



University College

Instructions for use of the AssCE form Basic level

The purpose of the AssCE form is to provide a basis of discussion between the student and the preceptor in assessing the student's professional development during the practical parts of training in the nursing programme. The dialogue between the preceptor and the student concerning the student's development, skills and knowledge in various respects shall be a natural and recurring part of supervision, as well as the basis for a planned mid-course discussion and the final assessment. The AssCE form is based on various guidance documents developed for the nursing programme.

General guidance documents

The training offered is both academic and practical in nature. According to the Higher Education Act (SFS 1992:1434), the academic training shall give students the ability to, e.g., make independent and critical judgements, discern and solve problems independently, seek out and evaluate knowledge on a scientific level and follow developments in nursing.

The practical training is guided by the Higher Education Ordinance (SFS 1993:100), which describes requirements for a degree in nursing. Also serving as a guide is a description of qualifications for registered nurses that reflects the National Swedish Board of Health and Welfare's recommendations as regards registered nurses' professional knowledge, competence and attitudes (National Swedish Board of Health and Welfare 2005).

The Bologna directives (1999) have been developed through collaboration on university-level education in Europe and constitute an additional guidance document. These directives stress the importance of progression in education, learning objectives with descriptions of knowledge students are to have acquired as well as graded marks with clear criteria. Education programmes shall include factual knowledge and understanding, skills and abilities as well as judgment and approach.

The nursing programme's twofold degree, with both an academic and a practical part, makes demands on students' professional development during the practical parts of the training, when a wide range of abilities, knowledge and skills as well as judgement are to be practiced, advanced and broadened.

Specific guidance documents

Each individual course in the nursing programme has specific learning objectives that are formulated in the course syllabus. The syllabi guide the content that is to be evaluated and assigned marks in the courses. The AssCE form is an aid in achieving learning objectives in the practical parts of the training. The 21 factors in the AssCE form, which are grouped in five areas, exemplify how learning objectives can be implemented in nursing care. Thus, these factors are of varying importance and are emphasized differently depending on the learning objectives of a specific course. A progression showing the increasing training requirements is illustrated in the form for the different years of study and for each factor.

Preparations for mid-course discussion and the final assessment

The time for assessment is to be planned in advance. Experience shows that 45-60 minutes are required.

The student shall prepare for the assessment by making a self-assessment on a separate form. In preparing for the assessment discussions, the student shall write down examples of situations that support the self-assessment.

The preceptor shall prepare the assessment discussions by marking each factor on a separate form. Part of the preceptor's preparations also involves gathering information and viewpoints from colleagues who have supervised, had contact with and seen the student in different situations during the practical parts of the training period.

Assessment of the student's professional development

The student shall be given and assume an active role in the discussion and base his/her contribution on experiences in concrete situations and on his/her self-assessment. The student must also be able to account for the material covered in the literature assigned during the training period.

The preceptor shall convey his/her viewpoints and relate these to concrete nursing care situations, but only after the student has described his/her own viewpoints.

The *clinical lecturer/teacher* is to contribute questions and examples to the discussion and is to influence the content to ensure that the assessment also constitutes a learning opportunity. The teacher (examiner) has the ultimate responsibility for carrying out the assessment and for ensuring that demands are made at the student's own level in the training and in relation to the learning objectives found in the syllabus. The teacher is responsible for assigning marks using the preceptor's viewpoints as a foundation (Swedish National Agency for Higher Education 2008) and for determining whether the student has displayed uncommonly good abilities and knowledge, thus earning him/her the mark "pass with distinction".

If the final assessment reveals that the goals for a given factor or aspect have not been achieved, then these goals will be taken up again during the next practical training period. A situation such as this per se does not earn the student a mark below the passing standard. It is the student's responsibility to ensure that the goals are achieved during the next period of practical training.

Use of the scale. The assessment is made based on how well the student has achieved the goals for the respective factors: inadequate, good or very good achievement of goals. There are a number of marks on the line to help in rating the student's development on the scale. The discussion half-way through the training period, in which each factor is taken up, shall always take place, and it is preferable that the scale be used. During the final assessment, each factor is to be evaluated by making a mark on the scale.

The student's individual goals during practical training

The factors in the AssCE form, together with the learning objectives specified in the course syllabus, can be used as the basis for establishing individual goals for a given period. The goals shall be formulated such that they are possible to achieve. The preceptor shall be given the opportunity to read the goals and determine to what degree they are possible to achieve in the nursing care being provided during the period in question.

If the period of practical training is short, or if the training is taking place in a very special context, then adjustments can be made in how the AssCE form is used as an aid in the assessment. This should occur through consultation between the teacher and preceptor in which they determine which of the factors should be considered and marked as relevant goals in that particular case.

References

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