



Assessment system approval application form

The questions in this application form are designed to show that the assessment blueprint complies with PMETB's *Quality assurance, quality management and assessment system guidance (December 2006)*

- please note this guidance was revised in December 2006.
This can be seen on the PMETB website at:

www.pmetb.org.uk/assessment

Notes on filling in this form:

1. Please save this form to your own computer and complete offline.
2. This form is made up of three parts: please provide the information requested in each of the sections below.
3. This form is a PDF document and all formatting is fixed.
You do not have to fill in all available space when providing information - if your answer(s) exceeds the space available on the form, however, please attach additional pages in Word format, clearly referencing the question they relate to.
4. Once complete, please return to PMETB via email. You should also return a hard copy with your authorised signature:
 - quality.assurance@pmetb.org.uk
 - Quality Directorate, PMETB, Hercules House,
Hercules Road, London SE1 7DU
5. If you have queries or questions please contact the Director of Quality on 0207 160 6140.

Part one: general

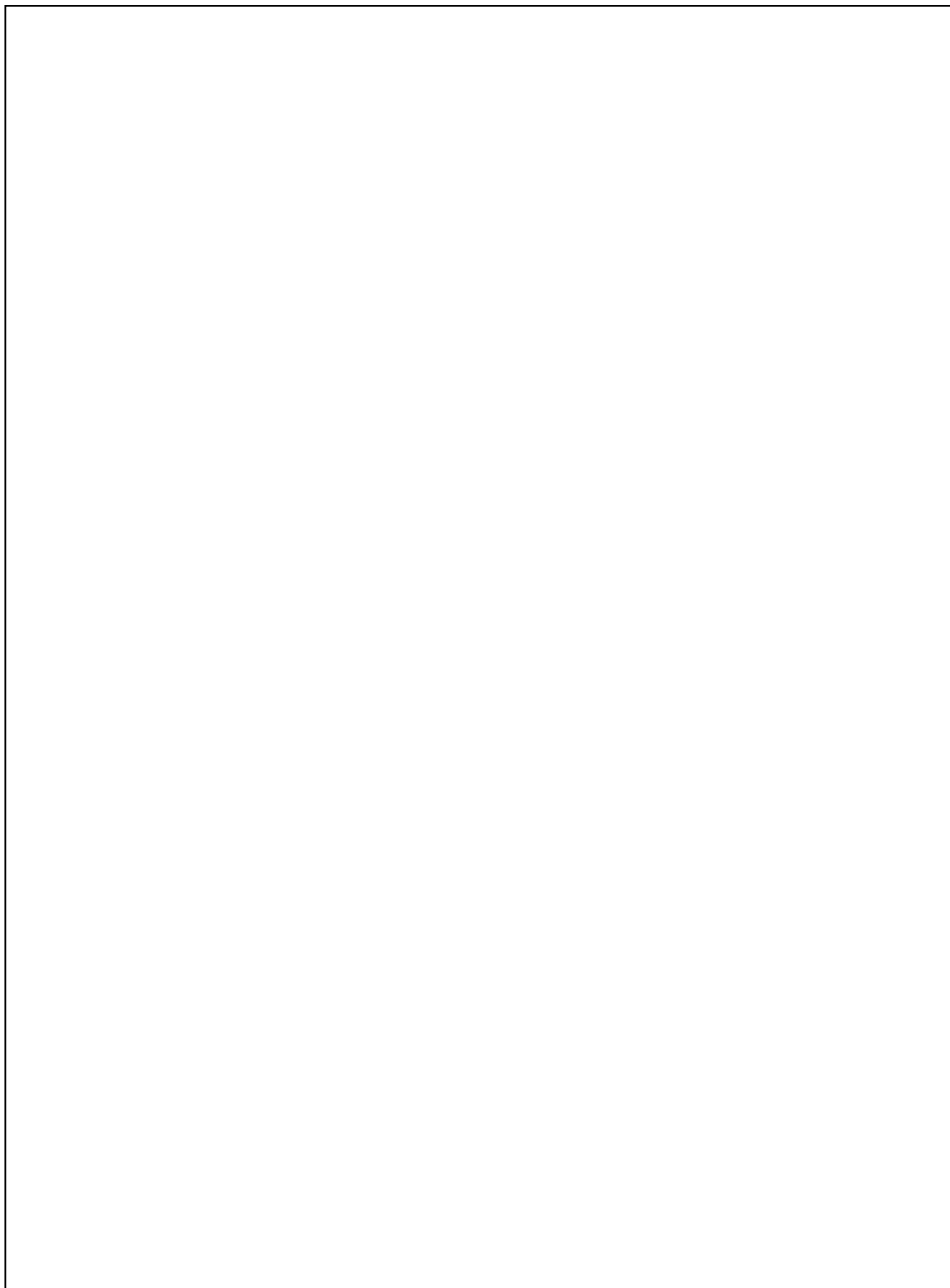
(1) What approved curriculum does the assessment system relate to?

Please attach the approved curriculum (the assessment system cannot be considered for approval without this information).

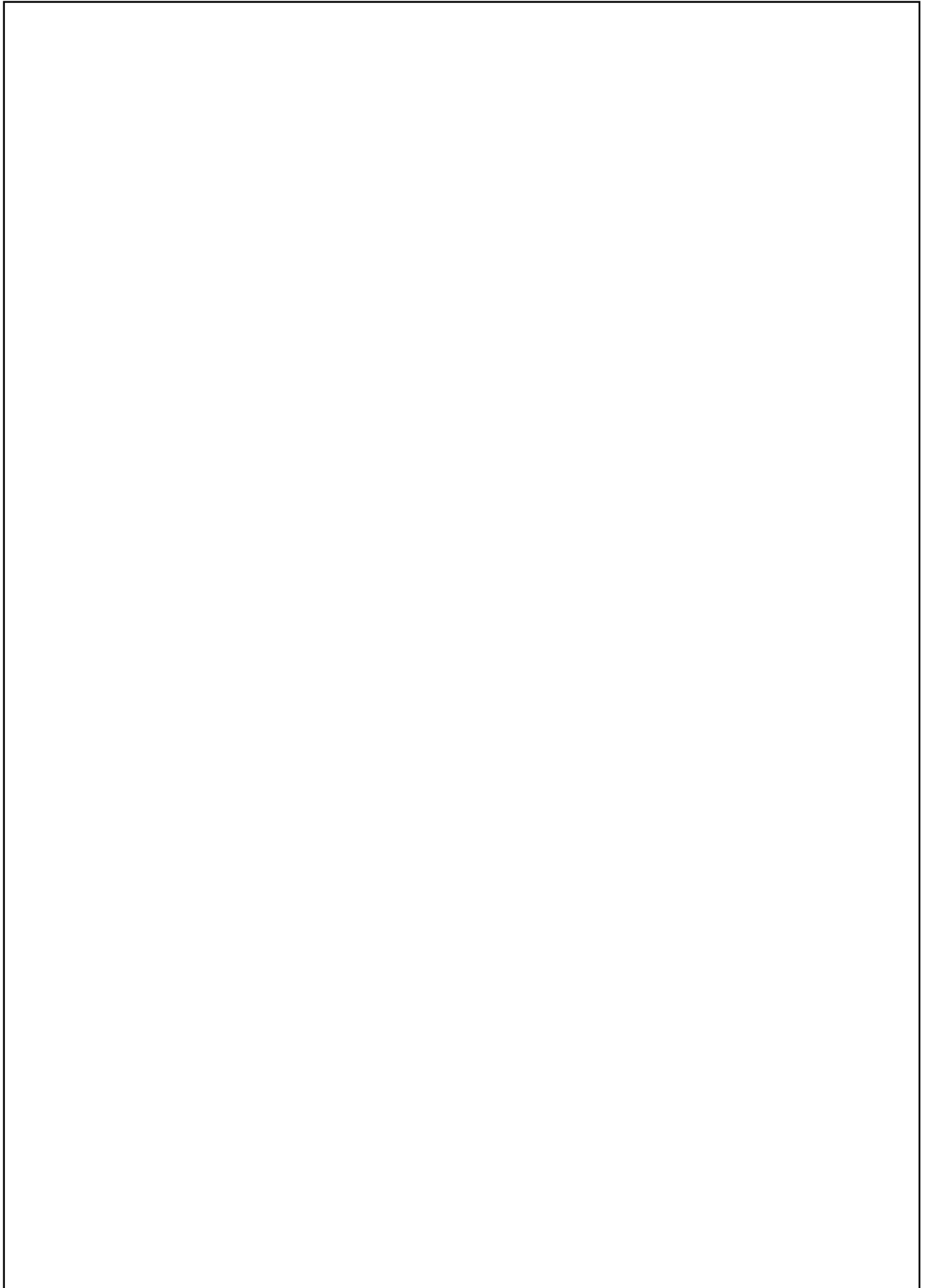
(2) Please provide a succinct description (executive overview) of the assessment system. Please answer parts [a], [b], and [c]:

2 [a] The purpose of the assessment system.

2 [b] The content of the assessment system (a diagrammatic representation is welcome to support this section). *Note: the answer to this and question 3 [b] could be repetitive. If this is the case, please answer one question and cross refer - do not repeat content.*



2 [c] Define centrally administered and locally delivered components.

A large, empty rectangular box with a thin black border, intended for the user to define centrally administered and locally delivered components.

Part two: how does the assessment system meet PMETB's guidance?

Principle 1: the assessment system must be fit for a range of purposes.

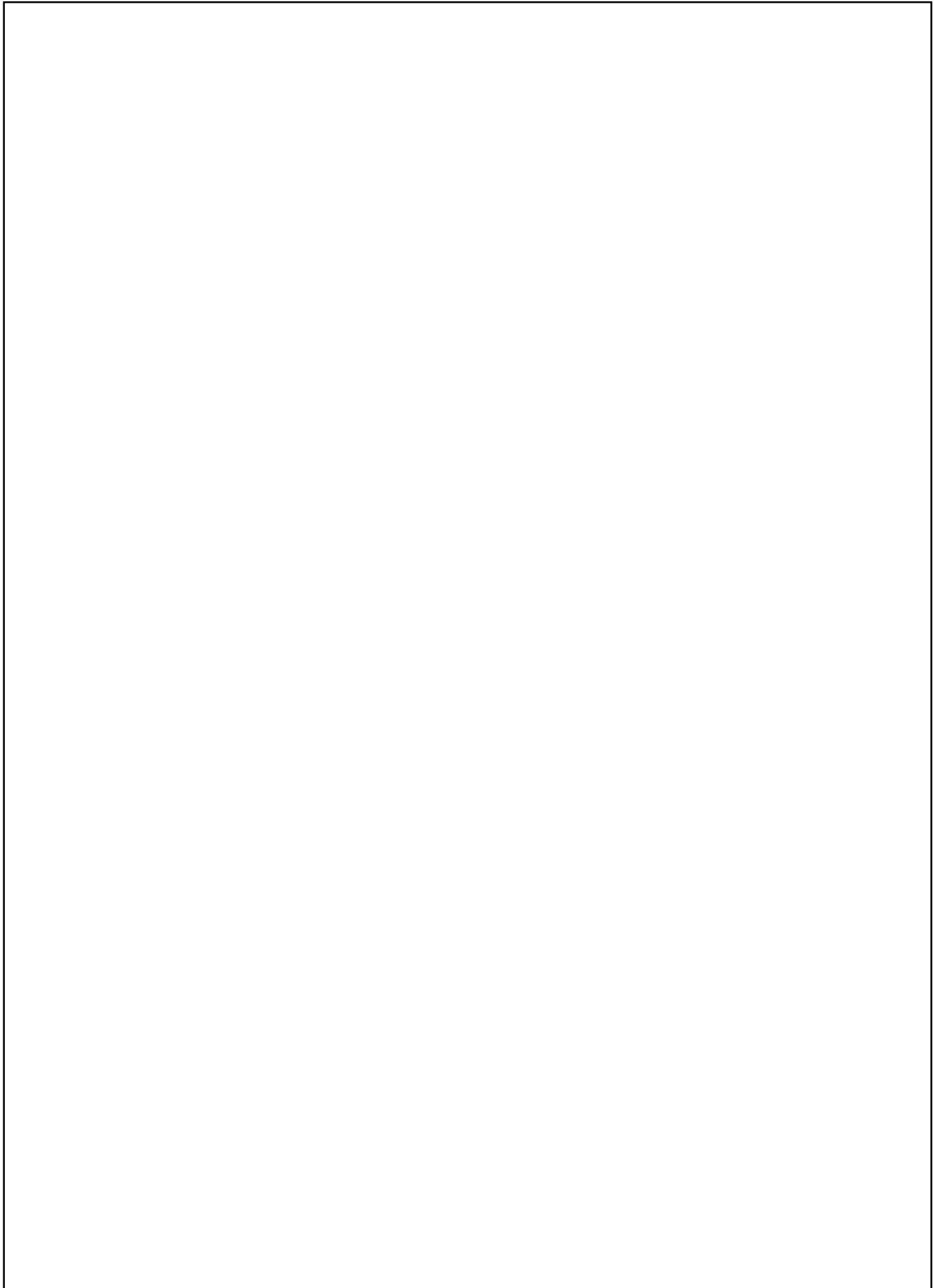
(3) Please provide information on sections [a] to [h] below:

3 [a] The overall purpose must be described along with supporting evidence based on recent reviews. *Note: the wording 'supporting evidence based on recent reviews' will be more relevant once the curriculum and supporting assessment system are reviewed in future years. In the interim, concise identification of evidence to support the purpose would be welcome but is not essential - please be explicit as to the purpose of your proposed system.*

3 [b] The package of assessments should be summarised indicating a rationale for your choice in terms of meeting the overall purpose of the assessment package. *Note: please see question 2 [b] for further guidance.*

3 [c] Describe how the purpose of the assessment system is made clear to potential candidates, assessors and other stakeholders – for example, is it through a handbook or website?

3 [d] Describe in terms of how, when and by whom the purpose(s) of the assessment system is reviewed.



3 [e] The information must also be available in the public domain - please state how that is achieved.

[Empty response box]

3 [f] Please provide a rationale for the choice of assessment(s) at each stage of training.

3 [g] Please describe how the assessment system complies with relevant legislation (e.g. equality and diversity) as it applies to individual candidates.

3 [h] Please describe the mechanisms in place to deal with candidates who fail to achieve the specified standards, i.e. there must be a transparent methodology for remediation.

Principle 2: the content of the assessment will be based on curricula for postgraduate training which themselves are referenced to all areas of Good Medical Practice.

(4) Please provide information on sections [a] to [f] below:

4 [a] A blueprint for the assessment system, which maps to the curriculum and is referenced to Good Medical Practice, must be presented. It is important to ensure that all domains of the curriculum and Good Medical Practice are covered by the assessment system – this should be clear on the blueprint.

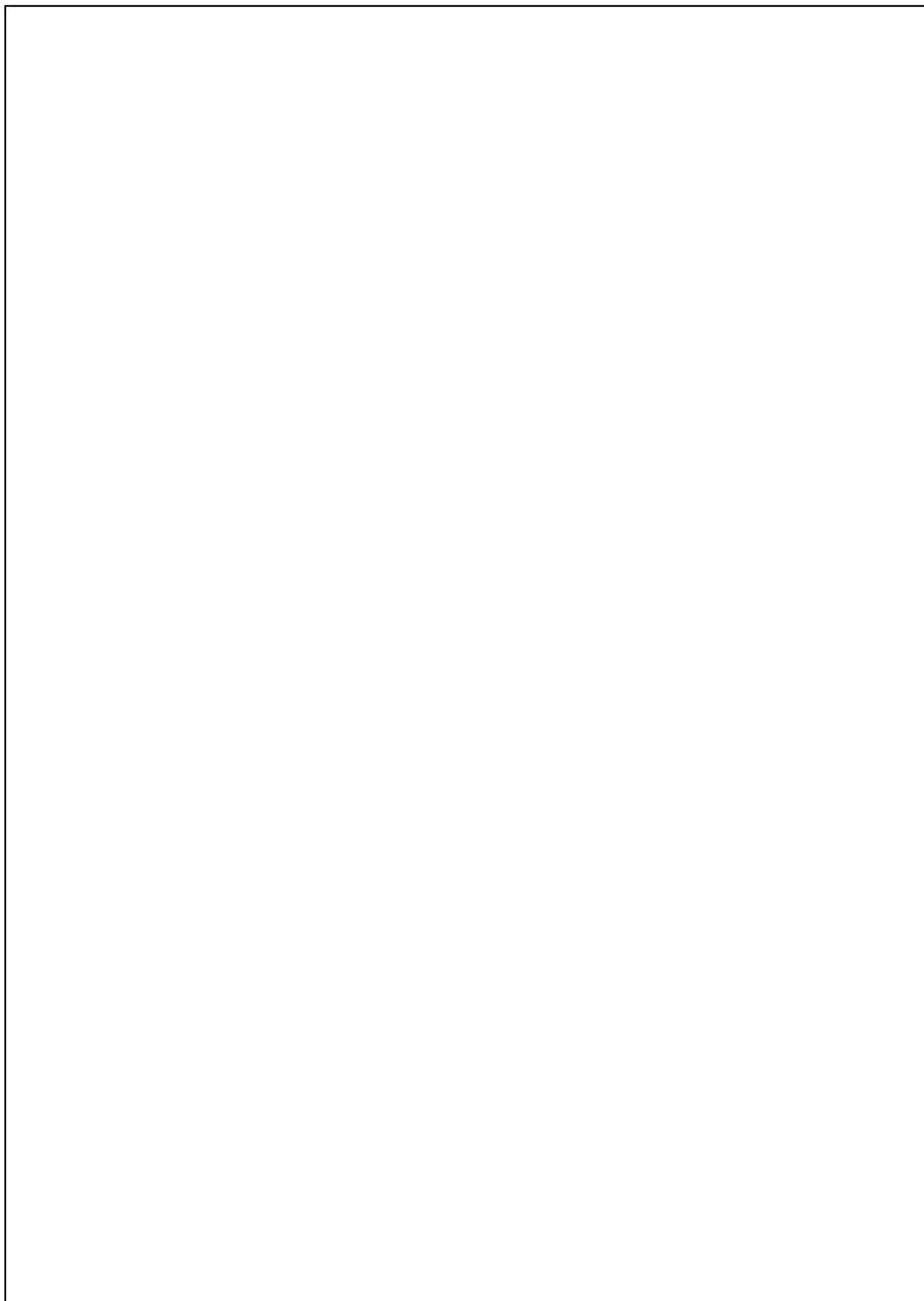
4 [b] State how the individual components of the assessment system relate to each other in terms of content and how you propose to integrate the workplace based assessments and examinations.

4 [c] State how the sequence of assessments matches the progression along the training pathway.

4 [d] How, when and by whom the content of the curriculum and assessment system is reviewed and updated must be stated.

[Empty response box for providing details on curriculum and assessment system review and update processes.]

4 [e] Please describe how this information is placed in the public domain.

A large, empty rectangular box with a thin black border, intended for the user to provide a description of how information is placed in the public domain.

4 [f] Provide evidence that there is either a method, or an intention to have a system, to collect evidence that the educational impact of the assessment system is effective.

A large, empty rectangular box with a thin black border, intended for the applicant to provide evidence regarding the effectiveness of the assessment system's educational impact.

Principle 5: assessments must provide relevant feedback.

(5) Please provide information for sections [a] to [i] below:

5 [a] Workplace based assessments must show evidence of a clear and immediate mechanism of feedback from the assessor. Demonstrate how workplace based assessments inform both appraisal in the workplace and the annual review of progress.

5 [b] Where formal examinations make part of the assessment package there must be clear procedures for feeding back examination performance. Please describe how this will be done.

5 [c] Describe how a trainee is provided with a designated local educational supervisor responsible for the appraisal of each trainee. *Note: PMETB acknowledges that it is the responsibility of the health board/trust/deanery to designate an educational supervisor. However, Colleges can provide recommendations and guidance.*

5 [d] State how appraisal events are positioned in the training programme at relevant points of training.

5 [e] Describe how the appraisal deals with the review of educational targets, the results of assessments, provisional feedback and the provision of support for trainees in ensuring progress.

5 [f] Describe the formal review of the evidence used to inform decisions on progression to the next stage of training.

5 [g] Describe the regular (on at least an annual basis) educational appraisal concerning the planning of further progression or any remedial action required.

5 [h] In the case of an appeal over a decision on progression, describe the process and indicate how it is transparent to trainers and trainees. Who is responsible for this and how is the process regularly reviewed?

5 [i] Describe how complaints about assessment are dealt with, who is responsible and the process for regular review.

(6) Outline your plans for complying with the remainder of the PMETB principles (3, 4, 6, 7, 8 and 9).

A large empty rectangular box with a black border, intended for the applicant to outline their compliance plans.

(7) Outline the progress against each of these principles (3, 4, 6, 7, 8 and 9) and the timeframe envisaged in achieving full compliance.

| |
|--|
| |
|--|

Part three: additional comments and authorisation

(8) Please provide any additional comments that you would like to make in relation to this application.

(9) Please complete the authorisation for this form.

Name of person authorising this submission:

Position:

Signature:

Date:

Once complete, please return to PMETB via email AND in hard copy (with the authorised signature):

- quality.assurance@pmetb.org.uk
- Quality Directorate, PMETB, Hercules House, Hercules Road, London SE1 7DU