

# Assessment, learning, and feedback.

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# Aims of the session:

- Understand the importance of using clear assessment criteria and objectives to ensure trainees meet expected learning outcomes.
- Practising the delivery of constructive feedback so that learners are aware of what they need to do to progress.

I would like you to draw the  
perfect house....

You have 5 mins

# Assessment criteria for the perfect house..

## Distinction

- There are a symmetrical number of windows (at least for 4) decked with curtains, flower boxes and FENSA emblem in the corner.
- There is a mature front garden with an interesting path with flower borders leading up to the front door(s) (which has a letter box and knocker), various fruit trees and a beautiful green lawn.
- There is a boundary fence drawn around the house which is made from bricks and a decorative metal railing.
- There are a selection of chimneys conveying alternative chimneys within the house.

## Merit

- There is specific detail to a few windows, some with curtains or flowers.
- There is a front garden mainly with a lawn and a curved path and some ad hoc flowers.
- There is fence at the front of the house made with wooden spikes.
- There is a chimney on the roof of the property.

## Pass

- There are windows and a door with minimal detail.
- There is a straight pathway to the house but with no detail
- There is a fence around the house but there is no detail.
- The chimney has been omitted from the design.

## Fail

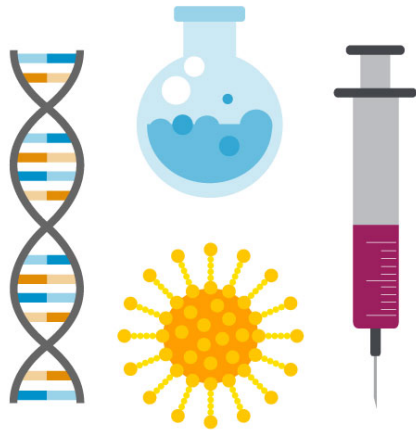
- There is no detail, no path to the house, no front garden, no fencing, all you have is the shape of the house, with 2 windows and a door with no detail.

# Importance of good assessment criteria

- It is vital that learning aims, outcomes, the assessment criteria for work based competencies and assessments are understood by the trainee and educator.
- The Curriculum Library
  - Contains all the information about modules
  - <https://curriculum.nshcs.org.uk>

Core, rotation  
and specialist  
modules

Each contains  
required  
competencies  
and assessments



## Example

### Introduction to Healthcare Science, Professional Practice and Clinical Leadership - Competency 1

Treat each patient as an individual, respecting their dignity and confidentiality and upholding the rights, values and autonomy of every service user.

Knowledge and skills you might demonstrate

- NHS Constitution.
- Patient-centred care and the patient carer perspective with respect to:
  - response to illness
  - patient and carer perspective
  - health belief models
  - diversity of the patient experience
  - disability, including learning disabilities
  - potential health inequalities

# Assessment in the workplace

Assessment can be formative or summative:

- Summative: guides overall judgement about competence, fitness to practice, accountability, and advancement to higher levels of responsibility. **Assessment of learning, can promote surface strategies.**
- Formative: guides the learning process, provides feedback and reassurance, promotes reflection and shapes values. **Assessment for learning, can promote deeper learning strategies.**

# Assessment *for* learning – key characteristics

- Assessment drives learning.
- Provide trainees with opportunities to apply the assessment criteria to examples of work produced to illustrate the standards required.
- Provide guidance and support to trainees using oral or written feedback with next steps for achieving learning outcomes in a meaningful way.
- Create opportunities for learners to undertake remedial action or consolidation activities.
- Thoughtfully design learning experiences in a differentiated way.
- Reflect and ask trainees to peer or self assess meaningfully on what to do next, setting valid and measurable SMART targets and learning goals.
- Involves both the teacher and student reviewing and reflecting on assessment data.

# Adult learning theory

Knowles (1984) seven principles of andragogy:

1. Create an effective learning environment (learners can express themselves and feel safe and comfortable).
2. Give learners opportunity to be involved in mutual planning of their learning.
3. Encourage learners to recognise their own learning needs and;
4. Formulate their own learning objectives;
5. Identify resources and devise strategies for using the resources to achieve their objectives;
6. Execute their learning plans;
7. Evaluate their own learning.

Adapted from: Kaufman, D.M. (2003). Applying educational theory in practice. *BMJ*, 326 (7382), pp.213-216.



# What is good evidence?

- Please share and discuss your examples of evidence with others on your table.
- What is good and what needs improving?
- Discuss and share best practice.

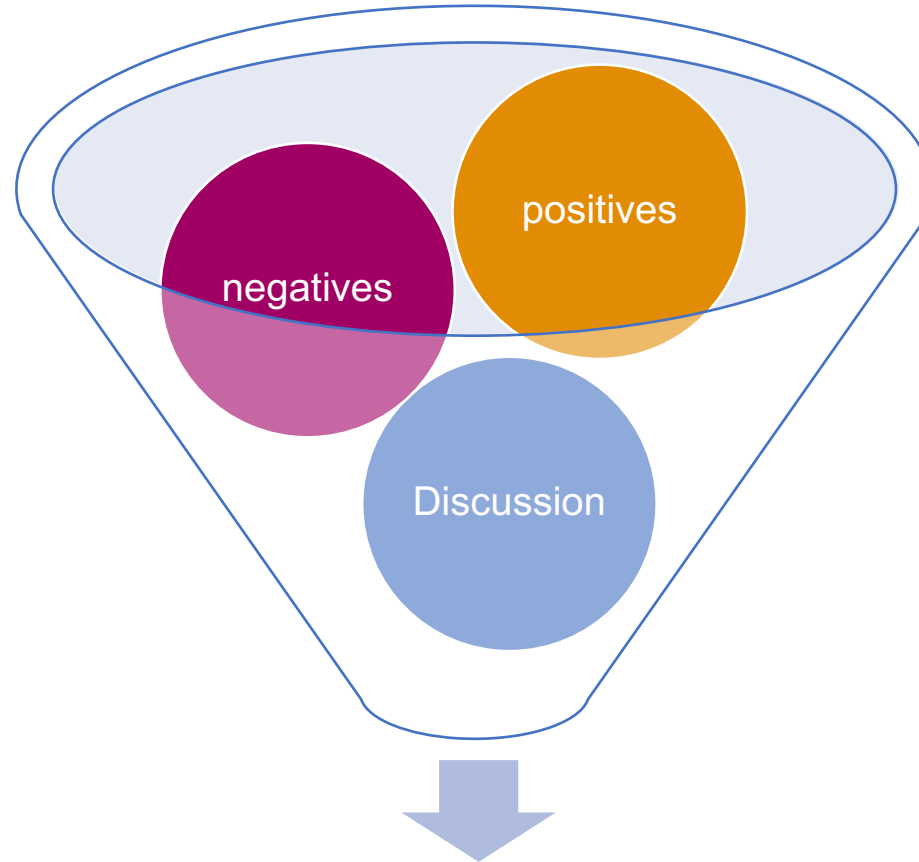
# The importance of feedback

- Feedback is a core component of formative assessment and central to learning.
- Informs trainee of progress or lack thereof.
- Gives trainees insight into observed learning needs and resources available to facilitate their learning;
- Promotes motivation and engagement for trainees in appropriate learning activities.
- **Feedback has a powerful influence on trainee performance.**

# Giving & Receiving Feedback Practice

- Please can you get into groups of 3.
- There are 3 envelopes each with a scenario all about giving and receiving feedback.
- There are 3 role players in each scenario:
  - recipient of the feedback
  - feedback giver
  - observer of feedback.
- Each of you should pick a role and read your instructions.
- Please rotate roles in each scenario so that everyone in your group has the chance to play every role.
- As observers it is really important to note behaviours, tone of voice, body language and attitude in each scenario.
  - Use the grid to record observations for each scenario.

# Giving & Receiving Feedback



*Use your notes  
from each  
scenario to  
feedback to each  
other*

Practising these skills will help you develop your  
ability to deliver constructive feedback

# Feedback techniques

## Avoid

- Creating a disrespectful, unfriendly, closed, threatening climate.
- Not eliciting thoughts and feelings before giving feedback.
- Being judgmental
- Focusing on personality
- Basing feedback on hearsay or generalisations.
- Giving too much/ too little.
- Not suggesting ideas for improvement.
- Basing it on unknown/ non-negotiated goals.

## Adopt

- Creating a respectful, open minded, non-threatening climate.
- Eliciting thoughts and feelings before giving feedback.
- Being non-judgemental.
- Focusing on behaviours.
- Basing feedback on observed facts and specifics.
- Giving the right amount.
- Suggesting ideas for improvement.
- Basing it on well-defined, negotiated goals.

Hewson, M.G. and Little, M.L. (1998). Giving feedback in medical education: verification of recommended techniques. *Journal of general internal medicine*, 13 (2), pp.111-116.

# Feedback

Needs to answer three fundamental questions (Norcini and Burch, 2007):

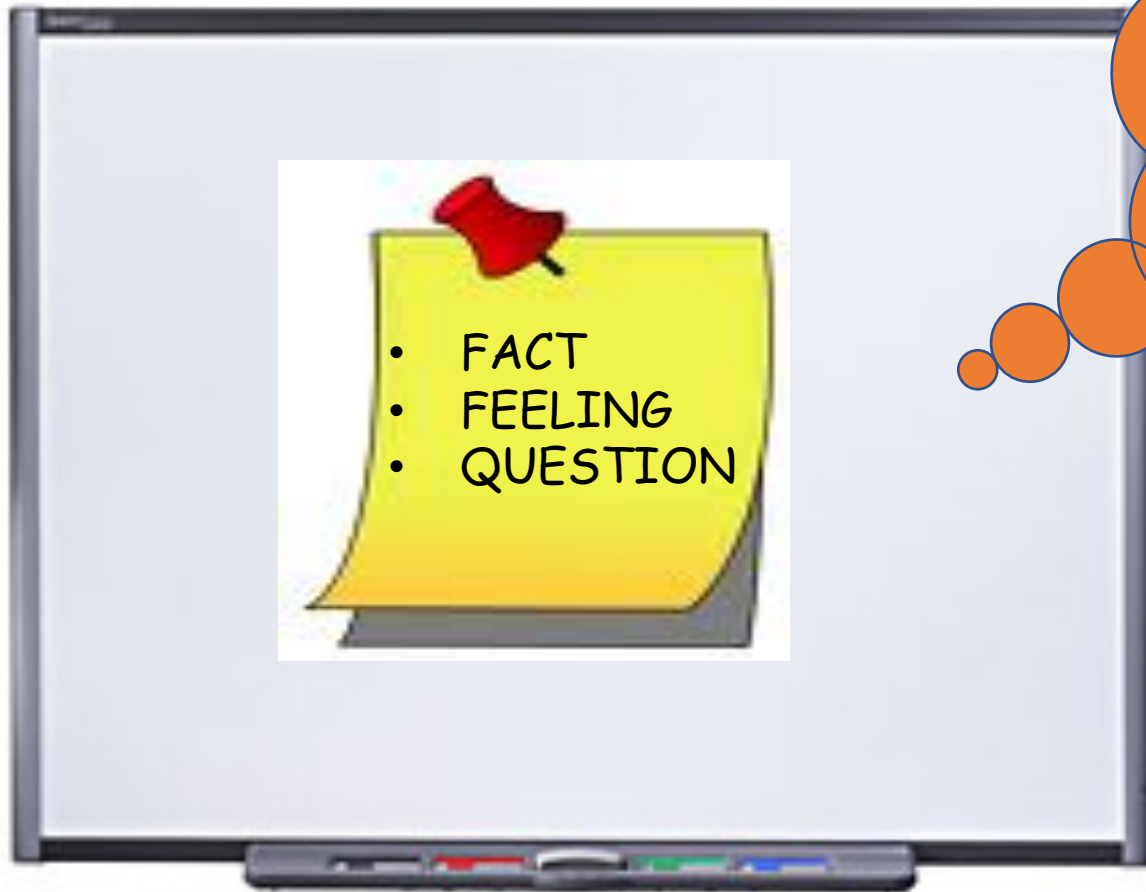


Norcini, J. and Burch, V. (2007). Workplace-based assessment as an educational tool: AMEE Guide No. 31. *Medical Teacher*, 29 (9-10), pp.855-871.

# Summary of key points:

- Focus on learning outcomes and assessment criteria so you know what has to be achieved.
- Understand differentiation - not all trainees will be at the same point at the same time, expect to scaffold or support trainees' with their learning at different stages.
- Comment on progress over a number of attempts with constructive feedback and next steps of what they need to do to improve.
- Provide opportunities for trainees' to think things through for themselves and reflect on their learning.
- Provide trainees' with the opportunity to respond.

# Your final thoughts..



On your post it note...  
Think about a fact,  
feeling or question you  
have about today's  
workshop or how you  
can improve being an  
educator.



# Refreshment Break

Transition to Main Room