\*Marks will be awarded equally across all domains\*

\*\*Not all elements within each domain will be relevant for particular assessments (clarification will be provided by Module Leader & Team)\*\*

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| **Mark** | **Class** | **Knowledge & Content** | **Comprehension, reasoning & application** | **Structure & Presentation** |
| **80 – 100** | **Starred First Class** | Shows sophisticated knowledge of the key concepts/principles and contemporary issues relevant to the topic and how they relate to a nursing context.  Makes clear and in-depth connections between the central concepts/principles of the topic, relating these to professional, ethical, and moral issues, and the ongoing process of learning and professional development.  Provides well-researched professional and academic supporting evidence. All relevant key points justified with consistently accurate reference to sources. Differences between sources recognised and explored. | Reflects on and shows an awareness of own role, with consideration of own accountability and responsibility within a practice context, relating this to professional standards and values.  Uses examples from own current practice which illustrate why and how the key concepts, principles and ideas apply to that context or situation. Consideration also given to how they may be generalised to the wider nursing context.  Provides judgements on the strengths and limitations of the different perspectives presented; comparing and contrasting these to develop further insight. | Has a well-structured introduction, discussion and conclusion. There are clear, explicit, and logical relationships (transitions) between these sections and discussion points.  The delivery is confident and clear, with effective use of communication techniques (e.g. posture, eye contact, facial expressions, volume, and pace) to engage the audience.  The poster design and format uses graphics and text that are creative and impactful, actively contributing to the discussion. |
| **70 – 79** | **First Class** | Shows comprehensive knowledge of the key concepts/principles relevant to the topic and how they relate to a nursing context.  Makes clear links between central concepts/principles of the topic, relating these to professional, ethical, and moral issues and the ongoing process of learning and professional development.  Provides well-researched professional and academic supporting evidence. All relevant key points justified by accurate reference to sources (there may be occasional minor errors in formatting). | Reflects on and shows an awareness of own role and responsibility within a practice context, relating this to professional standards and values.  Uses relevant examples from own current practice which illustrate why and how the key concepts, principles and ideas apply to that context or situation.  Presents judgements on the strengths and limitations of the different perspectives explored; making some attempt to compare and contrast these. | Has well-structured introduction, discussion and conclusion. There are clear and logical relationships (transitions) between sections and discussion points.  The delivery is clear, with effective use of communication techniques (e.g. posture, eye contact, facial expressions, volume, and pace) to engage the audience.  The poster uses effective design and format of graphics and text which effectively contribute to the discussion. |
| **60 – 69** | **Upper Second (2:1)** | Shows a broad knowledge of the key concepts/principles relevant to the topic, with consideration of how they relate to a nursing context.  Makes clear links between knowledge of central concepts/principles of the topic, relating these to professional, ethical, and moral issues. Limited discussion of ongoing learning and professional development.  Provides supporting evidence from professional and academic sources. Most relevant key points justified with reference to sources which is largely accurate except for minor errors in formatting. | Reflects on own role and shows awareness of their responsibility within a practice context, relating this to professional standards and values.  Uses examples from own current practice which illustrate how the key concepts, principles and ideas apply to that context or situation.  Presents judgements on the strengths and limitations of the perspectives explored. | Has clearly structured introduction, discussion and conclusion. Relationships (transitions) between sections and points are logical but could be clearer.  The delivery is convincing and the use of communication techniques (e.g. posture, eye contact, facial expressions, volume, and pace) serves to engage the audience.  The design and format of illustrative material, graphics and text on the poster is largely consistent, with few errors which rarely detract from the discussion. |
| **50 – 59** | **Lower Second (2:2)** | Shows knowledge of the key concepts/ principles relevant to the topic and how they are developed within a nursing context.  Makes links between knowledge of central concepts/principles of the topic, relating these to professional, ethical, and moral issues.  Provides some supporting evidence, with some key points justified by reference to sources (occasional errors in referencing style are evident). | Reflects on own role and shows a limited awareness of their responsibility within a practice context, relating this to professional standards and values.  Connects key concepts, principles, and ideas of topic to examples from own current practice.  Provides judgement on the strengths and limitations of the perspective presented. | Has an introduction, structured discussion points and conclusion. There are logical relationships between sections but the discussion points are not always consistently clear.  The delivery is clear, with attempts made to use communication techniques (e.g. posture, eye contact, facial expressions, volume, and pace) to engage the audience.  The design and format of illustrative material, graphics and text on the poster is less consistent, with frequent errors which occasionally serve to detract from the discussion. |
| **40 – 49** | **Third Class** | Shows knowledge of the key concepts/ principles relevant to the topic and makes some connections to how they developed within a nursing context.  Makes inconsistent links between knowledge of central concepts/principles of the topic, relating these to professional, ethical, and moral issues.  Inconsistently provides supporting evidence, with few key points justified by reference to sources. Referencing is not consistent with university style. | Describes own role within a practice context, relating this to professional standards and values.  Limited examples used from own current practice which aim to give some illustration of the key concepts, principles, and ideas.  Provides a limited judgement on the strengths and limitations of the perspective presented. | Discussion points may contain more than one key idea. Relationships (transitions) between introduction, conclusion and discussion points are less evident and limit the development of the work.  The delivery is clear but there are occasional periods where communication technique could be improved (e.g. e volume and pace makes discussion difficult to discern or understand the meaning of the discussion: eye contact is limited or absent).  Inconsistent design and format of illustrative material on the poster, graphics and text are not easy to view (e.g. too small; blurred) and serve to detract from the discussion. |
| **20 – 39** | **Fail** | Shows a limited grasp of key concepts/ principles relevant to the topic. Limited connection to how they relate to a nursing context.  Links between knowledge of central principles/concepts of the topic are not clearly made with professional, ethical, and moral issues.  Rarely provides supporting evidence. Key points are not justified with reference to sources. | Partially describes own role within a practice context, with limited connection made to professional standards and values.  Insufficient use of examples from own or observed practice.  Provides incomplete judgement on the strengths and limitations of the perspective presented. | The oral presentation is not well constructed, tending to be either too long or noticeably short. Rarely are their discernible links between sections (Introduction, discussion and conclusion) , or discussion points.  The delivery lacks consistent use of communication techniques (e.g. the volume and pace make it difficult to discern or understand the meaning of the discussion, eye contact is limited or absent).  The design and format of illustrative material, graphics and text are not easy to view on the poster (e.g. too small; blurred); irrelevant to the topic and serve to detract from the discussion. |
| **0 – 19** | **Fail** | Knowledge of the key concepts/principles relevant to the topic is underdeveloped and lacks coherence and clarity about how these relate to a nursing context.  No links made between knowledge of central concepts/principles of the topic to professional, ethical, and moral issues.  Rarely provides supporting evidence. Key points are not justified with reference to sources. | Does not describe own role within a practice context or relate this to professional standards and values.  No use made of examples from own or observed practice.  Does not present any judgement of a perspective’s strengths and limitations. | The ideas presented are not clearly organised and there are no discernible links between those ideas.  Verbal delivery of the presentation lacks clarity and communication techniques are rarely used (e.g. The tone and pace make it difficult to discern or understand the meaning of the discussion, eye contact is limited or absent).  The design and format of illustrative material, graphics and text is limited on the poster, irrelevant to the topic and consistently detract from the discussion. |