



Using the clinical grading tool in practice

A mentor's guide



This guide has been produced to aid mentors when grading students during placement

The Grading Tools

The Clinical Grading Tool (CGT) is carried out towards the end of each placement and must be based upon continuous assessment of the student during that placement.

As the mentor you will be the person completing the grading tool, it helps to talk to your colleagues who have also worked with the student to obtain feedback and examples of practice by the student which will inform your grading. This also enables you to provide examples to justify the grade awarded and to build indications for the student to progress. These examples are to be documented in the justification and rationale for mark awarded boxes.

The Snapshot Assessment (Nursing & Paramedic only) is rather like an exam in practice, which must be carried out on an agreed date and time.

Do not leave the snapshot until the end of the placement in case it needs rescheduling due to unforeseen circumstances. The student is only allowed to attempt this assessment **once during a placement**. The mark awarded should reflect the students' performance **at that particular time**. Use examples from the students' performance in the snapshot to provide justification for the marks given.

Advantages of grading in practice

- Recognition is given to a student's achievement in the practice setting. Guides and motivates the student to achieve excellence in practice.
- Values the role mentors play in the assessment of students.
- Descriptors enable objectivity.
- Enables the student to identify progress.

Ensure accuracy of assessment by.....

- Use the **full range of marks** (0-4). The grading tools **are different for each year** and reflect the **expected** stage of development at **that point for that individual student**. A student at any stage of the programme can earn a high grade, there is occasionally the incorrect belief that you cannot grade highly in the earlier years. If a student is performing to an excellent level this can be acknowledged in any year. Students are likely to gain a variety of marks depending on their strengths and areas for development.
- Spend some time familiarising yourself with the descriptors prior to allocating the mark. **Always** give examples from the students' practice to justify the awarded mark, try not to just copy the descriptors. These examples are especially useful for justification when grading at the extremes of the scale. Check the grade awarded reflects the comments made.
- The assessment must be accompanied by discussion and questioning in order to ensure the students' knowledge and understanding has been considered.
- Consider evidence and feedback from others to inform your decision and corroborate marks awarded.
- As well as giving the student feedback also spend some time giving them some examples of how they can continue to progress and develop. This conversation will be recorded in the final review and on-going record of achievement section.

If a descriptor is selected within the **red** zone of the CGT

1. Provide and document examples from practice which will be your supporting evidence for awarding the mark.
2. In discussion with the student complete a formative action plan. If the student is on the final placement of the year a summative action plan needs to be completed. **In both cases the PLT must be informed**. The PLT will support you with the action plan.
3. **Action plans are very important** because they enable the next placement to help the student with their on-going development.

Moderation

When students submit a piece of work to the university a sample is looked at by 2 markers who then agree a mark. This is referred to as moderation. The aim of moderation is to ensure the mark awarded is fair and that the correct assessment processes have been followed.

A sample of clinical grading tools and snapshots will be moderated (i.e. 1 clinical grading tool per academic year for Midwifery students). Your student may tell you that they have been selected as part of the sample to have one of their assessments moderated. If this is arranged a tutor from the University arrange to attend the grading tool meeting with yourself and the student. This is to moderate the process and grade and to assure that the mark awarded is justified by the feedback given.

If you have any queries or concerns please contact:

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Thank you for supporting our students