

## Abstract

Contact:

Presenter 1:

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Presenter 2:

Dr Andrew Melling, Principal Lecturer / Reader, Faculty of Health & Life Sciences, Northumbria University, UK

**Title: Promoting the integrated assessment of competence: the development and testing of the *Total Client Care (TCC) and Leading and Managing Care (LMC)* assessment tools**

Type: Concurrent session

Aim: To promote the concept of an integrated approach to competence assessment by sharing information about the psychometric properties of two new assessment tools

Abstract:

Bradshaw and Merriman (2008) outlines how there has been a dearth of work related to the development of valid and reliable assessment tools specifically targeted a nurses.

Within nursing there has been a tendency to deconstruct competence into numerous separate statements each to be individually assessed. While some deconstruction is essential to provide context (Scholes et al, 2004) such an approach can have a negative impact on the validity of assessment. Integrated approaches to the assessment of competence have been espoused as having greater potential to be valid and reliable as they assess performance and competence in a similar way to how registrant's will be required to perform once qualified (Stuart, 2013).

This presentation will outline the construction, evaluation and initial testing of two new assessment tools. The first tool ***TCC Total Client Care*** is designed to assess the constructs/competencies associated with providing holistic care to a patient over a specific span of duty. The tool measures performance against four constructs:

- Communication
- Planning and Responding
- Care Delivery
- Assessing and Evaluating

and the competencies which are mapped to these. Students are assessed on ten occasions during their undergraduate programme (twice on each placement). Students are assessed using a scale of competence adapted from the work of Bondy (1983) against each of the constructs and as they

progress through the programme students aim to attain a level of skilled or above prior to registration.

The second tool is **LMC Leading and Managing Care** which is designed to assess the constructs and competencies associated with acting as a team leader or a shift co-ordinator over a specific span of duty. The tool measures performance against four constructs:

- Communication with colleagues
- Managing risk and safeguarding
- Delegation and resource management
- Appropriate and timely care

and the competencies which are mapped to these. Students will be assessed on a minimum of two occasions in their final clinical experience in year three.

Both tools have been specifically developed and implemented into an under-graduate nursing programme. The tools have been evaluated in terms of their psychometric properties using G-theory studies, confirmatory factor analysis and non-parametric analysis to ensure that they are valid and reliable. The results show good levels of global reliability and internal consistency. This presentation will present the tools and the testing which has been completed to date alongside future plans as the tools are embedded into the curriculum.

#### References:

Bondy, NK (1983) Criterion referenced definitions for rating scales in clinical education. *Journal of Nursing Education*, 22(9); 376-382

Bradshaw, A and Merriman, C (2008) Nursing competence 10 years on: fit for practice or purpose yet? *Journal of Clinical Nursing*, 17(10); 1263-1269

Scholes J, Webb C, Gray M, Endacott R, Miller C, Jasper M, McMullan M. (2004) Making portfolios work in practice. *Journal of Advanced Nursing*, 46 (6); 595-603.

Stuart, C, C (2013) *Mentoring, Learning and Assessment in Clinical Practice*. Churchill Livingstone: Edinburgh

#### Recommended reading:

Stuart, C, C (2013) *Mentoring, Learning and Assessment in Clinical Practice*. Churchill Livingstone: Edinburgh

#### Biographies:

**Dr John Unsworth**, Principal Lecturer / National Teaching Fellow

Prior to joining Northumbria John worked for 24 years in the National Health Service (NHS) in hospital and community services. I have extensive experience in practice, health management and education. Dr Unsworth currently teaches on a range of under-graduate and post-graduate nursing programmes and he is the Departmental lead for International Development. In 2013 he was awarded a National Teaching Fellowship by the Higher Education Academy for his contribution to

teaching and learning. John's main areas of teaching are patient safety, infection prevention and control and law and ethics.

Dr Unsworth has a range of experience of teaching international students as is the Associate Course Director to the Global Scholars programme which is run by the University and St George's University, Grenada, West Indies.

Outside of his University role he Chair's a Statutory Practice Committee for the UK Nursing Regulator (NMC) and is a member of the Governing Body of a NHS Commissioning Group. In addition, John is also a Trustee and Council Member of the Queen's Nursing Institute.

**Dr Andrew Melling** Principal Lecturer / Reader in Nursing