.

Giving effective feedback to trainees and students is a powerful learning intervention; however, evidence suggests that many feedback interventions are not effective and can even be detrimental to educational development. This workshop aims to explore what makes effective feedback by investigating the literature concerned with feedback in the clinical workplace and from an educational viewpoint. Discussion and participation in practical aspects of delivering feedback will be utilised to allow development of the groups own issues and interests on the topic of feedback.

About the venue

For directions to Aberdare Hall:

<http://www.cardiff.ac.uk/locations/locationsaz/index.html#mainbuilding>

Parking for Aberdare Hall is not available on site; there is a limited amount of public parking available. The nearest car park is at North Road (£5 all day). The nearest railway station is Cathays.

Please note that this programme is correct at time of publication but may be subject to change without further notice.

Cloakroom

There is an unstaffed cloakroom area; please note that the Academy of Medical Educators does not accept responsibility for missing items

Social Media

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Photography disclaimer

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CPD

6 category 1 (external) CPD points by the RCP have been applied for: reference number 111657. Attendance certificates will be available at the event.

Sponsors and partner organisations

The Academy of Medical Educators gratefully acknowledges the support of Wales Deanery and Cardiff University School of Medicine

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Send us your feedback on this meeting!

We like to know what we did well, but even more importantly, we need to know what we could do better! Please let us know what you thought of the event and give us your ideas for future conferences. There is an online evaluation form at:

<https://www.surveymonkey.com/s/VFZ6G2T>

Date for your diary

DEMEC: Developing Excellence in Medical Education Conference

<http://www.demec.org.uk/>



Professor Jenny Higham, Principal of St George's Medical School, London and the first woman Chair of the Medical Schools Council will deliver the 2017 **Annual Calman Lecture** during this conference