

Assessment Principles

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Has anyone assessed another person before ?

What were the challenges?

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Draw a house activity

Which person completed the activity in the best way?
How did you know?

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The Purpose of Assessment

- **Diagnostic** - to enable staff to find out their level of competency/knowledge/understanding at the beginning of a course.
- **Feedback** - for staff to ascertain their progress in relation to the learning outcomes of a course.
- **Learning opportunities** - to provide staff with the opportunities to develop their mastery of ideas or/and practise skills and competencies.
- **Self-evaluation** - to encourage staff to make judgments about the quality of their own work.
- **Motivation** - assessment tasks can enhance motivation by providing frameworks for developing, reviewing or extending their understanding.
- **Preparation for longer term learning** - assessment can be used to help develop the capacity to self-evaluate, an important component for any future activity (Boud & Falchikov, 2007)..

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Competency Based Assessment

Competence is the combination of skills, knowledge, attributes, values and abilities that underpin effective performance as a nurse (Nursing Council of New Zealand)

Competency Based Assessment
[The assessor] collecting sufficient evidence to demonstrate that individuals can perform to the specified standards in a specified role (scope of practice)

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Competence and Performance

Competence
What professionals can do in controlled representations of professional practice, performing to the maximum of their ability

Performance
What professionals actually do in their professional practice

Or..... "do they know what to do, how to do it, and why"

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3 Principles of Assessment

Reliability

If a particular assessment were totally reliable, assessors acting independently using the same criteria and mark scheme would come to exactly the same judgment about a given piece of work.

In the interests of quality assurance, standards and fairness, whilst recognising that complete objectivity is impossible to achieve, when it comes to summative assessment it is a goal worth aiming for.

Explicitness in terms of learning outcomes and assessment criteria is vitally important in attempting to achieve reliability. They should be explicit to the staff member when the task is set.

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3 Principles of Assessment

Validity

Just as important as reliability is the question of validity. Does the assessed task actually assess what you want it to?

There is an argument that all too often we assess the things which are easy to assess, which tend to be basic factual knowledge and comprehension rather than the higher order objectives of analysis, synthesis and evaluation.

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3 Principles of Assessment

Relevance and transferability

There is much evidence that human beings do not find it easy to transfer skills from one context to another.

When undertaking an assessment it is important that it both addresses the skills you want the staff member to develop, that it is undertaken in the "real world" and the staff member shows that they have the knowledge to undertake the skill in a different environment. *(ie. Be able to prepare a basic iv medication push, but show that they have the knowledge to prepare an IV infusion)*

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What do you want the person to.....

Demonstrate to you (Do)

Explain to you (Explain)

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Eg. Hand Hygiene

This activity could be broken down into the following

Do	Explain
Select the correct product Apply hand gel safely Ensure gel is applied to the whole hand Ensure the webs of the fingers are cleaned, the thumbs and the back of the little fingers Appropriate time to dry	What situations they would undertake hand hygiene When they would use Alcohol based hand rub, or soap and water Identify areas that are commonly missed during hand hygiene How to prevent immediate re-contamination

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Try this one...
Flushing a cannula with a pre-filled saline syringe

This activity could be broken down into the following

Do	Explain

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How do you know what to assess?

- Set Criteria (using standards) that is clear and known by both of you.
- Decide how you are going to get your evidence i.e. Observation, data gathering, listening. Will it be specific enough and accurate. The right measuring tool chosen
- Sufficiency is also considered – i.e. you know you have enough information to make a decision
- Is the behaviour, performance and evidence that you have seen provide enough information compared to the required standard
- Your decision is made based on if they have **achieved the standard** and your subsequent feedback is also based on standard.

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Does this activity meet the criteria?



Criteria

- Equipment is prepared and functional
- Correct coffee used
- Water at the right temperature
- Volume of water added sufficient
- Explains the ability to add sweetener or creamer for flavour
- The coffee is stirred

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How can you get more information/evidence?

- Questioning**
 - Usually to fill in the gaps, what is not seen or what can not be demonstrated
 - Clarifying asks for events to be recaptured, recalled
 - Probing forces more precise responses and clarity.
- Prompting**
 - Prompting provides additional data when there is no response or confused responses - use sparingly in this situation where you are assessing.
 - Avoid using prompts to lead candidate to the right response

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What problems could you experience?

- Assessment Processes
- Disagreement about interpretation of standards
- Out of date standards
- Disagreement about how many observations of a performance are required to pass or fail(sufficiency)

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Giving Feedback – why is it important?

Feedback - positive recognition of a job well done or the constructive feedback of a skill or task which could use improvement. Use feedback as information, not as a tool for judgment.

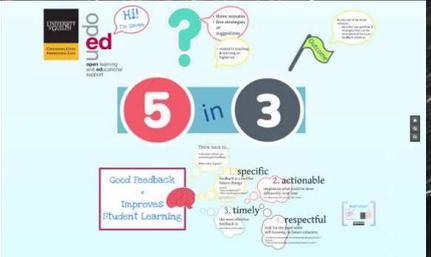
Desired behaviors - the actions or skills that provide the most effective completion of a task.

Replacement behaviors - new behaviors to replace ineffective or inappropriate behaviors.

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Giving Feedback – why is it important?



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Giving Feedback

- **Specific**
 - Tool for future change/improvement
- **Actionable**
 - What can be done differently next time
- **Timely**
 - Immediate and frequent
- **Respectful**
 - Look for the good, while focussing on the future solutions

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Giving Feedback

- Stress that you're here to help them succeed, not to look for problems
- Ask them what they think first – ie "how do you think you went"
- Get them involved in letting you know what you can do to help them succeed
- Let them know they do get a second chance

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Giving Feedback – words matter

- Replace constructive with practical, helpful
- Replace negative criticism with feedback recommendations, suggestions,
- Talk about what you saw and observed.
- Use the above in informal situations, especially when offering unsolicited advice

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Giving Feedback – words matter

- Use "I" statements and tell them what you (and others) observe
- Find out reasons behind behaviour—"Help me understand what you're trying to accomplish"
- Address patterns, not single incidences
- Personality greatly impacts how you give and take criticism
- Emotions during criticism cloud ability to be objective and learn
- Stress and fatigue also cloud objectivity

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Vulnerability of Competency Assessment

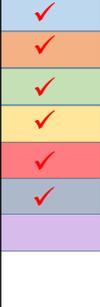
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Vulnerability of Competency Assessment

- Inconsistencies between assessors
- Lack flexibility of assessors
- Horns and halo effects – Liking or disliking the person - including assumptions about underlying knowledge
- Collusion by the assessor – "Its OK everyone does it." or "these people expect to much what a waste of our time"

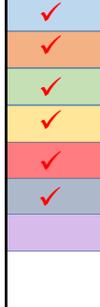
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Difficulties to consider ...for the assessor

- Is unclear about the criteria/standards
- Feels conflict between the role of educator/supervisor and judge
- Has difficulty agreeing on criteria with co-assessors
- Feels there is insufficient time
- Finds the person being assessed is upset by or not responding to feedback
- Is assessing more than one person simultaneously
- Feels unprepared
- Has a personality clash with anyone else involved
- Is inexperienced as an assessor

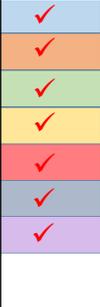
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Difficulties to consider ...for the person being assessed

- Is unclear about the criteria/standards
- Has poor self confidence/self esteem
- Has poor interpersonal skills
- Feels there is insufficient time
- Has personal problems
- Feels threatened by feedback
- Lacks assertiveness, initiative or enthusiasm
- Has poor theoretical knowledge
- Feels unprepared
- Feels nervous or anxious
- Has a personality clash with the assessor
- Is repeating the assessment

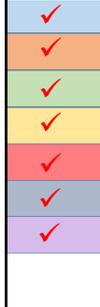
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Questions?



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