Your job is to make a judgement of competence!
Changing emphasis in assessment

- **Focus**: Knowledge Outcomes
  - **Teacher centred**: Testing students, Educational measurements, Norm-referenced
  - **Learner centred**: Competence, Authentic assessment, Criterion-referenced
  - **Developing capacity**: to make judgements
Reasons for assessment

☐ Recruitment
☐ Skills recognition (current competence)
☐ Education and training needs (LLN)
☐ Promotion
☐ Qualification
☐ Indication of progress following training
Competency based assessment

Cornerstones of Competence

- Essential Skills
- Essential Knowledge
- Attitudes
- Employability skills
  - Capacity to adapt

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:

- **Knowing how to do a job**
- **Understanding why it should be done that way**
- **Understanding workplace policies and procedures**
- **Being able to apply skills consistently**
- **Being able to do different tasks at the same time**
- **Fitting in with others in the workplace**
- **Dealing with everyday problems that occur**
- **Transfer skills to different situations**
- **Dealing with everyday problems that occur**
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

FAIR

VALID

FLEXIBLE

RELIABLE
Reasonable adjustment

To ensure a fair selection you all get the same test. You must all climb that tree.
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

Specific details of incident (s) collected by Course Coordinator / Nurse Educator / Facilitator and student

Course Coordinator consults with Clinical Education Manager to determine incident severity using Risk Rating

Low Risk

Student asked to reflect on incident and debrief with Course Coordinator

Documentation of incident, plan of action, process, timeframes and outcomes will be recorded in writing in student’s file

Student to sign and keep a record of the plan of action and required outcomes and be informed that to continue in the course, these outcomes will need to be achieved within the time frames set

Satisfactory outcomes achieved within timeframes
Student continues professional experience module

Satisfactory outcomes NOT achieved
Placement and role in course assessed (see high risk process)

High Risk

Immediate notification to clinical manager and Student removed from clinical environment

Documentation of incident in participants file
Student returned to simulated environment
Revision of clinical safety issues
Revision and supervised practice of required components
Agreed action plan, process, required outcomes and timeframes documented
Assessment in simulated environment and evaluation of risk potential

Satisfactory Progress
Supervised return to clinical environment
Review of student’s performance against outcomes required
Evaluation and assessment of student’s performance in the clinical environment

Satisfactory progress

Unsatisfactory progress
Student has failed professional experience module and cannot complete the course

Adapted from: Tafe NSW HLT51612
Group activity:
Assessment plan for a poorly performing student

• What, when, how and why