The JCST '*Good Practice Toolkit*'

Changes to the structure of specialty training in the UK have highlighted the need for selection systems that are open, reliable, valid, fair, comprehensive and efficient. Selection systems need to meet these basic criteria regardless of whether they are national, regional or local and regardless of when selection takes place.
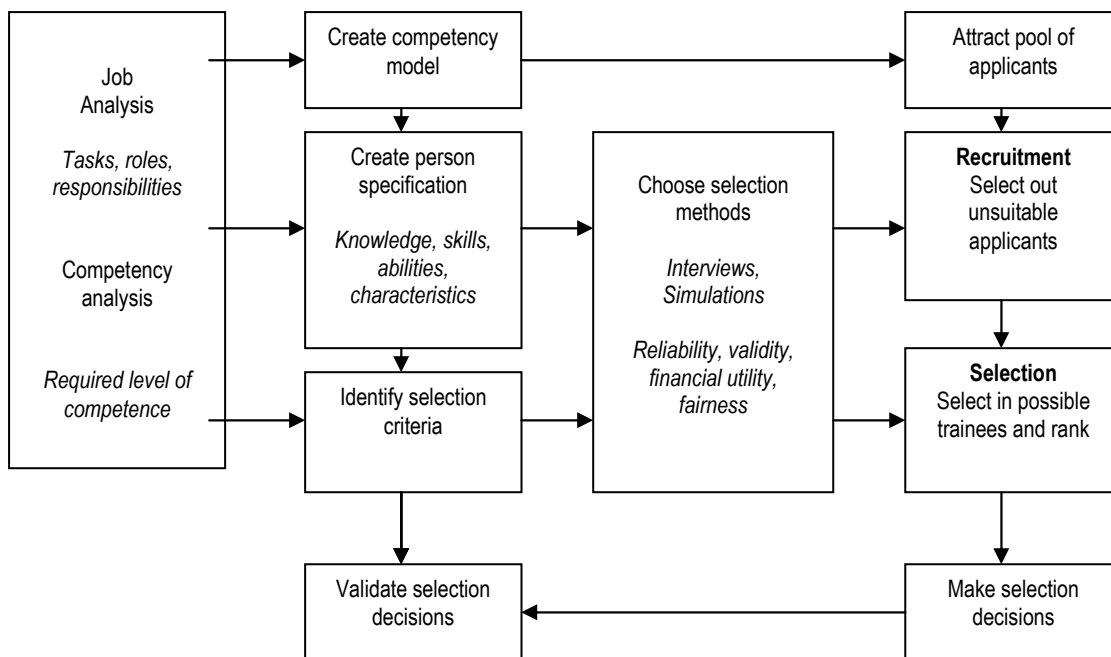
The JCST *'Good Practice Toolkit'* provides guidance and support to inform the development of a selection system that meets these criteria. It represents a collection of good practice tools, models and techniques from which those responsible for selection can choose. It does not provide a single, off-the-peg solution.

The contents of the toolkit have been compiled from examples submitted by the project's Faculty of Selectors. They have been peer reviewed and, where possible, tools have been statistically validated. Supporting evidence is provided where it is available.

The cornerstone of the project's approach is the belief that an effective selection system must be based on a statement of the relevant knowledge, skills, attitudes and personal qualities associated with successful performance. It is from this statement that the criteria or competencies to be used to select trainees are drawn. The competencies to be assessed are central to the choice of selection methods. The Project maintains that this is best practice: there is no other way of developing a selection system that is open, reliable, valid, fair, comprehensive, efficient and, crucially, defensible. Beyond that assertion of best practice, the Project acknowledges that there is a range of good practice and a variety of ways of combining good practice techniques to achieve the most appropriate outcome for a specialty, deanery or regional system.

The JCST *'Good Practice Toolkit'* offers the opportunity to improve the validity and accuracy of selection by combining different techniques to assess a range of competencies and provide a detailed profile of trainees' skills and abilities. A number of selection techniques are described, examples are given, problems are raised and some possible solutions are provided. However, it is for the user of the toolkit to decide.

The process model that underpins the toolkit is set out below and it is around this model that the toolkit is designed:

Job Analysis

Tasks, roles, responsibilities

Competency analysis

Required level of competence

Create competency model

Create person specification

Knowledge, skills, abilities, characteristics

Identify selection criteria

Choose selection methods

Interviews, Simulations

Reliability, validity, financial utility, fairness

Attract pool of applicants

Recruitment
Select out unsuitable applicants

Selection
Select in possible trainees and rank

Validate selection decisions

Make selection decisions

The model provides a robust and defensible generic framework for selection. Surgical specialties, deaneries or groups of deaneries can prioritise certain processes or methods based on their statement of aims.

The proposed content of the JCST *Good Practice Toolkit* is set out in the following page.

One of the tools is a Situational Judgement Test (SJT). This is offered as a short-listing tool designed to assess trainees' judgement regarding situations encountered in the workplace. It measures aptitude and provides a cognitive *and* non-cognitive assessment of what trainees 'know how' to do. SJTs have significant validity in predicting job performance and can offer incremental validity over methods such as ability tests and personality questionnaires.

The *Good Practice Toolkit* is work in progress and will be revised and updated as evidence from the Faculty accumulates. For example, it is essential to establish the validity of any selection process and the most important type of validity is *predictive validity*. In order to evaluate predictive validity, it is necessary to examine the relationship between performance at selection and subsequent performance in training and/or in the job role by tracking individuals over time. This will not be available for some years.

Feedback and validation studies will allow the system to be monitored and improved over time; it is an iterative process. When fully developed, the JCST *Good Practice Toolkit* will be a free, web-based tool. It has been funded by the Department of Health.

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JCST Good Practice Selection Toolkit
Proposed Contents

Phase 1

Prep/Long listing

Guidance & Materials:

Selection Criteria/Job Analysis
1.1. Job spec.
1.2. Person spec.

Long Listing Criteria and Methods
1.3. Long listing methods ▲
1.4. Defining long listing & eligibility criteria
1.5. Who completes long listing
1.6. How to organise long listing

Logistics/Practicalities
1.7. Key admin activities
1.8. Job adverts

Application Form
1.9. Design ▲
1.10. Questions

Phase 2

Short listing

Guidance & Materials:

Short Listing Methods
2.1. Application forms
2.2. Machine Marked Tests (MMT)▲
   2.2.1. Situational Judgement Tests
   2.2.2. Clinical Problem Solving Tests

Application Form Scoring
2.3. Scoring framework for application forms
2.4. Setting standards
2.5. Applicant access to the scoring frameworks ▲
2.6. Key admin activities

Machine Marked Test Scoring
2.7. How does it work?
2.8. Finding out more

Short Listers
2.9. Who and where to short list?
2.10. How to short list ▲
2.11. Training short listers & calibration

Evaluation of Short listing
2.12. Psychometric analysis
2.13. Reactions to short listing

Phase 3

Selection Centre

Guidance & Materials:

Overview
3.1. Example SC models ▲

Matching Criteria to Methods
3.2. Choosing methods
3.3. Choosing a model

Interviews & Portfolio Review
3.4. Using interviews & portfolio review
3.5. Scoring frameworks
3.6. Setting standards & use of scores

Selection Exercises
3.7. Interactive (eg. Patient role play)
3.8. Desk-based/ "Un-manned"
3.9. Practical skills
3.10. Scoring frameworks
3.11. Setting standards & use of scores

Selecting Selectors
3.10. Training selectors
3.11. Calibration

Renewing the Process
3.12. Developing a question bank
3.13. Renewing exercise content

Logistics/Practicalities
3.14. Key admin activities
3.15. Timetabling

Phase 4

Evaluation/Validation

Guidance & Materials:

Evaluation Methods
4.1. Psychometric analysis
   4.1.1. Reliability
   4.1.2. Validity
4.2. Candidate reactions ▲
4.3. Stakeholder evaluation ▲
4.4. Recommendations for improving the process
4.5. Utility analysis

Extended Evaluation
4.6. Longitudinal validation ▲
4.7. Career choice ▲

Selection process

▲ indicates a case study