



**QUEEN'S
UNIVERSITY
BELFAST**

**SCHOOL OF
NURSING AND
MIDWIFERY**

PhD Project Title: Co-design an innovative intervention with key stakeholders to support clinical assessments using a case study methodology

Background: Workplace-based assessments (WBAs) are a vital assessment component across professional health degree programmes. Students complete clinical assessments whilst on placements to demonstrate safe and effective person-centred care. Practice assessors are professionally qualified in their clinical specialties. They are the 'gatekeepers' who ensure health professions graduates are safe and competent, and may require support in assessment practice. Practice assessors also provide students with feedback on their performance in WBAs to support students to enhance their clinical skills.

There is limited research on a systematic and comprehensive support on WBAs exploring the students' needs to enable them to demonstrate their full potential, the assessors' confidence to make defensible judgements, and patient engagement to improve satisfaction of service-users. This studentship is to fund doctoral research on co-designing, piloting and evaluating an innovative intervention with assessors, students and patients to support assessors in practice.

Aims: To explore how practice and academic assessors make defensible judgments involving patients and students whilst in practice, and to codesign an innovative intervention to support assessors in clinical practice. This will be achieved by engaging a Patient and Public Involvement (PPI) group and a nationwide Community of Practice in Assessment.

Methods: A case study methodology will be used. Phase 1: Undertake a systematic review of the literature on the support provided to students and assessors in WBAs. Phase 2: Conduct focus groups with each of the stakeholder groups (i.e., students, patients, practice and academic assessors) to codesign an intervention for supporting assessors in practice. Phase 3: Pilot and evaluate the codesigned intervention.

Implications: Developing supportive interventions for assessment in practice involving all key stakeholders have the potential to ensure health professions graduates deliver safe and effective person-centred care.

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