**Definitions for applying the marking rubric for the Pre-registration Nursing and Nurse Associate programmes (2019 onwards)**

**Knowledge**:

* **Depth of knowledge base**:
  + Identifies and defines key concepts, principles and ideas associated with the subject and demonstrates an ability to interpret and evaluate these within the context of nursing.
  + Identifies the strengths and limitations of those key concepts, principles and ideas.
* **Breadth (clarity, expression & progression of ideas) & Relevance (accuracy):** 
  + Demonstrates a wide understanding of the subject knowledge base and its terminology and theories.
  + Clearly and accurately explains key concepts, principles and ideas in order to develop a logical, coherent discussion and demonstrates a progression of ideas.

**Content:**

* **Purpose of work (clarity, precision & relevance)**:
  + Clearly identifies a well-defined focus for enquiry/discussion and plan to explore the subject.
  + Clearly identifies and defines key concepts, principles and ideas that are relevant to the discussion.
  + Considers professional, ethical and moral issues and is able to discuss these in relation to own personal beliefs, the ongoing process of learning and professional development.
  + Justifies conclusions.
* **Accuracy (amount, range, quality & application of source material)**:
  + Uses a range of methods to collect evidence from a variety of information sources and communicates this within the work.
  + Demonstrates an ability to appraise the quality of sources used.
  + Explicit links made to the evidence base within the discussion to support key ideas and concepts explored.

**Comprehension:**

* Clearly explains key concepts, principles and ideas in own words, using the evidence base to support this.
* Provides examples of how these may present within a practice context, **in relation to your current point on the programme**.
* Explores the meaning of the perspectives being discussed.
* Identifies and differentiates core parts of those perspectives being explored; pinpointing the important/relevant ones for the discussion.
* Organises and distinguishes between the different parts of those perspectives/ideas; exploring the relationships and connections between the parts.
* Justifies and draws own conclusions, with support from the evidence base and practice examples.

**Reasoning (critical thinking)**:

* Identifies own perspective, assumptions and position regarding the subject, prior to learning.
* Develops a perspective, with use of counter-perspectives, to highlight different ways of thinking about the subject.
* Explores and develops those ideas against recognised standards or frameworks (E.g. nursing activities measured against the current NMC Code).
* Judges the strengths and limitations of the perspectives discussed; comparing and contrasting these with other approaches.
* Identifies and considers the influence of contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.); exploring the challenges these may present and the implications these may have upon an approach or way of thinking.
* Proposes and evaluates possible solutions which may enhance or minimise the impact of the contextual factors within a practice context.
* Evaluates key themes and ideas in order to create an informed, deeper understanding of the subject.

**Application**:

* Consistently makes clear links between own or observed practice and the literature.
* Uses examples from practice (**in relation to your current point on the programme)** to illustrate how the key concepts, principles and ideas may be implemented in a situation or context.
* Demonstrates an awareness of own role and responsibilities within a practice context, in relation to the professional standards outlined in the current NMC Code (<https://www.nmc.org.uk/standards/code/>).
* Reflects upon personal beliefs, knowledge, values and capabilities in order to identify strengths and limitations in these areas.
* Examines areas requiring personal and professional development and considers strategies to address these.

**Structure & Presentation**:

* **Organisation**:
  + Presents a clear introduction which outlines the focus, purpose and context of the topic.
  + Definitions are provided as topics are introduced.
  + Key points are organised in a logical way which enables the discussion to progress.
  + Presents a balanced argument, using theory to support throughout.
  + Uses signposting within paragraphs by making links between paragraphs and sub-topics, to aid the logical flow of work towards the conclusion.
  + Conclusion summarises discussion from the main body; identifies key points; and uses sources/evidence base to support conclusions.
  + Keeps within the assessment word/time allowance (10% leeway).
* **Style & Mechanics**:
  + Formats and presents the work in accordance with the University of York guidelines on presentation of assignments (Available on the student intranet: <https://www.york.ac.uk/healthsciences/student-intranet/teaching/submission/>)
  + Clarity and meaning of the work is not obscured through spelling errors, poor punctuation, poor grammar, misuse of abbreviations or poor sentence construction.
  + The work presented adopts an appropriate academic style and convention.
* **Presentation of references & source material**:
  + Consistently organises and presents in-text citations and the reference list using the University of York Harvard style referencing system, as specified in the guidelines available on the University of York student intranet: <https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/>

**Resources informing rubric development:**

Anderson, L.W. and Krathwohl, D.R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom’s Taxonomy of Educational Objectives.* New York: Longman.

Bloom, B. (1956). *Taxonomy of educational objectives: The classification of educational goals.* New York: McKay.

Bloom, B.S. and Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals, by a committee of college and university examiners.* *Handbook I: Cognitive domain*. NY, NY: Longmans, Green.

Krathwohl, D. R. (2002). A revision of Bloom’s taxonomy: An overview. *Theory into practice,* 41, (4), 212-218. [Online]. Available at: <https://www.tandfonline.com/doi/pdf/10.1207/s15430421tip4104_2>[Accessed 7th September 2019].

Quality Assurance Agency (QAA). (2014). UK Quality code for higher education. Part A: Setting and maintaining academic standards. The frameworks for higher education qualifications of UK degree-awarding bodies. [Online]. Available at: <https://www.qaa.ac.uk/quality-code/qualifications-and-credit-frameworks> [Accessed 7th September 2019].

SEEC. (2016). Credit level descriptors for higher education. [Online]. Available at: <http://seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf> [Accessed 7th September 2019].