

APLS 6e assessment

Expected levels of performance

Candidates are expected to demonstrate the knowledge and skills required to manage critically ill or injured children within the first hour of care

Pre-course

- Candidates must complete all 17 compulsory e-modules
- Candidates must achieve a score of 4 correct answers in each of the assessment modules. They may take the assessment as many times as they wish

Candidates who do not achieve the pre-course requirements will not be able to progress to the face-to-face course as a provider. They may attend as an observer.

In-course

Grade	Provider: teaching stations including those with continuous assessment and technical skills in simulations. Key Treatment Points will be used to guide the expected level	
5	Exceeds course expectations	Candidate's performance exceeds the expected level for a provider (see above)
4	Meets course expectations	Candidate's performance is at the expected level for a provider (see above)
3	Below course expectations	<p>Candidate's performance is not at the expected level for a provider (see above) and they require further support to reach the expected standard.</p> <p>Further teaching should be arranged to ensure that the faculty are satisfied that the expected standard has been reached. If a candidate does not meet expectations in a simulation station, but they then meet expectations in subsequent simulations of the same type, then this can be considered remediated.</p>
2	Serious concern	<p>Red flag score where there are real concerns about a candidate's performance.</p> <p>This should be referred to the course director immediately after the station. The course director should then observe that candidate's performance on the following stations and assess if this is an ongoing concern or whether they have observed an improvement in performance such that the candidate is safe.</p>
1	DNA	

Grade	Provider: simulation stations with continuous assessment: non-technical skills. See guidance above for scoring technical skills.	
5	Exceeds course expectations	Candidate's performance exceeds the expected level for a team leader or team member (according to their designated role on the station)
4	Meets course expectations	<p>Candidate's performance is at the expected level for a team leader or team member (according to their designated role on the station) and shows the following qualities:</p> <p>Team leader (in addition to those qualities listed under member):</p> <ul style="list-style-type: none"> • Full overview of all aspects associated with child, parents and team • Prioritises according to KTPs • Summarises and re-evaluates <p>Team member:</p> <ul style="list-style-type: none"> • Clear communication • Respect • Flexibility • Assertiveness • Ability to listen
3	Below course expectations	Candidate's performance is not at the expected level outlined above and they require further support to reach the expected standard. Further teaching should be arranged to ensure that the faculty are satisfied that the expected standard has been reached.
2	Serious concern	<p>Red flag score where there are real concerns about a candidate's performance.</p> <p>This should be referred to the course director immediately after the station. The course director should then observe that candidate's performance on the following stations and assess if this is an ongoing concern or whether they have observed an improvement in performance such that the candidate is safe.</p>
1	DNA	Did not attend

Remedial teaching during the course

If a candidate scores 3 or below on any skill station then they should be offered remedial teaching, if time permits.

If a candidate scores 3 or below on any simulation then you will need to arrange remedial teaching in either a spare slot, during the extended breaks or in the final bank of simulations. In the final bank of simulations, you have the flexibility to allocate a simulation to cover any remedial teaching requirements.

End of course outcomes

The outcome is based on:

1. Individual teaching station scores
 2. Team leader simulation scores – one per simulation type
- All scores for **technical skills** contribute to the overall mode (see below)
 - All scores for **non-technical skills** are provided for feedback purposes only, not contributing to the end of course outcome

• Mode of 5 with no exceptions (see below) = global assessment of exceeds course expectations
• Mode of 4 with no exceptions (see below) = global assessment of meets course expectations
• Exceptions: <ul style="list-style-type: none">○ If any scores of 1 = must attend those stations on another course to achieve global assessment of meets course expectations○ Any non-remediated scores of 2 = global assessment of serious concern and potential to invoke the poorly performing candidate process which should be submitted immediately using the poorly performing candidate e-form○ 1-2 scores of 3 remaining after remedial teaching and review by instructor = redo element on a future course and, if successful, global assessment of meets course expectations○ 3 or more scores of 3 remaining after remedial teaching and review by instructor = global assessment of below course expectations and repeat full course
• Mode less than 4 = global assessment of below course expectations and repeat full course

Assessment grades: instructor

Grade	Candidate scores on provider stations do not impact directly on instructor potential recommendations. They will have to meet course expectations prior to proceeding to the GIC, if they are recommended.
I	Candidates who show instructor potential should be scored as I – this is in addition to their provider score. Anyone achieving an 'I' in the stations will then be eligible to be nominated and reviewed at the final faculty meeting. This is not dependent on scores in other stations. The criteria and marking used at the final faculty meeting is outlined below.

Criteria	Description of what is required to fulfil this criteria	Hints on where to look for these
Communication Skills	During the course has demonstrated an ability to communicate with fellow candidates and instructors alike.	Questions asked and answered during lectures, participation during workshops, tabletops, skill stations and scenarios.
Enthusiasm for course	During the course has demonstrated support for the course approach.	Particularly during workshops, tabletops, skill stations and scenarios but also in interactions with mentors or faculty.
Credible	Demonstrates a depth of understanding of course knowledge and has the opportunity to frequently apply the course skills.	Present job, level of training and also questions asked and answered and participation during the course.
Team member	During the course has demonstrated an ability to work well within a team.	Particularly during skill stations and scenarios, but also in workshops.
Supportive	During the course has been supportive to fellow candidates and to the faculty.	Questions asked and answered by the candidate relative to other candidates. Awareness of their role and the potential impact they have in the group.

- Each faculty member will score according to: 1 = unacceptable; 2 = average; 3 = outstanding
- Any candidate who has scored an "1" on the teaching stations may be considered.
- In order for them to be considered, they should be proposed and seconded by a member of the faculty.
- No discussion is held at this point.
- Where candidates who have scored an "1" are not proposed and seconded, please indicate this on the IP Summary Sheet or electronic system.
- A vote is held for each of the proposed candidates on each of the 5 criteria outlined above
- Each member of faculty should hold up one card as a score
- The most frequent number held up is used as the candidate score for that criteria
- Faculty must vote unless they have definitely not seen the candidate.
- Each score allocated following this process should be entered onto your IP summary sheet or electronic system. Add up all 5 scores and if the candidate has scored 13 or more then they are recommended as an IP. Indicate this on the overall sheet or electronic system.
- A discussion should then be held on any individual scores of "1" to identify if any remedial action is necessary.