

New marking scheme for Placement

TU867/3
TU088/1/2/3
TU888/1/2

Two week review



Medical Science Professional Practice Placement

Performance on Placement – Two-week review

Training Hospital		Student name	
Practice Educator		Discipline	
CORU number		Date	

Criteria	2-week review				Comments
	Exceeding expectations	Meeting expectations	Satisfactory – needs to improve	Not meeting expectations	
Comprehension of basic facts and principles					
Application of theory to practice					
Quality of work - Practical Competence					
Level of performance under instruction					
Professionalism					
Communication skills					
Attendance					

At two weeks if the student is graded as "Satisfactory - needs to improve" or "Not meeting expectations" an agreed action plan should be put in place. If the risk of failure procedure is required, contact the TU Dublin placement coordinator.

Grade	Performance Criteria	Action
Exceeding expectations	Consistently exceeding standard expected of a student on placement with no reason for concern.	No immediate action, however, continue to monitor to ensure student maintains this level
Meeting expectations	Consistently meeting standard expected of a student on placement with potential to improve.	No immediate action, however, continue to monitor and encourage further development
Satisfactory - but needs to improve	Achieved minimum standards for this stage in rotation however will need to improve to prevent risk of not meeting the learning outcomes (potential for risk of failure).	Agree action plan locally to set goals and encourage student development. Set date for review within 1 weeks. If no improvement, liaise with TU Dublin placement coordinator
Not meeting expectations	Not achieving the minimum standards expected at this stage in the discipline rotation. Is at risk of not meeting the learning outcomes and therefore is deemed at risk of failure if the student does not make improvement defined in the action plan within the agreed timelines	Agree action plan locally to set goals, support and encourage student to meet the LO's. Inform TU Dublin placement coordinator. Set date for review within 1 week. If no improvement, inform TU Dublin placement coordinator who will instigate risk of failure process.

Marking sheet

Medical Science

Assessment on placement



Training Hospital			Student name	
Practice Educator			Discipline	
CORU number			Attendance requirements achieved	
	Achieved learning outcomes with exceptional overall performance	Achieved learning outcomes	Did not achieve learning outcomes	Comments
Comprehension of basic facts and principles				
Application of theory to practice				
Quality of work - Practical Competence				
Level of performance under instruction				
Professionalism				
Communication skills				

Note: Assessment should be conducted in association with the Rubric for practice placement

Grade	Performance Criteria	Action
Achieved learning outcomes with exceptional overall performance	Consistently exceeding standard expected of a student on placement with no reason for concern.	No action, encourage student to maintain this level of performance on subsequent rotations.
Achieved learning outcomes	Consistently meeting standard expected of a student on placement with potential to improve.	No action, however, continue to monitor and encourage further development.
Did not achieve learning outcomes	Has not met the learning outcomes.	This grade constitutes a failure in this discipline rotation and should be only awarded as part of the risk of failure process.

Rubric

Medical Science Professional Practice placement

Rubric for practice placement



	Achieved learning outcomes with exceptional overall performance	Achieved learning outcomes	Did not achieve learning outcomes
Comprehension of basic facts and principles	Consistently displayed an interest in learning; Was fully prepared and understood the theory behind each task	Student required two prompts to be fully prepared and understand the task.	Student required 3 or more prompts or never fully understood the theory behind the task.
Application of theory to practice	Demonstrated strong practical ability; Capable of completing comprehensive tasks and interpretations independently with observation only.	Demonstrated practical ability and completed tasks with some supervisory input on two occasions.	Needed assistance in completing basic tasks, required 3 or more reminders or prompts to complete tasks. The student is dependent on the trainer.
Quality of work - Practical Competence	Performed tasks confidently and consistently with independent skills demonstrated	Performed tasks with supervision. Required instructor input to verbally <u>review</u> task steps but was able to perform skills after two demonstrations. The student also demonstrated an understanding of the task prior to beginning.	Required supervision and input to perform tasks- required 3 or more prompts with maximum trainer input. Unable to demonstrate an understanding of the skill prior to beginning the task.
Level of performance under instruction	Required minimal supervision and could work independently with observation only required	Required a maximum of two demonstrations of practice and required supervision only.	Required 3 or more demonstrations of the correct procedure despite supervision and assistance. Independent performance was minimal requiring ongoing supervision and assistance.

Professionalism	Demonstrated professionalism with the trainer and staff in all interactions.	Acted professionally with encouragement from staff and trainers and responded appropriately to constructive feedback	Needed 2 or more reminders to demonstrate professional behaviour or consistently responded negatively to constructive feedback from trainer or staff
Communication skills	Demonstrated effective verbal and written communication skills with all staff in a diverse environments/ situation. Language is appropriate and professional Proactively seeks for opportunities to help and integrate into the team.	Demonstrated appropriate verbal and written communication with all staff in a diverse environment / situation. Language is appropriate but there may be a level of awkwardness. Looks for opportunities to help and works well as part of the team	Communicates only to inform and does not demonstrate communication skills for any other purpose. Eye contact, gestures, movement and/or facial expressions are inappropriate for the student. Does not listen to trainers. Limited or inappropriate use of language. Will do a task when asked but does not look for opportunities to help the team and does not integrate into the team.

Grade	Performance Criteria	Action
Achieved learning outcomes with exceptional overall performance	Consistently exceeding standard expected of a student on placement with no reason for concern.	No action, encourage student to maintain this level of performance on subsequent rotations.
Achieved learning outcomes	Consistently meeting standard expected of a student on placement with potential to improve.	No action, however, continue to monitor and encourage further development.
Did not achieve learning outcomes	Has not met the learning outcomes.	This grade constitutes a failure in this discipline rotation and should be only awarded as part of the risk of failure process.

Viva

- Students have to gain 50% to pass the Viva in each discipline
- If a student falls between 43% and 50% in one viva they may compensate with others provided they reach 50% overall
- If a student falls below 43% in any viva they have to repeat all the Viva's they got less than 50% in.
- For example

	Haematology	Cell Path	Transfusion	Med Micro	Clin Chem/Imm	Result
Student 1	60	68	63	57	70	63.6
Student 2	69	52	45	65	63	58.8
Student 3	45	45	65	55	75	Fail (repeat Haem and CP)
Student 4	65	65	65	35	45	Fail (repeat MM and CC/Imm)
Student 5	65	65	65	30	65	Fail (repeat MM)

Viva prep

- One discipline lecturer with an external examiner (usually a PE in the discipline area)
- 13 minutes per Viva
- Aim of the oral assessment is
 - to establish whether the student has a good knowledge and understanding of the key areas in each discipline
 - understands the principles and applications of the methods in use
 - Understands the diagnostic applications of these in disease diagnosis

Guidelines

- If a student gives limited information ask them for further information and probe them to establish whether they know much detail or superficial understanding
- If a student falters – ask the question in a different way with a small hint or prompt
- If a student draws a blank, even with hints, move on to the next topic
- If a student starts to talk at length on one topic, interrupt and move on to another topic to avoid limiting the assessment
- If a student becomes distressed, move back to more basic topics

Typical questions

- How would you test for XYZ
- If the test is abnormal what would you do
- Why would you do a particular test
- Normal values and/or controls for a test
- What to do if a QC fails
- Safety issues
- Talk through a pathway for testing for some biomarker/organisms/analyte etc.

Marking Scheme for *Viva Voce* (Oral) Each discipline oral is worth 20 marks

Category	Type of Answers/Responses
Excellent 16-20 mks	Excellent responses to all questions. Good detailed knowledge for every answer.
Very Good 13-15 mks	Good level of knowledge and information on most questions
Good 10-12 mks	Answered most questions, but not very detailed answers. Probing yields no in-depth knowledge.
Fair 8 – 10 mks	Requires extra hints and questions before yielding information; confused answers; cannot answer 1-2 questions
Poor 0 – 7 mks	Very little information on any aspect of the discipline; mixed up information; displays no knowledge or understanding of the subject/discipline. Fails to answer most questions satisfactorily

Jerry McSweeney Medal

- In memory of the late Jerry McSweeney, MLSA Executive Committee member and longtime union activist, the MLSA wishes to establish an annual award for **undergraduate** medical scientist students in their clinical placement year
- Medal and a €500 prize
- This nominee shall be a student who is deemed to have performed best in their clinical placement year, as determined by existing assessment processes



Data sharing agreement for Garda vetting

- We can speak to HR to arrange a data sharing agreement between TU Dublin and the hospitals if your HR departments are agreeable to it
- Can you find out if this is something that you want to sign up to and if HR are willing to engage in the process?
- If so can you email me the name and email of the person in charge of this in your HR departments and I'll deal with it on my end.