THE ASSESSMENT INTERVIEWS: Examples of content

**Preliminary Interview:**

The time should be booked for this when the student arrives so that they can ensure they bring the on-going record of achievement with them.

**Possible examples of content to be included:**

- If the student has been sent pre placement information mention should be made of this.
- You should ask for the ongoing record of achievement to be made available to you. Review of previous assessment documentation and the skills profile will help you to identify the student's current level of learning. It will also help you to identify further learning opportunities for your student.

**This interview could comment on:**

- The student’s welcome to the area, that they have been orientated to the environment, are aware of emergency procedures and telephone numbers. Off duty times and attendance discussed.
- What the student hopes to gain from this placement and what your expectations are. That the student has been made aware of the learning opportunities with others (new curriculum ‘the spokes.’)
- Particular learning experiences the student has raised as those in which they need more practice. Also the skills available within the area that you would like them to develop with your support.
- The student should be encouraged to share and specific additional learning needs of any personal factors that may impact or affect their placement

**It may be useful to agree a learning contract**

- Maybe include that the student was made aware of the resources available within the ward e.g. texts, journals, intranet.
- Document what was discussed and specific actions/steps agreed with timeframes and resources involved (link to learning outcomes for the placement and to specific elements of the attitudinal scale (September 2007 curriculum) or graded attitudinal component(September 2011 curriculum)
RECORD OF PRELIMINARY INTERVIEW

This interview will be conducted by the student’s mentor (or, where not available, another suitably qualified health professional), and will take place by the end of the first week of the practice experience. Issues that must be discussed include:

(a) a review of the ongoing achievement record (including the Skill Development Profile);
(b) any learning support needs that the student may have, such as dyslexia support in practice;
(c) placement outcomes and nursing attributes assessment, and how these may be achieved;
(d) the requirement for the student to collect and record supporting evidence of learning and achievement;
(e) requirements and arrangements for support and supervision;
(f) the hours the student will work, as shift patterns, breaks, and the organisation of service delivery.

To be completed by the student:

I have been told the name of my Mentor (and Assistant Mentor, if any). Yes/No
I am aware of my responsibilities with regard to Health and Safety at Work Yes/No
I am aware of my responsibilities with regard to infection control Yes/No
I am aware of my responsibilities with regard to mobility and handling Yes/No
I am aware of the policies and procedures of the practice experience provider and know where to locate them. Yes/No
I know where the changing and comfort facilities are, and where refreshments are available Yes/No
I have been introduced to other members of the team and, where appropriate, service users Yes/No
I am aware of my responsibility to gain consent from the service user Yes/No
I am aware of my responsibility to ensure that the service user understands my role as a student nurse Yes/No
I am aware of the learning opportunities available Yes/No
I know the procedure for solving and referring messages and enquiries Yes/No
I know how to raise any concerns I may have about practice Yes/No
I have shown the assessment of practice guidelines to my mentor Yes/No

COMMENTS ON INDIVIDUAL LEARNING NEEDS, LEARNING OPPORTUNITIES

Date set for formative assessment: ____________________________
Signature of Mentor: ____________________________ Date: ____________

Signature of Student: ____________________________ Date: ____________
The Intermediate Interview

- The date for this interview should have been booked with the student at the preliminary interview.
- Remember it is a formative assessment to discuss the student’s progress, i.e. how they are achieving what was identified at the preliminary interview.
- It also gives you the opportunity to discuss further learning opportunities.
- Remember to ask the student to self-assess giving specific examples to support what they are saying about their strengths and areas in need of further development.

Possible examples of content to be included:

It is useful to open this interview by asking the student how they feel they are achieving in practice.

- Identify what your student has achieved in relation to the skills you both identified at preliminary interview.
- Indicate how you feel they have achieved in these skills - do you feel they have achieved competence or is your view that they require further practice? If so you could identify who will support them as well as yourself what other resources or support does the student (or yourself need) to put in place or plan.
- You should discuss the opportunities they have had with others and ask them for their reflections on this to help you identify what they have learnt and how this relates to their learning outcomes.
- Discuss further learning in relation to their knowledge base, also attitudinal aspects and skills/competencies that with your support they need to develop, in order to meet the learning outcomes in full by the end of the assessment period.
- Review the available evidence. Are you are satisfied that they are achieving?
- Give feedback, being specific about positive aspects of their performance as well as the areas on which further work in needed.

- Your feedback to the student should be:
  - Clear
  - Identify the ‘what, why and how’ of their progress in relation to the learning outcomes
  - Give specific examples to illustrate what you are saying clarifying what you have seen, heard or had reported to you
  - Repeat as necessary, acknowledging the student’s feelings
EXAMPLE 1:
‘When you were offering Mrs X a drink I noticed that you realised that she was in pain. You discussed this with her to assess her level of pain and fed this back to me so we could give her analgesia….this is a good example of listening, observation and assessment skills linked to Outcomes 2 and 3.’

EXAMPLE 2:
‘I am concerned about your achievement in relation to some Learning Outcomes. For example in relation to Outcomes 2 and 3, that you do not always pick up cues from the patient. An example of this was yesterday when you walked straight past Mrs Y to do Mrs A’s obs. I noted how uncomfortable and upset Mrs Y was but you ignored this on several occasions as you went backwards and forwards taking and recording the 4-hourly obs….’

If you have any concerns about their progress before this interview or are concerned about their preparation for this interview you should contact your link lecturer and a learning contract should be agreed

Document the interview detailing specific examples and linking these to specific Learning Outcomes or elements of the Attitudinal Scale or Graded Attitudinal Component
The Final Interview

- You are making a final judgement of the student
- This counts towards their final award.
- You should ask your student to attend well prepared for this interview.

They should have their skills book ready for you to sign although you will probably have been signing this on an ongoing basis.

They should have any evidence you have asked for examples reflections on learning opportunities.

You might ask others who have supported the student to assist you with your view of their progress.

Possible examples of content to be included:

- How well the student has been prepared for each of the interviews.
- How you have observed the student giving care and specifically what you believe the student has achieved.
- The evidence you are drawing on to support the decision you are making including feedback from colleagues (and patients) who have supported the student and obtained their view on progress.
- The other opportunities that could have been achieved or might need more support and practice in the next placement (this helps inform the next mentor who will review the ongoing record of achievement).
- Specific examples of how the student has demonstrated (or not) achievement of the required learning outcomes.
- Give appropriate positive feedback and praise (e.g. how you have been very pleased with the student’s approach to all new experiences and have found the student to have good communication skills when dealing with patients)