

**Dr Ranjev Kainth**

**Faculty of Life Sciences & Medical Education  
King's College London**

**Simulation and Interactive Learning Centres (SaIL)  
Guy's & St Thomas' NHS Foundation Trust**

**Whipps Cross University Hospital  
Barts Health NHS Trust**

# **Plus-Delta:**

# **Maximising learner self-assessment**

The logo for King's College London, featuring the text "KING'S College LONDON" in white serif font on a red square background. The word "KING'S" is in all caps, "College" is in a script font, and "LONDON" is in all caps with a double underline.

**Simulation**  
at Guy's & St Thomas'  
LONDON

# Approaches within plus-delta



BENCHMARKING



DYNAMIC  
ELEMENTS



DEEPENING  
DISCOURSE

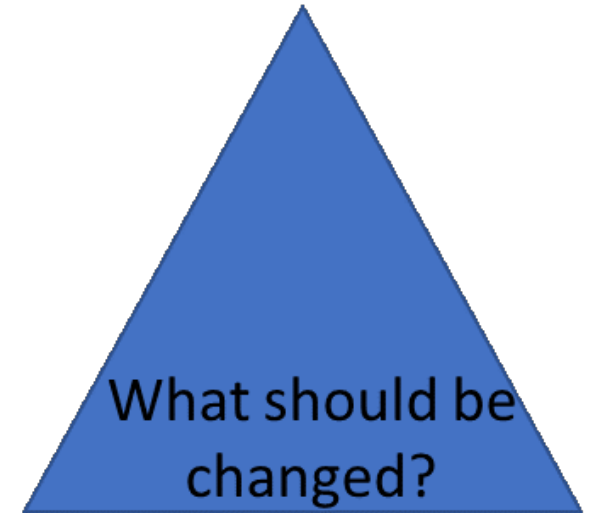


LEARNING FROM  
SUCCESS

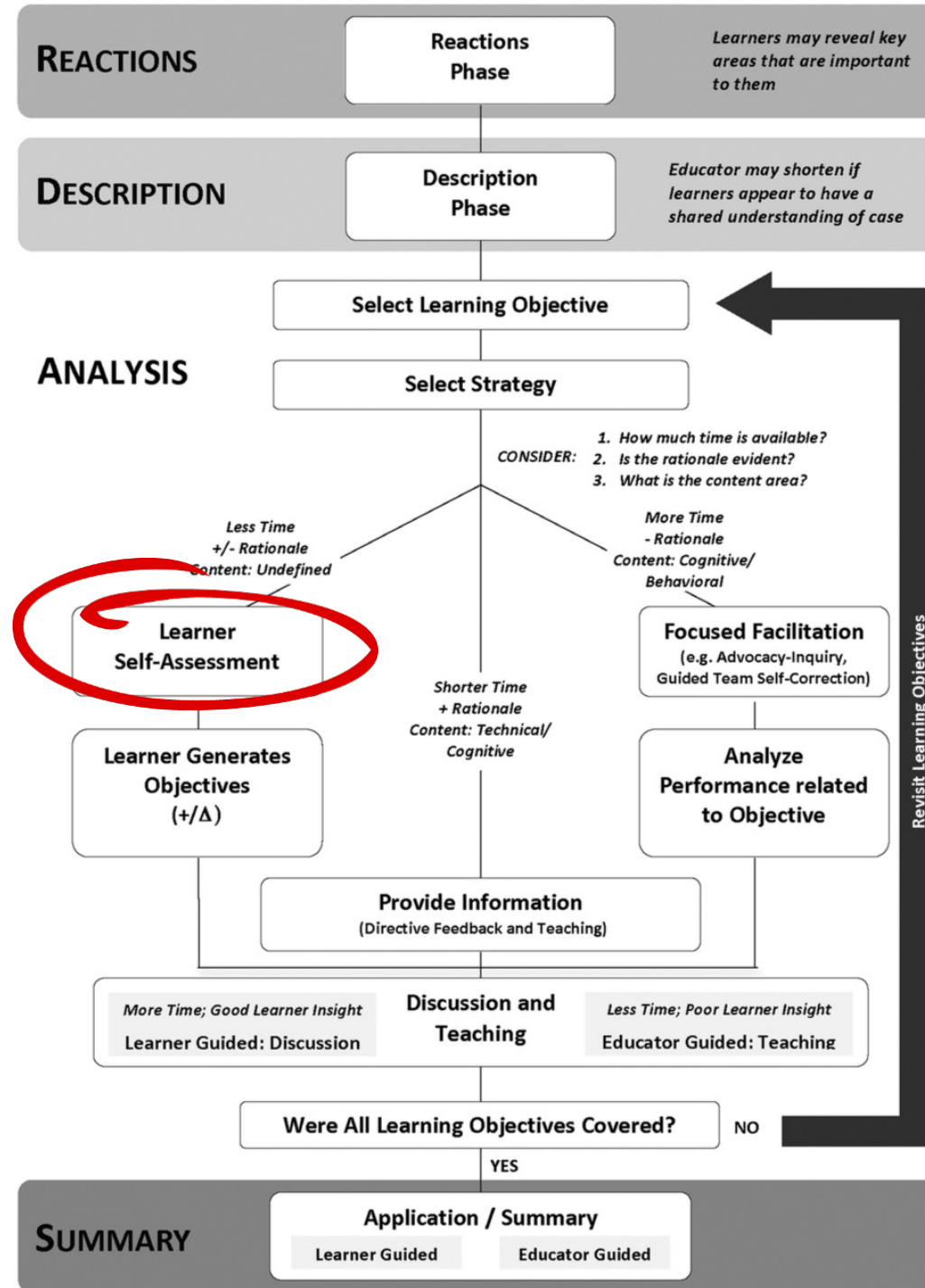
# Traditional Approach

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Learner Self-Assessment



# PEARLS







BENCHMARKING



DYNAMIC  
ELEMENTS



DEEPENING  
DISCOURSE



LEARNING FROM  
SUCCESS



# BENCHMARKING

**Compare performance | set standards**

- Course objectives
- Curricula
- Learner-agreed objectives
- Established checklists, guidelines or protocols



# Ross' four stage model



## 1. Define the criteria

Clarify criteria used to judge performance



## 2. Apply the criteria

Teach learners how to apply criteria in context



## 3. Provide feedback

Deliver feedback on their performance and reflect on self-assessments



## 4. Develop goals and action plans

Support learners to develop action plans that generalize learning to other contexts





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SUCCESS

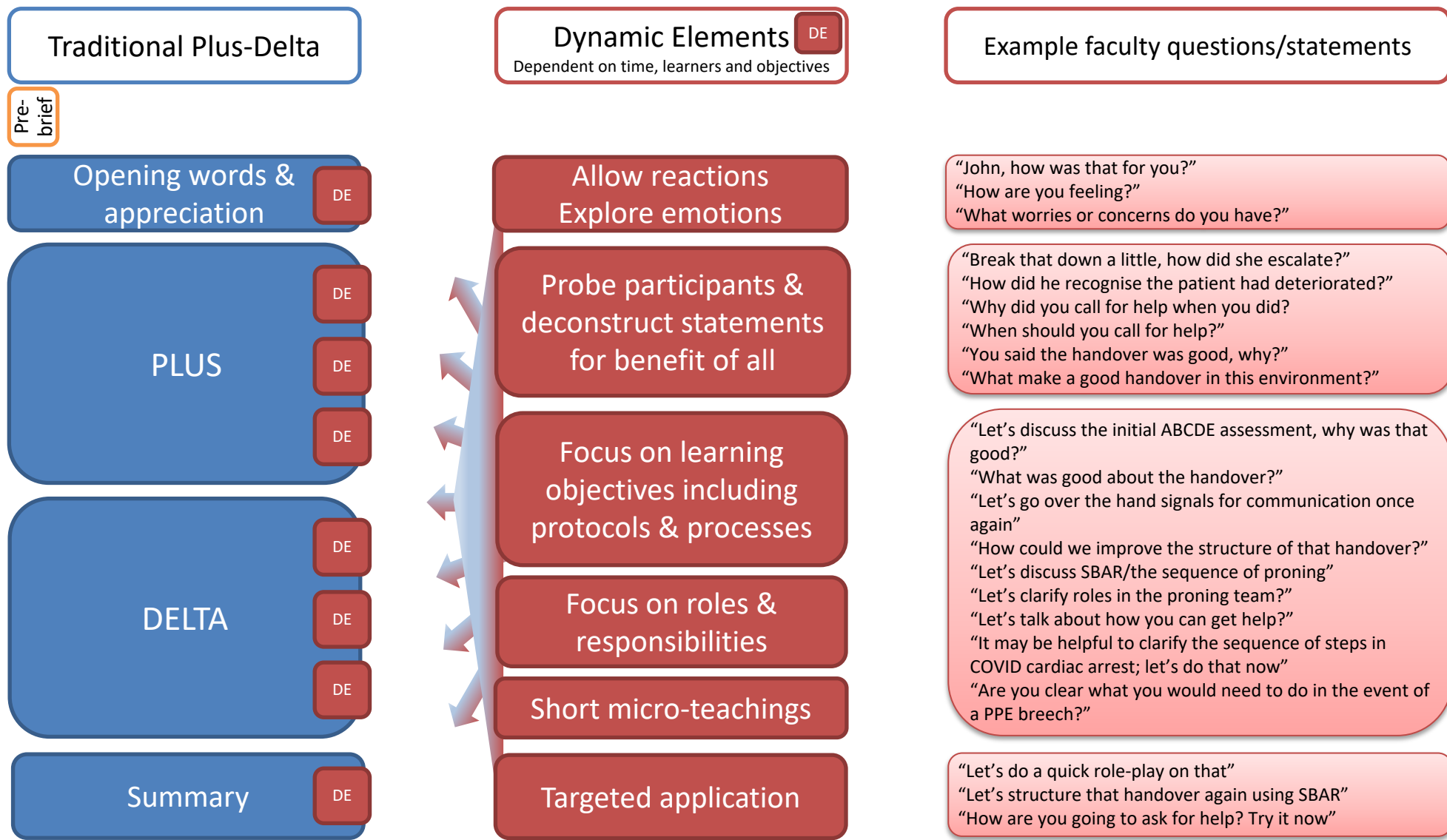


## DYNAMIC ELEMENTS

### Expanding phases of plus/delta to incorporate other elements

Depends on what you want to achieve:

- Opportunity to discuss emotions
- Cover learning objectives (protocols & procedures)
- Microteaching (if new content)
- Roles & responsibilities





BENCHMARKING



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DISCOURSE



LEARNING FROM  
SUCCESS



## DEEPENING DISCOURSE

Plus – Delta to produce initial data:

- ‘big picture’
- specific issues

May identify performance perception mismatch



F: So, let's discuss the good things about that clinical encounter.

P: I thought it was all quite good, good teamworking, maybe a bit better communication but, yea, think we got the right diagnosis.

F: You mentioned communication, tell me more.

P: I think it was fine. Maybe just could have been more clear between me and the other doctor

F: What specifically do you mean?

P: Well, when we were handing over.....





# Questioning strategies

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- Debrief diamond
  - probing
- Advocacy with inquiry
  - observation-faculty opinion-curiosity
- Circular questions
  - Examining situations from other perspectives



BENCHMARKING



DYNAMIC  
ELEMENTS



DEEPENING  
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LEARNING FROM  
SUCCESS



## LEARNING FROM SUCCESS

“When learners do something properly, other learners do not automatically appreciate

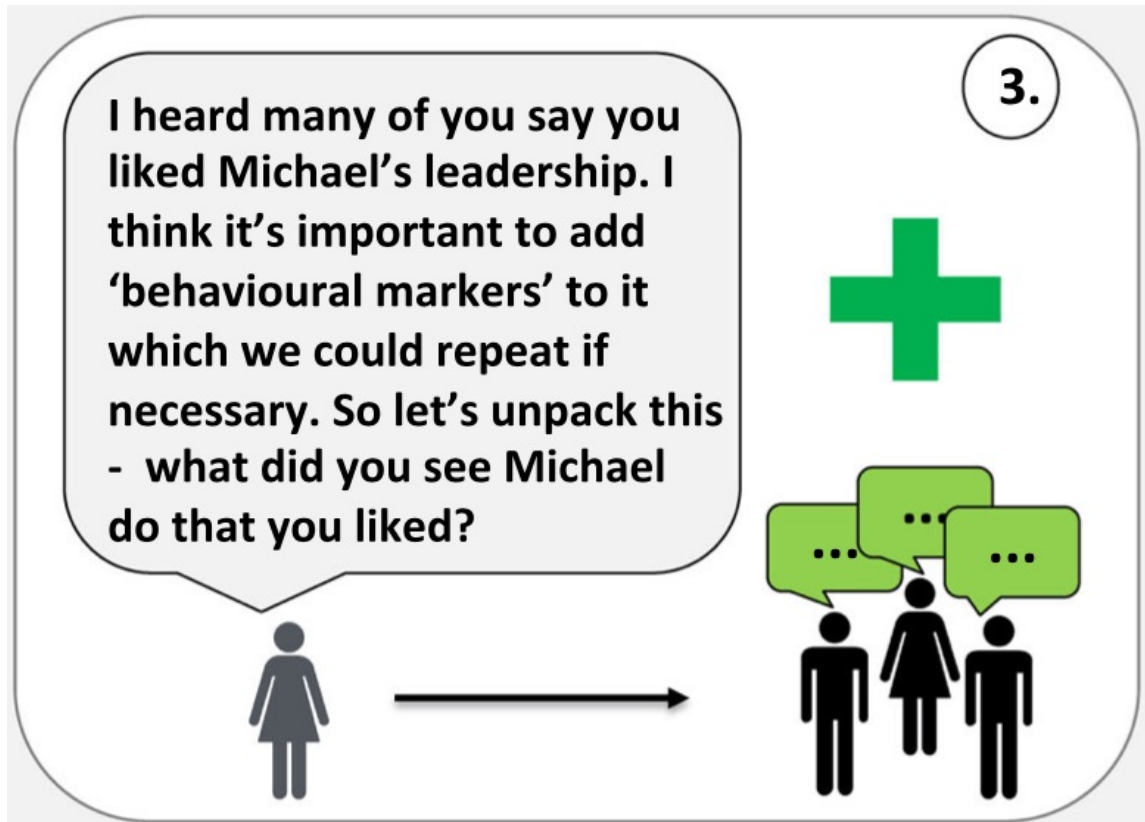
(a) **what** was done well,

(b) **how** it was done,

(c) and **why** it was important to be done in that fashion.”

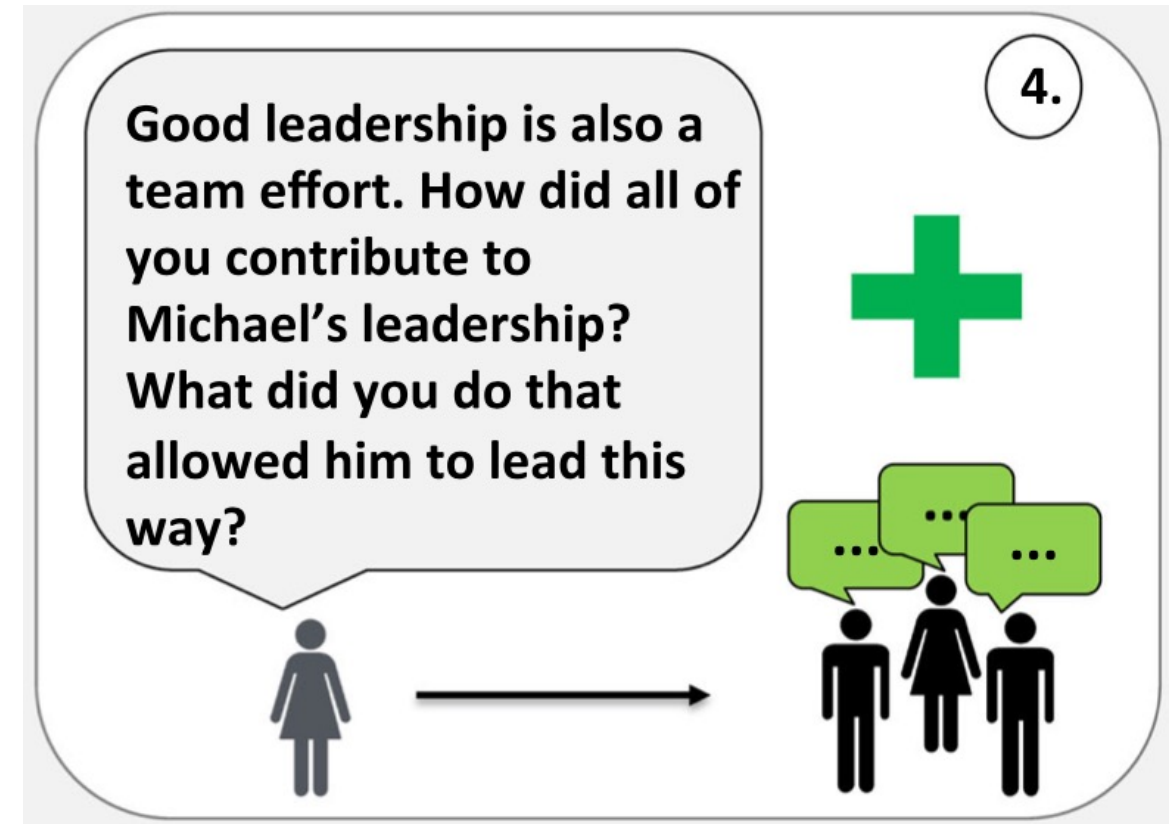
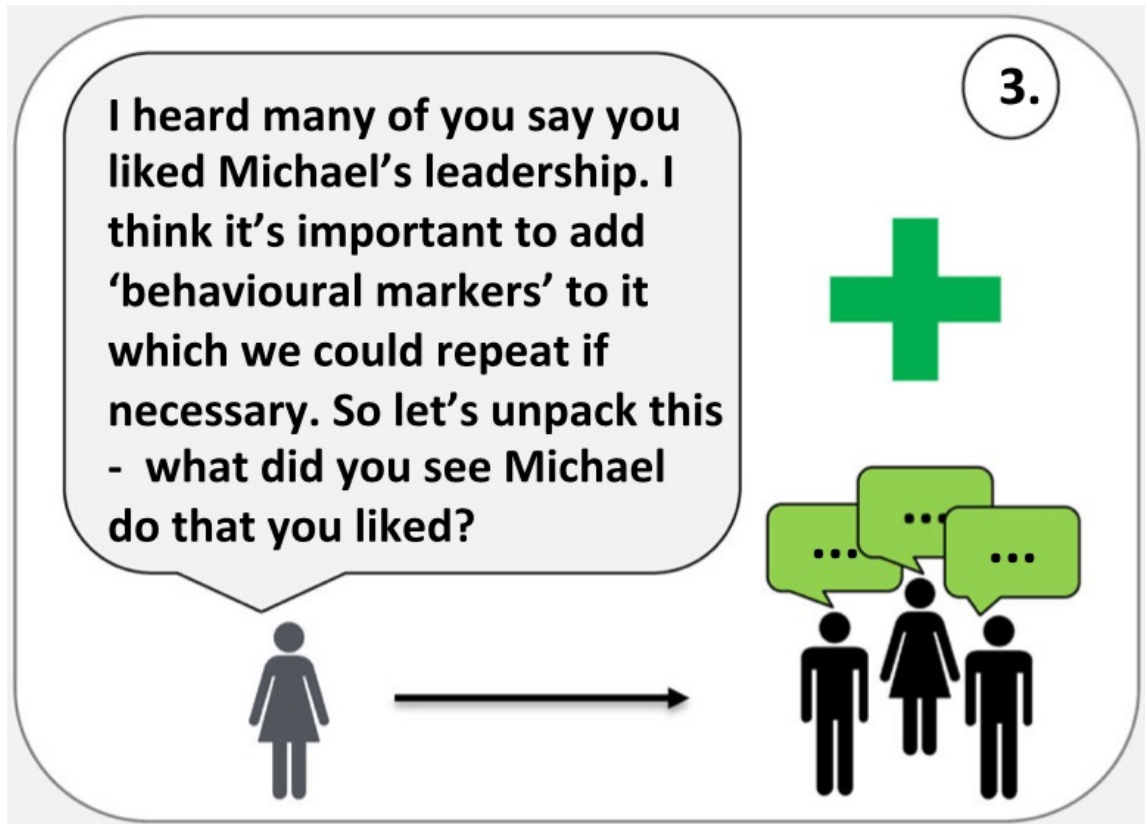
*p.5 Cheng et al. Advances in Simulation (2021)  
6:22 <https://doi.org/10.1186/s41077-021-00173-1>*

# Learning From Success



# LEADERSHIP









BENCHMARKING



DYNAMIC  
ELEMENTS



DEEPENING  
DISCOURSE



LEARNING FROM  
SUCCESS

# Summary



BENCHMARKING



DYNAMIC  
ELEMENTS



DEEPENING  
DISCOURSE



LEARNING FROM  
SUCCESS

Simple

Adaptable

Dynamic elements