

# LPET's Journey to Holistic Assessment

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[www.lpet.nhs.uk](http://www.lpet.nhs.uk)

London Pharmacy Education and Training

March 2010

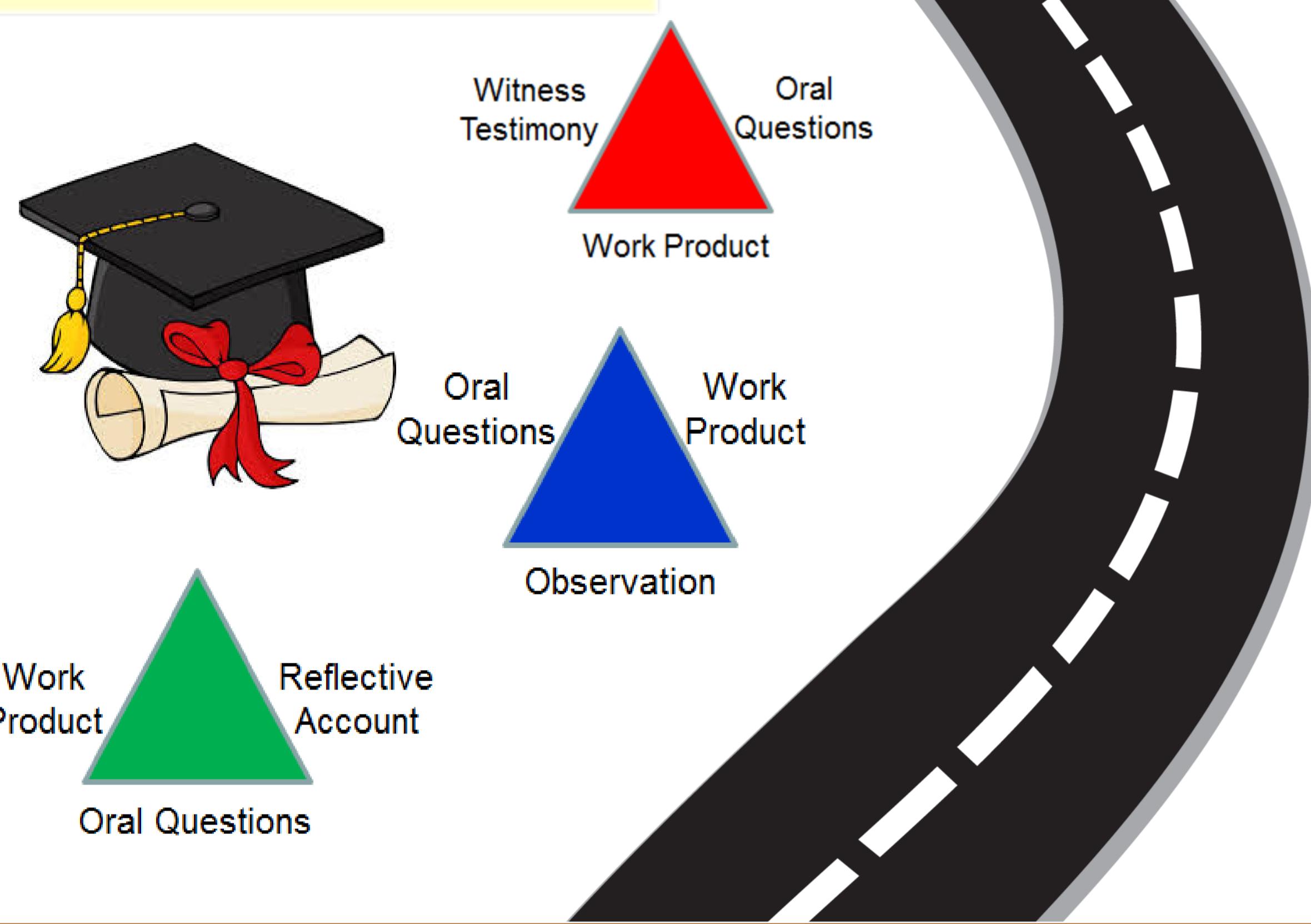
306 assessors

245 learners

74 IQAs

## Holistic Assessment:

- ✓ Using multiple assessment methods to produce evidence of knowledge and skills.
- ✓ Using one assessment to produce evidence across multiple parts of the qualification.



## Introduction:

Learners working towards Level 2 NVQ Certificate in Pharmacy Services Skills (QCF) and Level 3 NVQ Diploma in Pharmacy Services Skills (QCF) with LPET Assessment Centre are assessed in the workplace by assessors. Assessor practice is quality assured by Internal Quality Assurers (IQAs). Prior to September 2010 learners had multiple assessors. Evidence was excessive and assessors had no ownership with the decision of competence. Quality assurance of assessor practice was a time consuming. This practice was draining on resources and was starting to become unmanageable.

LPET wanted to implement holistic assessment to streamline the assessment process and make the experience more manageable, enjoyable and less onerous for all.

## Aims:

- Identify the barriers to holistic assessment.
- Determine the impact of holistic assessment on learners, assessors and IQAs.

## Method:

At a learning event in March 2015 IQAs answered qualitative questions

- 1) What were the barriers to Holistic Assessment?
- 2) What are the benefits of Holistic Assessment on the assessor and IQA?
- 3) What is the impact of Holistic Assessment on the learner?

Assessors were sent an anonymous Smart Survey with the same qualitative questions.

## Barriers to Holistic Assessment

Felt less  
Knowledgeable in  
some areas

PERCEPTION  
NEW WAY OF  
WORKING

Lack of  
Confidence

Fear of Workload

Resistance to  
Change

Evidence is task based  
rather than unit based

Reduced  
sampling of  
assessments



Reduces  
workload

Closer working  
relationship  
with the learner

More  
streamlined  
approach

Reduced  
assessor  
monitoring

## Results:

41 IQAs participated in the learning event and 36 assessors responded to the survey.

A large number of barriers to holistic assessment were identified, all relating to change. Some quotes can be seen on the wall.

IQAs and Assessors described numerous benefits including:

- Better relationship between assessor and learner
- Portfolios of evidence have reduced in size
- Stronger evidence produced overall, reflecting practice
- Reduced overall workload for learners, assessors and IQAs
- Task based evidence rather than unit based
- Development of assessors' knowledge to cover all areas of the qualification
- More cost effective assessment
- Reduced workload of quality assurance

Also see quotes above.

## Conclusion:

Through effective change management and support, LPET were able to break down the barriers and implement holistic assessment.

LPET will continue to use holistic assessment for all learners because it is cost effective and improves the overall learners journey. Learners have a stronger relationships with their assessors and therefore feel better supported. Using evidence to demonstrate competence across the whole qualification has reduced the amount of evidence and workload for both the learner, assessor and IQA.

41 IQAs

187 assessors

218 learners

May 2015