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Calibration Workshop

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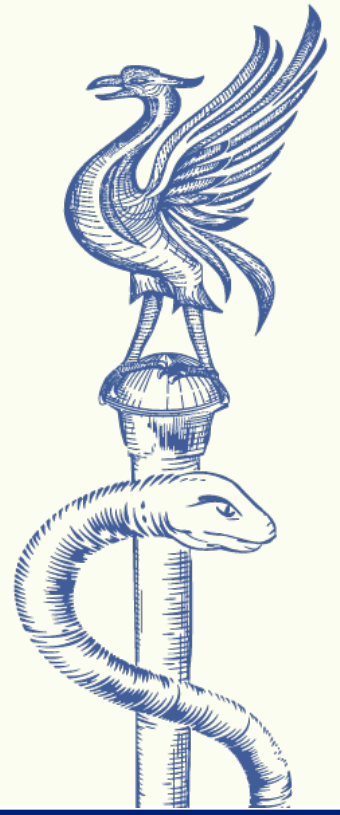

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Welcome

- Thank you for educating our MBChB students.
- GPs are vital to the course and are excellent role models.
- Unique learning opportunities in primary care.
- Immersive student and educator experience.
- Insight of student performance and professional values.
- MDT approach.
- Holistic, patient-centred medical care.

Calibration – aims of the session

- What is it and why do we do it?
- Improve tutor confidence in “benchmarking” – what is adequate?
- Calibration exercises in small groups.
- Discussion and take-home points.
- Address failure to fail.

What is calibration and why do we need to do it?

- An approach which aims to ensure consistent standards to judge the quality of student work.
- For comparability of standards between assessors, institutions, national standards and professional body standards.
- Reduces variability between assessors and institutions to maintain standards.
- Improves assessor confidence in grading.
- Improves student satisfaction.

How do you calibrate student performance in your practice?

- What is inadequate/adequate/good?
- Is this the same as your colleagues' opinions?
- How does this differ between year 3/4/5?

- Often based on tacit knowledge in addition to stated standards.

What are our standards?

- History
  - Which consultation model?
  - Important positives/negatives
  - Focussed/general
  - Patient/doctor centred
- Examination
  - Skills/appropriate/chaperone
- Investigations
  - Appropriate/relevant/explained
- Management plan
  - Clinical reasoning
  - Safety netting
- Core themes
  - Clinical reasoning and judgement
  - Decision making
  - Communication skills
  - Professional attitudes and behaviour
  - Uncertainty

Year vs Year 4 vs Year 5?

- In the next exercise we are going to watch a year 4 student take a history from a patient with upper GI symptoms.
- Please consider your overall assessment of this interaction (below expectations/borderline/meets expectations)
- Why you came to that opinion.
- Group discussion.

Student example 1

Discussion

- Compare results
- What if this was a year 3 student?
- Or a year 5 student?

ePortfolio Exercise

- ePortfolio – workplace based assessment and held in same regard as written/CPSA exams.
- Individually assess the paperwork provided for the CPAD and mini-CEX, compare grades and discuss reasoning for decisions.
- Differences between the 3 clinical years.
- Whole group discussion.

Failure to fail

- How do you approach a situation with a poorly performing student?
- What would trigger contact with the university?
- A borderline score for an item is not a fail.
- Borderline or does not meet expected standard is not punitive – may trigger support/remedial action/catch-up, etc if underlying issues.
- Helps student identify learning needs.
- Better to identify issues sooner to take pre-emptive action.

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Questions?

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