

EXAMINER'S MARKING SHEET

STATION NO.

DATE:

STUDENT LABEL

INSTRUCTIONS TO STUDENT

Show the examiner the TEN clinical log entries which you have recorded during Phase 3 and selected to bring to the examination. The examiner will then select ONE of the ten for presentation and discussion. After you have presented the case (2-3 minutes) the discussion may include one or more aspects of the clinical experience, including key discerning feature, learning issue(s) and confidence level documented in the log entry, clinical assessment & investigation, patient referral, treatment, follow-up, future planning; quality and safety issues including team-based care.

ACTIVITY	DESCRIPTION OF PERFORMANCE	Score
1. Clinical log record keeping	- DIVERSITY OF CLINICAL LOG Candidate has recorded a diverse case-mix in clinical log during Phase 3 - EDUCATIONAL USE OF CLINICAL LOG Clinical log shows evidence of quality documentation of experiences, e.g. record of curriculum problem, key feature, learning issue(s), degree of confidence in relation to recorded experiences and case-specific confidence development over time	/5
2. Case presentation	- STRUCTURE AND ORGANISATION Presents the selected clinical experience in a clear, logical and organised manner that is easy to follow - RELEVANCE, APPROPRIATENESS & ACCURACY OF MATERIAL PRESENTED Material is relevant, appropriate and accurate in relation to clinical log record and related issue(s) - IDENTIFICATION OF ISSUES AND SETTING OF PRIORITIES Identifies significant problems or issues, able to explain why key feature and/or learning issue selected for recording, presentation and discussion - TIME MANAGEMENT AND EFFICIENCY Presentation completed in a timely efficient manner (e.g. avoids insufficient or too much detail) - KNOWLEDGE Demonstrates knowledge relevant/appropriate to the clinical experience during presentation or subsequent discussion	/10
3. Reflection on clinical log experiences and learning needs	- Demonstrates use of clinical log as a learning tool to reflect on his/her personal and professional development. Able to draw from log to reflect on issues in relation to patient and self-care including: clinical assessment and management of patients; health promotion; teamwork; quality and safety in health care. - It is less important which experiences the student selects compared to WHY entries were selected and whether the candidate has a realistic understanding of his/her needs and strategies to achieve confidence in relation to issues raised	/5

STANDARD SETTING THE PASSING SCORE

For this station imagine a hypothetical student, completing their second year of clinical experience, who is a borderline for the task. Compare the test performance you have just observed to the **hypothetical borderline student** by rating the performance using the 7 point scale below. A score of 3 or less is below the minimum standard, a score of 4 or more is above the minimum standard, 0 is deficient and 7 the level of an excellent student (where 6.5 is a borderline excellent score).



NOTES FOR EXAMINER

An announcement will indicate when 2 minutes of the station remain. A bell will be rung at 9 minutes to indicate the end of the station. At this point, the student should finish their sentence and leave. A second bell will be rung at 10.5 minutes, by which time the next student should be ready to start. Examiners should decide the marks and overall performance independently from each other.

Examiner's

Name: _____

Examiner's

Signature: _____