

# Workplace based activities – what evidence is appropriate?

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# Objectives

- Be aware of purposes and principles of workplace-based assessment (WPBA)
- Framework for WPBA.
- Know what we mean by evidence.
- Understand what can be used as evidence.
- Know what level of evidence is sufficient.
  - Progression from STP, aims of HSST curricula, AHCS Standards of Proficiency
- Ensure evidence meets requirements of learning outcomes.
  - HSST Curriculum

# Purpose of assessment

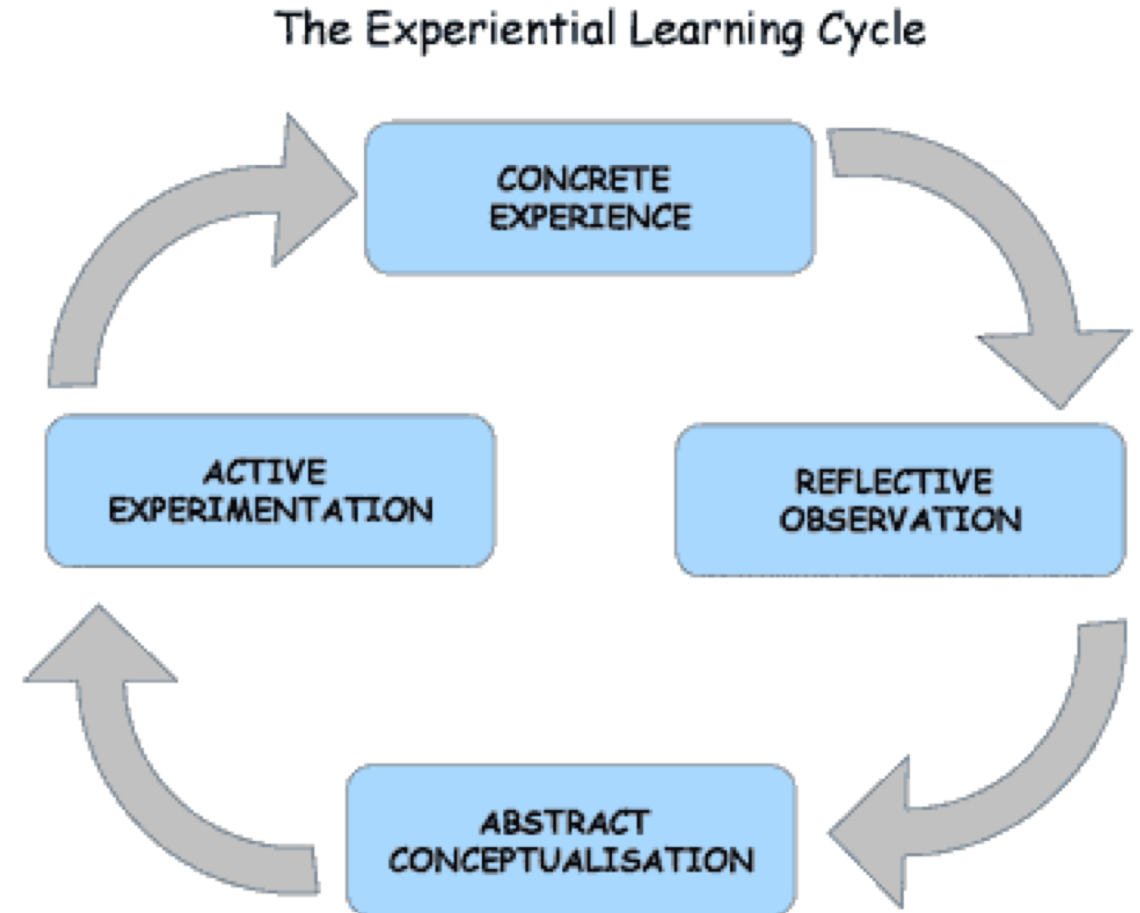
- Showcase trainee's mastery of knowledge, skills, and professional behaviours at CCS level.
- Underpin defensible progression decisions.
- Convince an expert panel of the trainee's:
  - a) Fitness to practise as a Higher Specialist Scientist.
  - b) Readiness to apply to Higher Specialist Scientist register (HSSR).

# Principles of assessment

- Trainee-led
- Negotiated
- Purposeful
- Flexible
- Efficient
- Quality not quantity
- Ecologically valid (authentic, naturally occurring)
- Multi-faceted (not single focus, or single observation)
- Multimodal (not all written)
- Reflective

# Making experience count

- “Learning is the process whereby knowledge is created through the transformation of experience”.  
(Kolb, 1984)
- Experience is achieved through workplace learning.
- Evidence is constantly changing and evolving.



# Evidence: what do we mean?

- An artefact\* produced by the trainee that showcases their progress towards mastery of one or more of the SoPs.
- Reviewed/endorsed by the workplace supervisor or nominated other for purpose of giving feedback to support development (i.e. not marking or grading as pass/fail).
- May have been submitted and assessed for DClinSci, in which case no need for supervisor to review.

# What should evidence be?

## Evidence should:

- Meet specialist Curriculum Learning Outcomes and Academy's Standards of Proficiency for Higher Specialist Scientists
- Sufficient
- Authentic
- Relevant
- Current

# Planning for collection of evidence

- Work backwards – what will convince expert panel that trainee is ready to register? What will make trainee a credible candidate for a CCS job?
- Requires familiarity with SoPs, curriculum, scope of practice, CCS job descriptions, and a training plan.
- Treat as a research exercise – identify total scope of practice (relevant SoPs), identify occasions or events at which to collect evidence, triangulate, collect evidence until convincing saturation point reached.
- Take advantage of naturally occurring evidence; plan for stretch opportunities to show level 8 skills (??); don't focus on single observations of low-level skills.



# QAA Descriptor at level 8

## Doctoral degrees are awarded to students who have demonstrated:

- The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication
- A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice
- The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- A detailed understanding of applicable techniques for research and advanced academic enquiry.
- Typically, holders of the qualification will be able to:
  - Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
  - Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.
- And holders will have:
  - The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

# EQF Level 8 Descriptors

Descriptors defining levels in the European Qualifications Framework (EQF)

<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

# Evidence should meet learning outcomes of the curriculum.

Offer evidence against the specialist curriculum:

- Analyse, synthesise, evaluate and apply knowledge.
- Perform a range of technical and clinical skills and procedures.
- Demonstrate the attitudes and behaviours necessary for professional practice as a consultant clinical scientist dealing with the complexities, uncertainties and tensions of professional practice at this level.

# How much? how often?

- What is a convincing saturation point? The answer should fall out of the planning process.
- Every training plan will, and should be, different.
- Rough guide of approximately one piece of evidence per month.
- One piece of evidence per month = 60 pieces of evidence = 60 occasions to cover relevant SoPs and curriculum.
- Triangulate – showcase same skill in different contexts.
- Schedule for gathering evidence should be flexible.
- Expert panel will want to be convinced of quality, not quantity.

# What types of evidence?

## Direct:

- Observed performance;
- Projects or work based assignments;  
Personal reports;
- Minutes of meetings,
- Action plans, progress reports;
- Internal and external correspondence; Prior qualifications which relate directly to the curriculum;
- Product evidence e.g. examples, samples;
- Responses to oral or written questions;
- Video or authenticated audio tapes.

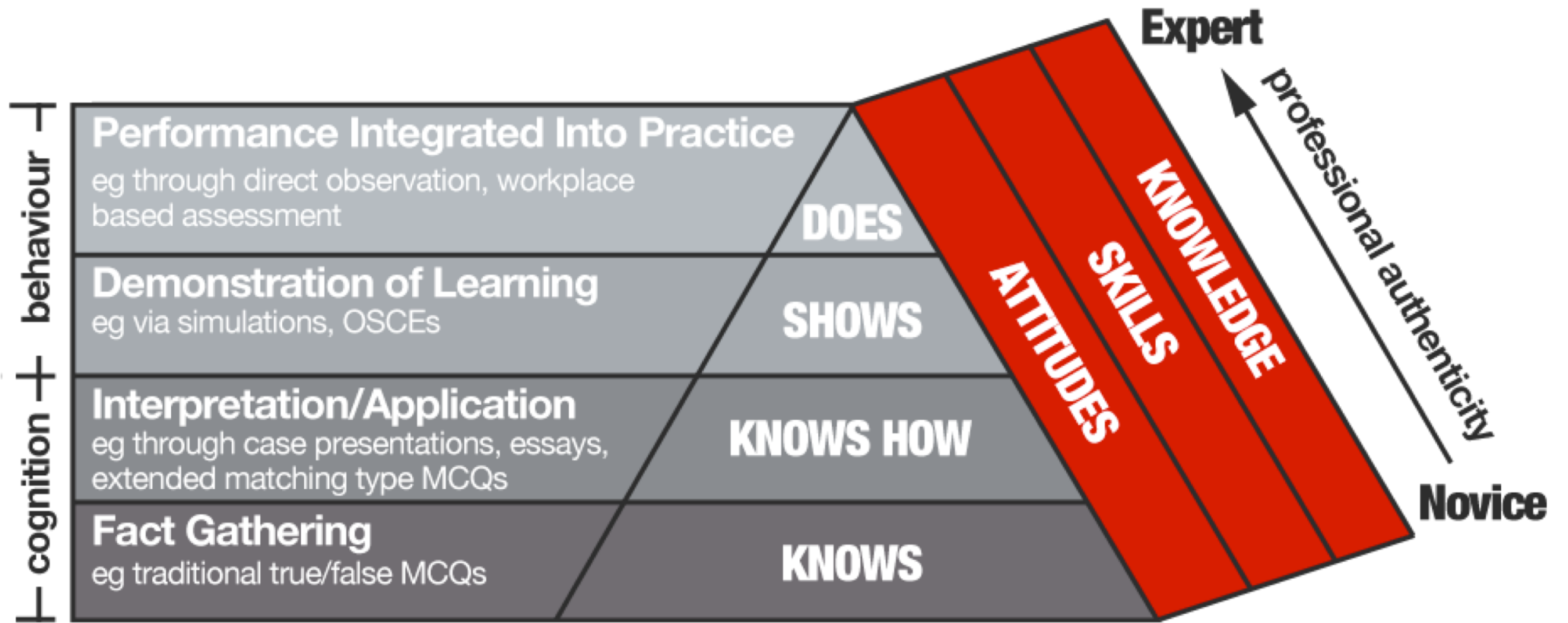
## Indirect:

- Witness testimonies from people within or outside the organisation;  
Achievement in related areas;  
Attendance at courses/training activities relevant to the curriculum or standards;
- Membership of related committees or outside organisations

*Indirect evidence is normally used to support or confirm direct evidence.*

# Standards for evidence

- QAA level 8 descriptors
- Advanced scholarship
- Substantial body of knowledge
- Generates new knowledge at the forefront of the discipline
- Makes informed judgements on complex issues in specialist fields, often in the absence of complete data
- Communicates ideas to specialist and non-specialist audiences
- Makes informed judgements on complex issues in specialist fields with an innovative approach to tackling and solving problems



Miller's prism of clinical competence

That's the 'theory' – how do we put it into practice?



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# **Refreshment Break & Transition back to the main room - The Auditorium**