



**Bournemouth
University**

Recommendations following moderation of 1st, 2nd and 3rd Year Occupational Therapy Practice Assessment Documents

The Staff at BU would like to thank all the PPEs and PPCs that we have worked with this year and those who are supporting students in this academic year. Your efforts are much appreciated. We would also like to extend our thanks to those who have this year who have had to master the new online OPAL system. Please note that in the forthcoming academic year 2019/20 BU0, BU1, Bu2 will all be on OPAL and only BU3 and BU4 will remain on a PAD document.

We have noted some excellent feedback at half way and full time during this moderation period. This feedback includes: 1) the language used in the grade descriptors; 2) offers clarity on what the student is doing well; and 3) offers targeted feedback on how they can improve their grade at half way or in subsequent placements / practice. The below are recommendations for helping to target feedback so that it can support the professional and personal development of students.

These are supportive recommendations taken from moderating 4 placements' practice assessment documents / OPAL covering first, second and third year students. They are in no particular order and are to try to ensure PPEs and students have as consistent an experience as possible.

If there are any questions about any elements please do not hesitate to get in touch. Please do book onto a refresher update if you have not received training in the last 2 years. Please look out for the new update options that will be released shortly.

1. Please use the language of the marking descriptors to support the structure of the written feedback. For example if the student has performed at a 2:1 level then say that they are 'Very good at....' And give examples / evidence of what is was that was very good. Try not to say that someone has been excellent at something and then give them a 2:1 as this may confuse a student as to why they did not receive a 1st.

2. Please ensure that all feedback is recorded in a written format. Many PPEs offer extensive explanations during their feedback but if the main substance of this feedback is not recorded it is unlikely that the student will retain the information to help inform subsequent placements or enter into effective discussions with their academic advisor. Please note that if the depth of these discussions or explanations are not present in the assessment document staff are unable to moderate the PAD/ OPAL effectively.
3. It is not necessary to give individual percentages for each competency when completing the final report. What is needed is a classification for each competency (1st /2:1 etc) and an overall percentage which reflects where those 8 classifications lie.
4. Within each competency there are marking descriptors for each classification banding. Within these marking descriptors for each banding there are 2 or 3 different subsections (linked to the intended learning outcomes). Please note that this would work the same way as the final grade in that where ever the majority of the subsections have been highlighted this is where the student's overall classification would sit. Please see the picture below to assist you with this. You can circle / highlight in the PAD which of these subsections you feel the student has met in order to help work out what overall classification the students has achieved for the competency. Remember that in the OPAL system there are boxes for you to check to do this. These must be checked so that the final classification for each competency can be drawn through on the system.

1 ⁺⁺ 70 and above	<ol style="list-style-type: none"> 1. Excellent planning of an assessment strategy. <ol style="list-style-type: none"> a. Consistently and effectively identifies a wide range of valuable sources of information. b. Consistently and effectively identifies valuable assessment techniques. c. Consistently, effectively and accurately gather valuable and relevant background information. 2. Excellent interpretation of assessment information. <ol style="list-style-type: none"> a. Consistently provides succinct and accurate summary of assessment information. b. Consistently shows comprehensive clinical reasoning. c. Consistently prioritises a needs or problem list from assessment findings with clear rationale. 3. Excellent planning of intervention or treatment based on assessment findings. <ol style="list-style-type: none"> a. Consistently sets collaborative goals with service user. b. Consistently identifies the most effective and efficient intervention or treatment. c. Consistently provides comprehensive rationale for selection of intervention options.
2:1 60 - 69%	<ol style="list-style-type: none"> 1. Very good planning of an assessment strategy. <ol style="list-style-type: none"> a. Effectively identifies a wide range of valuable sources of information. b. Effectively identifies valuable assessment techniques. c. Effectively and accurately gathers valuable and relevant background information. 2. Very good interpretation of assessment information. <ol style="list-style-type: none"> a. Succinctly and accurately summarises assessment information. b. Shows comprehensive clinical reasoning. c. Prioritises a needs or problem list from assessment findings with clear rationale. 3. Very good planning of intervention or treatment based on assessment findings. <ol style="list-style-type: none"> a. Sets collaborative goals with service user. b. Selects the most effective and efficient intervention or treatment. c. Provides comprehensive rationale for selection of intervention options.
2:2 50 - 59%	<ol style="list-style-type: none"> 1. Good planning of an assessment strategy. <ol style="list-style-type: none"> a. Determines the relevance of appropriate sources of information. b. Determines the relevance of techniques for assessment. c. Accurately gathers both formal and informal relevant background information. 2. Good interpretation of assessment information. <ol style="list-style-type: none"> a. Identifies and summarises important assessment findings. b. Demonstrates clear logical thinking process. c. Prioritises a needs or problem list from assessment findings. 3. Good planning of intervention or treatment based on assessment findings. <ol style="list-style-type: none"> a. Sets goals with service user involvement. b. Considers effectiveness and appropriateness of interventions or treatments. c. Provides appropriate rationale for selection of intervention options.
3 ⁺ 40 - 49%	<ol style="list-style-type: none"> 1. Acceptable planning of an assessment strategy. <ol style="list-style-type: none"> a. Identifies appropriate sources of information. b. Selects appropriate techniques for assessment. c. Gathers sufficient relevant background information. 2. Acceptable interpretation of assessment information. <ol style="list-style-type: none"> a. Summarises assessment findings. b. Demonstrates logical thinking process. c. Produces a needs or problem list from assessment findings. 3. Acceptable planning of intervention or treatment based on assessment findings. <ol style="list-style-type: none"> a. Sets goals with awareness of the service user. b. Selects appropriate intervention or treatment. c. Provides basic rationale for selection of intervention or treatment.
Fail 39% and below	<ol style="list-style-type: none"> 1. Poor planning of an assessment strategy. <ol style="list-style-type: none"> a. Consistently misses key sources of information. b. Unable to select appropriate techniques or inappropriate techniques chosen. c. Unable to identify relevant background information. 2. Poor interpretation of assessment information. <ol style="list-style-type: none"> a. Unable to summarise assessment findings. b. Reasoning process lacks logic. c. Unable to produce a needs or problem list of priorities. 3. Poor planning of intervention or treatment based on assessment findings. <ol style="list-style-type: none"> a. Fails to set goals. b. Does not select appropriate intervention or selects inappropriately. c. Inadequate rationale for selection of interventions.

The student has been very good in 2 areas and excellent in one, therefore their overall classification is a 2:1 but the student can see that they have been excellent in one area as well.

5. Try to always ensure that feedback does not become a descriptive list of what a student has done – this is something that students struggle with if we do this with feedback on written work too as they say they know what they have done but they want to know whether they did it well or not and how they can improve it. Giving examples of what went well or perhaps not so well and then feedback to discuss how the student could work on the identified areas provides more support and opportunity for development.
6. At any point of a placement, if you think a student is failing or has done something that necessitates use of the disciplinary procedure please contact the university as a matter of urgency
7. Assess the student's performance in the time they are with you and within the opportunities available in the setting. Avoid 'The student could have achieved a higher

grade if there had been an opportunity to do...’ Or ‘The student could have achieved a higher grade if this had been a longer placement...’ these are things that students can’t do anything about so should not be penalised for this. Please assess them with the opportunities they had within the time they had. If they had opportunities but did not the make the most of them then that, of course, is a different matter.

8. Try to ensure that a statement upholds the grade given – if someone is told that they met a competency fully yet are given a 2:1 this seems rather confusing. If it is met fully the implication is that there is nothing more they could have done therefore a 1st could be anticipated.
9. Please do not give a mark on the ‘9’ eg: 49 / 59 / 69 as this is just on the cusp of going into the next classification banding. It is better to be clearly one side or the other.
10. For those of you using the new OPAL system please sign off the timesheets, ensure that all competencies have been graded using the check boxes and that you have offered a final percentage grade and a short summary. Once this is complete the students offer some feedback on their placement and the academic tutor can then sign off the portfolio. All of the above aspects are necessary to draw the grades through in preparation for the examinations board.
11. We appreciate that all staff are busy but we respectfully request that all PADS and OPAL portfolios are completed within a week of the placement. This is necessary as students are responsible for submitting them and a failure to do so by the deadline results in students being penalised. This is difficult for many to negotiate and we would ask that you do let us know if the deadline is not achievable so that a plan can be put in place to avoid a penalty.

We hope that the above offers some helpful recommendations. Please do make contact with Juliette Truman (jtruman@bournemouth.ac.uk) should you wish to discuss any aspect further.

Dr Juliette Truman

02/08/19