l\*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) \*\*

| **Mark** | **Class** | **Knowledge & Content** | **Comprehension, reasoning & application** | **Structure & Presentation** |
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| **80 – 100** | **Starred First Class** | Has a well-defined, detailed, and accurate focus throughout the assessment and demonstrates an awareness of the impact of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.)  Demonstrates very detailed knowledge of relevant theories, evidence and bio-psycho-social concepts, theories, and content to devise and sustain a coherent argument.  Applies clearly structured and critical appraisal of the theories and evidence discussed in support of the argument presented, considering the impact of the different forms of evidence.  Clearly demonstrates how uncertainty affects decision making in nursing and explores in detail the ambiguity and limits of current knowledge.  Provides supporting evidence using subject specific material, making use of the full range of scholarly reviews and primary sources. | Differentiates and organises relevant theories, concepts, and evidence, demonstrating key relationships between these and how they fit within a wider context.  Applies extensive knowledge of strengths and weaknesses in theoretical perspectives, evidence, and processes and presents reasoned judgements in developing a coherent argument/solution to the problem.  Applies an in-depth understanding of nursing's ethical and professional values to personal actions, decisions, and responsibilities. Exploring the outcomes of these and the challenges that arise in complex practice settings.  Using a comprehensive range of relevant examples from their own current practice, applies relevant theories, evidence and bio-psycho-social principles to explore and critically evaluate practice in complex and inter-related contexts. Demonstrates how these may be generalised to the wider nursing context. | Responses are structured so that there is a precise response to questions and prompts. Definitions of terms are offered when appropriate and offers an answer or solution to the subject of the assessment  Source materials extensively used to support points made.  The oral communication is fluent and clear, with well-structured topic points that are clearly linked so that they progress the discussion in a coherent way. Source material is consistently and accurately used to support points.  Uses a comprehensive professional and academic vocabulary accurately, appropriate to the context, and in a manner clearly conveying the message of the speaker. Communication is confident and clear, with effective use of posture, non-verbal communication, volume, and pace. |
| **70 – 79** | **First Class** | Has a well-defined focus throughout the assessment and demonstrates an awareness of the impact of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.).  Demonstrates detailed knowledge of relevant theories, evidence and bio-psycho-social concepts, with which to devise and sustain a coherent argument.  Critical appraisal of the theories, evidence and bio-psycho-social concepts discussed in support of the argument presented is not always clearly structured but does consider the impact of the different forms of evidence in their discussion.  Demonstrates how uncertainty affects decision making in nursing and explores the ambiguity and limits of current knowledge.  Provides supporting evidence using subject specific material, making use of a wide range of scholarly reviews and primary sources. | Differentiates and organises relevant theories, concepts and evidence demonstrating key relationships between these.  Applies in depth knowledge of strengths and weaknesses in theoretical perspectives, evidence, and processes and presents reasoned judgements in developing a coherent argument/solution to the problem.  Applies a detailed understanding of nursing's ethical and professional values to personal actions, decisions, and responsibilities. Explores the outcomes of these and the challenges that arise in different practice settings.  Using a wide range of relevant examples from their own current practice, applies relevant theories, evidence and bio-psycho-social principles to explore and critically evaluate practice in complex and inter-related contexts. | Responses are structured so that there is a direct response to questions and prompts. Definitions of terms are offered when appropriate and offers a possible answer or solution to the subject of the assessment.  Source materials widely used to support points made.  The oral communication is fluent and clear, with well-structured topic points that are clearly linked so that they progress the discussion in a coherent way. Source material used to support points.  Uses a wide-ranging professional and academic vocabulary accurately, appropriate to the context and in a manner clearly conveying the message of the speaker. Communication is clear, with effective use of posture, non-verbal communication, volume, and pace. |
| **60 – 69** | **Upper Second (2:1)** | Has a well-defined focus throughout the assessment and demonstrates some awareness of the impact of the full range of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) .  Demonstrates knowledge of relevant theories, evidence and bio-psycho-social concepts, theories, to devise and sustain a mainly coherent argument  The appraisal of the theories, evidence and bio-psycho-social concepts used in support of the argument at times lacks structure and criticality but does reflect on the different forms of evidence and their potential impact.  Demonstrates how uncertainty affects decision making in nursing and explores the limits of current knowledge.  Provides supporting evidence using subject specific material, making use of a range of scholarly reviews and primary sources. | Differentiates and organises relevant theories, concepts and evidence demonstrating relationships between these.  Applies knowledge of strengths and weaknesses in theoretical perspectives, evidence, and processes and presents judgements in developing a coherent argument/solution to the problem.  Applies an understanding of nursing's ethical and professional values to personal actions, decisions, and responsibilities. Explores the outcome of these and the challenges that arise in their own current practice setting.  Using relevant examples from their own current practice, applies relevant theories, evidence and bio-psycho-social principles, to explore and critically evaluate practice in complex contexts. | Responses are mostly structured so that there is a direct response to questions and prompts. Some definitions of terms are offered when appropriate and offers a possible answer or solution to the subject of the assessment.  Source materials used to support points made.  The oral communication is fluent and clear, with well-structured topic points that are mostly clearly linked so that they progress the discussion in a coherent way. Source material largely used to support points.  Uses a distinct professional and academic vocabulary to present a clear message and convey information accurately. Communication is convincing, if at times with some minor hesitation, and uses posture non-verbal communication, volume, and pace well to engage the audience. |
| **50 – 59** | **Lower Second (2:2)** | Has a clear focus throughout the assessment and demonstrates some awareness of the impact of main contextual factors (cultural, legal, professional, etc.).  Mostly demonstrates knowledge of relevant concepts, theories, and contents to support the argument presented, which occasionally lacks coherence.  Appraises the theories, evidence and bio-psycho-social concepts discussed in support of the argument presented, with minimal criticality or structure, and/or with limited consideration of the overall relationships between different forms of evidence.  Demonstrates knowledge of uncertainty that may affect decision making in nursing and mostly explores the limits of current knowledge.  Provides supporting evidence using subject specific source material, making use of scholarly reviews and primary sources from a limited range of and/or supplied reading . | Differentiates and organises relevant theories, concepts and evidence mainly demonstrating relationships between these.  Applies some knowledge of strengths and weaknesses in theoretical perspectives, evidence, and processes and presents judgements in developing a coherent argument/solution to the problem.  Applies an understanding of nursing's ethical and professional values to personal actions, decisions, and responsibilities. Explores how these may impact on examples from their own current practice.  Using relevant examples from their own current practice, applies related theories, evidence and bio-psycho-social principles to explore and evaluate practice in complex contexts. | Responses are structured to some extent so that there is a reasonable response to questions and prompts. Some definitions of terms are offered when appropriate and offers a reasonable answer or solution to the subject of the assessment.  Some source materials used to support points made.  Oral communication is mostly fluent and clear, with well-structured topic points that are generally linked so that they progress the discussion in a coherent way. Source materials used to support points made limited and/or inconsistent.  Uses professional and academic language to give a clear message and convey information successfully (or accurately). At times there are inconsistencies in the use of informal/colloquial terms. Attempts to use posture, non-verbal communication, volume, and pace. |
| **40 – 49** | **Third Class** | The assessment is mostly focussed throughout but demonstrates limited awareness of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.)  Mostly demonstrates knowledge of relevant evidence, theories, and concepts to support the argument presented, which at times lacks coherence.  In appraising the theories, evidence and bio-psycho-social concepts discussed in support of the argument presented, comments are limited to single points that lack criticality or structure. The overall relationships between different forms of evidence are not considered.  Demonstrates some knowledge of uncertainty that may affect decision making in nursing and makes infrequent attempts to explore the limits of current knowledge.  Provides supporting evidence using mainly subject specific material from different sources, makes frequent use of supplied reading. | Differentiates the relevant theories, concepts and evidence discussed, presenting a limited demonstration of the relationships between these..  Applies limited knowledge of strengths and weaknesses in theoretical perspectives, evidence, and processes and presents limited judgements in developing a coherent argument/solution to the problem.  The application of nursing's ethical and professional values to their actions, decisions, and responsibilities is limited, as is the exploration how these may impact on examples from their own current practice.  Using relevant but limited range of examples from their own current practice, applies related theories, evidence and bio-psycho-social principles, to explore and evaluate practice. | The introduction sets out briefly what is to be discussed in the main body of the work; attempts to establish a focus for the discussion and rationale for this; and may define terms.  The conclusion briefly summarises the discussion. Any judgement or conclusion is not clear. Recommendations or future learning needs are not presented.  Responses are not well structured so that there is a limited response to questions and prompts. definitions of terms may be offered. A possible answer or solution to the subject of the assessment is not clear.  Limited use of source materials to support the points made.  The oral communication is mostly fluent and clear, with mainly well-structured topic points that are not consistently linked so that they progress the discussion in a coherent way.  The oral communication is clear and demonstrates general knowledge when describing an idea. Mainly uses professional and academic language, but this is inconsistent due to instances of informal/colloquial language. There are occasions when non-verbal communication is limited or absent and the volume and pace makes it difficult to discern or understand the meaning of the discussion. |
| **20 – 39** | **Fail** | The assessment has focus but loses this at times and does not demonstrate awareness of the impact of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.)  Knowledge of relevant concepts, theories, or evidence demonstrated is limited in its support of the discussion presented, with some gaps, inaccuracies, and irrelevancies.  There is minimal appraisal of the theories, evidence and bio-psycho-social concepts discussed in support of the argument presented and comments are limited to single points that lack criticality or structure. The overall relationships between different forms of evidence are not considered.  Minimal demonstration of how uncertainty affects decision making in nursing and does not attempt to explore the limits of current knowledge.  Provides supporting evidence using both subject specific and other material, making use of mainly supplied reading | Limited differentiation of relevant theories, concepts and evidence and demonstration of relationships between these.  Applies very little knowledge of strengths and weaknesses in theoretical perspectives, evidence, and processes and presents little judgements in developing a coherent argument/solution to the problem.  The application of nursing's ethical and professional values to their actions, decisions, and responsibilities is superficial, as is the exploration how these may impact on examples from their own current practice.  Using a limited range of and (in some cases) less relevant examples from their own current practice, applies related theories, evidence and bio-psycho-social principles to explore practice. | Responses are unstructured so that there is a not a direct response to questions and prompts. There is no definitions of terms offered. A possible answer or solution to the subject of the assessment is very unclear.  No source materials used to support the points made.  The oral communication has limited fluency and clarity, with topic points that lack structure and coherent links to progress the discussion in a comprehensible way.  The oral communication reduces the clarity of the message and knowledge presented. Basic but correct use of a professional and academic vocabulary. There is regular use of informal/colloquial language that affects the meaning of the discussion. |
| **0 – 19** | **Fail** | The assessment lacks focus on the assessment question/guidelines and does not demonstrate awareness of the impact of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.)  Lacks sufficient knowledge of relevant concepts, theories, and evidence to support the discussion presented, with frequent inaccuracies and irrelevancies.  There is no clear appraisal of the theories, evidence and bio-psycho-social concepts discussed in support of the argument presented. The overall relationships between different forms of evidence are not considered.  Lacks demonstration of how uncertainty affects decision making in nursing and does not attempt to explore the limits of current knowledge.  Little evidence of the use of effective supporting evidence, makes use of mainly supplied reading. | Limited differentiation of relevant and unrelated principles, concepts and evidence and demonstration of relationships between these. No discussion of the strengths and weaknesses in perspectives, evidence, and processes in developing a coherent argument/discussion.  Does not apply knowledge of strengths and weaknesses in theoretical perspectives, evidence, and processes and presents no judgements in developing a coherent argument/solution to the problem.  Limited and superficial application of nursing's ethical and professional values to their actions, decisions, and responsibilities, as is the exploration of how these may impact on examples from their own current practice.  Uses a limited range of and (in some cases) less relevant to the topic, examples from their own current practice. Limited application of related bio-psycho-social principles, theories, and evidence, to given examples in exploring practice. | Responses are unstructured so that there is no response to questions and prompts. No definitions of terms are offered. There is no answer or solution to the subject of the assessment.  No source materials used to support the conclusion.  The oral communication lacks fluency and clarity, with topic points that are unstructured and without the coherent links required to progress the discussion in a comprehensible way.  The oral communication lacks the clarity and demonstration of knowledge to deliver the speaker’s message. Minimal use of a professional and academic vocabulary. Frequent use of informal/colloquial language effects the meaning of the discussion, resulting in a lack of coherence and clarity.  . |