Féidearthachtaí as Cuimse
Infinite Possibilities

Training for Trainers

Assessment and monitoring of placement

OLLSCOIL TEICNEOLAÍOCHTA BHAILE ÁTHA CLIATH
DUBLIN
TECHNOLOGICAL UNIVERSITY DUBLIN

Agenda

- TU Dublin organisational design
- CORU criteria for approval of Education and Training programmes
- Feedback on placement
- Assessment of placement
- Risk of failure process
- Future developments
- Twitter Takeover

Please register attendance in chat

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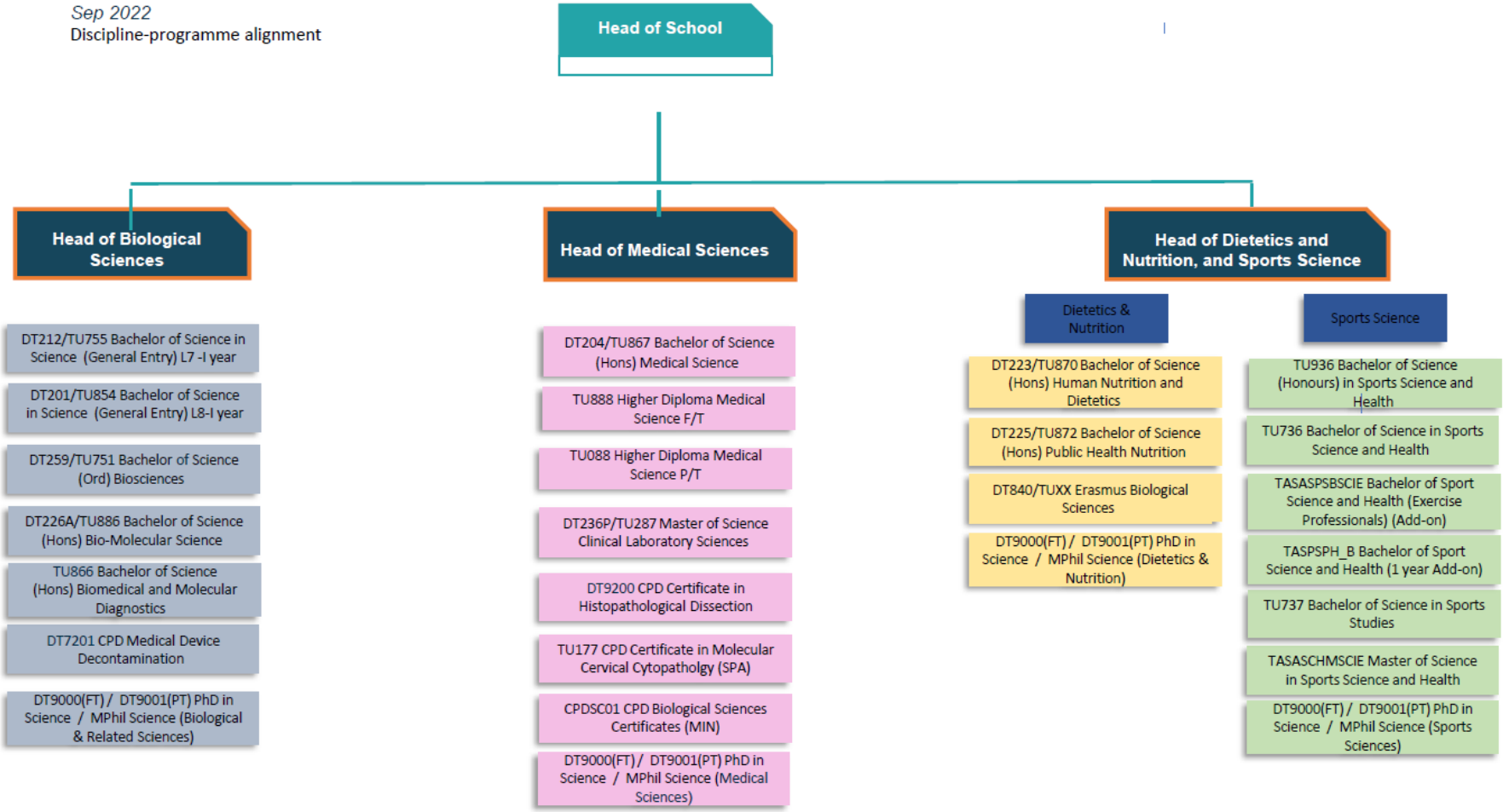
• School of Biological, Health and Sports Sciences

Sep 2022
Discipline-programme alignment



CORU Criterion 2

2.6 Clear **communication and governance** structures should be in place to facilitate ongoing communication between the placement and education providers.

2.8 Practice placement **attendance** requirements are explicit and detailed mechanisms and processes are in place to manage absence/non-attendance.

2.12 The student **code of conduct** - and processes for dealing with breaches of that code whilst on placement - is in place

CORU Criterion 2

2.14 Students, practice placement providers and practice education teams will be fully prepared and informed of the **expectations of the practice placement** , including the education/ training provider's student fitness-to-practise requirements.

2.16 Guidelines/ procedures and supports are available for practice educators in **managing students** , including students who are in difficulty, throughout the placement.

2.17 The education provider will make regular support and training available to the practice education team to develop their practice **education skills** .

CORU Criterion 2

2.18 All stakeholders must be informed about practice education assessments, their link to the standards of proficiency and the marking criteria used. The practice education team must have **access to assessment tools and be trained** in completing these assessments and providing feedback during the placement.

2.19 Mechanisms for the **return of placement assessments** to the education provider must be in place.

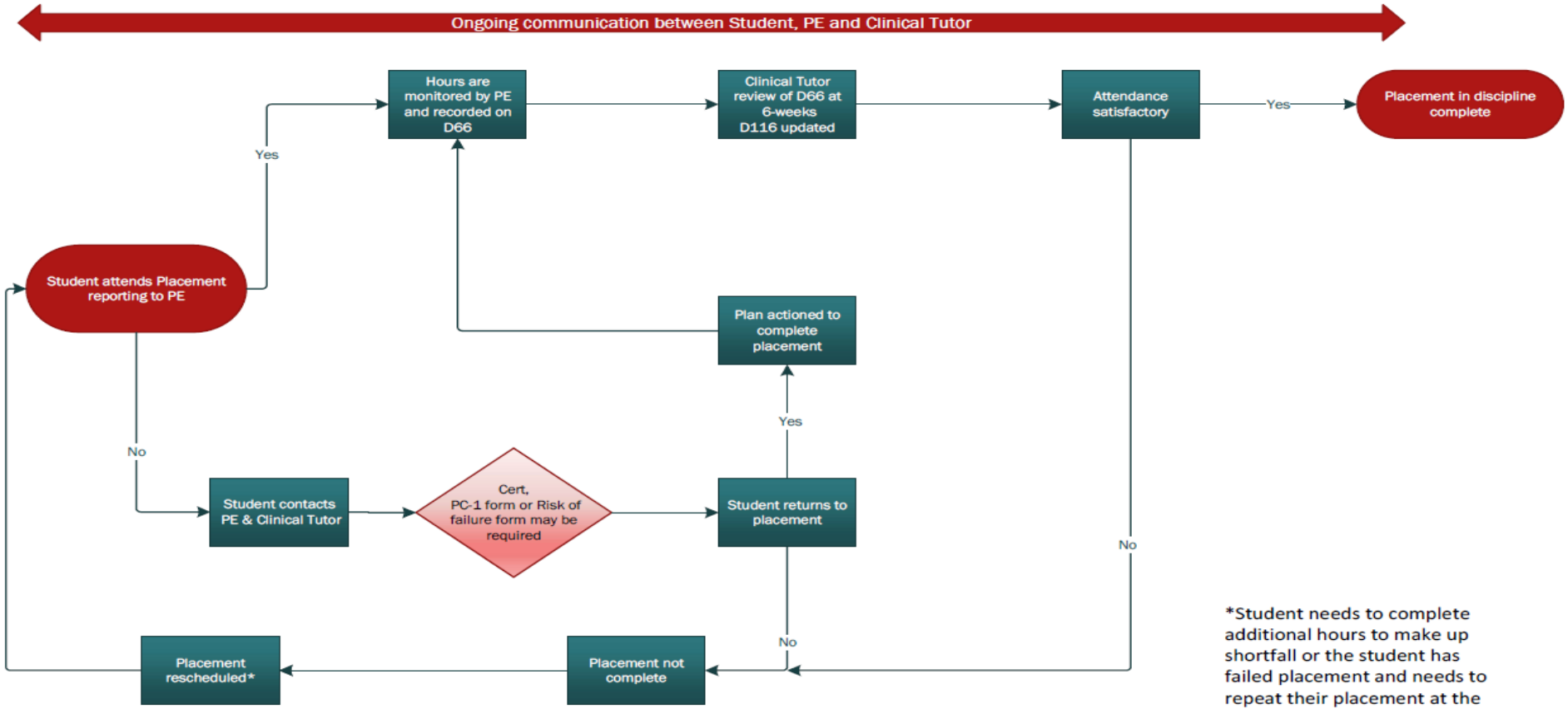
Brightspace Module

- MSRB Specific Criteria for Education and Training Programmes
- MSRB Standards of Proficiency
- **Placement Handbook**
- Placement Logbook
- Training presentations
- 2-week review form
- Placement assessment criteria
- Risk of failure form
- Module descriptors
- Case study examples and guidelines
- Viva guidelines

Feedback on placement

- Huge effort by training sites to facilitate 73 students on placement
- Strong performances in Vivas
- Positive feedback from students overall
- Students highlighted the role of recent graduates in their training

Monitoring of attendance on placement process flow



*Student needs to complete additional hours to make up shortfall or the student has failed placement and needs to repeat their placement at the next available opportunity

How to assess

The Practice Educator and Trainers will base their assessment of standards proficiency on;

- Direct observation of work
- Review of supervised laboratory practice
- Completed logbook
- Professional conduct
- The ability of the student to answer questions relating to a specific piece of laboratory work, including quality aspects, problem-solving skills and clinical setting.

What is assessed?

- Performance and their application of knowledge to practice .
- Comprehension and knowledge of the basic facts .
- Practical standards of proficiency and problem solving skills.
- Ability to follow instruction and develop independent practice (where appropriate) .
- Understanding of the disease process and how the laboratory contributes to the investigation, diagnosis and where relevant therapeutics of disease.
- The final discipline specific assessment.
- Student's attitude, professionalism and communication skills.

Two week review

- Documented progress update on placement.
- Opportunity to highlight positives or discuss performance issues.
- A useful tool to correct minor issues.
- Can flag major issues which may lead to the Risk of Failure procedure.
- Repeat in two weeks if required to monitor improvements.
- Must be signed by the PE and the student and returned to biologicalsciences@TUDublin.ie within a week of the review.

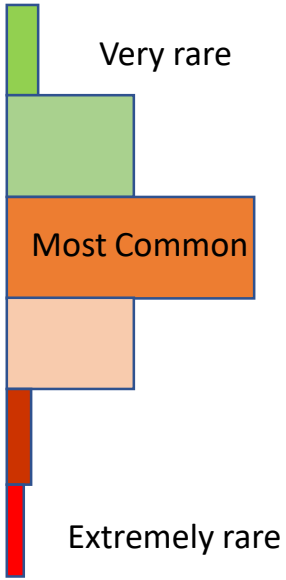
Placement marking scheme

Component	Marks Available	Marks Available per Component
Logbook	100 marks per discipline	500
MCQ and short notes	25 marks per discipline	125
Case study	25 marks per discipline	125
Oral examination	50 marks per discipline	250
	Grand total marks	1,000

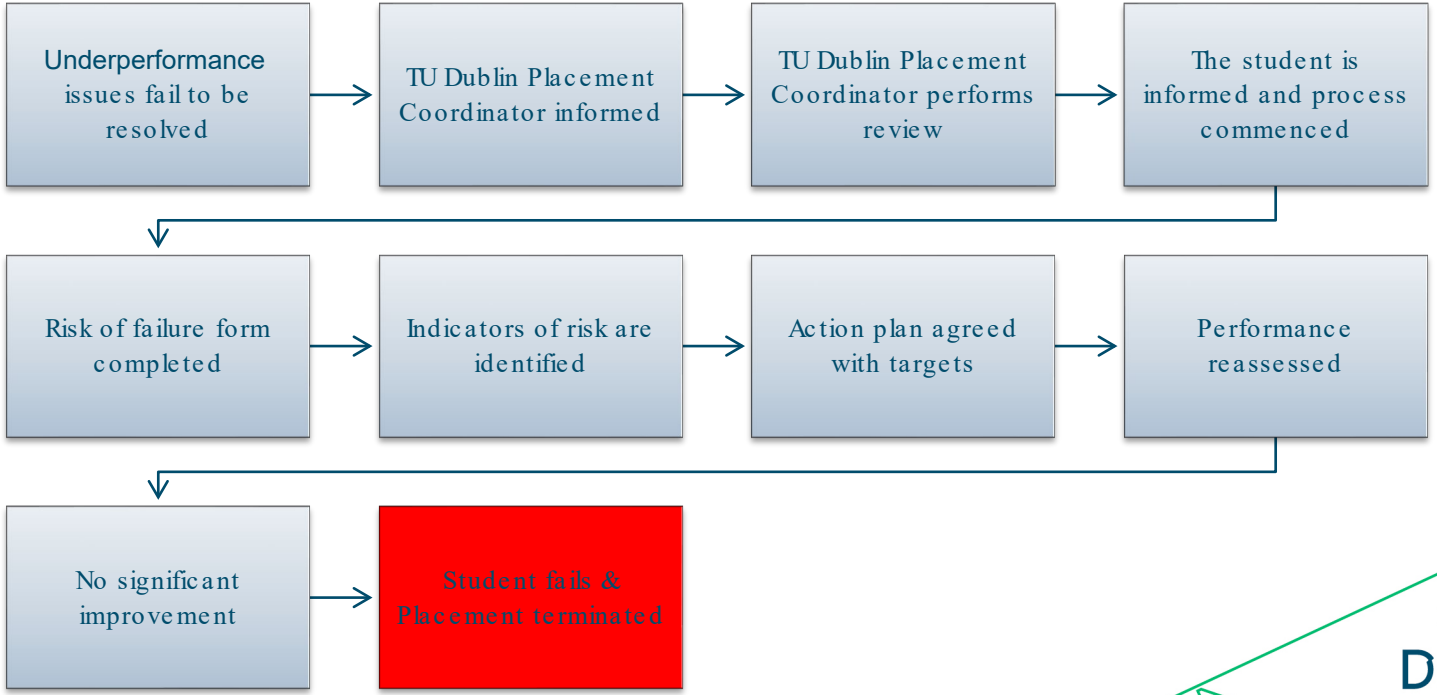
The Practice Educator and trainers assess the student in their discipline rotation. The MCQ, short notes and case studies are assessed and marked by discipline specific academics and the oral examination is assessed by a panel of Practice Educators and academics

Rubric for Assessment Criteria

Marks Range	Comprehension of basic facts and principles	Application of Knowledge to practice	Practical Proficiency	Level of instruction
21 - 25	Demonstrated exceptional knowledge and understanding	Exceptional	Exceptional practical laboratory skills and problem-solving skills	**Was able to work without additional supervision and instruction for all tasks**
19 - 20	Demonstrated excellent knowledge and understanding	Excellent	Excellent practical laboratory skills and ability to apply problem solving skills	**Was able to work without additional supervision and instruction for majority of tasks with occasional additional supervision for complex**
16 - 18	Demonstrated good level of knowledge and understanding	Good	Good practical laboratory skills and potential to develop further	**Required limited additional supervision and instruction for basic and complex tasks**
13 - 15	Demonstrated satisfactory level of knowledge and understanding	Satisfactory	Satisfactory practical laboratory skills with potential to develop further	**Required appropriate level of supervision and instruction for basic tasks but additional for complex tasks**
10 - 12	Limited or inconsistent knowledge and understanding	Limited or inconsistent	Basic practical proficiency but limited ability to develop further	**Required additional supervision and instruction for more complex tasks but less for basic task**
0 - 9	**Little or no evidence of knowledge or understanding**	**Little or no evidence of application of theory to practice**	**Poor practical proficiency and limited ability to develop further**	**Required constant additional supervision and instruction for basic task**



Risk of Failure



ROF case 1

- Student refuses to perform a task
- Contact TU Dublin and ROF process initiated
  - Performance indicator – Professionalism
  - Indicator of risk – Inappropriate behaviour
- Onsite meeting with all parties
- Training continues under review with a commitment to improve
- Satisfactory 2 -week review
- Learning outcomes met, but mark reduced
- Students passes rotation

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ROF case 2

- Lack of engagement
- 2-week review/direct contact alerts TU Dublin staff to issue
- TU Dublin staff meets with student to discuss issues and a plan is put in place
- No improvement after a further two weeks
- TU Dublin staff, training co-ordinator and student meet, ROF is initiated
- Areas for improvement for student are identified and further supports put in place in the placement site
- No significant improvement could result in failure

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Case 3

- Poor attendance
- Attendance is highlighted during 2 -week review
- Attendance not improved - ROF not initiated
- Student achieves a passing grade but comments and hours returned indicates failure
- Student cannot progress until 1,000hrs achieved
- Highlights the need to initiate the ROF process

Future developments

- CORU approval of HDip ongoing
- Pass/Fail marking of Clinical placement
- New Viva schedule
- ePortfolios and digital logbooks
- Additional training material made available to PEs
- HSCP Practice Education Multi -stakeholder workshops
  - Protected time for PEs
  - Training supports
- National HSCP Quality Framework for Sustainable Practice Education
  - Evaluation tools

TUDublin School of Biological & Health Sciences

@TUDub_Biology

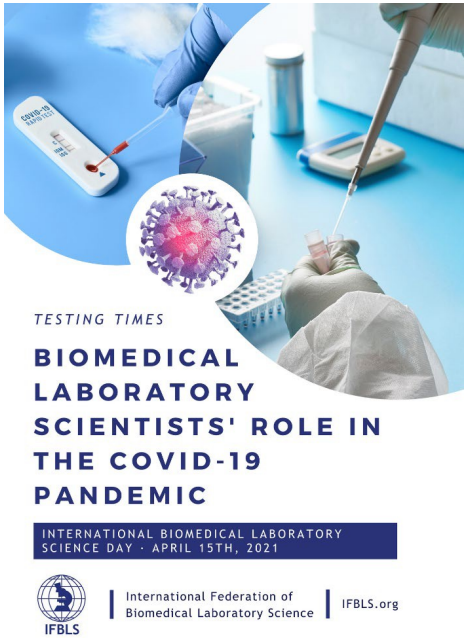
Med Science Twitter Takeover 2023

The Brief- Create a tweet to promote Medical Science to the General Public

#BIOL3209 #BiomedicalScienceDay2023 #Attheheartofhealthcare

#BIOL3209

Twitter Takeover



69 165 1.5K

#BIOL3209
Twitter Takeover

Theme
Testing Times - The Role of Medical Laboratory Scientists' in Healthcare

Tweet
Text tagline
Infographic; Image; Video; TikTok
#BIOL3209
#AtTheHeartOfHealthcare
#BiomedicalScienceDay2023

When?
International Biomedical Science
15th April 2023
Takeover: 10th-15th April 2023

Submission
Rotation 4
Draft Tweet submission 13th March
Final Tweet submission 24th March

Remember
Get Permission
Respect Confidentiality

CREATE SOME NOISE DURING THE TAKEOVER

LIKE RETWEET COMMENT SHARE

Tweet
Text tagline
Infographic; Image; Video; TikTok
#BIOL3209
#AtTheHeartOfHealthcare
#BiomedicalScienceDay2023

Submission
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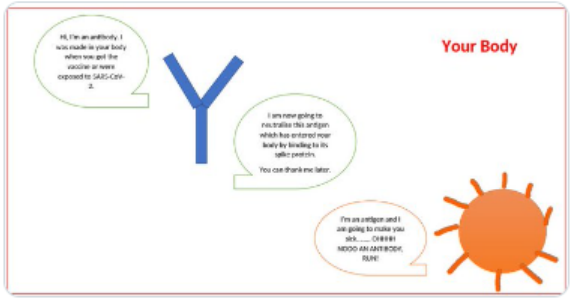
Final Tweet submission 24th March

Remember
Get Permission
Respect Confidentiality

School of Biological, Health & Sports Sci... @TUDub_Biol... · Apr 19

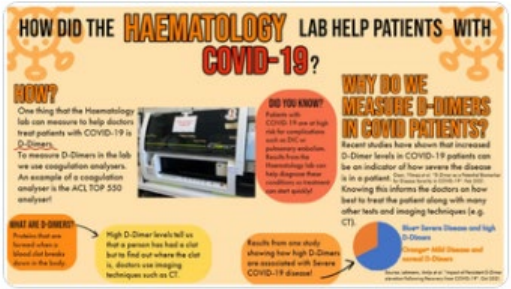
COVID causes delays for all health services. Staff shortages in the histology lab has created a backlog in processing patient samples, meaning longer waiting times for diagnoses
#cancerdiagnostics #BIOL3209 #IFBLS #inthelab @ACSLM1 @WeAreTUDublin

Ever wondered what happens in your body when Covid-19 presents itself?
Check out our 3rd Year Clinical Placement students schematic below
#BIOL3209 #IFBLS #insidethelab @WeAreTUDublin



School of Biological, Health & Sports Sci... @TUDub_Biol... · Apr 21

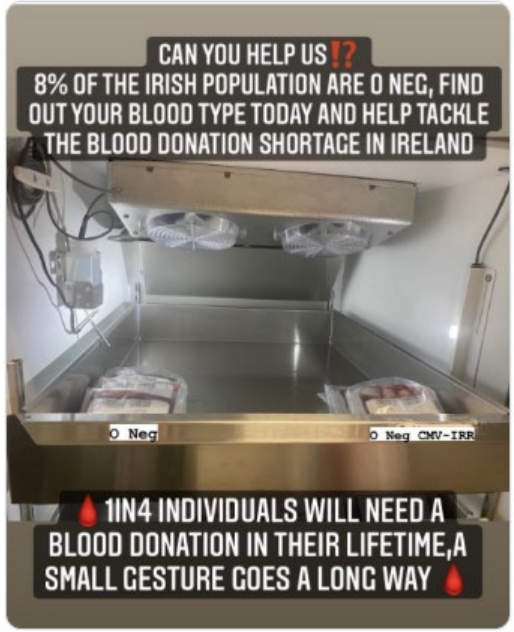
Welcome to Haematology where the diagnosis of conditions like anaemia, leukemia, platelet disorders and many others takes place. Check out the image to see how Haematology lab played their part during the COVID-19 pandemic!
#BIOL3209 #IFBLS #insidethelab @ACSLM1 @WeAreTUDublin



17 32

School of Biological, Health & Sports Sci... @TUDub_Bio... · Apr 20

The IBTS is experiencing a critical shortage of blood supplies. It is close to declaring an amber alert and is importing blood for the 1st time in HISTORY. Discover your blood type and go donate today!
#IBTS #DONATETODAY #EVERYLITTLEHELPS @WeAreTUDublin @ACSLM1 @ibts_education



School of Biological, Health & Sports Sci... @TUDub_Biol... · Apr 18

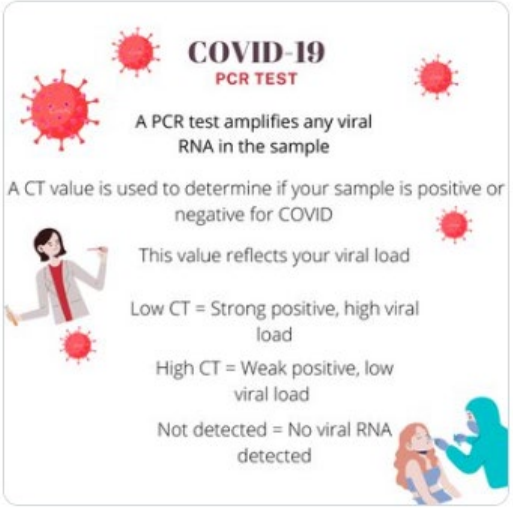
Have you ever wondered what happens to your blood sample after it's been taken? During the pandemic medical scientists processed 1000's of samples, aiding clinicians in the diagnosis, treatment, and management of patients. #BIOL3209 #IFBLS #insidethelab @WeAreTUDublin @ACSLM1

School of Biological, Health & Sports Sci... @TUDub_Biol... · Apr 17

Yesterday we seen how a PCR is performed. Today lets look at what those results mean

CT values and your COVID-19 PCR test

#BIOL3209 #IFBLS #insidethelab
@ACSLM1
@WeAreTUDublin



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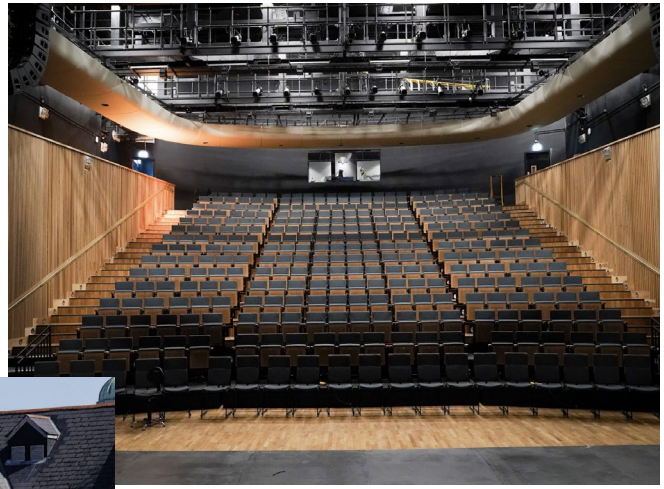
School of Biological, Health & Sports Sci... @TUDub_Biol... · Apr 16

You've heard of PCR but do you know how it is done?
Let our third year clinical placement students take you through the process
#BIOL3209 #IFBLS #insidethelab #testingtimes @ACSLM1
@WeAreTUDublin

1 64 96

https://twitter.com/TUDub_Biology/status/1515268805752197124

Visit TU Dublin



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Thank you