

ASSESSMENT & ACTION PLAN (AAP)

**Marker Booklet**

**Assignment title:**

**Trainee number:**

**Assignment: AAP1 / AAP2 / AAP3 / AAP4** *(delete as applicable)*

***Formative attempt / Summative attempt (delete as applicable)***

**Name of marker:**

**Date:**

**Allocating a Mark for the Assessment and Action Plan (AAP)**

There are two stages in allocating a mark to the AAP. In the first you will allocate your own grades and mark using the below marking formula. You are only required to complete the second stage if you are in a marker pair. In the second stage you will compare and discuss your grading of each competency with a second marker and agree a conciliated final mark.

Based on your reading of the review and the provision of comments for each competency above, allocate a grade for each competency using the below guide. The possible grades for each competency are:

**WEAK (W)** – The evidence collected suggests that this competency is significantly below the expected standard at this stage in training.

**BELOW THE EXPECTED STANDARD (BES)** – The evidence collected suggests that this competency is below the expected standard at this stage in training.

**AT THE EXPECTED STANDARD (ES)** – The evidence collected suggests that the competency is at the expected standard for the stage in training, but does not excel in any way.

**ABOVE THE EXPECTED STANDARD (AES)** – There is evidence that good skills in the competency exist, above average for a piece of work submitted at this stage of training.

**EXCEPTIONAL (E)** – Strong evidence has been collected that the trainee has developed this competence to a degree well beyond what would be expected at this stage of training.

Record your grades in the middle column here:

|  |  |  |
| --- | --- | --- |
| **Competency** | **Grade prior to discussion**  **(W/BES/ES/AES/E)** | **Grade following**  **discussion**  **(W/BES/ES/AES/E)** |
| *Written communication* |  |  |
| *Knowledge and skills* |  |  |
| *Analysis and critical thinking* |  |  |
| *Professional behaviour\** |  |  |

*\* cannot be scored above ES*

Circle/highlight the grade allocated in the table below. Add together the corresponding numbers to generate an initial score. Next multiply this number by 4.58 to generate the AAP score (rounded to the nearest whole number).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **INITIAL MARK CALCULATION TABLE** | | | | | |
| **Competency** | **Weak**  **(W)** | **Below the expected standard (BES)** | **At the expected standard (ES)** | **Above the expected standard (AES)** | **Exceptional (E)** |
| *Written communication* | 1 | 2 | 3 | 4 | 5 |
| *Knowledge and skills* | 1 | 2 | 3 | 4 | 5 |
| *Analysis and critical thinking* | 1 | 2 | 3 | 4 | 5 |
| *Professional behaviour\** | 1 | 2 | 3\* | 3\* | 3\* |
|  |  | Initial Score  = | | *Multiply by*  *4.58* | **Individual AAP**  **Score =** |  |  |

*\* cannot be scored above ES*

Next contact your co-marker to discuss your grading and agree a final set of grades. Insert the agreed grades in the right hand column of the table above. Now, calculate the FINAL overall mark for the AAP as a whole, using the same method as before, on the red table overleaf:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FINAL AGREED MARK CALCULATION TABLE** | | | | | |
| **Competency** | **Weak**  **(W)** | **Below the expected standard (BES)** | **At the expected standard (ES)** | **Above the expected standard (AES)** | **Exceptional (E)** |
| *Written communication* | 1 | 2 | 3 | 4 | 5 |
| *Knowledge and skills* | 1 | 2 | 3 | 4 | 5 |
| *Analysis and critical thinking* | 1 | 2 | 3 | 4 | 5 |
| *Professional behaviour* | 1 | 2 | 3\* | 3\* | 3\* |  | **Amended**  **Score**  **(if used) =** |
|  |  | Initial Score  = | | *Multiply by*  *4.58* | **Final Agreed AAP**  **Score =** |  |  |

*\* cannot be scored above ES*

Your resulting score should fall somewhere within the range 18 - 82.

In the exceptional circumstance that a piece of work scores 18 or 82 using this system, the markers may at their discretion award additional marks (for pieces of work initially scored at 82) or deduct further marks (for pieces of work initially scored at 18) if they believe that the piece of work merits this. If this takes place, the final amended score should be recorded in the final box of the above table.

**Finally, please check that your final score represents your view on the level of the piece of work, as per the criteria below. If it does not, please re-visit your grading.**

***70+:*** *A piece of work in the 70+ range is one of exceptional quality, requiring a high level of ability and an extremely thorough and conscientious approach.*

***60-69:*** *A piece of work of an overall good to very good standard.*

***50-59:*** *A piece of work of an overall moderate to good standard. It will be descriptively strong.*

*It is distinguished from the 60-69 pieces by the level of analysis displayed and by the coherence with which the material is organised. There may be some errors or omissions of details.*

***40- 49 (Fail):*** *A piece of work in this category shows signs of engagement with the exercise, but shows inadequacies at the doctoral or professional clinical level.*

***Marks below 40 (Fail):*** *Marks in the 30 - 39 range indicate that the piece of work is inadequate.*

***Marks below 30 (Fail):*** *These scores are reserved for pieces of work that show extremely poor skills in multiple competencies.*