

Practice Assessment Document Terminology for Practice Supervisors and Practice Assessors

These are terms (level outcomes) that you will find in the students Practice Assessment Document (PAD) and ePAD, along with examples to help you judge if the student is reaching the level required by the end of their placement. Terms that are preceded by the word “critically” mean that the student can assess evidence from a variety of sources and can make reasoned conclusions.

Term	Definition/Explanation
Knowledge	<p>Recall. The student can recall previously learnt material.</p> <p>Example question – What is the definition of INR?</p> <p>(Key words: list, recite, outline, define, name, match, quote, recall, identify, label, recognise)</p>
Understanding	<p>Comprehension. The student can explain their knowledge – the ‘why’ of something - not just stated as fact. For example, being able to explain why a patient should have their INR checked to determine their dosage of warfarin.</p> <p>Example question – Why does a patient receiving warfarin treatment require to have their INR checked?</p> <p>(Key words: describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss)</p>
Apply/ application	<p>Application of knowledge to solve problems. The student can use the knowledge to solve problems and adapt and apply the knowledge to different situations. Application shows that they really understand the knowledge they have and can make use of it.</p> <p>Example question – Given this patient’s INR result what nursing interventions are needed?</p> <p>(Key words: calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present)</p>

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Analyse	<p>Exploration of reasoning/to examine in detail. The student can solve complex problems or skills by breaking up into small parts and be able to understand these small parts. It is not just about the outcome i.e. completing the skill, it is about the understanding of all the steps to get there.</p> <p>For example - analysis when changing a wound dressing – each step of the skill is understood and demonstrated – aseptic technique, assessment of wound, choice and rationale for wound dressing. A student who just changes a wound dressing without demonstrating recognition of each of the stages is not showing that they are able to analyse.</p> <p>Example question – What information do you require to support the assessment of this wound?</p> <p>(Key words: classify, break down, categorize, analyse, diagram, illustrate, criticize, simplify, associate)</p>
Evaluate/ evaluation	<p>Judging. The student can make a judgement about something. They can identify what has worked well and what needs to be improved. For example, has the administration of an analgesic been effective in controlling a patient’s pain.</p> <p>Example question – Which nursing intervention in this situation (assessing patient pain level) would be most appropriate?</p> <p>(Key words: choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate)</p>
Critically evaluate	<p>Having an ability to justify the evaluation with means of underpinning theory and research. The student can judge the situation and be able to argue this result of the judgement.</p> <p>Example question – Which nursing intervention in this situation (assessing patient pain level) would be the most appropriate and what is the evidence for this?</p>

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Reflect/ reflective skills	<p>The student can look back at an incident and demonstrate learning from it. This could be demonstrated by identifying a need for further learning or practise of a skill. There could also be identification of what went well or what did not go well. These identifications of learning are then applied in the future when a similar situation arises.</p> <p>Example question – What have you learned from this situation which will be useful in future similar situations?</p> <p>Example written or reflective discussion with your student (although note that ACADEMIC written reflections will be underpinned by evidence from the literature).</p> <p>Recording a patient’s blood pressure:</p> <p>I used my communication skills to inform the patient about what I am planning to do and to ask their permission and provide reassurance</p> <p>I applied infection control principles (learned during my cleanliness champions programme) when cleaning my equipment and washing my hands.</p> <p>I applied the principles of moving and handling skills when positioning myself, the patient and the equipment.</p> <p>I used the skills I learned in university to implement the procedure.</p> <p>I used the knowledge and understanding that I learned in university about the theory of blood pressure recording when I was able to hear the Korotkoff sounds.</p> <p>I then documented my care and the result.</p> <p>What would I do again the future / would anything change/ future learning points?</p>

Adapted from Bloom (1959)