



**Teaching and Assessment
for Nursing and Allied Health Educators
Supplement**

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**INTRODUCTION TO THE *TEACHING AND ASSESSMENT FOR NURSING
AND ALLIED HEALTH EDUCATORS SUPPLEMENT***

Introduction

A message from the Lead Advisor



Healthcare practitioners are increasingly responsible for clinical teaching and assessment in a broad range of practice settings, with policy documents emphasising the need to measure educational outcomes, and with students being encouraged to provide feedback on their experiences via internal and external quality enhancement processes, such as the National Student Survey (UK). The importance of effective mentor preparation is emphasised by professional statutory regulatory bodies (for example, the Nursing and Midwifery Council [NMC] and Health and Care Professions Council [HCPC] in the UK), with approval and monitoring events scheduled to ensure compliance of standards.

The *Teaching and Assessment for Nursing and Allied Health Educators (TANAHE)* programme has been mapped against professional body education and training standards. The nursing and allied health fields are naturally diverse, but it is hoped that the themes covered are universally applicable; throughout, the programme encourages participants to research and consider how the themes covered correlate to their own profession-specific guidelines.

The programme is structured in two parts. The first course, 'Clinical teaching and learning', emphasises the central role of service users in teaching. It encourages participants to adapt their teaching according to learner needs, curriculum and programme requirements and diverse educational settings. Topics include planned and unplanned teaching, teaching in a logical sequence, interprofessional practice and peer learning. The second course, 'Clinical assessment, feedback and evaluation', looks at the processes and approaches involved in assessing learners. Topics include the different types of assessment, designing and managing assessment, record-keeping, professional integrity and the issue of struggling students.

The courses can be studied independently or can be used in a blended approach appropriate to other forms of professional development offered in your institution. Similarly, the programme can be used flexibly: for mentorship training, for the delivery of mentorship updates, and for aspects of teaching, learning and assessing pre-registration nursing, midwifery and allied health students. The material can also be utilised in the preparation and support of service users and/or carers involved in teaching and assessment.

Shaped by a range of stakeholders, including academic and practice staff, service users and students, each course signposts current policies and is extensively referenced with the work of leading clinicians and educators. Interactive activities, video and audio clips highlight key points, provide strategies, prompt reflection and help to consolidate knowledge.

This *Supplement* begins with a series of questions you need to answer as you prepare to implement the *TANAHE* programme. Implemented effectively, the programme will help institutions to provide a consistent approach and to set standards for delivery.

The *TANAHE programme* is an exciting, contemporary resource. I wish you well in your engagement with the material. For further updates and information, you can visit the support pages on the Epigeum website (www.epigeum.com).

Dr Nigel Harrison,
Executive Dean of the College of Health and Wellbeing, University of Central Lancashire,
Lead Advisor

The *Teaching and Assessment for Nursing and Allied Health Educators* programme

Aimed at practitioners from diverse healthcare fields and with varying levels of experience, the *Teaching and Assessment for Nursing and Allied Health Educators (TANAHE)* programme is designed to enhance the quality of clinical education. It intends to help those with teaching and mentoring responsibilities to become more proficient in adapting and structuring their teaching according to learner preferences and diverse educational settings; in facilitating effective learning both in planned and unplanned situations; in designing appropriate assessments; in delivering and receiving feedback; and in addressing potential challenges. Throughout, it encourages participants to review their profession-specific standards and domains, and underlines the fundamental role of service users within clinical education – whilst highlighting the issues of safety and consent. Ultimately, it aims to help educators ensure that the practitioners of tomorrow are fit to practise.

The programme contains two courses:

- ▶ Clinical teaching and learning
- ▶ Clinical assessment, feedback and evaluation

The *Teaching and Assessment for Nursing and Allied Health Educators* Supplement

This *Supplement* is provided as an accompaniment to the *Teaching and Assessment for Nursing and Allied Health Educators* courses to support, extend and inform institutions' use of the online programme.

The *Supplement* is divided into three main sections:

Section 1: Implementation for course leaders

This section is for those who are in charge of running the *Teaching and Assessment for Nursing and Allied Health Educators* programme at their institution and are responsible for monitoring the participants¹. This section contains:

- ▶ A general introduction to the components of the *Teaching and Assessment for Nursing and Allied Health Educators* programme
- ▶ Guidelines on the key decisions you need to make on how to integrate the *Teaching and Assessment for Nursing and Allied Health Educators* programme into your existing training provision
- ▶ Advice on how to ensure that your target audience knows about the programme and can access it easily, so that it attracts users and is well supported by your institution
- ▶ Suggestions on how to gather feedback and evaluate the effectiveness of the programme.

Section 2: Installing the courses in your VLE/LMS

This section is for those who are in charge of the technical implementation of the courses in your institution's VLE/LMS. It contains links to online support videos to help your IT team with every aspect of installing and customising the courses to your institution's particular needs and preferences.

Section 3: Supplementary activities

This section contains at least 44 hours of additional material written by the author to accompany his courses, and is divided into two parts:

- ▶ An overview of the material available, to help you map it against the online course content
- ▶ A range of tutor-led and peer-to-peer communicative activities, including implementation instructions and resources where applicable.

This *Supplement* is available in both Word and PDF form – the former so that you can extract and edit the activities should you so wish. If you are viewing the *Supplement* in Word document form, you may find navigation easier with the 'Document Map'/'Navigation Pane' enabled (go to the 'View' toolbar and check 'Document Map' or 'Navigation Pane'). You can then move between sections using the left-hand navigation bar.

For further updates and information, you can visit the support pages on the Epigeum website at: <https://epigeum.com/customer-support/>.

¹ The term 'participant' is used in this *Supplement* to mean users/individuals who are taking the *Teaching and Assessment for Nursing and Allied Health Educators* programme.

SECTION 1: IMPLEMENTATION FOR COURSE LEADERS

The Epigeum 11-stage implementation method

Epigeum courses can be used in a variety of different ways – in fact, no two institutions have yet implemented the courses in exactly the same way.

Epigeum has developed an 11-stage method covering all aspects of implementation – from developing the initial vision through to resourcing and timelines (see box below for an overview). This *Supplement* covers some highlights and key areas, focusing in particular on steps 3, 4, 8 and 9.

For a more in-depth training session covering all eleven stages, or for answers to any other implementation-related questions, please contact us at implementation@epigeum.com.

The Epigeum 11-stage implementation method

1. Vision, goals and stakeholders
2. Your team
3. Your pedagogical approach(es)
4. Your technical implementation
5. Your organisational implementation
6. Use of pilots
7. Training and support
8. Communication plan
9. Evaluation
10. Timeline
11. Resources.

Components of the *Teaching and Assessment for Nursing and Allied Health Educators* programme

Component	Description	Approx. duration per course	Where can I find this material?
Self-study courses	<p>Core online component: The core of the <i>Teaching and Assessment for Nursing and Allied Health Educators</i> programme consists of the two self-study courses.</p> <p>Each course consists of a series of screens (web pages) containing text, videos and activities.</p>	2.5 – 3 hours	Please refer to the 'release' email sent by Epigeum to download and log in to your TANAHE courses.
Portfolio activities	<p>Additional online component: Portfolio activities are placed in 'Portfolio activity' pods² on the right-hand side of the screens, within the online courses. They provide the opportunity for participants to research and reflect further and to relate the topic of a screen to their own context. They can be completed by participants independently and do not require a tutor or customisation. These activities are not contained in the core online component.</p>	8 – 9 hours	For further information on installing the courses, see Section 2 of this Supplement.
Communicative activities	<p>Additional content: These activities are not contained in the core online component. Instead, they are optional, additional content, contained in this <i>Supplement</i> and designed to accompany and expand on material worked through in the self-study courses. There are two types of communicative activity:</p> <ul style="list-style-type: none"> ▶ Peer-to-peer activities, which encourage participants to interact with one another and share experiences through VLE-/LMS-hosted discussion boards or face-to-face discussions ▶ Tutor-led activities, which are designed to be led by a tutor, and include topics for workshop discussions and assignments. <p>The activities included in the programme can be implemented either as peer-to-peer activities or as tutor-led activities, depending on the preference of the course leader. We have assigned activities to both activity types but these are suggestions only.</p> <p>These activities can be incorporated by universities throughout the <i>Teaching and Assessment for Nursing and Allied Health Educators</i> programme, according to their requirements.</p>	12 – 15 hours	Section 3 of this Supplement (either PDF or Word document form)

² 'Pods' are pop-out boxes which appear in the right-hand margin of online course screens. They provide supplementary material in the form of further information and guidance, documents and examples to download, references and links to further resources and 'Portfolio activities'.

An [‘Index of supplementary activities’](#) is provided later in this guide to show where the portfolio and communicative activities map on to the screens in the self-study courses.

Key implementation decisions

From a pedagogical perspective, the courses in the *Teaching and Assessment for Nursing and Allied Health Educators* programme can be implemented in a number of different ways, starting with a straightforward 'plug and play' (where courses are simply installed and used as they are) and moving through various levels of customisation and tutor input.

Our strong recommendation for institutions using the *Teaching and Assessment for Nursing and Allied Health Educators* programme is that they spend some time considering the key questions outlined below in order to make sure that it is implemented as effectively as possible for their particular context. Time spent planning and tailoring your implementation strategy early on will pay dividends in terms of the effectiveness of the courses.

The key questions covered are:

1. **Stand-alone or with additional materials and support?**
2. **Online or blended?**
3. **With or without communicative activities?**
4. **With or without tutors?**
5. **With or without customisation?**
6. **In what order?**
7. **How to assess learning?**
8. **How to encourage further study?**

Please don't hesitate to [contact Epigeum](#) or arrange to attend one of our implementation workshops if you would like to explore any of these issues in more detail than is covered below.

Question 1: Stand-alone or with additional materials and support?

Stand-alone

The *Teaching and Assessment for Nursing and Allied Health Educators* programme can be used as stand-alone training, without any additional engagement. If participants are sufficiently motivated, we are confident that they will gain significant skills and knowledge through the core course content alone – particularly if they complete the portfolio activities that are contained in the right-hand pods placed throughout the online course. Not offering any additional learning opportunities, whether online or in person, also keeps costs to a minimum.

With additional materials and support

In the online courses we have presented an excellent foundation in all of the course topics. However, the advice and (at least) 44 hours additional materials we have provided in this *Supplement* can be used to develop a more extensive, challenging and effective training programme for clinical educators at your institution.

If you decide to extend and supplement your *Teaching and Assessment for Nursing and Allied Health Educators* offering in this manner, we would suggest using the core online courses as background preparation for workshops/webinars, or as the framework for fuller courses.

The remainder of the questions in this section set out the options available if you **do** choose to enrich the *Teaching and Assessment for Nursing and Allied Health Educators* programme by providing additional materials and support.

Question 2: Online or blended?

The additional materials and support you provide could be delivered face-to-face, online, or as a combination of the two.

Online

The primary advantages of the completely online approach are convenience and cost. Purely online courses are convenient because participants can take them at a time and place of their choosing. This is particularly advantageous if participants have difficulty in attending training sessions because of different locations and varied timetables.

Although by definition the online-only approach excludes face-to-face teaching, it can still include peer-to-peer interaction (for example, through discussion boards or webinars) and online tutor support, as outlined in questions 3 and 4 below. If this approach is taken, you will need to consider what support processes are required to ensure that the learning experience is engaging and accessible, e.g. online tutors, forums, support videos and documents.

Blended

By 'blended' we mean combining the online course content with face-to-face teaching and learning. The blended approach is more demanding in terms of time and resources, but adding a face-to-face element to your skills training provision is likely to motivate and benefit participants by giving them the opportunity to debate, challenge and extend the learning offered in the core online courses with peers and tutors. A blended approach also provides a valuable opportunity to foster a sense of collaboration and community among participants.

Question 3: With or without communicative activities?

The aims of the communicative activities (which are included in [Section 3](#) of this *Supplement*) are threefold:

- ▶ To facilitate dialogue between course participants
- ▶ To provide ideas for activities and workshop sessions (the 'tutor-led' activities)
- ▶ To provide opportunities for assessment.

The communicative activities represent a substantial body of additional material (at least 27 hours across the programme) to support and extend learning and, as mentioned above, can be used to extend the online course or as a basis for face-to-face contact time.

Whilst the courses *can* operate independently of them, we would strongly recommend that, as a minimum, institutions spend time (not much is required!) to add them in online form throughout the courses in line with their needs. Further advice on how to implement the communicative activities can be found:

- ▶ In [Section 2](#) and at <https://epigeum.com/customer-support/> which includes guidelines on how to add the activities from a technical perspective
- ▶ In [Section 3](#), which includes an index of supplementary activities and where they slot into the online *Teaching and Assessment for Nursing and Allied Health Educators* courses.

Question 4: With or without tutors?

The courses in the *Teaching and Assessment for Nursing and Allied Health Educators* programme have been designed to work either with or without tutors. Again, there are advantages to both approaches.

Without tutors

As mentioned, individual participants can work their way through the courses entirely independently, without intervention, tutors or customisation. Using the courses in this manner enables participants to study at a time of their choosing and at little additional cost in terms of your time and money.

With tutors

Having tutors helps improve the effectiveness of the courses by:

- ▶ Prompting reflection and discussion of individuals' particular contexts
- ▶ Discussing scenarios and problems and exploring/sharing ideas for appropriate courses of action
- ▶ Getting feedback on practical outputs from the programme.

These kinds of processes are more likely to take place if a tutor initiates and manages them to some extent. This can be done either face-to-face or online:

- ▶ **Face-to-face meetings involving a number of participants:** As mentioned above, many of the communicative activities can be used as a basis for face-to-face discussion. The online courses also include interactive activities and scenarios, and video interviews with professionals (and students) – all of which could usefully be viewed and discussed in a face-to-face session.
- ▶ **Online discussion with individual participants:** If you can establish online contact right at the start, and maintain it through regular, light nudges, the courses are much more likely to be successful.

In addition, tutors (whether online or face-to-face) can:

- ▶ Track participants' progress through the courses, assisting them as they get started, motivating them to reach the end and encouraging further study
- ▶ Respond to participants' questions on the material, both through asynchronous tools, such as discussion boards, and also by scheduling online office hours
- ▶ Enable the tutor-led communicative activities to be used
- ▶ Carry out more nuanced assessment of participants' learning, through participation in discussions and workshops/webinars (see below)
- ▶ Distribute reports on participation to stakeholders.

Question 5: With or without further customisation?

As well as incorporating communicative activities, your licence agreement for the *Teaching and Assessment for Nursing and Allied Health Educators* programme allows you to customise the courses in other ways – specifically:

- ▶ **Deleting pages** (e.g. if certain pages are less relevant to your particular context)
- ▶ **Adding your own pages** (e.g. to include your institution's information and branding at the start of the course or to add extra case studies or material in line with your particular syllabus. We do ask that you make it clear that these are your own work, and not the author's)
- ▶ **Moving pages** (e.g. if you feel that certain sections are high priority and should be moved forward in the course)
- ▶ **Adding your own institution's logos and livery.**

Customising the programme in this manner will ensure that it is as appropriate as possible for your particular context. More specific information on selected customisation options is included below. If you would like to customise the material beyond the steps outlined above, then please [contact us](#). We try to be flexible.

'Your context' pods

In both courses of the *Teaching and Assessment for Nursing and Allied Health Educators* programme you will find 'Your context' pods in the right-hand margin of some screens, suggesting that participants research and locate their local guidelines, policies and relevant personnel. These pods have been specifically designed to help the student orientate themselves in their specific context. They can be customised to contain links and information particular to your needs.

We would strongly recommend customising the 'Your context' pods with links to national, institutional, departmental or subject-specific information relevant for your staff. Details on how to do this are provided in [Section 2](#), and a summary of the locations and suggested content of the 'Your context' pods is provided in the table below for ease of reference.

Once you have inserted this information at relevant points throughout the course, you may also wish to provide a single, complete list of institution-specific policies and resources in summary form at the end of the course, within the 'Closing' section. You can do this by inserting a new page – see [Section 2](#) for further information on how to do this.

TANAHE: List of your context pod locations and content
Screen
▶ Clinical teaching and learning
Teaching and learning with service users in the clinical environment
A planned approach: Programme specification
Additional factors that shape teaching and learning
Aims, objectives and learning outcomes
Learner characteristics, context and resources
▶ Clinical assessment, feedback and evaluation
Placement Assessment Document (PAD)
The mentor's role in assessment
Assessment and integrity

Question 6: In what order?

The two courses that make up the programme can be taken in any order.

Two options are:

- ▶ Planning for an entire cohort to be studying the same materials at the same time, so that they can communicate with each other about them. The communicative activities (mentioned above and in [Section 3](#)) prompt online interaction with others, but in order for them to be useful, there need to be others who are doing much the same thing at much the same time.
- ▶ Enabling participants to learn what they need to 'just in time', i.e. when they are facing a particular challenge or have reached a particular point in their professional development.

The courses can be used for 'troubleshooting' as outlined in the second option above, but they are most effective when used collectively, providing clinical educators with a solid and comprehensive understanding of teaching and assessment approaches and techniques.

Question 7: How to make best use of the *Teaching and Assessment for Nursing and Allied Health Educators* portfolio?

Many of the portfolio activities in the online courses generate material that participants may wish to include in a portfolio. These are indicated by the icon shown below. Blank portfolio templates for both courses in the *Teaching and Assessment for Nursing and Allied Health Educators* programme are available for participants to download and fill in as they work through the courses.

The resulting portfolio (made up of the separate portfolio activities and download documents for each course) can be used either as a learning tool, or as evidence that can be submitted as part of personal development reviews or to gain institutional recognition as part of a Continuing Professional Development (CPD) programme.

In default mode, participants are encouraged to take advantage of these opportunities. When implementing the courses you may want to determine a policy regarding the *Teaching and Assessment for Nursing and Allied Health Educators* portfolio and communicate this to those taking the courses. For example, selected elements of the portfolio (or indeed, the whole thing) could contribute towards the assessment of your training programme.

If you are planning to use the courses with tutors (see above), then they can encourage participants to begin on their portfolio as soon as they start work on the programme. Tutors can also provide feedback on draft sections of a portfolio and could convene meetings between participants who are at a similar stage of developing their portfolio, to share and discuss the experience and how to make the most of it. If tutors are not available, participants could be encouraged to submit their portfolios to colleagues for peer review.



Question 8: How to assess learning?

Course quizzes

The final **multiple choice quizzes** at the end of each course are the default assessment mode³, testing both completion of the course and understanding. The quizzes are provided in a format that will allow you to add and remove questions after you have installed these in your VLE/LMS.

Activities, portfolio and assignments

When tutors are present, other methods can be used to provide additional and perhaps more nuanced opportunities to assess learning, such as the communicative activities (see above and [Section 3](#)) and the *Teaching and Assessment for Nursing and Allied Health Educators* portfolio (see above).

Question 9: How to encourage further study?

The 'Useful resources' pods and the Resource banks and References screens list external sources for participants who would like to read and explore beyond the core course content. Tutors can also provide useful support by making available additional reading material.

³ Please note that, because some institutions will want to use courses quizzes for official assessment and credit, we are unable to provide accessible/print versions of the quizzes, as these would reveal the correct answers. We would be happy to discuss options for providing the course quizzes to participants at your institution who are unable to use the interactive functionality, and to provide support on a case-by-case basis.

Marketing and encouraging uptake

The *Teaching and Assessment for Nursing and Allied Health Educators* programme **can** be used as an off-the-shelf solution to skills training in clinical teaching and assessment approaches and techniques: it can be downloaded and installed directly on to your VLE/LMS and is then 'ready to go'. However, the best way to get the most out of the programme is to spend some time **planning a strategy** for course implementation. As well as considering the questions in the previous section, you also need a plan for:

- ▶ How to secure buy-in from key project stakeholders
- ▶ How you will ensure that the courses reach those who need them.

Planning a strategy for implementation

Your decisions at this stage will have the largest impact on the rate of participant adoption.

1. Raise awareness with departments and other stakeholders

Securing the support of stakeholders at an early stage is a key way to ensure that you get the most out of the courses and that they are implemented in the best way to benefit your institution (see diagram below). Input from stakeholders will be important in helping you decide the rest of your implementation strategy.

2. Choose whether to run a pilot or to roll all courses out immediately

This will largely be determined by the immediacy of the demand for the training at your institution. If you have the time, a pilot study is an effective way to troubleshoot and refine your use of the courses.

3. Choose your delivery mode – blended learning or purely online

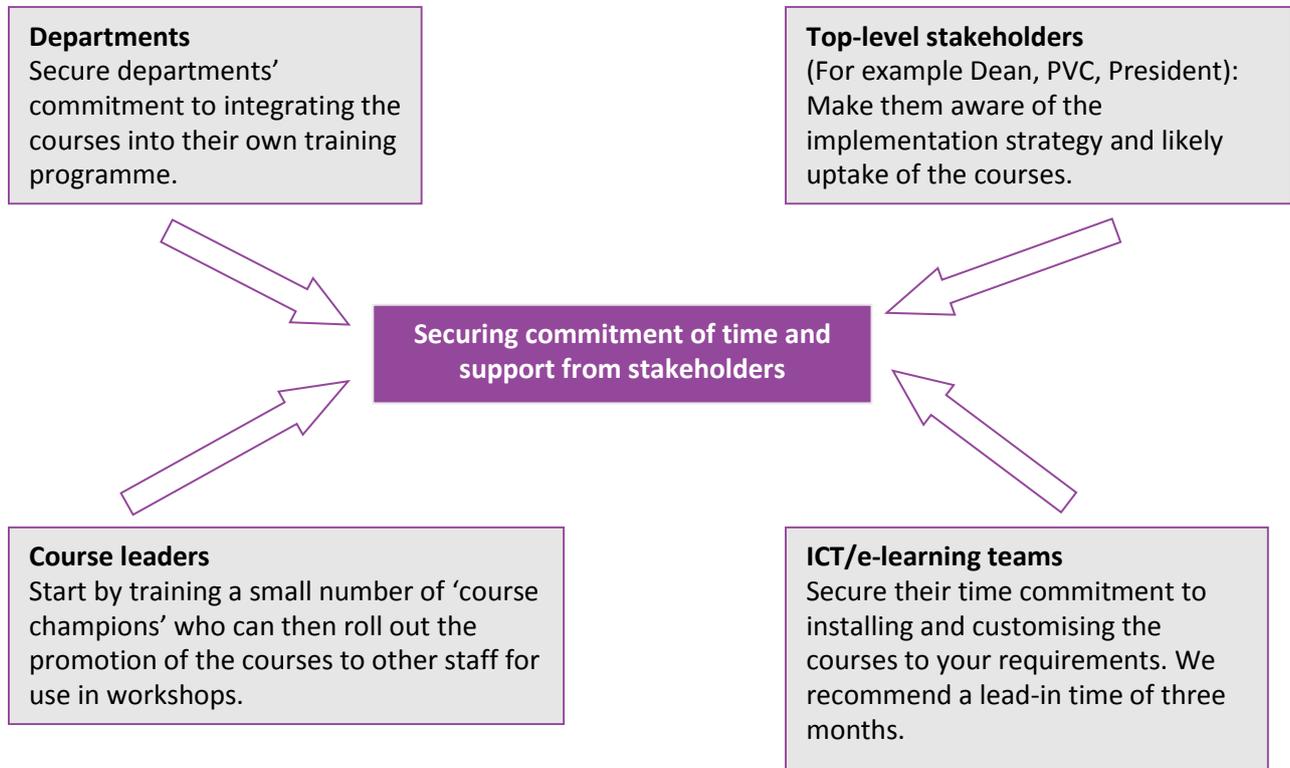
The courses are designed to function as stand-alone courses; however, they can be particularly effective when used as part of a blended approach (for further information, see [Key implementation decisions](#)), allowing more time for detailed and higher-level discussion in face-to-face workshops.

4. Adaptation

As we have already seen, courses can be adapted to your context. Add your own university logos, livery and links to give the courses the feel of a home-grown product.

Securing commitment of time and support from stakeholders

We have seen courses sit unused for over a year because key stakeholders have failed to give prior commitment of support. The diagram below gives some advice on how to avoid this happening at your institution.



Incentivising participation

- ✓ Participants work best when there is an **incentive**. For example, you could award a certificate, course credits or digital badges to those who have completed the courses. This sends the message that your institution takes the programme seriously, and it will significantly increase uptake rates.
- ✓ Use your department stakeholders – encouragement and direction from the top will also increase the level of adoption.

Following good practice for marketing and web promotion

- ✓ Ensure that your target audience knows about the *Teaching and Assessment for Nursing and Allied Health Educators* programme and can access the courses easily.
- ✓ Advertise links to the courses prominently within your VLE/LMS. The general principle for web browsing is that users have an attention span of 'three clicks' to be taken to information.
- ✓ Give your online courses as much promotional prominence as your face-to-face workshops.
- ✓ Incorporate awareness of the availability of the online courses into induction training for new staff.
- ✓ Promote the courses using the 'six Ws of marketing' principle:
 - ▶ **What:** What are they expected to do? What's in it for them?
 - ▶ **Why:** Why are they being asked to do this?
 - ▶ **When:** When do they need to do this? When can they access the courses?

- ▶ **Who:** Who is asking them to complete this training?
- ▶ **How:** How do they use the courses?
- ▶ **Where:** Where can they access the materials?

The above exercise will help you develop a marketing message which you can promote through various communication channels, such as email, e-newsletters, induction activities and marketing materials.

Epigeum is on hand to help you with promoting the *Teaching and Assessment for Nursing and Allied Health Educators* programme within your institution. We run implementation workshops (both online and face-to-face) in which we share our experiences of effective marketing. We can also provide you with marketing material, such as posters and handouts. Please [contact us](#) for more information.

Launching the programme

- ✓ Set a date to officially launch the online courses at your institution. Include this date in any web promotion.
- ✓ Follow up the launch with email promotion to potential users.
- ✓ Ask the course tutor(s) to send out an email to potential users recommending the *Teaching and Assessment for Nursing and Allied Health Educators* programme and highlighting its importance and how it relates to any upcoming workshops.

Feedback, evaluation and refinement

Once the courses in the *Teaching and Assessment for Nursing and Allied Health Educators* programme have been implemented, a range of tools are available to help you monitor and evaluate their effectiveness.

Monitoring course usage

- ▶ A VLE/LMS **monitoring system** can indicate whether a student has opened a course page, and how long that page has remained open.
- ▶ The **Course quiz** screens in Epigeum courses can be adapted in your VLE/LMS so that the results can be monitored and stored within assessment systems.

This data will give you information about usage **and** student engagement with the material. It will show which sections are popular and successful with participants, and which might need further adaptation and support from workshops.



Gathering feedback

A sample 'feedback form' is provided on the next page, and can also be downloaded, customised to your needs, and installed directly on to your VLE/LMS.

The questionnaire will allow you to track and gather useful data about the user experience of the *Teaching and Assessment for Nursing and Allied Health Educators* programme.

It is also important to keep in touch with your key stakeholders and to gather feedback from course leaders and heads of department about the effectiveness of the online courses.



Refinement

Universities sometimes cite three years as the time needed to achieve a 'steady state' for a new e-learning programme. Monitoring, evaluating and refining the usage of the course will ensure that your institution continues to get the best from the Epigeum programme.

Helping Epigeum gather feedback

As well as helping you refine your use of courses internally, feedback can also greatly assist Epigeum in planning improvements to the programme.

As a default setting, both courses in the *Teaching and Assessment for Nursing and Allied Health Educators* programme include a link to an 'Optional course evaluation' form (similar to the one included below) in a pod within the 'Course summary' screens. Information collected via this form is gathered centrally by Epigeum and used to help shape future updates and modifications to the programme. All information collected is completely anonymous.

If you would prefer to gather and analyse your own institution-specific feedback, then this optional pod can be removed and replaced with a link to your own evaluation form. If you choose to do this, Epigeum would be most grateful if you could pass on any suggestions for improvements to the programme arising from the feedback you receive from participants at your institution.

Epigeum will continue to support your institution by providing you with updates to the courses, as and when they are released.

Sample programme feedback form

This questionnaire is available to download and install on your intranet, and can be used to replace the default questionnaire that appears on the 'Course summary' screen in each course.

1. What was your overall impression of the course?

- 5 Very positive
- 4 Positive
- 3 Adequate
- 2 Negative
- 1 Very negative.

Comments:

2. How effective was the course in improving your understanding of the subject?

- 5 Very effective
- 4 Effective
- 3 Adequate
- 2 Ineffective
- 1 Very ineffective.

Comments:

3. How relevant was the course to you and your needs?

- 5 Very relevant
- 4 Relevant
- 3 Adequate
- 2 Irrelevant
- 1 Completely irrelevant.

Comments:

4. How clear, coherent and easy to follow was the course?

- 5 Always very clear and easy to follow
- 4 Usually clear and easy to follow
- 3 Adequate
- 2 Sometimes unclear or hard to follow
- 1 Frequently unclear or hard to follow.

Comments:

5. What did you think of the quality and frequency of the interaction and activities throughout the course?

(For example, was the interaction enjoyable/relevant/helpful to learning, or inadequate/overbearing/boring /irrelevant/window dressing?)

- 5 Excellent
- 4 Good
- 3 Adequate
- 2 Poor
- 1 Very poor.

Comments:

6. How much did you feel the videos added (or did not add) to the learning experience?

- 5 Very positive effect
- 4 Positive effect
- 3 No real impact either way
- 2 Negative effect
- 1 Very negative effect.

Comments:

7. What did you think about the amount of information presented on each screen?

- 5 Much too much material on each screen
- 4 A bit too much material on each screen
- 3 Just right
- 2 A bit too little material on each screen
- 1 Much too little material on each screen.

Comments:

8. Did the course take less or more time than you expected to complete? Do you think it ought to be lengthened or shortened? (Select all that apply.)

- Course was too long
- Course was too short
- Course was the right length
- Course took longer than expected
- Course took less time than expected
- Course was the length I expected.

Comments:

9. What did you think of the design, look and feel of the course?

- 5 Excellent
- 4 Good

- 3 Adequate
- 2 Poor
- 1 Very poor.

Comments:

10. The following statements relate to the learning outcomes set out at the start of the 'Clinical teaching and learning' course. Select all statements that are true now that you have completed the course.

- I have an increased awareness of how my skills correspond to official guidelines and standards specific to my field of practice
- I can adapt my teaching according to learner preferences and needs, curriculum and programme requirements, and diverse teaching and learning settings
- I know how to prepare both students and service users for the process of teaching and learning
- I can identify how to structure my teaching logically and facilitate both peer-to-peer and interprofessional learning
- I know how to utilise learner (and other stakeholder) feedback in order to inform and enhance my own practice as an educator.

Comments:

11. The following statements relate to the learning outcomes set out at the start of the 'Clinical assessment, feedback and evaluation' course. Select all statements that are true now that you have completed the course.

- I have a better understanding of assessment design, assessment management, associated record-keeping and the clinical teacher/mentor's role in student assessment
- I have a better understanding of the themes of competence development and competency-based assessment
- I am able to mark assessments with the assistance of rubrics, and have a better understanding of how to document assessment activity
- I am aware of the issues surrounding professional integrity and can reflect on assessment challenges, such as 'failing to fail' students
- I can discuss the different types of assessment in clinical settings, including OSCEs, simulation and gaming activities
- I can provide targeted and effective feedback, and utilise decision-making as a tool.

Comments:

12. Do you have any general comments about the course or any specific suggestions as to how we can improve it? (E.g. expanding or reducing certain sections, adding new interactive features or functions, etc.)

Positive comments:

Suggestions for improvement:

13. Tick any statements that apply.

- I have taken this course because it was mandatory
- I have taken this course because I thought it was important
- I would recommend others in my position to take this course.

Comments:

SECTION 2: INSTALLING THE COURSES IN YOUR VLE/LMS

Installing the courses in your VLE/LMS

The link below is to our online guide, which gives you the information you will need to successfully install the Epigeum courses in your VLE/LMS. The online guide gives system-specific information and step-by-step instructions on how to:

- ▶ Install a course package
- ▶ Install a quiz course
- ▶ Add and remove screens
- ▶ Add a discussion forum (for use with the communicative activities)

The guide also has a section outlining which parts of the course you can customise, and how to do this.

TEACHING AND ASSESSMENT FOR NURSING AND ALLIED HEALTH EDUCATORS INSTALLATION GUIDE

<https://epigeum.com/customer-support/>

SECTION 3: SUPPLEMENTARY MATERIALS

Index of supplementary activities

The following supplementary material is provided to support your use of the *Teaching and Assessment for Nursing and Allied Health Educators* programme:

- ▶ **Portfolio activities** are embedded within the online courses in right-hand pods
- ▶ **Communicative activities** are provided within this *Supplement*, and can be customised and incorporated into the courses to support the requirements of your institution.

To help you make sense of the additional content, we have prepared tables which map the location of all portfolio and communicative activities against the individual course screens in which they appear or which are related to the communicative activity topic.

Please note that all course and activity durations are **approximate** – all participants will work at different speeds.

Key

- (90) Approximate activity length in minutes
- [CTL] Communicative tutor-led activity
- [CP2P] Communicative peer-to-peer activity

Clinical teaching and learning

Online course duration: 3 hours		
Section/Screen title	Portfolio activities (located online)	Communicative activities (located within this <i>Supplement</i>)
ORIENTATION		
Introduction		
COURSE FILES		
Chapter 1		
Teaching and learning with service users in the clinical environment	How do I involve service users? (60)	
Understanding teaching and learning	Self-assessment (30)	Learning preferences [CP2P] (60)
A planned approach: Programme specification	Professional standards and your professional development (60)	Thinking about programme specifications and the hidden curriculum [CP2P] (180) <i>Alternatively on the screen 'Planned and unplanned teaching and learning.'</i>
Planned and unplanned teaching and learning	Case study (45)	
Places for teaching and learning		
Teaching with different participants		
Additional factors that shape teaching and learning	Involving service users in your teaching (30)	
A decision-making approach to teaching and learning	Specific learning issues (30)	
Chapter Summary		
Chapter 2		
Teaching in a logical sequence		
Aims, objectives and learning outcomes		Programme and module specification – linking the general to specific learning [CP2P] (180) Alternatively on the screen 'Session planning for engagement'
Learner characteristics, context and resources		
Session planning for engagement	Logical order of activities (30)	Designing a session plan [CTL] (180 including research time)
	Reflecting on being engaged as a learner (30)	
Assessment and review		
Interprofessional support for learning	Capturing insights and overcoming barriers (30)	
Peer learning in the workplace		
Opportunistic learning	The one-minute preceptor model (20)	Reflecting on the one-minute preceptor approach [CTL] (60)

		<i>Ad hoc</i> teaching [CP2P] (180 including research time)
Chapter summary		Reviewing teaching development [CTL] (60)
Chapter 3		
Evaluating learning	The RIME model (adapted) (60)	
Service users and evaluation		
Students and evaluation		
Evaluating the learning environment		
Chapter summary	Methods of gaining feedback (90 + research time)	
CLOSING		
Course summary	Personal statement (30)	
Total activity time	At least 545 minutes/9 hours	At least 900 minutes/15 hours

Clinical assessment, feedback and evaluation

Online course duration: 2.5 hours		
Section/Screen title	Portfolio activities (located online)	Communicative activities (located within this Supplement)
ORIENTATION		
Introduction		
COURSE FILES		
Chapter 1		
Assessment basics	Different types of assessment (30)	
Assessment design considerations	Your experiences of assessment (30)	
Assessment and educational development		Competency development [CP2P] (60)
Competency-based assessment		
Assessment and fair grading	Using rubrics and marking grids (60)	Thinking about rubrics [CTL] (120)
	Bondy's (1983) five-point scale for evaluating clinical performance (30)	
Chapter summary	Reconsidering assessment types (45)	
Chapter 2		
Placement Assessment Document (PAD)	Comparing and revising Placement Assessment Documents (90)	The PAD [CP2P] (180)
Ongoing Achievement Record (OAR)		
The mentor's role in assessment	Mentorship self-check (60)	
Assessment and integrity		
Failing students		How to deal with underachieving students [CTL] (180)
Chapter summary		
Chapter 3		
A range of assessments	Assessment in your clinical setting (20)	
OSCE examination		
Simulation assessment		Using games [CTL] (60)
Assessment thinking		Making assessment judgements [CP2P] (120)
Delivering feedback	Responsibilities and challenges (30)	
Evaluating assessment		
Chapter summary	Assessment and the information processing model (60)	
CLOSING		
Course summary	Personal statement (30)	
Total activity time	At least 485 minutes/8 hours	At least 720 minutes/12 hours

Communicative activities

The following pages contain the communicative activities, designed to accompany and expand on material worked through in the self-study courses. There are two types of communicative activity:

- ▶ **Peer-to-peer activities (CP2P)**, which encourage participants to interact with one another and share experiences, either through VLE-/LMS-hosted discussion boards or in face-to-face discussions
- ▶ **Tutor-led activities (CTL)**, which are designed to be led by a tutor, and include topics for face-to-face (or online) discussions and assignments.

NB: *Many of the activities included in this programme can be implemented either as peer-to-peer activities or as tutor-led activities, depending on the preference of the course leader. We have assigned activities to both activity types but these are **suggestions** only.*

These activities can be incorporated by universities throughout the *Teaching and Assessment for Nursing and Allied Health Educators* programme according to their requirements. They can be used either online (for example, via discussion boards and webinars) or face to face. Instructions on how to add them to the online course are included in [Section 2](#).

Clinical teaching and learning

Communicative activity 1	
Activity type:	Peer-to-peer
Activity title:	Learning preferences
Suggested study time:	60 minutes
Suggested location (chapter/screen):	Chapter 1 Understanding teaching and learning
Implementation description:	This activity is best implemented via an online discussion forum.
Learning outcome:	The aim of this activity is to provide an understanding of different learning preferences and their relevance to personal learning development.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ This is a collaborative activity on learning preferences. Depending on the class size, divide learners into working groups of six, and set up a separate wiki page for each group. This facilitates closer individual engagement and collaboration. ▶ Also set up a whole group summary wiki page. ▶ Post the activity on the summary wiki page, as in the 'Guidelines for the participant' section below.
Guidelines for the participant:	<p>Your tutor will divide the class into working groups and create a wiki page for each group, as well as a whole class summary wiki page.</p> <ul style="list-style-type: none"> ▶ Conduct an internet search to identify a number of accounts of kinaesthetic, visual and aural learning preferences.

	<ul style="list-style-type: none">▶ On your group's wiki page, post an agreed synthesis of the different accounts, presenting a summary description of each learning preference. Include a single paragraph discussion about whether individual learning preferences are fixed entities, or whether learners adopt a combination of these according to the learning task.▶ Read the other groups' wiki summaries.▶ On the separate whole class wiki summary page, identify your preferred learning preferences and give an example (one sentence) of where it fitted a learning task in your own professional development.
Activity resources:	<ul style="list-style-type: none">▶ A group wiki to collaboratively record accounts of different learning preferences.

Communicative activity 2	
Activity type:	Peer-to-peer
Activity title:	Thinking about programme specifications and the hidden curriculum
Suggested study time:	180 minutes
Suggested location (chapter/screen):	Chapter 1 A planned approach: Programme specification OR Planned and unplanned teaching and learning
Implementation description:	This activity is best implemented via an online discussion forum.
Learning outcome:	The aim of this activity is to identify programme specification relevance to teaching and learning in your area of work.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up a single wiki page for each student, with the following headings: <ul style="list-style-type: none"> ○ What should be taught in the placement? ○ What are the stated course learning outcomes that can be addressed in the placement area? ▶ Set up a whole group summary wiki page entitled 'Implications of convergence and divergence between curriculum and what should be learned in placements'. ▶ Post the activity, as in the 'Guidelines for the participant' section below, and then set up a discussion board thread for group discussion.
Guidelines for the participant:	This activity requires you to read through a programme specification and think about what should be learned by students in the placement area where you work. You are then to identify in the curriculum document the learning outcomes and indicate which of these can be addressed/achieved in the placement area.

	<ul style="list-style-type: none">▶ Obtain a programme specification relating to a course that you are undertaking. Post this URL link on your wiki page for this activity, which will have been set up by your tutor.▶ Identify and summarise what you think should be taught in your area of work, based on your own knowledge and experience of practice.▶ Within the programme specification, identify a list of learning aims and outcomes and asterisk which ones can be addressed with the opportunities available in the workplace.▶ Read other participants' wiki page entries to consider the views about what should be learned. This can be discussed on the discussion board thread, along with the presence (or not) of a hidden curriculum arising from placement staff perspective. Extend the discussion to what actions could be taken to bring about convergence of implicit and explicit ideas about learning.
Activity resources:	<ul style="list-style-type: none">▶ A group wiki to collaboratively record participant accounts of what should be taught and learning outcomes identified in the programme specification▶ A group discussion board.

Communicative activity 3	
Activity type:	Peer-to-peer
Activity title:	Programme and module specification – linking the general to specific learning
Suggested study time:	180 minutes
Suggested location (chapter/screen):	Chapter 2 Aims, objectives and learning outcomes OR Session planning for engagement
Implementation description:	This activity is best implement via an online discussion board.
Learning outcome:	The aim of this activity is to help you learn from peers about the range of activities that can be included in a session plan through practise planning.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up a blog for participants to use for a collaborative activity on programme specification. ▶ Establish ground rules for postings at the outset, i.e. encouraging peers and not denigrating efforts but promoting learning together. ▶ On the blog, post the instructions as in the 'Guidelines for the participant' section below.
Guidelines for the participant:	<ul style="list-style-type: none"> ▶ Your tutor will have set up a blog for a collaborative activity about programme specification. ▶ Locate the programme specification and module handbook(s) relating to a participant who undertakes a placement in your work area. ▶ Identify the learning outcomes in the programme specification and note these. ▶ Identify the module that the participant is studying while on placement and note the learning outcomes in the module handbook.

	<ul style="list-style-type: none">▶ Select a module learning outcome that links to a broader course learning outcome.▶ Think about different learning opportunities that could be undertaken to directly address the linked module and course learning outcome.▶ Identify what evidence you would need in order to determine whether the outcome(s) had been achieved at the level of study the session is aimed at addressing.▶ Post the linked course and module outcome on the blog, along with a suggested session activity and a sentence about the evidence that would be needed to determine whether the outcome had been achieved.▶ Read at least two other postings from peers and the tutor's overall posting.▶ Write a short reflective paragraph in your teaching development portfolio about how visible this linkage has been in your teaching and learning experience to date and how you might use this aspect of the session plan when talking with a student.
Activity resources:	<ul style="list-style-type: none">▶ Set up a blog for participants to use for a collaborative activity on programme specification.▶ Session plan template, available to download from the screen 'Session planning for engagement' in the online course▶ Programme specification/module handbooks▶ Learners' personal teaching development portfolio.

Communicative activity 4	
Activity type:	Tutor-led
Activity title:	Designing a session plan
Suggested study time:	180 minutes (including research time)
Suggested location (chapter/screen):	Chapter 2 Session planning for engagement
Implementation description:	This activity is best implemented online via a discussion board.
Learning outcome:	The aim of this activity is to help you to design a session plan for a one-hour teaching activity.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up an online blog (or discussion board, or designate an email group, depending on the online tools you have available). ▶ Ask participants to download the session plan template from the screen 'Session planning for engagement' in the online course and complete it for an activity of their choosing, with a learner in their workplace (lasting no more than an hour). The session plan template can also be posted as a blog attachment. ▶ Get participants to post their populated word document on the blog so their peers can look at it and post comments and questions (using the embedded comment tool on the blog posting if available, so that comments 'nest' with the posted document). ▶ Establish ground rules for postings at the outset, i.e. encouraging peers and not denigrating efforts but promoting learning together. ▶ Provide individual moderation and an overall blog post giving feedback on the whole group's postings. Focus on the range of potential activities, estimated timings, and how interactive the session appears. ▶ The overall time that it will require of the tutor depends on the number of student postings.

	<ul style="list-style-type: none"> ▶ Give one week for participants to complete their work and post it online. The actual work should take up to three hours to allow students time to read around the course website and extension resources, as well as think about the local programme specification, module handbook and possible learning opportunities. ▶ Tell participants that their next exercise will be to evaluate their actual teaching.
<p>Guidelines for the participant:</p>	<ul style="list-style-type: none"> ▶ Your tutor will have set up a blog (or other similar tool) for this activity. Download the session plan template for the activity, either from your tutor’s blog posting, or from the screen ‘Session planning for engagement’ in the online course. This is in Word format – if there are different versions of Word being used, save the file as RTF or as a PDF. ▶ Complete the session plan template for an activity of your choosing, with a learner and service user in your workplace (lasting no more than an hour). There is an example of a completed template in the downloadable Word document. ▶ Take time to think about each stage, the overall sequence and timing, the range of activities you will employ to make it an interactive session, the activities of the service user and student and the resources that will be needed. ▶ Attach your session plan in a blog posting for others to read and comment on. ▶ Read and comment on at least one other student’s session plan. ▶ Read the tutor’s feedback when it is available and adjust your plan if indicated. ▶ Note other activities posted in other participants’ plans and add them to your own personal list of possible teaching and learning activities. ▶ Write a short paragraph in your personal teaching development portfolio with the example session plan and what you have learned from this activity.
<p>Activity resources:</p>	<ul style="list-style-type: none"> ▶ Online blog (or discussion board, or designated email group, depending on the online tools you have available) ▶ Session plan template and session plan worked example, available to download from the screen ‘Session planning for engagement’ in the online course ▶ Learners’ personal teaching development portfolios.

Communicative activity 5	
Activity type:	Tutor-led
Activity title:	Reflecting on the one-minute preceptor approach
Suggested study time:	60 minutes
Suggested location (chapter/screen):	Chapter 2 Opportunistic learning
Implementation description:	This activity can be implemented online or in a face-to-face class.
Learning outcome:	The aim of this activity is to understand the varying roles of a clinical educator.
Guidelines for the tutor:	<p>If implementing this session online:</p> <ul style="list-style-type: none"> ▶ Set up an online discussion forum (live class or text-based depending on the online tools you have available) ▶ Ask participants to try using the one-minute preceptor technique at the first possible opportunity in their teaching. Following this, ask them to make brief reflective notes about these questions: <ol style="list-style-type: none"> 1. What did you aim to teach? 2. How did it go? What went well and what did not? 3. How did you know if the student achieved your learning aim? ▶ Advise participants to avoid the temptation to teach too much – it is often more effective to select one generalisable point to emphasise, rather than to teach on four different features.

	<ul style="list-style-type: none">▶ Advise participants of the time frame to complete the exercise and the date to return to the online forum. If the class is text-based, participants should post their responses under the three question headings stated above: (1) (2) (3); if it is a live online class, then they should give a short presentation of their responses to the three question headings.▶ Facilitate online discussion (synchronous or asynchronous) to draw out participant experiences, note common emergent themes and ask participants to share the learning that they identified from having heard other participants' accounts.
Guidelines for the participant:	<ul style="list-style-type: none">▶ Use the one-minute preceptor approach at the earliest possible opportunity for a short, unplanned learning activity, when working with a student and involving a service user.▶ Afterwards, reflect and make brief notes on the following:<ol style="list-style-type: none">1. What did you aim to teach?2. How did it go? What went well and what did not?3. How did you know if the student achieved your learning aim?▶ If this has been implemented by the tutor as a text-based task, post your responses under the three question headings stated above (1) (2) (3); if it is a live online class, prepare a short presentation of your responses to the three question headings.▶ Either way, identify what you also learned from the accounts of other students' one-minute preceptor experiences.
Activity resources:	<ul style="list-style-type: none">▶ If implementing this session online – the facility to set up and run an online discussion forum.

Communicative activity 6	
Activity type:	Peer-to-peer
Activity title:	<i>Ad hoc</i> teaching
Suggested study time:	180 minutes (including research time)
Suggested location (chapter/screen):	Chapter 2 Opportunistic learning [OR Chapter 1 Planned and unplanned teaching and learning]
Implementation description:	This activity is best implemented via an online discussion board.
Learning outcome:	The aim of this activity is to provide an understanding of the variety of group experiences when undertaking <i>ad hoc</i> teaching.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up a wiki page for learners to use for a collaborative activity on <i>ad hoc</i> learning approaches. Also set up a whole group summary wiki page. ▶ Instruct learners to seek out two short <i>ad hoc</i> learning opportunities in their work area. ▶ Ask learners to make a brief record on the wiki page of: <ul style="list-style-type: none"> ○ What the session was and who initiated it ○ How long it lasted ○ The aim and identified outcome ○ What the ‘teaching’ activity was ○ Whether the aim and outcome were achieved

	<ul style="list-style-type: none">○ What resources were used○ Feedback on the learning.▶ Learners are to look at the wiki postings and, as a group (or in small groups), to create a table with columns for each of the points above and a line for each example of <i>ad hoc</i> teaching.▶ Learners are asked to create a synthesised summary of which <i>ad hoc</i> sessions were reported to have gone well and the reasons why, along with those that did not go well and the reasons why.▶ Learners should download the completed table and summary for inclusion in their personal teaching development portfolio, for reference when seeking further <i>ad hoc</i> teaching opportunities.
Guidelines for the participant:	<ul style="list-style-type: none">▶ Your tutor will have set up a wiki page for a collaborative activity on <i>ad hoc</i> learning styles and a whole group summary wiki page.▶ Seek out two short <i>ad hoc</i> learning opportunities in your work area (allocate two hours around these activities).▶ Undertake two <i>ad hoc</i> teaching sessions with a student and service user.▶ Afterwards, make a brief record to add to the wiki page under these points:<ul style="list-style-type: none">○ What the session was and who initiated it○ How long it lasted○ The aim and identified outcome○ What the 'teaching' activity was○ Whether the aim and outcome were achieved○ What resources were used○ Feedback on the learning.▶ Look at the wiki postings and as a group, on the summary wiki page, create a table with columns for each of the points above and a line for each example of <i>ad hoc</i> teaching.

	<ul style="list-style-type: none">▶ Create a synthesised summary of which <i>ad hoc</i> sessions were reported to have gone well and the reasons why, along with those that did not go well and the reasons why.▶ Download the completed table and summary for inclusion in your personal teaching development portfolio, for reference when seeking further <i>ad hoc</i> teaching opportunities.
Activity resources:	<ul style="list-style-type: none">▶ A group wiki for a collaborative activity on <i>ad hoc</i> learning styles and a whole group summary wiki page▶ Learners' personal learning development portfolios.

Communicative activity 7	
Activity type:	Tutor-led
Activity title:	Reviewing teaching development
Suggested study time:	60 minutes
Suggested location (chapter/screen):	Chapter 3 Chapter summary
Implementation description:	This activity would be best implemented via an online discussion board.
Learning outcome:	The aim of this activity is to help you reflect on developing practice and develop a personal action plan.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Using the session plan developed in the tutor-led activity in Chapter 2 (see above), learners will be asked to undertake and report back on their learning through teaching. ▶ Set up a wiki page titled: 'Reflecting on teaching practice – What went well? What did not?' ▶ Post the instructions, as in the 'Guidelines for the participant' section below. ▶ Moderate the wiki with a summative feedback comment for the group. Advise participants to continue to share learning with peers, so as to enlarge the scope of insight into supporting students.
Guidelines for the participant:	<ul style="list-style-type: none"> ▶ This activity involves you undertaking and reporting back on your learning through teaching, using the session plan you developed in the tutor-led activity in Chapter 2. ▶ Your tutor will have set up a wiki page titled: 'Reflecting on teaching practice – What went well? What did not?'

	<ul style="list-style-type: none">▶ Undertake your planned teaching activity and note down the feedback from (i) the student, (ii) service user, (iii) peers (if applicable) and (iv) your own evaluation reflections.▶ Individually reflect on your summarised feedback and identify personal learning points on:<ol style="list-style-type: none">1. The session design – what would you alter?2. Assessment of learning outcomes – how effective was this? Are there any better ways of checking learning in that scenario?3. Was there any ‘hidden curriculum’ creeping into the learning? If so, what was it and what would you do about it next time?▶ Write a reflective paragraph in your teaching development portfolio about your evaluation around the three points above.▶ Post one sentence on the wiki (arising out of your personal reflections) on what you thought was ‘best practice’ with a qualifying reason why; and one point on what didn’t work as well as anticipated, with a qualifying reason why.▶ Look at all the other wiki postings, as a learning exercise to understand that teaching development is a work in progress. They are to note which comments link to knowledge, skills and attitude domains in relation to learning development as a clinical teacher.▶ Read the tutor’s summary moderation comment for the group.▶ Continue to share learning with your peers, so as to enlarge the scope of insight into developing effective teaching and learning.
Activity resources:	<ul style="list-style-type: none">▶ Set up a wiki page titled: ‘Reflecting on teaching practice – What went well? What did not?’▶ Learner’s individual session plans (written as part of the earlier Chapter 2 communicative activity, titled ‘Designing a session plan’)▶ Learners’ personal learning development portfolios.

Clinical assessment, feedback and evaluation

Communicative activity 1	
Activity type:	Tutor-led
Activity title:	Thinking about rubrics
Suggested study time:	120 minutes
Suggested location (chapter/screen):	Chapter 1 Assessment and fair grading
Implementation description:	This activity is best implemented via an online discussion board (and wiki).
Learning outcome:	The aim of this activity is to critically understand the design and use of different types of rubric in assessment.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Depending on the class size, divide participants into working groups of six ▶ Set up a separate wiki page for each group to use for a collaborative activity on understanding assessment rubrics. This facilitates closer individual engagement and collaboration ▶ Also set up a whole group summary wiki page ▶ The aims of this activity are to: (1) Develop insight into rubric design, (2) review three different types of assessment rubrics, and (3) reflect on rubric design in terms of personal development as an assessor. ▶ Post the activity below to the whole group summary wiki page (see the 'Guidelines of the participant' section) ▶ Post feedback for the whole group on a new wiki page, on the scope of the resources located, the applications and the relevance to assessment of learning in practice.

Guidelines for the participant:

- ▶ Your tutor will have set up wiki pages to use for a collaborative activity on understanding assessment rubrics
- ▶ Complete this preliminary reading:
www.assessmentforlearning.edu.au/professional_learning/modules/success_criteria_and_rubrics/success_design_rubrics.html
- ▶ Conduct an internet search to identify rubrics for assessing (1) a written assignment, (2) an OSCE, and (3) a verbal presentation of a number of accounts of kinaesthetic, visual and aural learning styles
- ▶ Post an example of the three rubrics on the wiki (this could consist of posting web links to the relevant information)
- ▶ Look at two other examples of the three rubric types posted by members of your group and comment on similarities and differences
- ▶ With your group, read the other groups' wiki summaries to augment your learning about similarities and differences in rubric design
- ▶ On your own, check out the additional reading about rubric design. See teaching.berkeley.edu/rubrics and also www.qaa.ac.uk/en/Publications/Documents/understanding-assessment.pdf
- ▶ Finally, post a sentence or two about:
 - The relevance of these types of rubrics to student assessments undertaken in your work area
 - How understanding rubrics contributed to your development as an assessor in the workplace or classroom.
- ▶ The tutor will provide aggregate feedback on the scope of resources located, the applications and the relevance to assessment of learning in practice.

Activity resources:

- ▶ Set up an online wiki with the following pages:
 - One wiki page for each group of participants
 - Group summary wiki page
 - Tutor feedback to all groups.

Communicative activity 2	
Activity type:	Peer-to-peer
Activity title:	Competency development
Suggested study time:	60 minutes
Suggested location (chapter/screen):	Chapter 1 Assessment and educational development
Implementation description:	This activity is best implemented via an online discussion board (and wiki).
Learning outcome:	The aim of this activity is to develop a community of practice, sharing learning about efficacy of different levels of assessment in competency development.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up a whole group summary wiki page ▶ Post the participant instructions to the summary wiki page, as below (see the ‘Guidelines of the participant’ section)
Guidelines for the participant:	<ul style="list-style-type: none"> ▶ Post a summary of the types of assessment undertaken with students in your workplace ▶ Using Miller’s pyramid, post a comment on how the assessment(s) test: <ul style="list-style-type: none"> ○ What the student knows, ○ How they interpret knowledge, ○ How they demonstrate their learning, and

	<ul style="list-style-type: none">○ How they perform integrated knowledge and skill in practice▶ Post short comments on (1) what works well and (2) what does not work well as assessment activities at each of these stages▶ Read other participants' postings and reflect on why some assessments work well and others do not. Engage in online discussion with other participants about developing competency assessment▶ Record in your personal portfolio how this learning informs your personal development in assessment practice and in competency development.
Activity resources:	<ul style="list-style-type: none">▶ Miller, G. E. (1990) 'The assessment of clinical skills / competence / performance', in <i>Academic Medicine</i> (September Supplement) 65(9): pp.s63–s67. winbev.pbworks.com/f/Assessment.pdf▶ Participants' personal portfolios

Communicative activity 3	
Activity type:	Peer-to-peer
Activity title:	The PAD
Suggested study time:	180 minutes
Suggested location (chapter/screen):	Chapter 2 Placement Assessment Document (PAD)
Implementation description:	This activity is best implemented via an online discussion board (and wiki).
Learning outcome:	The aim of this activity is to examine in detail the Placement Assessment Document to develop an understanding of typical generic content.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up three wiki pages for participants to use for this activity: <ul style="list-style-type: none"> ○ One for group links to be posted ○ One for the groups' generic synthesised induction lists, and ○ One for aggregate feedback. ▶ Depending on the class size, allocate participants to small groups of about six to work together on the exercise ▶ Instruct participants to visit the wiki and follow the activity instructions you have posted there (see the 'Guidelines of the participant' section) ▶ At the end of the period designated to complete the exercise, provide aggregate feedback to all groups, via the last wiki page.

Guidelines for the participant:

- ▶ Your tutor will have set up a wiki page for this activity
- ▶ Working with your tutor-designated group, conduct an internet search to identify three different Placement Assessment Documents (PADs)
- ▶ Add the links to these documents to your individual wiki entry, so that other participants in the group can look at your PAD examples
- ▶ As a group, post to the wiki a generic list for a placement orientation checklist, synthesising the information from each of the three examples
- ▶ Read the other groups' generic lists and add points from theirs into your own group's list
- ▶ Post a group account of what completion of the orientation induction steps achieves for the participants
- ▶ State what action you would take as a mentor if some induction items were not completed
- ▶ Consider your group's generic list of induction items in the context of interprofessional learning and post your thoughts to the wiki page:
 - Have you, as a mentor, facilitated participants from different professional backgrounds to learn with and about each other?
 - What else could you do to facilitate participants' learning from different professional perspectives?
- ▶ On completion of the exercise, read the tutor's aggregate feedback
- ▶ Download your group's wiki generic list and the tutor's aggregate feedback for your portfolio.

Activity resources:

- ▶ Set up an online wiki for a collaborative activity on learning preferences, with the following pages:
 - One for group links to be posted,
 - One for all groups' generic synthesised induction lists, and
 - One for tutor aggregate feedback.

Communicative activity 4	
Activity type:	Tutor-led
Activity title:	How to deal with underachieving students
Suggested study time:	180 minutes
Suggested location (chapter/screen):	Chapter 2 Failing students
Implementation description:	This activity is can be implemented face-to-face or via an online discussion board (and wiki).
Learning outcome:	The aim of this activity is for participants to share experiences about underachieving students.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Create a blog to facilitate discussion about underachieving students who cause concerns ▶ Post the activity instructions to the blog, as below (see the 'Guidelines for the participant' section) ▶ Participants can visit the blog asynchronously, but they are free to discuss synchronously as well ▶ Provide your own moderating comments periodically ▶ The learning activity is meant to help participants develop confidence in sharing their experiences and dilemmas in determining what was of concern and what action to take. <p>If you are running this activity via a face-to-face session, initiate and facilitate group discussion about this topic. Monitor discussion and deliver feedback when necessary.</p>

Guidelines for the participant:	<ul style="list-style-type: none">▶ Your tutor will have set up a blog for this activity▶ Post to the blog observations and experiences of underachieving students who cause concerns▶ If desired, include anonymised comments that explore the identified underachievement and why it was a concern▶ Post comments about actions that could have been, or were taken to address the concerns▶ Review your peers' comments and the periodic feedback from your tutor.
Activity resources:	<ul style="list-style-type: none">▶ If running this online, set up a blog for this activity.

Communicative activity 5	
Activity type:	Tutor-led
Activity title:	Using games
Suggested study time:	60 minutes
Suggested location (chapter/screen):	Chapter 3 Simulation assessment
Implementation description:	This activity can be implemented face-to-face or via an online discussion board (and wiki).
Learning outcome:	The aim of this activity is to explore online learning game examples to create a learning resource related to technology-supported assessment.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up an online wiki for participants to populate with examples of learning games ▶ Instruct participants to visit the wiki and follow the instructions, as below (see the ‘Guidelines for the participant’ section) ▶ When the class has completed the list, provide a summary commentary about the role of these games in formative and summative assessment.
Guidelines for the participant:	<ul style="list-style-type: none"> ▶ Your tutor will have set up a wiki page for this activity ▶ Conduct an internet search using keywords such as ‘healthcare learning games’ or ‘medical learning games’ to locate examples of open access online resources that facilitate self-testing/assessment of knowledge, skills and attitudes. Use links in the online course references as a starting point to access some examples

	<ul style="list-style-type: none">▶ Populate the wiki page under an A–Z listing with the examples that you find▶ Provide (1) the example title, (2) the URL and (3) a sentence about what it is▶ When the group has completed the list, download a copy for your personal development portfolio▶ Read the tutor’s summary commentary about the role of these games in formative and summative assessment.
Activity resources:	<ul style="list-style-type: none">▶ Set up an online wiki

Communicative activity 6	
Activity type:	Peer-to-peer
Activity title:	Making assessment judgements
Suggested study time:	120 minutes
Suggested location (chapter/screen):	Chapter 3 Assessment thinking
Implementation description:	This activity is best implemented via an online discussion board (and wiki).
Learning outcome:	The aim of this activity is to examine complexities in making assessment judgements.
Guidelines for the tutor:	<ul style="list-style-type: none"> ▶ Set up a discussion board for participants to use for a collaborative/asynchronous activity on making assessment judgements ▶ Create three discussion threads: <ul style="list-style-type: none"> ○ Factors that shape judgement-making in assessment ○ Second thoughts: judgements that were made that on subsequent reflection might have been different ○ How learning will inform future assessment judgements ▶ Participants are to develop a dialogue amongst themselves to explore these three dimensions ▶ The aim of the activity is for participants to learn from the group about common issues that emerge in the three dimensions ▶ Make a final summary posting in each thread. However, unless participants request it, do not post during the activity.

Guidelines for the participant:	<ul style="list-style-type: none">▶ Your tutor will have set up a discussion board for this activity▶ Visit the three discussion threads:<ul style="list-style-type: none">○ Factors that shape judgement-making in assessment○ Second thoughts: judgements that were made that on subsequent reflection might have been different○ How learning will inform future assessment judgements▶ Post your comments and comment on other posts in the thread. Collectively, you may identify some complexities surrounding what initially might have seemed to be clear-cut judgements▶ The aim of the activity is to learn from the group about common issues that emerge in the three dimensions▶ Read the tutor's final summary posting in each thread.
Activity resources:	<ul style="list-style-type: none">▶ Set up an online discussion board for this activity.

Contact us

Epigeum is very keen to help with any questions or hear any suggestions for future improvement. Please do not hesitate to get in touch.

Technical matters

technical@epigeum.com

Editorial matters

editorial@epigeum.com

Implementation matters

implementation@epigeum.com



Epigeum Ltd.

*Transforming higher education
through exceptional online learning*

www.epigeum.com

1 Kensington Cloisters
5 Kensington Church Street
London W8 4LD
United Kingdom

Tel: +44 (0) 20 3440 2220