

Activity workbook to accompany the University of Surrey online practice assessor development

Paramedic



Due to the current circumstances caused by the Covid-19 virus, the University of Surrey has moved all teaching online. This workbook is designed to accompany the recorded PowerPoint presentations and aims to give participants the opportunity to participate in activities which would have normally been achieved through group work.

After listening to the PowerPoint presentations, please work through this booklet. There are boxes for you to write your responses or alternatively, if you feel you would prefer a larger space, you could use your own paper. The practice assessor development is non-accredited and therefore does not carry an academic award. Therefore, this booklet does not require marking but you may wish to use it as part of your revalidation. In addition, some practice partners may choose to use it as a tool to discuss your learning and understanding of the role of the practice assessor.

Role of the practice assessor

Below are different aspects of the practice assessor role. Consider each statement / question in turn and write your thoughts in the box provided

1. Identify the differences between the two roles. List the responsibilities of the PS and then the PA.

What knowledge and skills do you think a PA needs to fulfil their role?

Practice Supervisor (PS)	Practice Assessor (PA)

2. Each Practice Assessor is responsible for the assessment and confirmation of the achievement of proficiencies and practice learning outcomes for the student(s) they are assigned to, for

the period they are assigned to them. What evidence can a PA use to support assessment in practice?

3. All practice assessors are responsible for upholding public protection when assessing students. This means that the assessment does not compromise public protection. Identify ways you can achieve this in practice.

4. Once the PA has assessed the student's practice learning for the placement(s) they are assigned to the student, they should ensure that there is a proper handover to the next

practice assessor, and any other relevant people involved in the education of the student. In your practice settings, how might you ensure this happens?

5. The PA needs to confirm progression with the assigned academic assessor at certain points. There is an expectation that PAs are provided with time and support to objectively assess learners to ensure an evidence based and reliable assessment.

What are your thoughts on this?

Are there any challenges in achieving this in practice?

What possible solutions are there to address these challenges?

The links below are for You tube clips which you may find useful

Breaking Bad news - This is usually associated with patient care however if a student does not attain the level of assessment they were expecting or do not realise that poor professional behaviour can impact on their overall grade. Therefore the principles of breaking bad news discussed in this clip are relevant and can be transferred to the learning situation.

<https://www.youtube.com/watch?v=juKAMBh9J54>


Feedback - Based on teaching and learning in higher education and refers to written feedback on assignments however it still has relevance to clinical practice as you are giving feedback about a student's progress.

<https://www.youtube.com/watch?v=Huju0xwNFKU>

Feedback - The film below compares general feedback and specific feedback. Within healthcare we would refer to specific feedback as feedback and feedforward.

<https://www.youtube.com/watch?v=-P4meB8uBIM>

The activity below refers to the scenario presented in the slide and provides the opportunity for you to consider the quality of feedback that you require from practice supervisors in order to make a rounded judgement on a student's progress.

Quality feedback 

Identify	The Practice Supervisor tells you:
Describe, Explain or Illustrate	» Student does not seem to be the right level for a second year
Future direction / Feedforward and Guidance	» When you press him, he says her knowledge of common drugs and has no idea of their side effects
	» How can this be conveyed to the learner? Identify approaches that would ensure a better learner experience

In the box below write a piece of feedback which identifies approaches to ensure a better learning experience. The titles on the left hand side of the slide could help you to frame the feedback. Remember the final practice assessor of the year will agree a student's progression to the next part of the programme with a nominated academic assessor so clear documentation is vital.

The initial information the practice supervisor has provided is quite vague. You may also wish to consider how you could help coach the practice supervisor to develop their skills around agreeing and setting learning goals for students.

Action Planning

Accurate assessment and feedback of student learning is crucial for patient protection, student development and high-quality future professionals. Students who are not at the required level of achievement for their stage of the programme will need further developmental objectives set in the form of an action plan. If you have a student who you feel is unable to achieve their set objectives and would therefore benefit from an action plan you must liaise with the academic assessor for advice and support for you and the student.

This last activity is around action planning. As we discussed in the PowerPoint, an action plan is essentially a set of SMART learning objectives. Please read the scenario below and make an assessment about Claire's level of knowledge, skills and ability to provide safe and effective care. Remember she is a third year approaching the point of qualification. Write a SMART action plan for Claire which demonstrates evidence of how to proceed. The initial review point will be two weeks. There are also snippets of her portfolio included. Please read these carefully, what are your thoughts around the level of assessment and feedback? Will the comments aid Claire's development?

In the printed portfolio the term mentor is changeable with the term assessor.

Scenario

You are the designated assessor for Claire Evans, a third year student. She has now completed 4 weeks of placement and is approaching the midpoint of her 8 week placement. You are about to complete her formative assessment. At this point you will jointly review her progress and set goals in the form of a development plan to be achieved. Claire has mainly worked with two experienced supervisors and you have also had the opportunity to work a suitable number of shifts with her.

Claire has many good qualities, she has a caring approach to patients and is able to communicate clearly and appropriately with them and their relatives.

At your initial meeting Claire explained that she is keen to become more independent when caring for patients as she is aware that she will qualify shortly and so you jointly set a learning objective which reflected this. Your plan was for Claire to slowly increase the independence and autonomy of decisions for patients she cares for aiming to mirror the practises expected of a qualified practitioner and delegate to you. You both acknowledged this would be within the limitations of a student and that she would need supervision for some areas, such as drug administration. This was identified early and documented so the supervisors and you have had the opportunity to coach Claire and set appropriate goals.

You have noticed that if there is a change in a patient's condition Claire seems to find it difficult to re prioritise and adapt her plans. For example, yesterday whilst one attending to one patient during shift Claire asked regarding managing the patients pain with Morphine, without first taking a blood pressure. When the supervisor asked Claire to explain why this might not be appropriate, Claire's answer was unclear and she was unable to see beyond her point of view.

You and the supervisors have noticed that Claire is good at delegating roles such as asking for assistance with other tasks that crew member could assist with, such as getting equipment ready or

from the vehicles, but she is not so good at asking staff to take observations during her history taking. When you discuss delegation with Claire she said she likes to do everything for her patients

Claire's portfolio year 1

Communication & Interpersonal Skills	0	1	2	3	4	Mark Awarded
Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences	Inappropriate professional image, not adhering to uniform policy Lack of respect for diversity and individual preferences	Poor professional image, not adhering to uniform policy. Some ability to demonstrate respect for diversity and individual preferences	Needs occasional reminders about professional image and uniform policy. Demonstrates respect for diversity and individual preferences, requires occasional support	Professional image maintained, adheres to uniform policy. Demonstrates respect for diversity and individual preferences, requires minimal support	Excellent professional image. Always demonstrates respect for diversity and individual preferences and prompts others to do so.	3
Clinical Practise and Decision making	0	1	2	3	4	Mark Awarded
Demonstrates the ability to listen, seek clarity & carry out instructions safely	Unable to demonstrate ability to listen, interpret and carry out instructions safely.Fails to confirm understanding	Limited ability to listen, interpret and carry out instructions safely. Requires close supervision	Able to listen, interpret instructions and seeks to confirm understanding. Can be relied upon to carry out instructions safely with some guidance	Good ability to listen, interpret instructions and confirm understanding. Carries out instruction safely with minimal support	Excellent ability to listen, interpret instructions and confirm understanding. Ability to carry instructions safely and rectify issues in a range of contexts	2
Demonstrates safe, person centred care, under supervision for people who are unable to meet their own physical and emotional needs	Fails to take a person centred approach to care. Unsafe practice. Fails to address both physical and emotional needs and preferences.	Inconsistent approach to person centred approach to care. Unsafe practice. Often fails to address both physical and emotional needs and preferences despite guidance	Takes a person centred approach to care. Addresses both physical and emotional needs. Safe practice carried out with some support	Takes a person centred approach to care. Safe practice. Meets physical and emotional needs with limited support articulating knowledge which underpins care	Takes a person centred approach to care. Safe practice. Meets physical and emotional needs with indirect supervision, drawing upon a broad range of knowledge and evidence to support care	2

Communication & Interpersonal Skills	Justification and Rationale for Mark Awarded:
Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences	Claire adheres to the uniform policy and is punctual. Demonstrates respect for patients and staff of differing religions and ethnic backgrounds.

Clinical Practise and Decision making	Justification and Rationale for Mark Awarded:
<p>Demonstrates the ability to listen, seek clarity & carry out instructions safely</p>	<p>Claire demonstrates a good ability to listen , interpret and carry out instructions however she needs to recognise abnormalities in vital signs, for example, in order to be able to feedback those that fall outside of the normal values. Learning normal values and writing them in a notebook for future reference may be beneficial. Revising anatomy and physiology will aid Claire’s understanding of when to raise concerns over a patient’s condition.</p>
<p>Demonstrates safe, person centred care, under supervision for people who are unable to meet their own physical and emotional needs</p>	<p>Claire undertakes safe practice safely but has difficulty articulating underpinning knowledge. Revision of anatomy and physiology as above will aid her progress.</p>
<p>Student’s summary of own progress and plan for on-going development:</p> <p>I have really enjoyed my first placement and feel I have learnt a lot. My confidence has grown and I enjoy looking after the patients. I have completed assessments of patients with my practice supervisors. I find the shifts tiring and will aim to read more once I am back at University.</p>	
<p>Practice assessor’s summary of the student’ s progress and areas for on-going development:</p> <p>Claire is a friendly girl who demonstrates a good ability of gaining the trust of patients. She is keen to learn and has been able to practice some A-E assessment of patients under direct supervision. She is now able to document the findings with minimal supervision. Her verbal communication is good and patients enjoy her bubbly personality. Under direction Claire is able to complete written evaluations of the care she has given. She is able to take and record vital signs and now uses the early warning score more readily. Claire could improve further by learning the normal values of heart rate, respiratory rate and blood pressure, perhaps writing the values in a small notebook could aid her. Claire continues to find anatomy and physiology a challenge – we have discussed the possibility of seeking out a text book in a format that suits her learning style better or perhaps exploring the more visual aids available on line.</p> <p>Overall Claire has made good progress in her first placement.</p>	
<p>Aspects of the student’s performance that are a cause for concern: An Action plan highlighting areas of concern must be completed and the Academic Assessor informed. No concerns</p>	

Claire's portfolio year 2 (note the level of language in the coloured boxes is higher than it was in year 1)

Communication & Interpersonal Skills	0	1	2	3	4	Mark Awarded
Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences	Unprofessional image and poor time-keeping. Little respect demonstrated for diversity and individual preferences	Inconsistent presentation of professional image, time-keeping or respect demonstrated for diversity and individual preferences	Satisfactory professional image and time-keeping. Identifies people's diverse and individual preferences and adapts performance to meet these.	Good professional image and time-keeping. Identifies, modifies and evaluates own performance to meet diversity and individual preferences	Excellent professional image and time-keeping. Analyses, modifies and evaluates own performance drawing upon a range of sources to meet diversity and individual preferences	4
Clinical Practise and Decision making	0	1	2	3	4	Mark Awarded
Demonstrates the ability to listen, seek clarity and carry out instructions safely	Fails to listen, and seek clarity. Cannot be trusted to practice safely	Requires repeated instruction and close supervision to enable safe practice	Able to carry out instructions and practice safely in familiar situations with some supervision	Can be trusted to practice safely in familiar situations with limited supervision Beginning to demonstrate ability to deliver care in unfamiliar situations with guidance and support	Can be trusted to practice safely and more autonomously in familiar situations Demonstrates ability to deliver care in unfamiliar situations with limited guidance and support	3
Demonstrates safe, person centred care, under supervision in order to enable people to meet physical and emotional needs	Requires close supervision to assess, plan, implement and evaluate care. Unable to demonstrate underpinning knowledge	Assesses, plans, implements and evaluates own care drawing upon assessment data and knowledge to support care given. Requires some guidance	Assesses, plans, implements and evaluates care drawing upon assessment data. Good knowledge base underpinning care. Limited guidance needed	Works with some independence to assess, plan, implement and evaluate care based upon assessment data and a detailed knowledge base	Works autonomously to assess, plan, implement and evaluate care based upon assessment data. Demonstrates detailed knowledge and evidence from research to support care given	4

Communication & Interpersonal Skills	Justification and Rationale for Mark Awarded:
Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences	Time keeping and professional image satisfactory. Neat and tidy.
Clinical Practise and Decision making	Justification and Rationale for Mark Awarded:

Demonstrates the ability to listen, seek clarity & carry out instructions safely	Keen to carry out tasks on instruction
Demonstrates safe, person centred care, under supervision for people who are unable to meet their own physical and emotional needs	Patients always look cared for. Patients enjoy Claire's happy sunny nature.

<p>Student's summary of own progress and plan for on-going development:</p> <p>I have really enjoyed working with such an inspirational team. I have visited A&E which has helped my learning.</p>
<p>Practice assessor's summary of the student's progress and areas for on-going development:</p> <p>Claire is a lovely friendly girl who is able to build good relationships with staff and patients. On this placement she has observed administration of medicines and has assisted in applying a basic dressing to a wound. She has visited A&E. Claire is able to care for patients under guidance. She is still only in her second year and we wish her well in the future.</p>
<p>Aspects of the student's performance that are a cause for concern:</p> <p>An Action plan highlighting areas of concern must be completed and the Academic Assessor informed.</p> <p>No.</p>

Communication & Interpersonal Skills	0	1	2	3	4	Mark Awarded
Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences	Unsatisfactory presentation of professional image and time-keeping. Not acting as a role model for others. Lacks respect for	Inconsistent presentation of professional image, time-keeping and ability to act as a role model. Requires guidance to	Satisfactory professional image and time-keeping. Acts as a role model. Developing confidence when providing care to	Good professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practising	Excellent professional image, time-keeping and role model. Confident and competent in adapting care to meet individual needs. Practises	2

	diversity and individual preferences	adapt practice to meet individual preferences	meet individuals needs	with some autonomy	autonomously and guides others in the delivery of care.	
Clinical Practise and Decision making	0	1	2	3	4	Mark Awarded
Demonstrates the ability to listen, seek clarity and carry out instructions safely	Requires repeated instruction and supervision to enable safe practice. Unable to manage and prioritise own workload	Inconsistency demonstrated in ability to carry out instructions and manage own workload Not able to direct others	Reliable and able to work with minimal supervision. Needs support when directing and delegating care to others. Usually able to manage own workload	Reliable. Can be trusted to work independently. Minimal supervision required when directing others and delegating care. Manages and prioritises workloads effectively	Very reliable. Is able to work independently and when directing others and delegating care. Manages and prioritises workloads effectively	2
Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs	Inconsistency in ability to provide safe care and meet peoples' physical and emotional needs. Minimal understanding of the knowledge that informs care	Satisfactory care given meeting physical and emotional needs with minimum supervision. Some understanding of knowledge and evidence that informs care. Requires support to apply theory to own practise	Good care given meeting physical and emotional needs. Working more independently. Good understanding of knowledge and evidence that informs care and able to apply to own practise.	Very good care given meeting physical and emotional needs. Working independently Draws upon a wide range of knowledge and evidence to inform care. Is able to apply to own practise and support junior colleagues	Excellent care given meeting physical and emotional needs. Critically appraises the knowledge and evidence which informs care. Supervises and directs junior colleagues in care delivery	1

Communication & Interpersonal Skills	Justification and Rationale for Mark Awarded:
Displays a professional image in their behaviour and appearance, showing respect for diversity and individual preferences	Acts professionally. Mostly on time but has experienced some travel difficulties.
Clinical Practise and Decision making	Justification and Rationale for Mark Awarded:
Demonstrates the ability to listen, seek clarity and carry out instructions safely	Claire manages her own workload and works with minimal supervision
Demonstrates safe, person centred care, under supervision in order to enable people to meet their physical and emotional needs	Claire is able to carry out a good standard of care on the patients. Able to perform ABCDE assessment with some support.

Student's summary of own progress and plan for on-going development:

I have really enjoyed this placement. I am now able to give good level of care to patients. I am confident in administering medication. Thank you to all the team I am now really looking forward to my next placement. It is not long until I will be a qualified paramedic!

Practice assessor summary of the student' s progress and areas for on-going development:

Claire works well within the team. She demonstrates a caring approach to her patients and they comment on her approachable bubbly nature. During this placement Claire has undertaken several medications. She has handed patients over in A&E to the receiving staff.

Aspects of the student's performance that are a cause for concern:

An Action plan highlighting areas of concern must be completed and the Academic Assessor informed.

No

Action Plan

Area of Development (What does Claire need to achieve)	Plan for Learning

What are your thoughts about the assessment and feedback from the assessor in Claire's portfolio?