



EXAMINER PERFORMANCE EVALUATION FORM POSTGRADUATE INSTITUTE OF MEDICINE

Instructions to Assessors

Please take note of the following before evaluating examiner performance.

- Use the codes as depicted in the table below to provide your feedback.
- Read through the marking descriptors before undertaking the assessment.
- Additional feedback may be provided using the spaces provided at the end of this form.
- A sample set of Good Practice and Room for Improvement guidelines are indicated in the table provided at the end of this document.
- Please complete a candidate session (e.g. bell to bell session) from beginning to end prior to arriving at a conclusion.

Code	Grade definition	Descriptor
GP	Good Practice	The examiner adheres to acceptable norms and practices for a PGIM examiner in the relevant speciality in line with the regulations and guidelines of the PGIM.
RI	Room for Improvement	The examiner demonstrates lack of adherence to acceptable norms and practices for a PGIM examiner in the relevant speciality in line with the regulations and guidelines of the PGIM.

Assessor Feedback to Examiner

Speciality: Examination: Selection/Exit

Examiner: Date:

Component	Assessment Criteria						
	Interaction with the candidates	Consistency in questioning	Questioning technique	Time Management	Independent Marking	Interaction with the co-examiner	Record keeping
OSCE							
OSPE							
VIVA							

Additional comments

	Comments
Interaction with the candidates	
Consistency in questioning	
Questioning technique	
Time Management	
Independent Marking	
Interaction with the co-examiner	
Record keeping	

Assessor's Name:

Signature:

Implementation Strategy

- When using the examiner performance evaluation, it is expected that all examiners who are taking part in a particular component of an examination be assessed at least once in relation to that component.
- This would mean that depending on the number of examiners, a particular examination may require one or more assessors for evaluating examiner performance.
- The examiners should be given feedback based on the evaluation as soon as possible in line with medical education best practices in giving feedback.
- An adverse evaluation report may be discussed at the Board of Study as per PGIM regulations and guidelines for examiners.

Guidelines for Determining Good Practice and Room for Improvement

Please note that the guidelines given herein are not an exhaustive list and therefore the assessors are expected to use their professional judgement in arriving at a suitable conclusion.

	Good Practice	Room for Improvement
Interaction with the candidates	<p>Examiner checks the candidate's number and validates.</p> <p>Examiner greets the candidate and introduces him/herself/other participants to the candidate.</p> <p>Quickly establishes an environment which engages the candidate in the task</p> <p>The examiner maintains appropriate eye contact with the candidate and gestures appropriately.</p> <p>The examiner provides candidates with adequate opportunity (e.g. rephrasing the question when a poor answer is given) and time to respond and gather thought.</p> <p>Examiner treats the candidate respectfully and acts in a professional manner.</p> <p>Examiner maintains focus on the assessment and the candidate even when not questioning by avoiding any other distractions (e.g. answering phone calls, engaging in a side discussion, texting)</p> <p>Examiner safeguards the patient by guiding the candidate appropriately.</p>	<p>Examiner does not check the candidate's number and does not validate.</p> <p>The examiner fails to greet and introduce him/herself to the candidate.</p> <p>Fails or delays in establishing an environment which engages the candidate in the task</p> <p>Examiner demonstrates poor eye contact with the candidate and inappropriate gesturing (e.g. gesturing to support the candidate or demonstrating emotions)</p> <p>Examiner does not provide candidate enough opportunity or time to respond and gather thought.</p> <p>Examiner demonstrates lack of professionalism in the interaction with little or no respect to the candidate.</p> <p>Examiner gets distracted while assessment even when the other examiner is questioning due to various reasons.</p> <p>Examiner fails to safeguard the patient by guiding the candidate appropriately.</p>

Consistency in questioning	<p>Examiner does not deviate from the set questions.</p> <p>The difficulty and the nature of questioning by the examiner remains consistent throughout the exam between candidates.</p> <p>The questions posed by the examiner are relevant to the component being examined.</p>	<p>Examiner deviates from the set questions.</p> <p>The questions posed by the examiner to different candidates are varied in terms of difficulty and nature.</p> <p>The questions posed by the examiner are not relevant to the component being examined or are beyond the candidates grasp.</p>
Questioning technique	<p>The examiner makes use of appropriate phrasing and tone that allow the candidate to comprehend the question being asked.</p> <p>The examiner asks open ended questions promoting higher order thinking.</p> <p>The examiner pose questions in a non-intimidatory or aggressive manner.</p> <p>Examiner uses succinate and focused questions wherever possible.</p> <p>Through rephrasing of questions, the examiner seeks to obtain a better response from the candidate.</p> <p>The examiner asks appropriate follow-up questions to promote higher order thinking.</p> <p>Examiner remains neutral or appropriate verbal or non-verbal feedback.</p>	<p>The phrasing and tone of questioning by the examiner do not allow the candidate to comprehend the question well and answer clearly.</p> <p>The examiner asks close-ended questions largely promoting only lower order thinking.</p> <p>The examiner pose questions in a hostile and intimidatory manner.</p> <p>The questions asked by the examiner are vague and poorly focused.</p> <p>The technique adopted by the examiner does not provide a candidate who may have not been able to comprehend the question properly an opportunity to improve his or her answer.</p> <p>Examiner uses follow-up questions which do not promote higher order thinking.</p> <p>Examiner provides inappropriate verbal or non-verbal feedback.</p>
Time Management	<p>The examiner adheres to the time allocated.</p> <p>The examiner makes use of the full quota of time giving the candidate the maximum opportunity to respond and clarify answers.</p> <p>The examiner manages the time appropriately between important components needing assessment during the exam.</p>	<p>The examiner fails to adhere to the time allocated.</p> <p>The examiner does not make use of the full quota of time allocated thus preventing the candidate from an opportunity to respond.</p> <p>The examiner rushes through some components requiring assessment while spending too much time on some components.</p>
Independent Marking	<p>The examiner marks independently from the second examiner by formulating his or her own judgement.</p> <p>The examiner does not make any attempt to know the assessment decision made by the other examiner.</p>	<p>The examiner does not mark independently from the second examiner.</p> <p>The examiner attempts at knowing the assessment decision of the other</p>

		examiner prior to making his or her own judgement.
Interaction with the co-examiner	<p>The examiner communicates well with the co-examiner.</p> <p>The examiner treats the co-examiner with respect and professionalism.</p> <p>The examiner complements the questions asked by the co-examiner when both are expected to question.</p> <p>The examiner does not argue with the co-examiner during the assessment while the candidate is present.</p> <p>The examiner engages in preparatory activities for the assessment with the co-examiner appropriately.</p> <p>The examiner does not attempt to dominate or be dominated by the co-examiner.</p> <p>The examiner acts courteously with the co-examiner when disagreements ensue during marking and subsequent discussions.</p> <p>Examiner challenges any inappropriate behavior towards any participants and takes appropriate action.</p>	<p>The examiner communicates poorly with the co-examiner.</p> <p>The examiner fails to treat the co-examiner with respect and professionalism.</p> <p>The examiner does not complement the questions asked by the co-examiner or repeats the same questions when both are expected to question.</p> <p>The examiner argues with the co-examiner during the assessment while the candidate is present.</p> <p>The examiner does not engage in preparatory activities for the assessment with the co-examiner appropriately.</p> <p>The examiner attempts to dominate or is being dominated by the co-examiner.</p> <p>The examiner acts unprofessionally with the co-examiner when disagreements ensue during marking and subsequent discussions.</p> <p>Examiner fails to challenge or address any poor behavior towards the participants.</p>
Record keeping	<p>Examiner writes appropriate comments relating to a candidate for future reference whenever necessary.</p> <p>The examiner documents clearly the reason(s) for failing a candidate.</p> <p>The examiner writes in a clear and legible manner when placing marks, grades or comments.</p> <p>The examiner adheres to the instructions given when marking a candidate.</p> <p>The examiner adheres to acceptable methods when making corrections in the examination sheets (e.g. striking off using a single line, placing a signature to authenticate the amendment)</p>	<p>The examiner refrains from making comments for future reference when it is deemed necessary (e.g. failing candidate)</p> <p>The writing by the examiner is ineligible and unclear.</p> <p>The marking by the examiner is incomplete and does not adhere to the instructions given.</p> <p>Examiner does not adhere to the instructions given when marking a candidate.</p> <p>The amendments made in the examination sheet by the examiner are not authenticated or clear.</p>