

Key concepts



Performance assessment

Unit 1

The ABCs of performance assessment

Following are the main concepts to remember in order to gain a better understanding of performance assessment in the context of placements.

- Performance assessment is a **process** that leads to a **verdict on the trainee's performance**, based on valid and legitimate information.
- The assessment process **plays a crucial role in the trainee's journey**, and it also has an **impact on your skills as a supervisor** and on the **quality of care** provided to patients.
- We reviewed **two types of assessment**:
 - » The **formative assessment**, which promotes the development of the trainee's competencies, by highlighting his strengths and challenges and by planning strategies to alleviate these challenges.
 - » The **summative assessment**, which consists in an overview and summing up of the trainee's progress, comparing it against criteria established by the academic setting.
- The assessment **process** includes **five steps**:
 - » Planning
 - » Collecting information on the trainee's behaviours
 - » Interpreting the information
 - » Communicating appreciations to the trainee (feedback)
 - » Decision-making

Unit 2

Planning a trainee's assessment

Throughout this unit, you explored various aspects that will allow you to forge a pedagogical alliance with your trainee, which will in turn ensure that your trainee's assessment process starts on the right foot:

- It is essential to build a **trusting relationship** with your trainee so that both parties communicate openly.
- Discussions about **mutual expectations, learning objectives as well as criteria, indicators and descriptors** which will be part of the trainee's assessment foster mutual understanding and prevent any disagreement.
- The development of a **learning contract** with your trainee will set out in writing the assessment process used during the placement (objectives to achieve, assessment methods and dates, etc.) and ensure that both parties are in agreement on these matters.

Unit 3

Collecting information: what and how?

This unit addressed the various aspects that need to be considered when collecting information on your trainee's competencies for assessment purposes:

- Collecting information is a step that must be meticulously conducted, using **various methods** at **different moments** to gather information, in order to create the best representation of the trainee's performance.
- To appreciate the evolution of the trainee's competencies, the supervisor will need to **collect** information on the **internal resources** that the trainee mobilizes in various situations, namely **knowledge, know-how and self-management**.
- Performance assessment must rely on **facts**, which are careful **observations** of phenomena **as they occur, without modification, and that everyone agrees on**.
- Collecting information requires **reliable tools** that lead to the objective measure of the three levels of knowledge, such as observation (direct or indirect), evaluation grids, questions in the form of discussions, reviews of written files, videoscapy, role plays, clinical vignettes and concept maps.
- To enhance his process for collecting information, **the supervisor uses several formats** in his assessment: **self-assessment, co-assessment** and **360° assessment**. Your **trainee, his fellow students**, but also your **colleagues** and **patients** with whom your trainee had contacts could also provide relevant information, thus painting a broader picture of your trainee's learnings.
- Your **trainee can also rely on tools** such as videoscapy, role plays, clinical vignettes, concept maps, logbooks and portfolios to **develop his self-assessment skills**.

Unit 4

Interpreting the information

In order to adequately interpret the information you collected and to make a fair judgement, it is important to remember that:

- **Judgement** consists in drawing a **conclusion** or stating an **opinion** about the acquired competencies; it must be based on measurable facts.
- **To maintain objectivity** in his judgement, the supervisor must accept the existence of subjectivity, while being mindful of his personal filters and avoiding the selection of facts and generalizations.
- Being aware of **one's own cognitive biases is the best way to counter them**.
- Ethical notions of **thoroughness, transparency** and **confidentiality** must be at the forefront of **an objective judgement**.

Unit 5

Communicating your appreciation to the trainee: the principles of effective feedback

Throughout this unit, you had the opportunity to grasp important notions that are inherent to feedback:

- **Feedback** is essential to **fostering learning**.
- It is an **interactive** and **bidirectional** process.
- **Feedback is precise, specific** and concerns **observations** and various aspects related to the trainee's **performance**.
- Several **methods** allow you to formulate and structure your feedback, namely the feedback sandwich, the chronological mode, the Ask/Tell/Ask approach, the PEARLS model, the one-minute supervisor, the R2C2 model, Pendleton's model or Hattie & Timperley's feedback model.
- Feedback should be given at different moments, according to the situation. However, feedback should generally take place **as soon as possible after the observation period**.
- Our **15 tips** will assist you in articulating your feedback strategically.

Unit 6

Decision-making: a key step in the assessment process

Through this unit, you gained a better understanding of the last step in the assessment process.

Decision-making:

- Is **central to the assessment process** and **decisive** with regards to the placement progress
- Is based on **formative assessments** aimed at **improving learning**. It allows the supervisor to gauge the congruence of assessment modalities as related to the trainee's learning objectives and to adjust support strategies
- Is based on **summative assessments**, aimed at **measuring learning**. It allows the supervisor to:
 - » Validate the achievement of the level of competence s against predefined criteria
 - » Identify future learning needs
 - » Inform the academic setting that the trainee's placement was a success, a failure or that changes need to be made
 - » Assign a grade (in the form of a number, letter, rate or mark)