Matrix for awarding the Global score

This matrix sets out indicative behaviour in generic domains of professional behaviour. It should be used by the examiners and the role player where appropriate to determine the global score. Not every domain will be applicable to every skill station. Please use the matrix to identify the global score.
As a rough rule:

5 = mostly exemplary
4 = mix of exemplary and acceptable
3 = mostly acceptable
2 = mix of acceptable and unacceptable
1 = mostly unacceptable

Domain	Examples of unacceptable behaviour	Examples of acceptable behaviour	Examples of exemplary behaviour
Communication	No introduction, and no information about what the station is about Closed questions Not listening to the answer Gives the answer themselves Doesn't' warn patient of actions Uses jargon without explanation	Attempts to introduce themselves and to inform what about to do Some open questions Invites questions Occasionally interrupts inappropriately Attempts to explain what is doing Uses jargon but then explains	Introduces and informs what the task is about Open and closed questions used appropriately Good use of silence Invites questions from patient and answers well in plain English Keeps patient involved and informed constantly
Rapport and empathy	No attempt to establish rapport No response to body language or patient distress Hurts or embarrasses patient	Adequate rapport – Responds to distress but obviously uncomfortable, no eye contact Didn't offend but not always mindful of patient privacy or comfort	Excellent rapportEmpathic, good eye contact, Appropriate body language Ensures patient comfort -
Professional competence	Appears novice No structure to task Steps in wrong order Appears over/under confident Becomes uncomfortable or irritated	Logical structure but halting and stilted Has to pause to think Appears under confident Clearly anxious but able to control	Logical sequence Looks polished Confident Appears calm and professional
Pacing	Does not complete task	Appears hurried but completes task	Completes task within time and looks comfortable
Equal opportunities/ discrimination	Appears biased – exhibits racism, sexism or ageism Stereotypes patients in questions and answers Rude or patronising	No apparent prejudice	Open non judgemental, actively accepting of patients cultural or behavioural differences
Team skills	No involvement of helper Doesn't listen to examiners or team	Some involvement with team/helper but works autonomously No interaction with examiner	Involves team/helper, maintains cohesive working environment Interacts well with examiner, accepting given cues