**6001 Marking Grid – Workbased Learning 3 – 001 (Portfolio)**

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| **FEEDBACK** | | | | | | | | |
| **What we asked for** | | **How you did** | | | | | | |
| **Core Skills** | **Indicators of Excellence** | **Fail** | | **3rd** | **2.2** | **2.1** | **1st** | |
| **0-29** | **30-39** | **40-49** | **50-59** | **60-69** | **70-84** | **85-100** |
| **DOMAIN 1 – PROFESSIONAL PRACTICE** | | | | | | | | |
| Professional Practice – Understand and respect roles of team members | * Consistently demonstrates understanding of the roles of the department and how they relate to wider Healthcare Science without support |  |  |  |  |  |  |  |
| Professional Practice – Professional conduct | * Consistently upholds local, national and/or organisational policies. Takes responsibility regarding dress code/use of devices/reporting absence. Demonstrates ability to report reliably to limit the risk of harm without support |  |  |  |  |  |  |  |
| Professional Practice – Professional Skills and Behaviours | * Consistently follows organisational policy regarding health and safety, consent, privacy, dignity and respect of colleagues and/or people using the service. Demonstrates ability to consider interests of others and promote equity without support |  |  |  |  |  |  |  |
| Professional Practice – Ability to adhere to professional standards | * Demonstrates outstanding understanding of Good Scientific Practice. Consistently relates to own practice without support |  |  |  |  |  |  |  |
| Professional Practice – Communicating with people using the service and their families/carers | * Consistently uses the personal narrative to influence practice without support. Consistently adapts communication style to the needs of the recipient without support |  |  |  |  |  |  |  |
| Professional Practice – Build effective team relationships | * Consistently demonstrates ability to build effective and collaborative relationships, engaging with others and working as a team without support. Takes initiative to seek opportunities to learn from multi-professional team |  |  |  |  |  |  |  |
| Professional Practice – Documentation | * Demonstrates outstanding understanding of Good Documentation Practice |  |  |  |  |  |  |  |
| **DOMAIN 2 – SCIENTIFIC PRACTICE** | | | | | | | | |
| Scientific Practice – Reporting | * Consistently reports on pathway-specific and complex investigations in a timely manner |  |  |  |  |  |  |  |
| Scientific Practice – Technical proficiency | * Consistently develops and maintains pathway-specific and complex technical proficiency and provides scientific advice without support |  |  |  |  |  |  |  |
| Scientific Practice – Health and Safety | * Consistently participates in health, safety, and risk assessment procedures as an integral part of service |  |  |  |  |  |  |  |
| Scientific Practice – Quality assurance | * Consistently participates in quality assurance processes as an integral part of service improvement |  |  |  |  |  |  |  |
| **DOMAIN 3 – CLINICAL PRACTICE** | | | | | | | | |
| Clinical Practice – Professional Reasoning | * Consistently obtains informed consent from individual parties |  |  |  |  |  |  |  |
| Clinical Practice – Diagnostic interpretation | * Consistently interprets and advises on pathway-specific and complex specialist data in the context of the clinical question being posed |  |  |  |  |  |  |  |
| Clinical Practice – Clinical reasoning | * Consistently provides clinical analysis and advice appropriate to specialty without support |  |  |  |  |  |  |  |
| Clinical Practice – Patient surveillance | * Consistently refers patients to the most appropriate healthcare professional or multidisciplinary service without support |  |  |  |  |  |  |  |
| Clinical Practice – Multidisciplinary working | * Consistently represents the work of the team in multi-disciplinary clinical meetings |  |  |  |  |  |  |  |
| **DOMAIN 4 – RESEARCH, DEVELOPMENT, AND INNOVATION** | | | | | | | | |
| Research, Development, and Innovation – Evidence informed practice | * Consistently able to source, evaluate, and synthesise appropriate evidence to inform routine practice without support |  |  |  |  |  |  |  |
| Research, Development, and Innovation – Service development | * Consistently recognises where own practice or that of the department, including others, can be improved |  |  |  |  |  |  |  |
| **DOMAIN 5 – CLINICAL LEADERSHIP** | | | | | | | | |
| Clinical Leadership – Ability to advocate for self and others | * Consistently demonstrates importance of self-awareness, emotional intelligence and resilience without support. Consistently and appropriately advocates for the needs of people using services/families and carers |  |  |  |  |  |  |  |
| Clinical Leadership – Ability to recognise rights & responsibilities of self and others | * Consistently takes responsibility for own health and well-being without support   Consistently promotes the rights and responsibilities of others without support |  |  |  |  |  |  |  |
| Clinical Leadership – Ability to identify own learning needs | * Consistently aware of own learning needs and adopts strategies to enhance professional development without support |  |  |  |  |  |  |  |
| Clinical Leadership – Preparation for supervision | * Consistently takes responsibility for personal review/supervisory meetings. Is organised, proactive, and solution focused |  |  |  |  |  |  |  |
| Clinical Leadership – Managing workload | * Consistently able to plan, organise, and prioritise workload of self and others using appropriate resources without support |  |  |  |  |  |  |  |
| Clinical Leadership – Ability to modify actions | * Can evaluate impact of actions on themselves and others without support.   Consistently adapts actions in response to changing situations without support |  |  |  |  |  |  |  |
| ***Please indicate the student’s overall performance grade*** | | Inadequate  (0-39%) | | Adequate  (40-49%) | Satisfactory  (50-59%) | Good  (60-69%) | Excellent  (70-84%) | Outstanding  (85-100%) |
| **Overall performance** | | | | | | | | |
| **FEEDFORWARD** | | | | | | | | |
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| **SELF-REFLECTION** | | | | | | | | |
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