

A large, stylized graphic of a leaf or flame shape, rendered in a lighter shade of teal, occupies the left side of the page. It has a central stem and several curved, pointed sections that resemble leaves or flames.

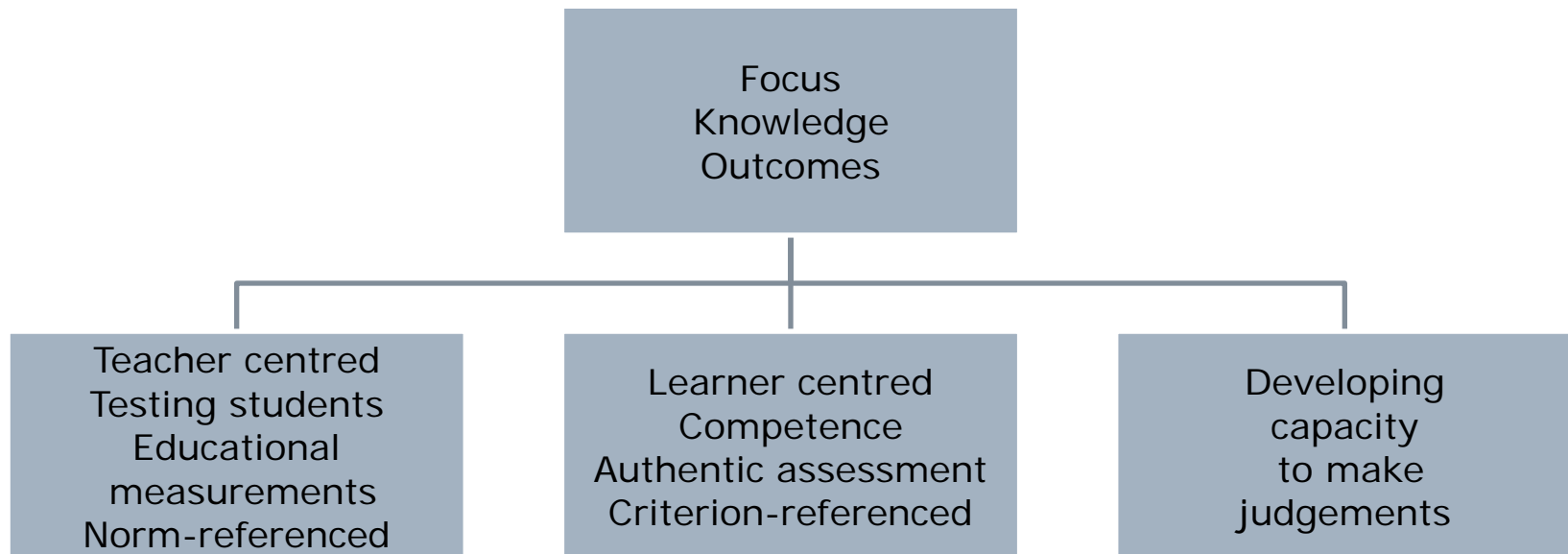
Appraisal and Assessment

Fiona Blades 2013

Your job is to make a judgement of
competence!



Changing emphasis in assessment



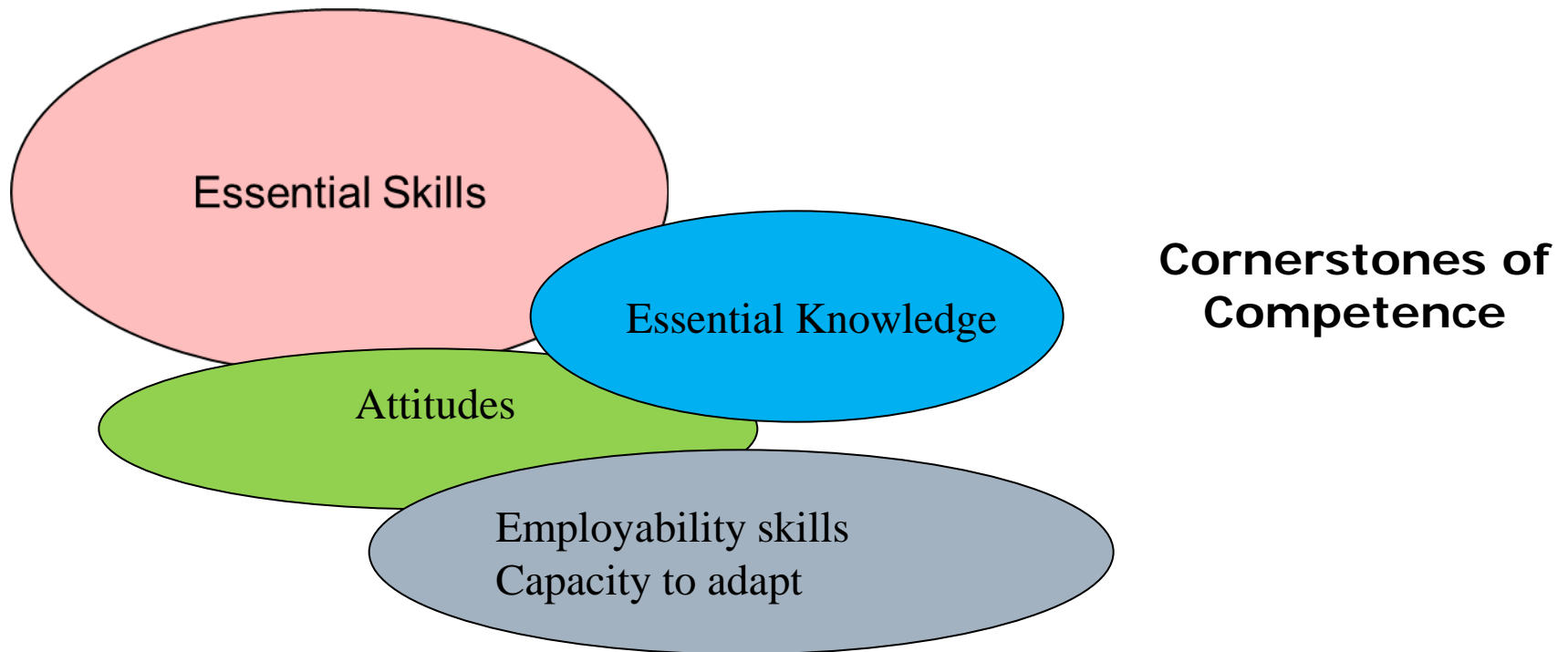
Reasons for assessment

- Recruitment
- Skills recognition (current competence)

- Education and training needs (LLN)
- Promotion

- Qualification
- Indication of progress following training

Competency based assessment



Competence is the combination of knowledge, skills, attitudes, values and abilities that underpin effective performance in a profession. It encompasses confidence and capability. ANMC 2007

- Competencies are developed by learning
 - What to do (declarative knowledge)
 - How to do it (procedural knowledge)
 - When to do it (situational knowledge)

- Specific or generic
- Competencies are acquired incrementally over our lifetimes

Aspects of Competence



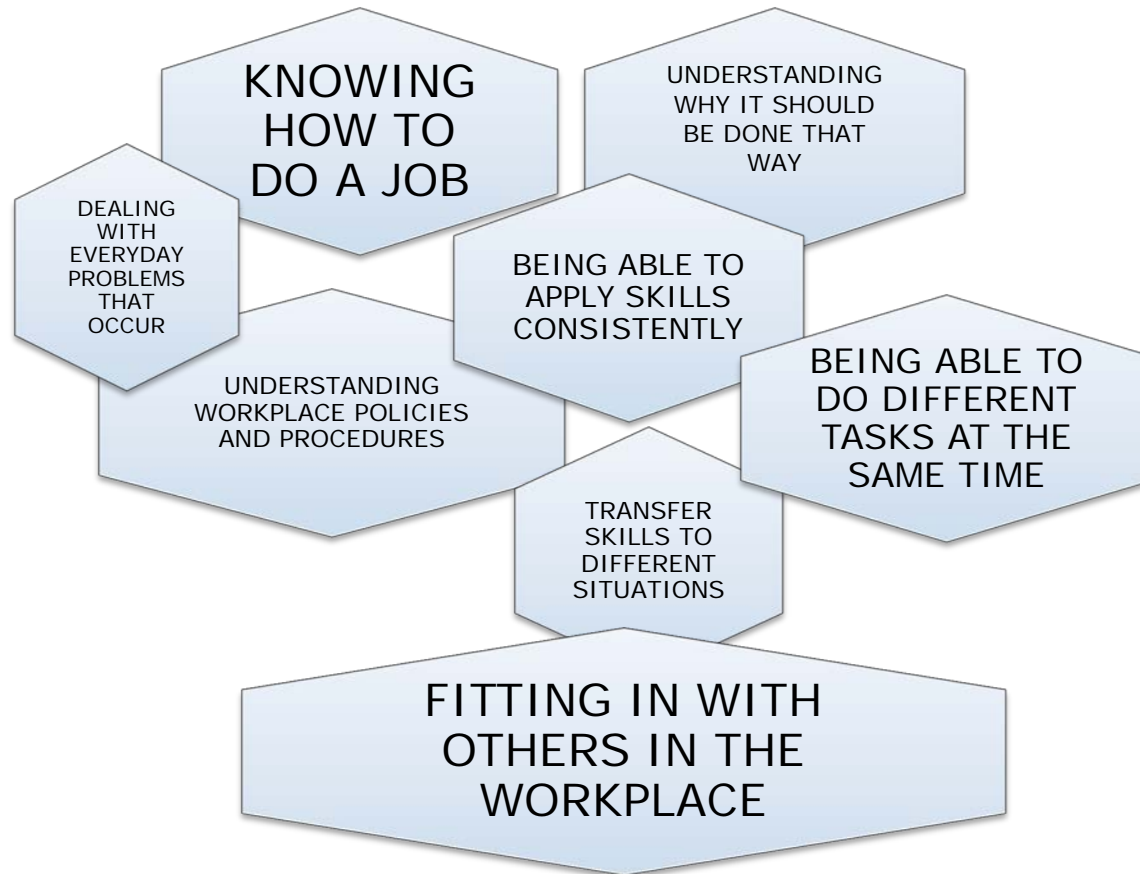
- Task skills
 - Specific workplace tasks
- Task management skills
 - Managing a no. of tasks to get the activity done in a logical and safe manner
- Contingency management skills
 - Can you deal with unexpected issues?
- Job role/environment
 - Transfer skills
 - Dealing with the work environment and a range of situations and still maintain SOP/policies and procedures

Employability skills

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and Organising
- Self-management
- Capacity to Learn
- Technology



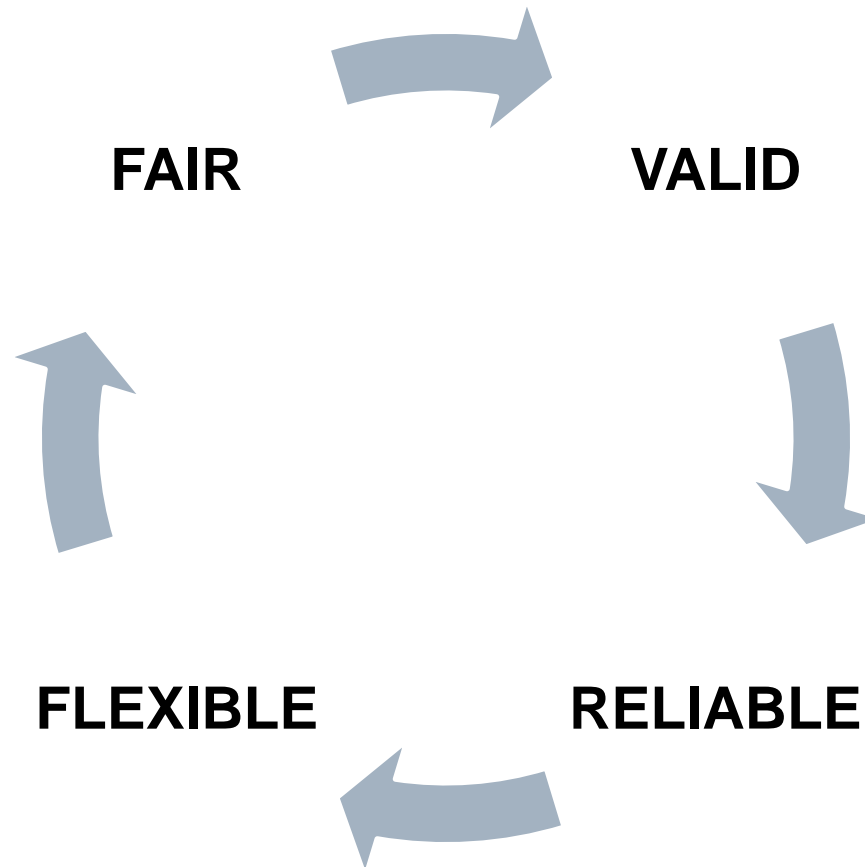
In summary, clinical competency means:



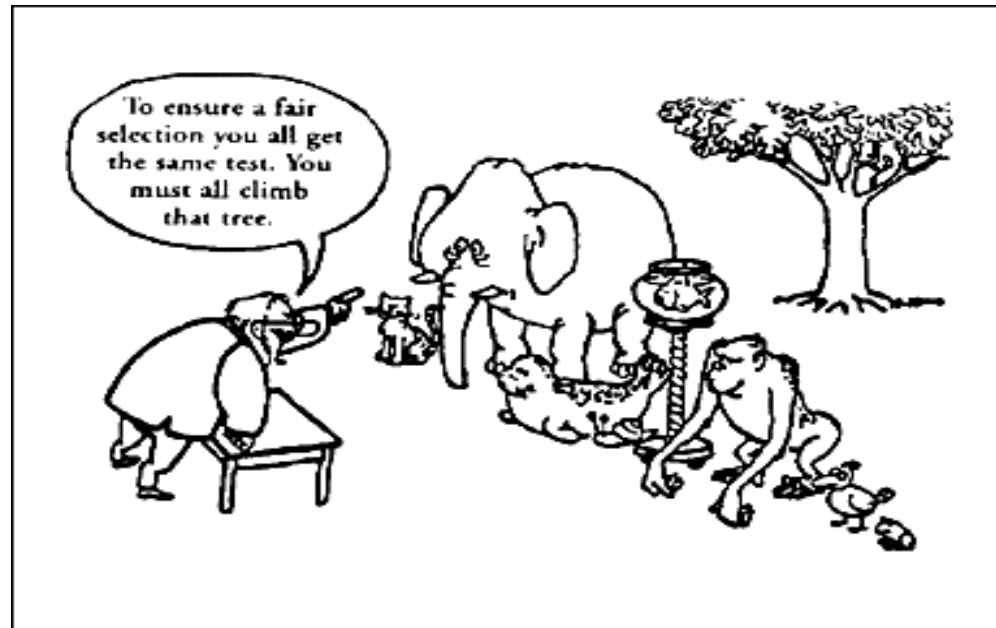
Types of assessment/pathways

- Assessment through training
 - Formative
 - Assessment **FOR** learning
 - Diagnostic
 - Summative
 - Assessment **OF** learning
- Recognition of Prior Learning (Assessment only)

Principles of assessment



Reasonable adjustment



Potential assessor errors

- Marking down the middle
- The 'halo effect'

- Failing to observe
- Time allowance

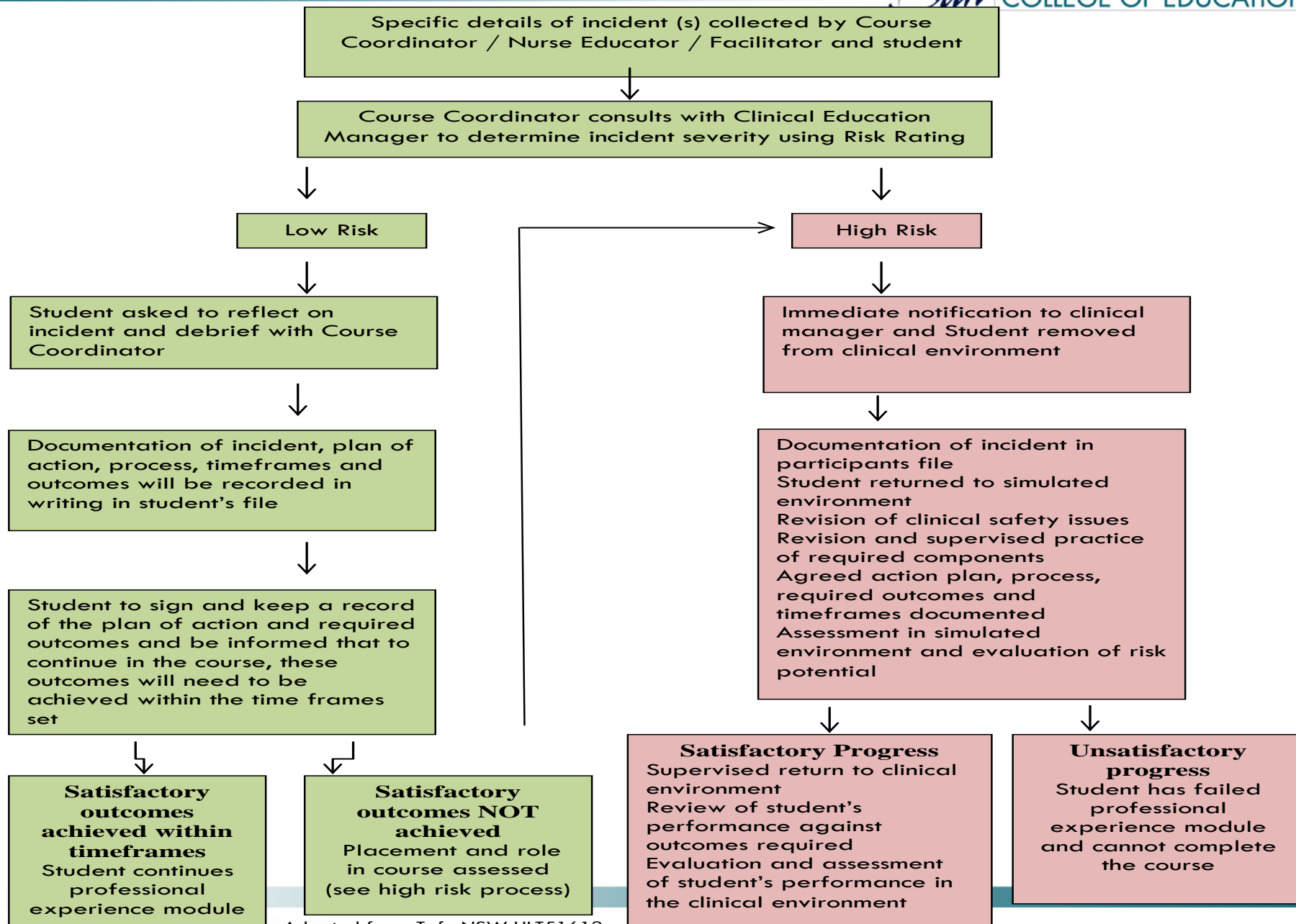
- Failing to record
- Mirror effect



Appraisal: Benner, Bondy and you ...

- Objectives of an appraisal tool:
 - Evaluate the extent to which a student's performance meets the expected clinical standard
 - Encourage structured student reflection on clinical practice
 - Facilitate communication between student, academic and clinical staff in order to provide structured feedback
 - Identify elements of unsatisfactory student performance
 - Provide clear documentation of the student's clinical development
 - University of Melbourne, Clinical Performance Appraisal Tool

Process for student not achieving skill competency or demonstrating unsafe practice in clinical area



Group activity:

Assessment plan for a poorly performing student

- What, when, how and why