

Integrated Programmatic Assessment: a novel and nurturing approach to foundation level Nurse education

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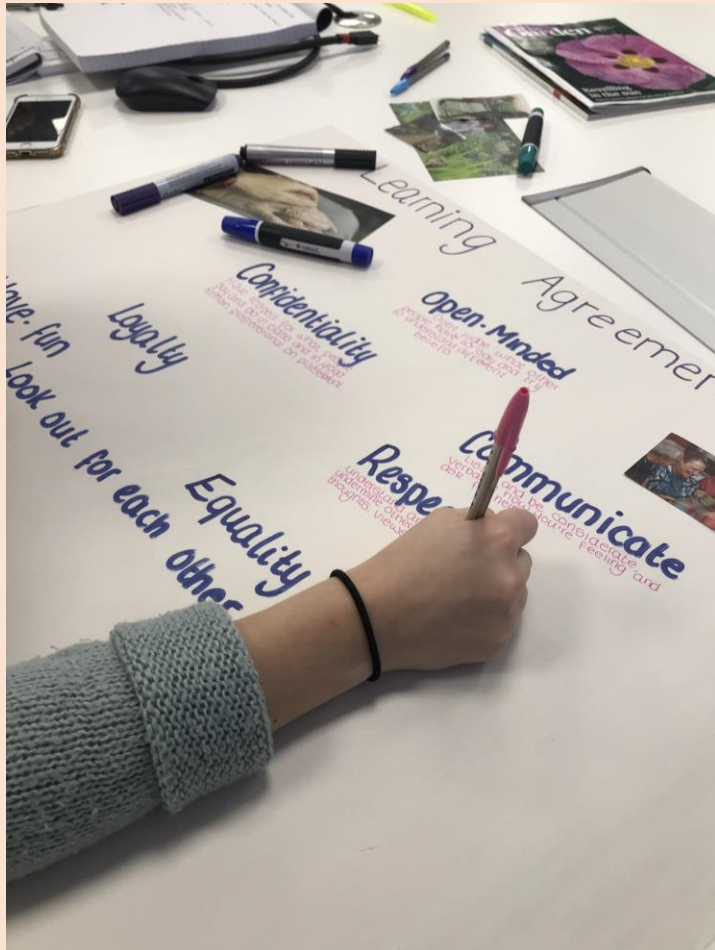


During our hour we aim to

1. Provide an overview of our programme
2. Host an active workshop exploring the concept of transition and the qualities of a good nurse
3. Facilitate group discussion around some of the key programme themes, benefits and challenges of the approach
4. 4. Create a space for delegates questions, suggestions and feedback on best practice for nurse education programmes and foundation programmes.

Foundation Year for Nursing

Adult, Children and Young People, and Mental Health



Aims to support the students to

- Achieve a broad knowledge and understanding of a range of those subject areas related to the degree programme they are preparing for
- Acquire a range of cognitive and transferable skills, including those practical skills and techniques appropriate to their discipline, and to deploy these skills as appropriate.

Themes

Utilising an Integrated Programmatic Approach (IPA)

- Movement for Health and Wellbeing
- Insight Initiative
- Curious Learner



Key characteristics of IPA approach

Variety of assessments/ low stakes/no marks

On-going formative feedback/dialogic/peer feedback

Based upon trusting relationships

Sustainable Self-regulated behaviours

Self –regulated behaviours	Definitions
Self-efficacy	The ability to judge their own capabilities, organise and execute a course of action
Self monitoring	Paying deliberate attention to some aspects of one's behaviour and adapting behaviours e.g. noticing if one works in an ineffective way and adapting behaviour to address this.
Metacognition	The ability to use prior knowledge to plan a strategy for approaching a learning task, taking steps to problem solve, reflect on, evaluate and modify one's approach as needed.

Self-efficacy – from the student voice

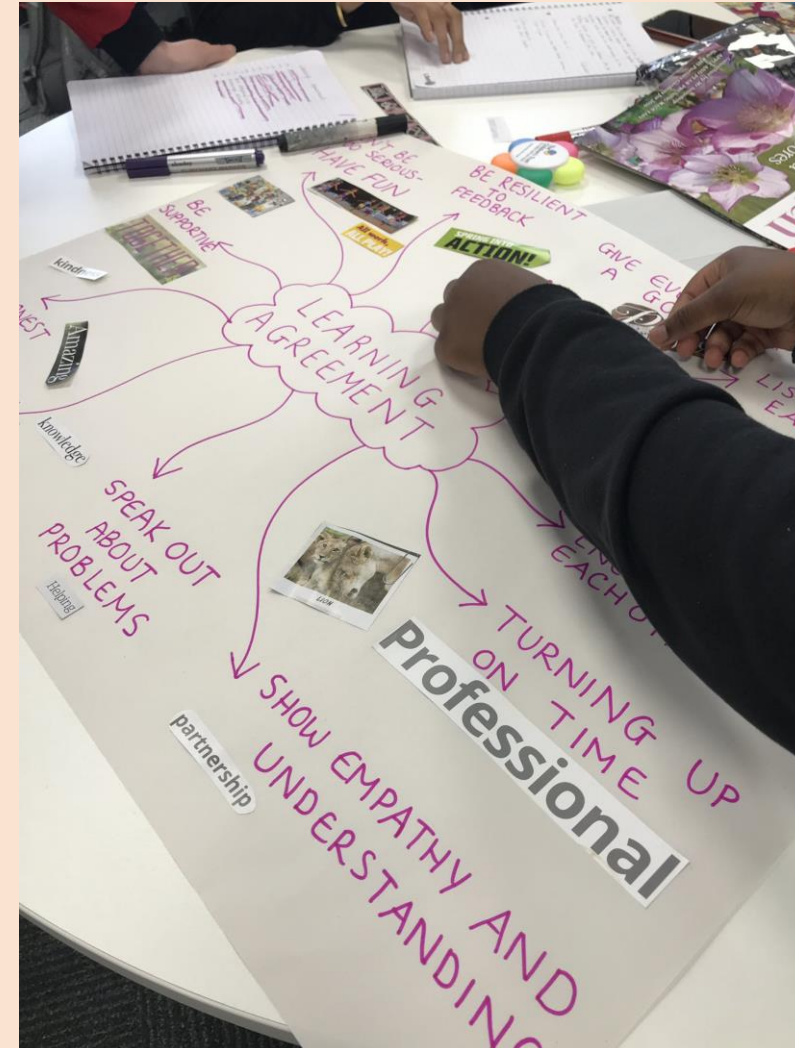
Whereas now like I think it kind of reflects on the first years a bit, like they're scared to submit the formatives but we kind of know it's just for the feedback and the grade kind of doesn't matter to some extent. So I think it's kind of given us that confidence, well me, I don't know, that confidence to know.

And so to have those skills to kind of be able to weave the evidence and kind of make it into your own arguments and points and things I think that's definitely been one thing that's so helpful that I kind of got from the foundation year and brought to this year.



Self-efficacy – from the student voice

So it kind of motivates you to, yeah, take responsibility for your own learning because you know that it will be worth it when you get results and grades. And even if you don't get results and grades you'll get feedback, which then kind of puts you in a new frame of mind and to do, like to act on the feedback kind of thing.



Thank you
