

ASSESSING LEARNING IN PRACTICE

Facilitator's Guide

PLPLG

Developing London's Future Nurses Together

Assessing Learning in Module

This training session is one of the PLPLG SSSA development modules for Practice Supervisors and Practice Assessors which are intended for use as short training workshops or as part of a team meeting. Altogether, with activities, it will take around an hour and a quarter to complete.

This facilitator guide provides a lesson plan with approximate timings, content and activity which accompany the PowerPoint presentation. Each slide has additional notes to assist the trainer, where required. These are provided in this guide.

It would be helpful to have copies of the PLPAD for delegates to look through for documentation purposes

Lesson Plan

Timings	Slide	Activity or Topic	Trainer Notes
2 mins	2	Aims and Learning Outcomes	Introduce the workshop Go through objectives
10 mins	3-4	Assessment	Go through assessment and consider what it is. Stress that assessment is not against other peers but against standards expected for level of education. Go through different types and when each should be used
5 mins	5	Activity	Ask delegates to consider assessments they have been through and briefly discuss in the group
10 mins	6-8	Methods of assessment	Go through the different methods, ask group to identify when each is most appropriate in their settings
15 mins	9-11	Questioning	Go through different sorts of questions and ask delegates to consider questions they could ask students in assessment
20 mins	12-19	Documentation, validity and reliability	Go through documentation and areas of assessment with requirements
5 mins	20	End of module assessment	Either ask delegates to work in pairs or do as a group activity to assess learning and understanding
5 mins		Review and close	

Notes for slides:

Slide	Trainer notes
4	<p>Diagnostic assessment -carried out at the beginning of a placement or programme, often based on student's own self-awareness and self-assessment. A SLOT analysis is a useful tool to encourage students to reflect and identify strengths, learning needs, opportunities and threats. Will include assessment of knowledge, skills, attitude, experience, confidence. It provides a baseline from which learning objectives can be established</p> <p>Formative assessment – Continuous assessment throughout programme involving regular feedback which may be based around learning objectives. Helps to monitor progress, provide regular feedback to motivate and encourage. Feeds into action plans. Will usually be evidence based with information provided to inform feedback</p> <p>Summative assessment – Usually quite a formal process at specific points, eg end of a programme or placement. Assessment against pre-set criteria and may take form of observation, OSCE, question and answer or assignments or exams. Tends to be more judgemental and conclusive</p>
5	<p>Assessments may include:</p> <ul style="list-style-type: none"> • Driving test • Interview • Exams • Performance management reviews • Probation period at work <p>Feelings may include anxiety, nerves, physically feeling sick. Generally people fear failure and the repercussions this may have. Where people have had a 'bad' experience from assessment (ie failed exams) their fears and feelings will be more obvious. In turn, this can make it uncomfortable for an assessor to give feedback or make formal assessments as they do not want to cause distress or discomfort to a student</p>
6	<p>Direct observation – consider if student needs more guidance or further practice. Would shadowing or role modelling help? Consider how the student reacts in terms of behaviour and attitude. Don't forget that your presence may have an impact causing a student to be nervous</p> <p>Questioning of related evidence-based practice – asking questions to test a student on their base knowledge or theory underpinning activities</p> <p>Working alongside the student – assessing competence, confidence, attitude and behaviour whilst working with a student during an episode of care, visit to a patient's home, working in an acute or community setting.</p> <p>Feedback this may come from a variety of sources including other</p>

	<p>healthcare professionals, service users and families, practice supervisors, colleagues – can be formally gathered through the Practice assessment document. May add credibility as it provides different perspectives</p> <p>Case studies – discussion of different scenarios which may include patient stories, others' experiences or case studies to assess the student's understanding and how they would deal with a situation.</p> <p>Presentation – getting the student to give a formal or informal presentation on a topic, experience or interest. Encourages student to research, prepare and develop confidence</p> <p>Reflective accounts - encourages learning through experience through developing self-awareness and ability to critically analyse and evaluate episodes of care. Demonstrates knowledge and learning whilst informing future practice</p>
7	<p>Assessments will provide evidence or supporting information which may be used in an overall assessment of a student's learning in practice. Notes should be taken during observation (or immediately afterwards) and it is helpful to encourage students to reflect on their own assessment to consider areas of strength and areas of potential development. Feedback from colleagues, healthcare professionals or service users is also helpful, however this should be written and be unbiased. The more feedback from different sources the better as it provides a more balanced perspective and can be particularly helpful if there are concerns with performance, helping to inform decision making.</p> <p>Involving service users in assessment</p> <p>Health policy initiatives encourage a more active role for patients, service users and carers as they have become a fundamental voice in informing assessments. However certain ethical implications must be considered and patients / others must not feel forced to provide feedback on a student. The feedback form available in the Pan London Practice Assessment Document should be used to gather feedback from service users to ensure consistency.</p> <p>It is very important to remember that students should be assessed against pre-set standards and not against peers or assessor expectations which may be subject to bias.</p>
8	<p>There are a number of considerations when selecting service users including the above points. There may be an unconscious bias in selecting services users to provide feedback based on culture, religions, language and personality. Additionally there may be a natural inclination to solicit feedback from patients who are appreciative, undemanding, have expressed positive views and who do not complain.</p> <p>However, literature suggests that this service user feedback is instrumental in highlighting performance issues in care particularly in areas like dignity, communication, compassion and privacy.</p>
9	<p>Consider how questions can and should be used to elicit information from students</p>
10	<p>The different types of question:</p> <ul style="list-style-type: none"> • Closed – usually provide one-word answers, useful in fact finding

	<p>and otherwise limited in providing information</p> <ul style="list-style-type: none"> • Open – broad questions which may provide a lot of information, depending on the respondee • Probing – also known as the funnel technique – may start with open questions and become more restrictive. Probing questions pick up on what the student is saying and probe further. They are particularly helpful in getting to the root cause of a problem • Leading – questions which guide a person to the appropriate response • Rhetorical – do not require a response but are encouraging the listener to think about the questions / topic • Recall – questions which encourage a listener to remember or recall something. These are useful in linking to other topics / incidents • Reflective – questions which use reflective verbs like ‘think’ or ‘feel’ and encourage the listener to respond at a different level by engaging with their feelings
12	<p>Stress that assessors are accountable for the decisions made and therefore these must be appropriately informed. Assessors should be systematic in finding appropriate information, feedback and other evidence to justify any decisions made.</p> <p>All decisions should be recorded in the student PLPAD against the appropriate competence</p>
19	<ul style="list-style-type: none"> • Inadequate feedback from colleagues, practice supervisors or service users, particularly where feedback may cause doubts on performance or attitude • Bias towards student which may be positive or negative, which may impact on assessment causing unfairness • Insufficient opportunities to observe and assess certain skills, competencies or behaviours. This can be due to the setting or the workload or chances of working alongside the student • Student may not be sufficiently prepared for assessment or may be very nervous • Pre-conceived ideas based on other students’ or previous experiences. Important to assess each student as an individual against the requirements of stage of practice and not against peers or other students • Important to know the documentation, who does what, when it should be done, who is responsible for signing off • Workload pressures and feeling stressed if it’s a particularly busy day or there are few opportunities towards the end of placement
20	<ul style="list-style-type: none"> • Types of assessment – diagnostic, formative, summative • Methods of assessment – Observation, Q&A, working alongside a student, feedback from others, discussion (case study), presentation, reflective questioning • Types of question – closed, open, probing, leading, rhetorical, recall and reflective • Main areas of assessment include professional values, proficiencies, episode of care and medicines management

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| | <ul style="list-style-type: none">• Reliability may be affected by a number of factors including: inadequate feedback, bias, insufficient opportunity or inappropriate methods, student's own readiness, pre-conceived ideas, uncertainty of documentation, workload pressures |
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