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** |
| --- | --- | --- | --- | --- |
| **80 – 100** | **Starred First Class** | Has a well-defined, detailed, and accurate focus throughout the assessment and demonstrates an awareness of the contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies in-depth knowledge with a systematic understanding of the content relevant to the assessment. Using theories, ideas, conceptual frameworks, and methods in complex and interrelated contexts, associated with professional, ethical, and moral issues.  Demonstrates detailed knowledge of relevant bio-psycho-social concepts, theories, and content to devise and sustain a coherent argument. Recognises different perspectives and their strengths and limitations.  Applies clearly structured and critical appraisal of the 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, and which clearly demonstrates their ability to manage their own learning. | Systematically identifies and explains relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Recognises competing perspectives and identifies the possibility of new ideas in complex and inter-related contexts.  Differentiates and organises relevant principles, concepts, and evidence, demonstrating key relationships between these and how they fit within a wider context. Detects strengths and weaknesses in perspectives, evidence, and processes and presents reasoned judgements in developing a coherent argument/discussion.  Demonstrates initiative and personal responsibility for their learning, capabilities, and development, reflecting on this and the full range of contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  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 bio-psycho-social principles, theories, and methods to explore and critically evaluate practice in complex and inter-related contexts. Demonstrates how these may be generalised to the wider nursing context.  Combines evidence, concepts, and theories discussed to propose several alternative possible recommendations or solutions, exploring how these may enhance or minimise the impact of contextual factors within practice. | The introduction clearly places the question in context; accurately defines key terms; offers a clear rationale for the focus of the discussion; offers a possible answer to the question, and concisely outlines how the discussion will be developed.  The conclusion presents a clear and convincing summary of the discussion, which addresses the purpose of the assignment. It arrives at a judgement to support making recommendations or identified future learning needs.  The oral presentation 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. 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://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is used precisely, both in the presented reference list and within the presentation. |
| **70 – 79** | **First Class** | Has a well-defined focus throughout the assessment and demonstrates an awareness of the contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies in-depth knowledge with a detailed understanding of the content relevant to the assessment. Using theories, ideas, conceptual frameworks, and methods in complex and interrelated contexts, associated with professional, ethical, and moral issues.  Demonstrates detailed knowledge of relevant bio-psycho-social concepts, theories, and content with which to devise and sustain a coherent argument. Some recognition of the strengths and limitations of different perspectives.  Critical appraisal of the evidence 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, and which clearly demonstrates their ability to manage their own learning. | Systematically identifies and explains relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Recognises competing perspectives in complex and inter-related contexts.  Differentiates and organises relevant principles, concepts and evidence demonstrating key relationships between these. Detects strengths and weaknesses in perspectives, evidence, and processes and presents reasoned judgements in developing a coherent argument/discussion.  Demonstrates personal responsibility for their learning, capabilities, and development, reflecting on this and most contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  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 bio-psycho-social principles, theories, and methods to explore and critically evaluate practice in complex and inter-related contexts.  Combines evidence, concepts, and theories discussed to propose a few alternative possible recommendations or solutions, providing a limited discussion of how these may enhance or minimise the impact of contextual factors within practice. | The introduction provides a context for the question; defines key terms; offers a rationale for the focus of the discussion; and outlines how the discussion will be developed.  The conclusion summarises the discussion, which addresses the purpose of the assignment, arriving at a judgement that supports presented recommendations or identified future learning needs. Source material used to support points.  The oral presentation 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. 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 in contributing to the discussion.  The [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is used consistently and accurately in the reference list and within the presentation, but would benefit from further refinements when using quotes or less common sources, to fully adhere to the system. |
| **60 – 69** | **Upper Second (2:1)** | Has a well-defined focus throughout the assessment and demonstrates some awareness of the full range of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies knowledge with a clear understanding of the content relevant to the assessment. Using theories, ideas, conceptual frameworks, and methods in complex contexts, associated with professional, ethical, and moral issues.  Demonstrates knowledge of relevant bio-psycho-social concepts, theories, and content to devise and sustain a mainly coherent argument. Limited recognition of the strengths and limitations of different perspectives.  The appraisal of the evidence 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, and which clearly demonstrates their developing ability to manage their own learning. | Accurately identifies and explains relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Recognises competing perspectives in complex and inter-related contexts.  Differentiates and organises relevant principles, concepts and evidence demonstrating relationships between these. Detects strengths and weaknesses in perspectives, evidence and processes and presents mainly reasoned judgements in developing a coherent argument/discussion.  Demonstrates personal responsibility for their learning, capabilities, and development, reflecting on this and several of the contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  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 bio-psycho-social principles, theories, and methods to explore and critically evaluate practice in complex contexts.  Combines evidence, concepts, and theories discussed to develop their recommendation for or solution to the topic discussed. Recognises how these may enhance or minimise the impact of contextual factors within practice. | The introduction suggests a context for the question; defines key terms; offers a rationale for the focus of the discussion; and outlines how the discussion will be developed.  The conclusion summarises the discussion, making some links to the purpose of the assignment and a judgement of the content. Recommendations or future learning needs briefly presented. Source material largely used to support points.  The oral presentation 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. The delivery is convincing, if at times with some minor hesitation, and uses posture, eye contact, facial expressions, volume, and pace well 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://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is used consistently and mainly accurately in the reference list and within the presentation, but would benefit from further refinements to fully adhere to the system. |
| **50 – 59** | **Lower Second (2:2)** | Has a clear focus throughout the assessment and demonstrates some awareness of the main contextual factors (cultural, legal, professional, etc.) that may influence the work.  Applies accurate knowledge that demonstrates some understanding of the content relevant to the assessment. Using theories, ideas, conceptual frameworks, and methods in  contexts, associated with professional, ethical, and moral issues.  Mostly demonstrates knowledge of relevant concepts, theories, and contents to support the argument presented, which occasionally lacks coherence. Strengths and limitations of different perspectives rarely considered.  Appraises the evidence 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 which limits their demonstration of their developing ability to manage their own learning. | Clearly identifies and explains relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Recognises competing perspectives in complex contexts.  Differentiates and organises relevant principles, concepts and evidence mainly demonstrating relationships between these.  Detects strengths and weaknesses in perspectives, evidence, and processes, and presents judgements in developing a coherent argument/discussion.  Demonstrates personal responsibility for their learning, capabilities, and development, reflecting on this and a few of the contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  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 principles, theories, and methods, to explore and evaluate practice in complex contexts.  Combines evidence, concepts, and theories discussed to propose their recommendation for or solution to the topic discussed, although inconsistent in recognising how these may enhance or minimise the impact the contextual factors in practice. | The introduction sets out briefly what is to be discussed in the main body of the presentation and offers a limited rationale for the focus of the discussion and/or define the main terms.  The conclusion briefly summarises the discussion; provides a partial judgement of the content; and may make recommendations supported by source material or identify future learning needs.  Oral presentation 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, 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://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is applied consistently in the reference list with minor deviations. Within the presentation, referencing requires greater refinement to fully adhere to the system. |
| **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.) that may influence the discussion.  Applies knowledge that demonstrates some understanding of the content relevant to the assessment. Using theories, ideas, conceptual frameworks, and methods in limited contexts, associated with professional, ethical, and moral issues.  Mostly demonstrates knowledge of relevant content, theories, and concepts to support the argument presented, which at times lacks coherence. Consideration given to a single perspective with some discussion of its strengths and limitations.  In appraising the evidence 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 which significantly limits their demonstration of their developing ability to manage their own learning. | Identifies and explains relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Limited recognition of competing perspectives in complex contexts.  Differentiates the relevant principles, concepts and evidence discussed, presenting a limited demonstration of the relationships between these. Detects strengths and weaknesses in perspectives, evidence, and processes in developing a coherent argument/discussion.  Some reflection on their personal responsibility for learning and development, which may consider contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  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 principles, theories, and methods, to explore and evaluate practice.  Combines evidence, concepts, and theories discussed to propose their recommendation for or solution to the topic discussed, although not recognising how these may enhance or minimise the impact the contextual factors in 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. Limited use of source materials to support the conclusion.  The oral presentation 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 presentation 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 eye contact is limited or absent and the volume and pace makes it 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, etc.) and serve to detract from the discussion.  The [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is mostly accurate throughout the reference list and within the presentation. |
| **20 – 39** | **Fail** | The assessment has focus but loses this at times and does not demonstrate awareness of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies knowledge that demonstrates a limited understanding of the content relevant to the assessment. Inconsistent use of theories, ideas, conceptual frameworks, and methods in contexts, associated with professional, ethical, and moral issues.  Knowledge of relevant concepts, theories, or content demonstrated is limited in its support of the discussion presented, with some gaps, inaccuracies, and irrelevancies. No consideration given to the strengths and limitations of the knowledge presented.  There is minimal appraisal of the evidence 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 which does not support a demonstration of their ability to manage their own learning. | Inconsistently identifies and explains relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Does not attempt to recognise competing perspectives in complex contexts.  Limited differentiation of relevant principles, concepts and evidence and demonstration of relationships between these. Limited discussion of the strengths and weaknesses in perspectives, evidence, and processes in developing a coherent argument/discussion.  Limited reflection on their personal responsibility for learning and development, which may consider contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  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 principles, theories, and methods to explore practice.  Limited demonstration of combining evidence, concepts, and theories discussed to propose their recommendation for or solution to the topic of the assessment. | The introduction sets out briefly what is to be discussed but there is no attempt to establish a focus or context for the assessment, or rationale for this. No definitions for key terms provided.  The conclusion offers a limited summary of the discussion; neither drawing it to a judgement or conclusion, nor making recommendations or identifying future learning needs. No source materials used to support the conclusion.  The oral presentation has limited fluency and clarity, with topic points that lack structure and coherent links to progress the discussion in a comprehensible way.  The oral presentation 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.  The design and format of illustrative material, graphics, and text are not easy to view (e.g. too small, blurred, etc.); are irrelevant to the topic; and serve to detract from the discussion.  The referencing system used in the reference list and within the presentation is not consistent with the required [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/). |
| **0 – 19** | **Fail** | The assessment lacks focus on the assessment question/guidelines and does not demonstrate awareness of contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Inconsistent application of knowledge to demonstrate an understanding of the content relevant to the assessment. Lacks a clear use of theories, ideas, conceptual frameworks, and methods in contexts, associated with professional, ethical, and moral issues.  Lacks sufficient knowledge of relevant concepts, theories, and content, to support the discussion presented, with frequent inaccuracies and irrelevancies. No consideration given to the strengths and limitations of the knowledge presented.  There is no clear appraisal of the evidence 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 which does not support a demonstration of their ability to manage their own learning. | Inconsistently identifies and explains both relevant and unrelated bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Does not attempt to recognise competing perspectives in complex contexts.  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.  There is a lack of reflection on their personal responsibility for learning and development and there is no account of contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  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 principles, theories, and methods, to given examples in exploring practice.  Lacks a clear demonstration of combining evidence, concepts, and theories discussed to propose their recommendation for or solution to the topic of the assessment. | The introduction does not set out what is to be discussed in the main body of the presentation or establish a focus or context for the discussion or rationale for these. No definitions for key terms provided.  The conclusion provides no coherent summary of the discussion; neither drawing it to a judgement or conclusion, nor making recommendations or identifying future learning needs. No source materials used to support the conclusion.  The oral presentation 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 presentation 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.  The design and format of illustrative material, graphics, and text is limited, irrelevant to the topic and consistently detracts from the discussion.  The referencing system used in the reference list and within the presentation is not consistent with the required [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/). |