

Structured Feedback and Draft Review.

Chris McGregor | Senior Lecturer | Paramedic Science



Rational for change

- Student Evaluation showed feedback was misconceived or lacked focus. Student and Academic often had widely differing expectations.
- Highlighted lack of understanding of the marking process, and also how a grade was generated.
- Large percentage of students admitted never reading the marking matrix at any point during the assessment process.
- Draft review and feedback had little constructive alignment to module LO or the overall course LO.



Structured change (based on case study)

- Step 1:
 - A comprehensive assessment guide was produced and included the assessment brief, the marking matrix and also a breakdown of the LO.
 - There was also a clear link identified between LO and the overall course aims.
 - Assessment guide also clearly identified the distribution of marks and linked with the marking matrix.



PATIENT ASSESSMENT AND MANGEMENT 2 **MOD004211– ASSESSMENT BRIEF**

Word Count: 2,000 words

Submission Deadline: 21/11/2016

Submission Method: [Grademark](#)

Assessment Weighting: 100% | Assessment Pass Mark: 40%

Welcome to your assessment for the module Patient Assessment and Management 2 [MOD004211](#). The aim of this module is to build upon the knowledge and skills gained in Patient Assessment and Management 1 and build upon this by focusing on specific pathologies and the assessment and management of these. The assessment strategy for this module aims to further this understanding through engagement with the topic area, and relevant evidence base, in order to meet the learning outcomes (LOs) outlined below.

Related learning outcomes:

1	Knowledge and Understanding	Analyse and apply relevant knowledge and understanding when assessing and managing specific pathologies
2	Knowledge and Understanding	Identify and analyse responses to variations in patient assessment data and modify approach to appropriate pathology management
3	Knowledge and Understanding	Reflect and debate a range of issues which impact on professional practice in unplanned out of hospital emergency care
4	Intellectual, practical, affective and transferrable skills	Demonstrate required advanced skills in delivering patient treatment and management.
5	Intellectual, practical, affective and transferrable skills	Demonstrate advanced assessment skills utilising a systems based approach

How the learning outcomes match the assignment:

Learning Outcome 1

Analyse and apply relevant knowledge and understanding when assessing and managing specific pathologies

The case study require you to use and apply your theoretical knowledge surrounding structured patient assessment processes. You should be able to demonstrate clear understanding of the specific clinical presentation and the management involved.

Learning Outcome 2

Identify and Analyse responses to variations in patient assessment data and modify approach to appropriate pathology management

Having discussed the physical assessment strategies within the case study, you are required to discuss management options available to a Paramedic, drawing from relevant evidence bases. Examples here could include drug therapy, wound care and conveyance decisions. This is also an opportunity to discuss the severity of the patients presentation.

Learning Outcome 3

Reflect and debate a range of issues which impact on professional practice in unplanned out of hospital emergency care

As a clinician it is expected you could work autonomously, making robust clinical decisions based on the patient's presentation. There are numerous issues that can impact on the ability to manage these patients in the unplanned emergency setting.



Topic	Marks Available	Learning Outcomes
Written expression and presentation	25	1, 3
Systems based/focused patient assessment approach, including applications of primary survey findings	25	1, 3, 4, 5
Patient management considerations	25	2,3
Evidence based care, including applications of primary survey findings	25	1, 2, 3, 4,5
Total	100	

Systems based/focused patient assessment approach, including applications of primary survey findings

You will use the primary survey details provided to identify which systems-based assessment you are going to perform first on this patient and how this is systematically conducted. Any relevant concerns regarding primary survey should be discussed here. Within this section relevant physical assessment techniques and possible findings gained from these techniques should be explored using current evidence-base. Importantly, some aspect of the assessment have not been included in the background information and should be discussed as a continued patient assessment process after the primary survey has been conducted.

You can highlight specific management interventions where relevant then expand on them in later sections.

Patient Management Considerations

Within this section, it is important that Paramedic management options for these presentations are discussed in-line with current practice guidelines and recent literature (e.g. NICE; BTS; and others). Importantly, management strategies include therapeutic management, physical interventions and positive triage.

Evidence based care, including applications of primary survey findings

As a student Paramedic and upon registration, it is imperative that your practice is informed by your experience as a clinician, relevant local policies, clinical practice guidelines and the current evidence-base. Utilisation of relevant literature and evidence to support your writing should be prominent throughout the case study through citations and referencing. This will highlight your ability to utilise a wide range of effective learning resources to make inferences to practice.



- Step 2:
- Timetable short review session into module to allow for clarification of assessment guide.
- During session students mark example paper using marking matrix, encourages understanding and appreciation of the marking matrix and the distribution of marks.
- Promote peer discussion around this topic (generally 1 hour for session)

- Step 3:

- Clear draft review deadline set
- When submitting a draft for review students must self assess to identify their expectations. Encourages further understanding of the marking matrix.
- Allows academic to focus feedback on a particular element of the matrix e.g. Writing style, or evidence based care.
- Also allows management of expectations if student is over generous with self assessment.



Example:

80-89%		appropriate terminology. Demonstrates consistent ability to paraphrase with insight. Minimal use of inappropriate quotation.	explored and used to promote a stimulating discussion. Accurate referencing.	analysis is enhanced by a challenging approach to the issues raised.	understanding supports the suggestion of appropriate recommendations for future practice.
70-79%	17.5-19.5	Very good academic skills. Script is well structured with clear links evident between themes discussed. Few grammatical errors. Uses precise and appropriate terminology. Demonstrates ability to paraphrase with insight. Minimal use of inappropriate quotation.	Excellent literature base. Some analysis and interpretation of appropriate literature. Literature is explored to promote a good level of discussion. Accurate referencing.	Level of discussion is excellent. Demonstrates familiarity with key issues, resulting in a well informed discussion. Clear evidence of analysis, with various perspectives considered. Original thought more prominent.	Well developed/excellent knowledge for level of clinical experience. Insightful and challenging approach. Able to coherently discuss the impact of relevant external influences & interprofessional issues.
60-69%	15-17	Good structure. Clear links evident between themes. Paraphrases the literature with fluency. Good academic skills.	Application of a good range of literature from appropriate sources. A good level of understanding demonstrated. Some attempts to explore the literature and use it to promote discussion. Mainly accurate referencing.	More regular attempts to analyse are evident though some aspects may be descriptive. Is able to demonstrate awareness of more than one perspective. Some originality evident.	Good clinical knowledge. Discussion demonstrates the relevance of local, national and international policy on practice. Interprofessional aspects are considered.
50-59%	12.5-14.5	Satisfactory structure and academic skills. Gets to the point with clarity. Uses appropriate language and terminology. Evidence of paraphrasing at a basic level.	Satisfactory literary base used and some understanding is evident. Literature may be used in a descriptive manner though statements made are generally accurate. Mainly accurate referencing.	Demonstrates satisfactory familiarity with key issues and attempts to use the literature to explore these further. Demonstrates the ability to analyse on occasion.	Satisfactory clinical knowledge. Safe, applied and accurate practice described. Shows greater awareness of external influences on health and healthcare. Interprofessional aspects apparent.
40-49%	10-12	A basic structure is evident but some inconsistency. Some difficulty with academic skills but usually gets to the point with adequate clarity that allows meaning to be understood.	There is some mention of appropriate literature but with key omissions. Discussion is largely descriptive with little evidence of interpretation or application of the literature. Some referencing inaccuracies	Basic information base. Appropriate themes identified but discussion is largely descriptive. Issue handling is basic but generally accurate with some rationale.	Basic but safe clinical knowledge linked to client where appropriate. May be lacking in depth and breadth. Some insight to external influences on care and interprofessional perspectives.
30-39%	7.5-9.5	Limited structure / expression which minimises the impact of the essay. Evidence of grammatical and referencing errors, which limit clarity. Overuse of casual language. May use	Limited range of appropriate literature identified and only used in a descriptive sense. Little evidence of understanding. Many unsubstantiated statements made (not supported with	Limited understanding. Many key themes/issues are not identified. Level of discussion is weak, with minimal understanding of issues raised.	Limited evidence of application to practice and attempts to do so are irregular. Limited understanding of external influences on patient care. Interprofessional insight is weak.



Outcome

- Far greater understanding of the assessment process
- Quality of Students drafts improved quickly due to focused support
- Student evaluations have noted the positive impact of understanding the marking process, perceived to be fairer and more transparent
- Questions relating to case studies are far more focused
- Positive overall results with encouraging increase in grades



Anglia Ruskin
University

Any Questions?

- Thank You