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Assessing competence in clinical practice

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The Challenge

- To create an assessment strategy that could be used by students with a variety of experience
- That was useful for professional and personal development
- Whilst reflecting the clinical competencies required by the Trusts

The Issues

1. Which taxonomy to use?
1. How would it fit into the assessment regime?
1. What evidence is required?

The Results

- Benner's taxonomy
 - Pass at level 3 (competent) or above
- Self assessment and mentor assessment
- Formative and summative stages
 - learning contract for development
- Skills and knowledge elements
- Core and Option competencies

Core competency 1: Oxygen therapy for respiratory patient

Taxonomy:		Formative Assessment			Final Assessment		Evidence
1. Novice 2. Advanced beginner 3. Competent 4. Proficient 5. Expert		Student rating	Assessor rating	Assessor Sign & date	Assessor rating	Mentor Sign & date	
1.1	Skill: Demonstrates the ability to accurately perform, record and report normal respiratory rate, rhythm and depth and correctly perform and interpret oxygen saturation monitoring	3	3	DW 7/5/09	4	J1 8/9/09	Performed independent and accurate respiratory assessment (observed >5 times)
	Knowledge: States normal range in relation to respiratory anatomy and physiology	2	2	DW 7/5/09	3	J1 8/9/09	Completed self directed package on respiratory A&P Accurately explained normal A&P of respiration
1.2	Skill: Demonstrates the ability to correctly prepare patient and equipment for non invasive oxygen therapy e.g. nasal speculae, face mask	2	3	J1 7/5/09	3	J1 8/9/09	Correctly identified various equipment for oxygen therapy Literature review on oxygen therapy
	Knowledge: Describes the advantages and disadvantages of different types of non-invasive oxygen equipment, their appropriate placement and safety considerations.	2	2	J1 7/5/09	3	J1 8/9/09	Accurately discussed appropriate use and limitations of various devices. Delivered teaching session for student nurses



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