\*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** | Has a well-defined, detailed, and accurate focus throughout the work.  Shows sophisticated knowledge of the key concepts/principles and contemporary issues relevant to the topic and how they relate to a nursing context.  Shows an exceptional and in-depth knowledge of the differing perspectives within the topic, comparing and contrasting the strengths and limitations of those perspectives.  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.  Exact and consistent use of academic or professional terminology.  Provides well-researched professional and academic supporting evidence. All relevant key points justified with reference to sources. Differences between sources recognised and explored.  Uses a wide range of subject specific source material when exploring different points of view. Recognises the quality of the evidence/sources. | Accurately explains and interprets key concepts, principles, and ideas in own words.  Identifies and differentiates the key concepts, principles, or ideas of the topic, offering a detailed exploration of the connections and relationships between these.  Selects and fully considers the influence of contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.); exploring the challenges these may present and any implications.  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. | The introduction clearly places the question in context, defines terms accurately and concisely outlines how the discussion will be developed.  The conclusion presents a convincing summary of the discussion and addresses the purpose of the assessment. Source material is used to support points.  Has well-structured discussion points that have one main idea. There are clear, explicit, and logical relationships (transitions) between the discussion points.  The use of language is clear and fluent.  The delivery is confident and clear, with effective use of posture, eye contact, facial expressions, volume, and pace to engage the audience.  The design and format of illustrative material, graphics and text are creative and impactful, actively contributing to the discussion.  The [University of York Harvard style referencing system](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/) (in-text citations and reference list) is consistently accurate throughout. |
| **70 – 79** | **First Class** | Has a clear, detailed, and accurate focus throughout the work.  Shows comprehensive knowledge of the key concepts/principles relevant to the topic and how they relate to a nursing context.  Shows a comprehensive knowledge of the different perspectives within the topic, with some awareness of strengths and limitations of these perspectives.  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.  Consistent and correct use of academic and professional terminology.  Provides well-researched professional and academic supporting evidence. All relevant key points justified by reference to sources.  A wide range of subject specific source material used when exploring different points of view. Mostly recognises the quality of the evidence/sources. | Accurately explains key concepts, principles, and ideas in own words.  Identifies and differentiates the key concepts, principles, or ideas of the topic; clearly exploring the connections and relationships between these.  Selects and considers the influence of contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.); exploring the challenges these may present and any implications.  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. | The introduction suggests a context for the question, defines terms and outlines how the discussion will be developed.  Has a clear and convincing conclusion which addresses the purpose of the assessment. Source material is used to support points.  Has well-structured discussion points that have one main idea. There are clear and logical relationships (transitions) between discussion points.  The use of language is clear and fluent, with some minor hesitancies.  The delivery is clear, with effective use of posture, eye contact, facial expressions, volume, and pace to engage the audience.  The design and format of illustrative material, graphics and text is effective, effectively contributing to the discussion.  The [University of York Harvard style referencing system](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/) (in-text citation and reference list) is used accurately, except for occasional minor errors of formatting. |
| **60 – 69** | **Upper Second (2:1)** | Has a clear, relevant, and accurate focus throughout the work.  Shows a broad knowledge of the key concepts/principles relevant to the topic, with consideration of how they relate to a nursing context.  Accurately presents a single perspective of the topic and its strengths and limitations; with some attempt made at presenting alternative perspectives.  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.  Consistent and correct use of academic or professional terminology.  Provides supporting evidence from professional and academic sources. Most relevant key points justified with reference to sources.  A wide range of subject specific source material used when exploring different points of view. | Clearly explains key concepts, principles, and ideas in own words.  Identifies and differentiates the key concepts, principles, or ideas of the topic, offering exploration of the connections and relationships between these.  Selects relevant contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.); offering explanations of the challenges they may present.  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. | The introduction defines terms and outlines how the discussion will be presented.  Has a clear conclusion which brings together the key points from the discussion. Source material used to support points.  Has clearly structured discussion points that have one main idea. Relationships (transitions) between discussion points are logical but could be clearer.  The use of language is clear and fluent, with frequent hesitancies.  The delivery is convincing and the use of posture, eye contact, facial expressions, volume, and pace serves to engage the audience.  The design and format of illustrative material, graphics and text is largely consistent, with few errors which rarely detract from the discussion.  The [University of York Harvard style referencing system](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/) is largely accurate, except for a few minor errors of formatting. |
| **50 – 59** | **Lower Second (2:2)** | Focus is clear, with some points losing clarity in the discussion. Clear summary at the end of the work.  Shows knowledge of the key concepts/ principles relevant to the topic and how they are developed within a nursing context.  Accurately presents a single perspective of the topic. Shows a limited awareness of its strengths and limitations.  Makes links between knowledge of central concepts/principles of the topic, relating these to professional, ethical, and moral issues.  Correct use of academic or professional terminology.  Provides some supporting evidence, with some key points justified by reference to sources.  Subject specific source material used, but narrow range of sources accessed when exploring different points of view. | Explains key concepts, principles, and ideas in own words.  Identifies and differentiates the key concepts, principles, or ideas of the topic, offering partial exploration of the connections and relationships between these.  Selects relevant contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.); although lacks consistency when considering the challenges, they may present.  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. | The introduction outlines the subject for discussion but is brief and not entirely clear (to the point of not supplying adequate information about the subject to be discussed).  The conclusion repeats the key points from the discussion.  Has structured discussion points that have one main idea. There are logical relationships between the discussion points but not always consistently clear.  The use of language is appropriate, however, there are some inconsistencies and occasional instances of informal/colloquial language.  The delivery is clear, with attempts made to use posture, eye contact, facial expressions, volume, and pace to engage the audience.  The design and format of illustrative material, graphics and text is less consistent, with frequent errors which occasionally serve to detract from the discussion.  The [University of York Harvard style referencing system](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/) (in-text citations and/or reference list) has frequent errors. |
| **40 – 49** | **Third Class** | The work is initially focussed; however, this is lost during the main discussion. The work regains focus at the end.  Shows knowledge of the key concepts/ principles relevant to the topic and makes some connections to how they developed within a nursing context.  Accurately presents a single perspective of the topic. No consideration given to its strengths and limitations.  Makes inconsistent links between knowledge of central concepts/principles of the topic, relating these to professional, ethical, and moral issues.  Basic but correct use of academic or professional terminology.  Inconsistently provides supporting evidence, with few key points justified by reference to sources.  Source material used is not consistently subject specific, with limited range when exploring different points of view. | Explains key concepts, principles, and ideas but reliant on quotations and paraphrasing of source material.  Identifies and differentiates between some relevant key concepts, principles, or ideas of the topic, but does not explore the connections and relationships between these.  Selects some relevant contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.) to develop the discussion of the topic.  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. | The way the introduction is presented limits the ability to show the purpose of the assessment.  Conclusion lacks detail and/or clarity in drawing the discussion to a finishing point.  Discussion points may contain more than one key idea. Relationships (transitions) between discussion points are less evident and limit the development of the discussion.  The use of language is inconsistent due to instances of informal/colloquial language and occasional muddled discussion.  The delivery is clear but there are occasional periods where eye contact is limited or absent and the volume and pace makes discussion difficult to discern or understand the meaning of the discussion.  Inconsistent and/or occasional design and format of illustrative material, graphics and text are not easy to view (e.g. too small; blurred) and serve to detract from the discussion.  The referencing system used (in-text citations and reference list) is not consistent with the required [University of York Harvard style system](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/). |
| **20 – 39** | **Fail** | The work is initially focussed; however, focus is lost during the main discussion and is not regained.  Shows a limited grasp of key concepts/ principles relevant to the topic. Limited connection to how they relate to a nursing context.  Presents a single perspective of the topic, but there are gaps, inaccuracies and misunderstanding of the topic.  Links between knowledge of central principles/concepts of the topic are not clearly made with professional, ethical, and moral issues.  Mostly correct use of academic or professional terminology.  Rarely provides supporting evidence. Key points are not justified with reference to sources.  The range of source material used is inadequate in showing different points of view. | Explains key concepts, principles, and ideas but reliant on quotations and paraphrasing of source material.  Partially identifies and differentiates the key concepts, principles, or ideas of the topic, but does not explore the connections and relationships between these.  Insufficient selection of relevant contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.) to develop the discussion of the topic.  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 introduction lacks clarity and does not guide the audience as to the intended purpose of the assessment.  Conclusion does not summarise the preceding discussion and introduces new ideas into the discussion.  Discussion points are not well constructed, tending to be either too long (with more than one idea) or noticeably short. Discussion points rarely have discernible links between and limit the development of the discussion.  Frequent use of informal/colloquial language and a confusing/ muddled structure serves to affect the meaning of the discussion, resulting in a lack of coherence and clarity.  The delivery lacks consistent clarity; eye contact is limited or absent; and the volume and pace make it difficult to discern or understand the meaning of the discussion.  The design and format of illustrative material, graphics and text are not easy to view (e.g. too small; blurred); irrelevant to the topic and serve to detract from the discussion.  The referencing system used (in-text citations and/or reference list) departs significantly from the required [University of York Harvard style system](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/). |
| **0 – 19** | **Fail** | No clear focus outlined at the beginning and discussion remains unclear throughout the work.  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 clear knowledge of a single perspective of the topic evident in the work. Significant gaps, inaccuracies and misunderstanding of the topic.  No links made between knowledge of central concepts/principles of the topic to professional, ethical, and moral issues.  Significantly misuses academic or professional terminology.  Rarely provides supporting evidence. Key points are not justified with reference to sources.  Insufficient range of sources used to explore different points of view. | Shows a lack of comprehension of key concepts, principles and ideas when explaining them in the work.  Does not identify or differentiate the key concepts, principles, or ideas of the topic in a clear or coherent way.  Does not select any relevant contextual factors (professional, cultural, ethical, moral, legal, human, economic, historical, environmental, etc.) to develop the discussion.  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 introduction lacks clarity and does not guide the audience as to the intended purpose of the assessment.  There is no clear conclusion to the ideas or finishing point to the discussion.  The ideas presented are not clearly organised and there are no discernible links between those ideas.  The informal/colloquial language and a confusing/ muddled structure, impacts on the meaning of the discussion, resulting in a lack of coherence and clarity.  Verbal delivery of the presentation lacks clarity; eye contact is limited or absent; and the tone and pace make it difficult to discern or understand the meaning of the discussion.  The design and format of illustrative material, graphics and text is limited, irrelevant to the topic and consistently detract from the discussion.  The referencing system used (in-text citations and/or reference list) is not the [University of York Harvard style system](https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/harvard/) and does not make clear where the sources used have been taken. |