Pan London Practice Learning Group

Assessing Learning in Practice
Learning Outcomes

By the end of the session, learners will

- Understand different types of assessment
- Be aware of assessment methods
- Appreciate questioning techniques
- Understand documentation requirements
What is Assessment?

- Assessing is making an evaluation of student competence over a period of time.
- May involve different areas of competence including skills, knowledge, attitude, behaviours, team working and professional values.
- Helps to improve performance and motivate a student.
- Assessment of students is against certain criteria or standards identified in the Pan London Practice Assessment Assessment Document.
- Assessment is not related to peer performance.
Types of Assessment

Diagnostic
Assessment of learning at the outset of a programme or placement. May result in setting objectives or outcomes.

Summative
Assessment of learning on completion of programme or placement. Generally against certain criteria or specified outcomes. May be judgemental.

Formative
Assessment of learning throughout programme, usually informative and designed to inform progress and to motivate.
Activity

- Reflect on different assessments you have had.
- What form did they take?
- How did you feel about them?
- How did you feel about any feedback received as a result?
Methods of Assessment

- Observation
- Question and answer
- Working alongside a student
- Feedback from others
- Discussion – particularly based on case study
- Presentation
- Reflective questioning
Evidence

All assessments should provide supporting information or evidence, including:

- Notes taken during observations (or immediately after)
- Student reflections during assessment
- Feedback from others (colleagues, service users other healthcare professionals)
Service User Feedback Considerations

- Service users should not feel pressured and may decline to give feedback.
- They should not feel responsible for any ultimate decision affecting a student’s progression (pass or fail).
- Patients who may be too ill or vulnerable may not make an informed judgement.
- There may be concerns about anonymity.
- Service users may have preconceived ideas or different standards.
- Some may not understand what is expected of them in terms of ‘feedback’.
- Some may feel it may be detrimental to their care if they provide negative feedback.
- There can be a bias in selection of service users.
- The standard template in the PLPAD should always be used.
Questioning

- Used to assess level of understanding and knowledge
- Information we receive depends on effective questioning
- Effective questioning helps build rapport, gather better quality of information and help others to learn
- Pace questions to avoid overloading a student
Types of Question

- Closed
- Open
- Probing
- Leading
- Rhetorical
- Recall
- Reflective
For each of the different types of question, consider one example you could use when assessing a student.
All supervisors and assessors are accountable for the assessments and decisions made

- Appropriate level of information with sufficient detail
- Use of supporting information and evidence including student reflection and observation to inform decisions
- Assessed against competencies in the PLPAM
Areas of assessment

- Professional values
- Proficiencies
- Episode of care
- Medicines management
### Professional Values (Part 1)

<table>
<thead>
<tr>
<th>Professional Values</th>
<th>Action Required</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Supervisors can assess at mid-point</td>
<td></td>
<td></td>
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<tr>
<td>Practice Assessors must assess final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students to complete reflection on one experience in practice and link to one section of NMC The Code - different sections</td>
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#### Professional Values

- **Professional values**
  - **Practice Supervisors**
  - **Practice Assessors**
  - **Students**

**Professional Values for Practice**

- **Practice Supervisors**
  - Assess at mid-point
  - Can assess at mid-point
  - Practice Assessors must assess final
  - Students to complete reflection on one experience in practice and link to one section of NMC The Code - different sections

**Professional Values for Students**

- Develop self-awareness of limitations of practice
  - Practice Assessors can assess at mid-point
  - Practice Assessors must assess final
  - Students to complete reflection on one experience in practice and link to one section of NMC The Code - different sections
Proficiencies

Part 3 Assessment of Performance: The individual completing the assessment should draw on a range of observed experiences in which the student demonstrates the required knowledge, skills, attitudes and values in co-ordinating high quality person/family centred care, ensuring all care is underpinned by effective communication skills. Those marked with an * may have been met in Part 2. Record achievement of Part 3 proficiencies marked * in OAR as well.

<table>
<thead>
<tr>
<th>Confidently assesses needs and plans person-centred care</th>
<th>YES = Achieved, NO = Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>Assessment 2</td>
</tr>
<tr>
<td>Yes/No</td>
<td>Sign/Date</td>
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</table>

1. Utilises a range of strategies/resources (including relevant diagnostic equipment) to undertake a comprehensive whole body assessment to plan and prioritise evidence-based person-centred care (SANPC 3.2, 3.3)

2. Assesses a persons’ capacity to make best interest decisions about their own care and applies processes for making reasonable adjustments when a person does not have capacity. (1BNP 1.12, 3ANPC 3.8, 3ANPC 3.7)

3. Actively participates in the safe referral of people to other professionals or services such as cognitive behavioural therapy or talking therapies across health and social care as appropriate. (3ANPC 3.16, A 3.4, A3.5)

- Practice Supervisors, Practice Assessors or Registered H&SC professionals can assess (scope of practice)
- Identified proficiencies may be assessed in Part 2 or 3 – record in OAR
Ongoing Achievement Record (OAR)

<table>
<thead>
<tr>
<th>Proficiencies</th>
<th>Practice Assessor to complete by the end of Part 2</th>
<th>Practice Assessor to complete by the end of Part 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 2, No. 3 Recognise people at risk of self-harm and/or suicidal ideation and demonstrates the knowledge and skills required to support person-centred evidence-based practice using appropriate risk assessment tools as needed.</td>
<td></td>
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<tr>
<td>Part 2, No. 4 Demonstrates an understanding of the needs of people and families for care at the end of life and contributes to the decision-making relating to treatment and care preferences.</td>
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<tr>
<td>Part 2, No. 10 Utilises aseptic techniques when undertaking wound care and in managing wound and drainage processes (including management of sutures and vacuum removal where appropriate).</td>
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<tr>
<td>Part 2, No. 14 Insert, manage and remove urinary catheters for all catheters and assist with clean, intermittent self-catheterisation where appropriate.</td>
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<tr>
<td>Part 2, No. 15 Undertakes, responds to and interprets neurological observations and assessments and can recognise and manage seizures (where appropriate).</td>
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**Part 2 Confirmation**

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Signature:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Practice Assessor’s Name:</td>
<td>Signature:</td>
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**Part 3 Confirmation**

<table>
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<tbody>
<tr>
<td>Practice Assessor’s Name:</td>
<td>Signature:</td>
<td>Date:</td>
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- OAR should be completed by Practice Assessor
- End of Placement
### Episode of care

<table>
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<tr>
<th>Student reflection on an episode of care</th>
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<tbody>
<tr>
<td>Within your reflection, describe the episode of care and how you planned and supervised the junior learner/peer in practice who delivered person-centred care.</td>
<td>What would you have done differently?</td>
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<td>What did you do well?</td>
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<tr>
<td>What learning from this episode of care will support your professional development going forward in your teaching and learning role?</td>
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- **Part 1** - meet needs of one person (1 formative, 1 summative)
- **Part 2** - meet needs of groups with complex needs (2 summative)
- **Part 3** - supervising and teaching, organisation and management (2 summative)
- Practice Assessors must assess
## Medicines Management

### Competency Assessment

<table>
<thead>
<tr>
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<th>Yes/No</th>
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<tr>
<td>1. Is aware of the patient/service user’s plan of care and the reason for medication demonstrating knowledge of pharmacology for commonly prescribed medicines within the practice area.</td>
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<td>7. Prepares medication safely. Checks expiry date. Notes any special instructions/contraindications.</td>
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<td>2. Communicates appropriately with the patient/service user. Provides clear and accurate information and checks understanding.</td>
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<td>8. Calculates doses accurately and safely.  - Demonstrates to assessor the component parts of the calculation.  - Minimum of 5 calculations undertaken demonstrating increased complexity.</td>
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<td>3. Understands safe storage of medications in the care environment.</td>
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<td>9. Checks and confirms the patient/service user’s identity and establishes consent. (ID band or other confirmation if in own home)</td>
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<td>4. Maintains effective hygiene/infection control throughout.</td>
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<td>10. Administers or supervises self-administration safely under direct supervision. Verifies that oral medication has been swallowed.</td>
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<td>5. Checks prescription thoroughly.  - Right patient/service user  - Right medication  - Right time/Date/Valid period  - Right dose/last dose  - Right route/method  - Special instructions</td>
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<td>11. Describes/demonstrates the procedure in the event of reduced capacity and non-compliance</td>
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<td>6. Checks for allergies and sensitivities demonstrating an understanding of risks and managing these as appropriate.  - Asks patient/service user.  - Checks prescription chart or identification band</td>
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<td>12. Safely utilises and disposes of equipment.</td>
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<td>13. Maintains accurate records.  - Records, signs and dates when safely administered</td>
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<td>14. Monitors effects and has an understanding of common side effects, contraindications, incompatibilities, adverse reactions, prescribing errors and the impact of polypharmacy.</td>
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<td>15. Uses relevant frameworks for medicine use as appropriate. E.g. local formularies, care pathways, protocols and guidelines.</td>
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<td>16. Offers patient/service users and their carers further support/advice/education. Including discharge/safe transfer where appropriate.</td>
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Assessed and signed off by Practice Assessor
Validity and reliability

May be affected by different factors including:

- Inadequate feedback from colleagues, practice supervisors or service users
- Bias towards student
- Insufficient opportunity to observe and assess certain skills
- Inappropriate method of assessment or not enough methods used
- Student’s own readiness, preparation and/or nerves
- Pre-conceived ideas based on other students’ performance
- Uncertainty of documentation and completion requirements
- Workload pressures
End of module assessment

- Name three types of assessment
- Give five methods of assessment
- Which types of questions are most useful in assessment?
- Which are the four main areas of student assessment?
- Give four reasons that may affect the validity of assessment
References