How should assessors be selected?

- Current guidelines for direct observation of clinical performance and for DOPS - For future consideration
- consider use of other clinical professions e.g. Psychologists for some of the Psychiatry assessment/ Social Worker for patient education and counseling
- consider the use of standardized patients who can provide assessment and feedback on candidate performance
- use IMGs who have completed their own WBA programme (what time frame is appropriate?
- use the medical hierarchy and involve Registrars and senior RMOs
- consider selecting assessors based on their willingness to attend training sessions, undertake calibration training, have their own performances observed and assessed, trained in how to give feedback

2. What are the main challenges in sourcing suitable assessors?

- time constraints, managing the tension between service provision and the extra demands of assessment.
- willingness of the assessors to be involved in the training

3. Is there a role for standardized training processes or sharing of existing processes and resources? If so how can we achieve this?

- definite advantages in sharing knowledge and resources
- need to identify what works well and be prepared to share them/incorporate them into "training packages”
- utilize a "train the trainer" model

4. How can assessor training and calibration be improved?

- ensure that any assessor training includes a clear articulation of the standard expected, calibration exercises to help assessors understand the level expected, ensure clear understanding of each of the tools to be used and the strict guidelines for their use, practice giving feedback (using role players), clear articulation of the principles and goals of assessment, provide feedback to the assessor from the candidates
- to improve the calibration process, monitor assessor performance and give appropriate feedback, repeat calibration training regularly, develop assessment scales relative to the cognitive framework of the discipline, develop stronger behavioral correlates/expand the descriptors for what comprises satisfactory performance eg what are the behaviors that demonstrate "professionalism/humanistic" skills and set specific passing criteria

5. What are the main issues for assessor performance that need to be addressed?

- "sticking to the rules"--understanding and adhering to the processes and standards required
- providing negative feedback to candidates

6. Integration of WBA assessor training with training in assessing students and JMOs

- assessment needs to be seen as an integral part of professional duties
- recognition that calibration and assessment training is generalisable across any clinical situation requiring evaluation and feedback
- engage as many clinicians at all levels in TOTR programmes

7. Feedback from assessors

- learning opportunity for the candidates
- a more accurate reflection of actual work performance
- opportunity to assess safety in clinical practice
- difficulty in assessing candidates as not competent
- mismatch between level of appointment and level of assessment
- need clearer guidelines regarding the assessment tools