

FACULTY
OF HEALTH CARE
VESALIUS

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SASSO

A System To Assess And Score A Trainees Performance

Method And Possibilities

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INTRODUCTION PROCEDURE ECTS FEATURES

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INTRODUCTION and TERMS

- For our (speech therapy) students a trainee period lasts approximately three months in four different settings; two days weekly
- Profile of the profession
- Our reference: the "starting professional":
 - Known by most professionals
 - Realizable for the student

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INTRODUCTION and TERMS

- Partners involved :
 - the STUDENT (home and/or international)
 - the SUPERVISORS/coaches/tutors/...
 - the RESPONSIBLE (health care) worker of the trainee post in different professional settings
 - the LECTOR/supervisor from Hogeschool Gent, member of the board of examiners

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Our overall objective is ...

- to assess ...
- consistently ...
- the observed achievements of a student
- compared to the expectations based on the profession profile of a starter.

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OBJECTIVES

- ... for the student
 - to facilitate and objectify his self assessment
 - to be informed by professionals about his skills
- ... for the supervisors
 - to have a consistent, objective and complete assessment system
 - to preserve the autonomy of the lector-

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We compare



The challenges are ...

- ... to determine how close a student's achievements approach the profile of a starting professional
- ... and clear reporting of the findings to our assessment partners:
 - the STUDENT
 - the RESPONSIBLE person of the trainee post
 - the LECTOR/supervisor
 - our international partner.

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INTRODUCTION
PROCEDURE
ECTS
FEATURES

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INFORMING THE STUDENT

- Before starting a study placement students attend introductory sessions concerning:
 - Regulations in relation to the University College
 - Regulations in relation to the trainee place
 - Arrangements concerning their portfolio
 - The assessment.

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S STEPS:

- 1 Observing and registering
- 2 Coaching
- 3 Summarizing
- 4 Quantification and classification
- 5 Scoring and grading

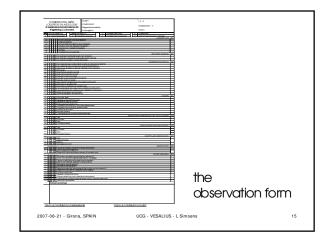
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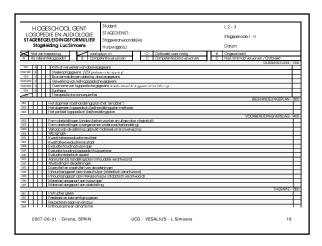
STEP ①2305 OBSERVING and REGISTERING

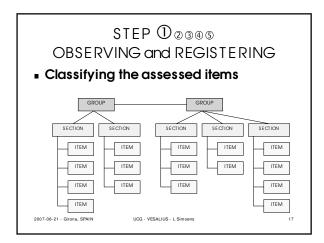
- The responsible worker of the trainee post and/or the lector observe the student during his tasks
- The observations are registered

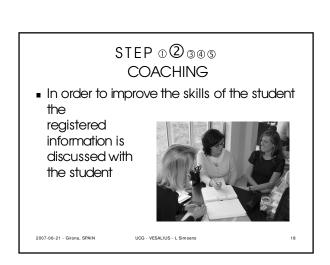


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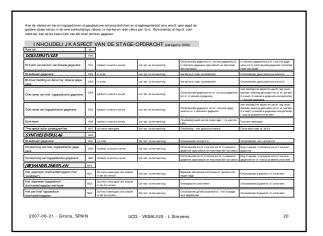
STEP 00345 SUMMERIZING

- The registered information is combined and transferred to the evaluation form
 - Likert scale
 - Choices have to be made



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I NHOUDELI J K ASPECT VAN DE STAGE-OPDRACHT (cat egor le 1000)								
Rubriek								
DOSSIERSTUDIE	1100	Į						
Kritisch verwerken van dossiergegevens	1101	voldoet in eerste versie	correct na herwerking	Ontbrekende gegevens of if outleve gegevens of irrelevante gegevens (sporadisch en maximaal één van deze)	ir relevante gegevens en of 1 outieve geg- vens en of ontbrekende gegevens (minim twee van deze)			
Steekkaartgegevens	1102	in orde	correct na herworking	Verbeterd, maar onvoldoende	Onvaldoende, geen positieve evolutie			
Bronvermelding en datering dossiergege- vens	1103	in orde	correct na herwerking	Verbeterd, maar onvoldoende	Onvoldoende, geen posit leve evolut le			
Overname van niet-logopadische gegevens	1104	voldoet in eerste versie	correct na herwerking	Ontbrekends gegevens en of four leve gegevens en of irrelevante gegevens	met belangrij ke aspect en wordt nog onso doende rekening gehouden en' of en word (te veel) irrelevante gegevens over genom I outleve gegevens.			
Overname van logopedische gegevens	1105	voldoet in eerste versie	correct na herwerking	Ontbrekende gegevens en/ of foutieve gegevens en/ of irrelevant e gegevens	met belangrij ke aspect en wordt nog onso doende rekening gehouden en' of er word (te veel) irr elevante gegevens overgenom stat us praesens ont breekt			
Synthese	1106	voldoet in eerste versie	correct na herwerking	Orwolledig beeld van de hulpvrager / te veel de- talls	Foul leve weer gave			
Therapeutische consequenties	1107	correcte weergave	correct na her werking	Onvolledig / niet geconcretiseerd	Ontbreken vask of sitijd			
SYNTHESEVERSLAG	1200							
Steekk aartgegevens	1201	I n orde	Correct na herwerking	Onvoldoende verbeterd	Onvoldoende, niet verbeterd			
Verwerking van niet-logopedische gege- vens	1202	Voldget in eerste versie	Correct na herwerking	Ontbrekende en of foutieve en of irrelevante gegevens (sporadisch en maximasi één van deze)	Nog frequent irrelevante en/of foutleve gevens			
Verwerking van logopedische gegevens	1203	Voldoet in eerste versie	Correct na herwerking	Ontbrekende en of foutleve en of irrelevante gegevens (sporadisch en maximasi één van deze)	Non frequent irrelevante en/of foutleve gevens en/of status praesens ontbreekt			
(BE)HANDELINGSPLAN	1300	1300						
Het algemeen (be(handelingsplan (het "einddoel")	1301	Connecte weer gave die voldoet in eerste versie	Correct as herwerking	Bepsalde disciplines ontbreken of werden niet regevrasgd	Onvoldoende afgewerkt of ontbreekt			
Het algemeen logopedisch (be)handelingsplan met hode	1302	Connecte weer gave die voldoet in eerste vansie	Correct na herwerking	Deelaspect en ont breken	Onvoldoende af gewerkt of ontbreekt			
Het partiel logopedisch (belhandelinosplan	1303	Connecte weer gave die voldoet in	Correct is herwerking	Onvoldoende gelindividualiseer d / niet stapsgewij s opgebouwd	Onvoldoende aligewerkt of ontbreekt			

STEP 02345 QUANTIFICATION and CLASSIFICATION

- The information is manually keyed in into a spreadsheet
- The relative importanc of the groups, the sections and all the items is decided by the responsible lectors



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STEP 00306 QUANTIFICATION and CLASSIFICATION

- The marks are automatically converted into a raw score
 - All items, sections and groups are consistently quantified
 - Mistakes are indicated

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STEP 00349 QUANTIFICATION and CLASSIFICATION

- Two almost identical versions of the tool are available:
 - A code protected version with visible figures
 - Used by the staff and available only within the faculty
 - To be filled in at least once for every student
 - A student version
 - Identical to the first one but without figures
 - Intended to allow self assessment
 - Available on the e-learning system

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STEP 00346 QUANTIFICATION and CLASSIFICATION

- The calculation results in scores on two levels:
 - One expressing the result of each section
 - One for the total result (a raw score)

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STEP 00346 QUANTIFICATION and CLASSIFICATION

- The results of the student can be printed: the «skills / competences profile»
- Available versions:
 - The one for the lector contains scores
 - The version for the student and the responsible of the trainee place without scores.

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STEP 00346 QUANTIFICATION and CLASSIFICATION

- The evaluation of the achievements on section level is expressed in four categories:
 - A / B: good , "sufficient"
 - C: fail, "not sufficient, small improvements are necessary"
 - D: fail, "not sufficient, strong improvements are necessary"

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STEP 00346 QUANTIFICATION and CLASSIFICATION

- The raw score is filed in a database and a percentile score is generated (« rank »), marks between 0 and 20 are proposed
- The ECTS grade may be deduced
- In a meeting preparing the « deliberation » the lector-supervisors may adjust the marks if needed (strong evidence or earlier made agreements are necessary)
- The lectors/supervisors confirm and present the student's marks to the board of examiners

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STEP 02345 SCORING and GRADING

 Based on the proposed marks the board of examiners deliberates and awards marks and grades

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ECTS

The European Credit Transfer and Accumulation System is a student-centred system based on the student workload required to achieve the objectives of a programme, objectives preferably specified in terms of learning outcomes and competences to be acquired.

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ECTS-GRADES

- The raw scores of the students are filed every semester
- = 2000-2005 (n = 758)
- Scores are automatically converted into ECTS grades

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ECTS-GRADES

- No extra conversion needed
- ECTS grading is competence based

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FFATURES

- Individualized
- Objective
- Complete
- Transparent
- Faultless calculation
- Flexible
- International

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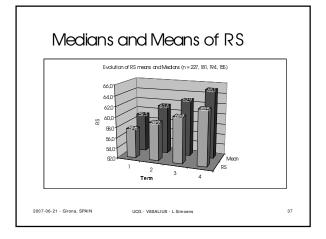
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FEATURES INDIVIDUALIZED

- Easy-reference and immediate feedback
- Individual results are compared with the results of other students
- Evolution of the achievements reveals

	Period	2-1(3)	2-2(4)	3-1(3)	3-2(4)
	m (dispersion: 21-69)	57,6	59,2	60,7	62,5
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Stagebeoordeling: objectief en volledig



FEATURES OBJECTIVE

- Consistency: all students are equally assessed
- Grading and scoring can hardly be affected by the lector or the coach
- Students can reply

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FEATURES COMPLETE

- The Evaluation Form contains all assessed topics
- If a new task emerges it may be easily added

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FEATURES TRANSPARENT

- The student has an overview of the evaluated tasks and competences
- Self assessment is possible allowing the student to correct his performances

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FEATURES FAULTLESS CALCULATION

- Using a spreadsheet prevents miscalculations
- Additional information due to tasks out of the traineeship cannot be incorporated without agreement

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ADVANTAGES FLEXIBLE

- The spreadsheet makes it easy
 - to add necessary items
 - facilitates simulations and new combinations of tasks
 - to compute a variety of relations between the results

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ADVANTAGES INTERNATIONALLY USABLE

- ECTS-conversion included
- Students get a description of their performances
- On line available

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GUIDELINES

MATCHING THE EUROPEAN

Standard:

"Students should be assessed using published criteria, regulations and procedures which are applied consistently."

2005, European Association for Quality Assurance in Higher Education, STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA

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MATCHING THE EUROPEAN GUIDELINES

" ... It is therefore important that assessment is carried out professionally at all times and takes into account the extensive knowledge which exists about testing and examination processes."

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MATCHING THE EUROPEAN GUIDELINES

- "Student assessment procedures are expected to:
- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative;
- have clear and published criteria for marking;

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MATCHING THE EUROPEAN GUIDELINES

- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;
- where possible, not rely on the judgements of single examiners;
- take account of all the possible consequences of examination regulations;

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MATCHING THE EUROPEAN GUIDELINES

- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institutionOs stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures."

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MATCHING THE EUROPEAN GUIDELINES

"In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance."

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IMPROVEMENT POSSIBLE?

- Always ... as it is our permanent goal to refine the system, complete it where necessary and exploit its possibilities
 - 2005-07: implementing SASSO in other subjects
 - 2006-08: Connecting competences to the evaluation form.

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CONCLUDING ...

- The system
 - ... results in informative discussions with the students
 - optimises the training of our (health care) students
 - leading to a better patient/client care

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ATTENTION

THANK YOU FOR YOUR

• Questions ... ?

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