



## BR14010 - Client assessment

*ASSESSING THE PRACTICAL  
(LABORATORY) SKILLS  
THAT STUDENTS  
WILL USE FOR  
THEIR FUTURE CAREERS*

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# What practical skills do your students need?

1. Write down a few practical skills that are 'essential' for a successful career (or degree)

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# Human Health & Performance Laboratory

**The Human  
Health &  
Performance  
Laboratory**

**resides in the**

**state-of-the-art purpose built teaching and research facility at  
Aberystwyth University.**



In this module the student will make the first, initial steps  
to become an *applied* sport and exercise scientist

## How the student is assessed



### Practical skills

70% of total module mark



### Essay

30% of total module mark

## **What this module does NOT focus on**

- The mechanisms behind the assessments
- The development of an intervention
- The generation of a scientific (lab-)report

## **What this module does focus on**

- Developing your practical skills
- Generating a description of a hypothetical client and his/her assessment

# What this module contains

The lecture will:

- introduce a little bit of background
- showcase aims of the assessments, and relevant population examples
- describe assessment tools and options and desirable characteristics

The practical will subsequently:

- Let you execute the assessment
- Demonstrate data analysis
- **Make** you **aware** of **limitations** and **measurement** errors

(in red the bits related to the essay, in black the practical)

# The practical skills assessment

- Read the assessment brief!!! (what I tell my students)
  - On the Assessment and Feedback page on Blackboard
- In short:
  - Groups of 3 students perform one client assessment (team work needed)
  - Multiple skills should be combined, but large part of marks available for ‘attitude’ and ‘professionalism’
- Time to practice is allocated during practicals

# The practical skills assessment

- Students have to do either Gas Analysis or Video Analysis, and one other skill (e.g. strength, heart rate ECG)
- Marks comprise professionalism (50%) and skills specific (50%)
- Each skill has marks allocated to specific components
  - Various skills are already provided to students, but if students want to do a specific skill, I can make a new mark allocation grid.
- There are 5 laboratory practicals;
  - 1 - 3 are to learn the Gas Analysis and Video Analysis
  - 4 - 5 are to learn the other skill, and embed it into a ‘real world’ scenario.



**The scoring system for Group 1 at 10:20:**

Generic skills	Specific skills: 1 & 2	Total Mark
23	31	54

**Skills specific assessment criteria**

To help you give an idea of what is expected, the table below gives an indication of the criteria for the generic skills, with some indicators as a guide.

Component	Maximum score	0	1	2	3	4	5	
Checked safety	5	No checks made explicitly	Limited awareness shown about general safety, but not clear checks made	Some awareness shown about general safety, but not clear checks made	Visual check made, dangers removed,	Visual check made, dangers removed, explicitly stated that this was done	Reserved for exceptional performance beyond taught in module	2
Welcome client	5	Absent	Too informal, too short,	Some welcoming done	introduce everyone, sit down, explain visit, appropriately dressed	Very professional and polite	Reserved for exceptional performance beyond taught in module	0
Adhere to ethical procedures	5	No informed consent	Insufficient process of consent	Poor quality informed consent	Informed consent components ticked off	Informed consent components ticked off and clearly prepared for this	Reserved for exceptional performance beyond taught in module	4

## How the students do

%	Coursework	Practical skills assessment	Module
70-100	1	3	1
60-69	5	6	7
50-59	8	9	9
40-49	5	3	3
<40	1	0	1
Total number of students	20	21	21
Maximum mark	70	73	70
Minimum mark	35	45	32
Mean mark	54	58	56
Standard deviation	8	10	9

Quite normal!

# MEQ feedback

## Highlights:

The overall satisfaction for this module is 88%, which I'm pleased with.

The overall satisfaction for the employability question is 100%, showing clearly that the practical aspects of the 'Sport and Exercise Science' career are recognized in this module.

## Improvement:

This module has inspired me to accomplish my best work is 71%

## Module engagement was similar compared to other modules

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Overall attendance (%)	Overall Lecture attendance (%)	Overall Practical attendance (%)	BR14010 attendance (%)	BR14010 Mark
70 ± 15	70 ± 13	79 ± 12	73 ± 18	56 ± 9

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## Module Preparation reflection

The time consuming bits occur before the running of the module for the first time:

- Developing ideas, and assessments (e.g. team work, or individually)
- Developing marking criteria (skills and/or behaviour)

The assessment is the easy bit during the module:

- Second assessor in the room (No need for video recording as back up)
- Feedback and marking is efficient (20 minutes assessment for 3 students, possibly 10-20 minutes of notes writing)

## So far...

- No issues with marks being challenged
- No issues with group assessment (actually considered a 'benefit', shared knowledge)
- Although some students don't like the idea of being assessed on their practical skills (stress/pressure), they can understand why it's part of the degree
- Their newly acquired skills are used in other modules too (so colleagues benefit too)

**Any Questions?**

# What practical skills do your students need?

1. Write down a few practical skills that are 'essential' for a successful career (or degree)
2. Do you assess these skills?
3. Can students have these skills to different levels of proficiency?