\*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** | **Distinguished performance** | Has a well-defined, and accurate focus throughout the assessment and demonstrates a detailed knowledge of the contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies in-depth knowledge with a systematic and critical 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 ideas, concepts, and theories; showing appreciation of different perspectives and integrating these to develop an original argument.  Applies clearly structured, analytical, and evaluative appraisal of the evidence used in support of the argument presented, considering the impact of different forms of evidence/knowledge; exploring the ambiguity and uncertainty associated with using these to make judgements in nursing.  Communicates, organises, and synthesises information from a comprehensive range of subject specific sources to fully achieve a specific purpose with clarity and depth, which clearly demonstrates their ability to manage their own learning and professional development. | Systematically organises and synthesises relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. differentiates alternative perspectives, identifying their strengths and weaknesses and proposes new ideas in complex and unpredictable contexts.  Systematically and critically analyses and evaluates, relevant principles, concepts, theoretical frameworks, and evidence, demonstrating key relationships between these and how they fit within the wider nursing context Integrating these to develop reasoned judgements for a coherent argument/discussion.  Critically reflects on and evaluates their responsibility for their learning, capabilities, and development, incorporating the full range of contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  Utilises an advanced awareness of nursing’s ethical and professional values in exploring examples from practice, reflecting on their own personal and strategic decisions, responsibilities, and interactions with others to critically evaluate practice in complex and unpredictable contexts.  Systematically combines the bio-psycho-social principles, concepts, theoretical frameworks, and evidence discussed to explore and propose innovative and novel recommendations or solutions, justifying how these may enhance or minimise the impact of contextual factors within practice. | The presentation is structured so that; the introduction sets out what is to be discussed in the main part of the presentation; establishes the focus of the discussion, the rationale for this, defines terms and offers a possible answer or solution to the subject of the assessment. The conclusion summarises the discussion; arrives at a judgement or conclusion and makes recommendations or identifies future learning needs.  The oral presentation style is fluent and clear, with well-structured topic points that are clearly linked so that they progress the discussion in a coherent way. The delivery is confident and clear, with effective use of posture, eye contact, facial expressions, volume, and pace to engage the audience.  Drawing on experience, nursing, and interdisciplinary knowledge, uses a comprehensive professional and academic vocabulary accurately, appropriate to the complexity of the context, and in a manner clearly conveying the message of the speaker to both professionals and non-professionals.  The design and format of illustrative material, graphics, and text are creative and impactful, actively contributing to the discussion.  Source material is consistently and accurately used to support points. The [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is accurate throughout. |
| **70 – 79** | **Distinguished performance** | Has a well-defined, and accurate focus throughout the assessment and demonstrates knowledge of the contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies in-depth knowledge with a systematic and some critical 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 ideas, concepts, and theories; showing appreciation of different perspectives and integrating these to develop an argument.  Applies a structured, analytical, and evaluative appraisal of the evidence used in support of the argument presented, considering the impact of different forms of evidence/knowledge; exploring the ambiguity and uncertainty associated with using these to make judgements in nursing.  Communicates, organises, and synthesises information from a wide range of subject specific sources to achieve a specific purpose with clarity and depth, which clearly demonstrates their ability to manage their own learning and professional development. | Clearly organises and synthesises relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Differentiates alternative perspectives, identifying their strengths and weaknesses and proposes new ideas in complex and unpredictable contexts.  Clearly and critically analyses and evaluates, relevant principles, concepts, theoretical frameworks, and evidence, demonstrating key relationships between these and how they fit within the wider nursing context. Applying these to develop reasoned judgements for a coherent argument/discussion.  Critically reflects on and evaluates their responsibility for their learning, capabilities, and development, incorporating a wide range of contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  Utilises a systematic and detailed understanding of nursing’s ethical and professional values in exploring examples from practice, reflecting on their own personal and strategic decisions, responsibilities, and interactions with others to critically evaluate practice in complex and unpredictable contexts.  Systematically combines the bio-psycho-social principles, concepts, theoretical frameworks, and evidence discussed to explore and propose creative recommendations or solutions, justifying how these may enhance or minimise the impact of contextual factors within practice. | The presentation is structured so that; the introduction sets out what is to be discussed in the main part of the presentation; establishes the focus of the discussion and rationale for this and defines terms. The conclusion summarises the discussion; arrives at a judgement or conclusion and makes recommendations or identifies future learning needs.  The oral presentation style is fluent and clear, with well-structured topic points that are clearly linked so that they progress the discussion in a coherent way. The delivery is confident and clear, with effective use of posture, eye contact, facial expressions, volume, and pace to engage the audience.  Uses a wide-ranging professional and academic vocabulary accurately, appropriate to the context and in a manner clearly conveying the message of the speaker to variety of different audiences, nursing, healthcare professional and lay.  The design and format of illustrative material, graphics, and text are creative and impactful, actively contributing to the discussion.  Source material is consistently and accurately used to support points. The [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is accurate throughout. |
| **60 – 69** | **Good performance** | Has a well-defined focus throughout the assessment and demonstrates knowledge of the contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies knowledge with a systematic and some critical 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 accurate knowledge of relevant bio-psycho-social ideas, concepts, and theories; showing some appreciation of different perspectives and integration of these to develop an argument.  Applies a structured, analytical appraisal of the evidence used in support of the argument presented, considering the impact of different forms of evidence/knowledge; exploring the ambiguity and uncertainty associated with using these to make judgements in nursing.  Communicates, organises, and synthesises information from a wide range of subject specific sources to clearly achieve a specific purpose, which clearly demonstrates their ability to manage their own learning and professional development. | Clearly organises and synthesises relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Some differentiation of alternative perspectives presented, identifying their strengths and weaknesses and some proposals offered of new ideas in complex and unpredictable contexts.  Clearly analyses and evaluates, relevant principles, concepts, theoretical frameworks, and evidence, demonstrating key relationships between these and how they fit within the wider nursing context. Applying these to develop reasoned judgements for a coherent argument/discussion.  Critically reflects on their responsibility for their learning, capabilities, and development, incorporating a wide range of contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  Utilises a detailed understanding of nursing’s ethical and professional values in exploring examples from practice, reflecting on their own personal and strategic decisions, responsibilities, and interactions with others to evaluate practice in complex and unpredictable contexts.  Combines the bio-psycho-social principles, concepts, theoretical frameworks, and evidence discussed to explore and propose a range of possible recommendations or solutions, justifying how these may enhance or minimise the impact of contextual factors within practice. | The presentation is structured so that; the introduction sets out what is to be discussed in the main part of the presentation; establishes the focus of the discussion and rationale for this and defines terms. The conclusion briefly summarises the discussion; arrives at a limited judgement or conclusion and makes recommendations or identifies future learning needs.  The oral presentation style is fluent and clear, with well-structured topic points that are clearly linked so that they progress the discussion in a coherent way. 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 presentation is delivered using a distinct professional and academic vocabulary to present a clear message and convey information accurately to a mainly professional audience.  The design and format of illustrative material, graphics and text is largely consistent, with few errors, which rarely detract from the discussion.  Source material largely used to support points. The [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is accurate throughout. |
| **50 – 59** | **Satisfactory performance** | Has a clear focus throughout the assessment and demonstrates some knowledge of the contextual factors (cultural, historical, environmental, human, economic, legal, professional etc.) that may influence the discussion.  Applies accurate knowledge with a systematic and clear 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 knowledge of relevant bio-psycho-social ideas, concepts, and theories; showing limited appreciation of different perspectives and integration of these to develop an argument.  Applies a structured, appraisal of the evidence used in support of the argument presented, considering the impact of different forms of evidence/knowledge; exploring the uncertainty associated with using these to make judgements in nursing.  Communicates and organises information from a range of subject specific sources to achieve a specific purpose, which demonstrates their ability to manage their own learning and professional development. | Organises and synthesises relevant bio-psycho-social principles, concepts, theoretical frameworks, and approaches to devise and sustain arguments and/or to solve problems. Some recognition presented of alternative perspectives, limited discussion of their strengths and weaknesses. Limited consideration of new ideas in complex and unpredictable contexts.  Analyses and evaluates, relevant principles, concepts, theoretical frameworks, and evidence, demonstrating key relationships between these and how they fit within the wider nursing context. Applying these to develop reasoned judgements for a coherent argument/discussion.  Presents some critical reflection on their responsibility for their learning, capabilities, and development, incorporating a wide range of contextual factors (cultural, historical, environmental, human, economic, legal, etc.) that may affect this.  Utilises a clear understanding of nursing’s ethical and professional values in exploring examples from practice, reflecting on their own personal and strategic decisions, responsibilities, to evaluate practice in complex and unpredictable contexts.  Combines the bio-psycho-social principles, concepts, theoretical frameworks, and evidence discussed to explore and propose a limited range of possible recommendations or solutions, offering some justification for how these may enhance or minimise the impact of contextual factors within practice. | The presentation is structured so that; the introduction sets out what is to be discussed in the main part of the presentation; establishes the focus of the discussion and rationale for this and defines terms. The conclusion summarises the discussion; arrives at a limited judgement or conclusion and may make recommendations or identify future learning needs.  The oral presentation style is fluent and clear, with well-structured topic points that are clearly linked so that they progress the discussion in a coherent way. Attempts to use posture, eye contact, facial expressions, volume, and pace to engage the audience.  The presentation is delivered using professional and academic language to present a clear message and convey information successfully, for a professional 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.  Source materials largely used to support points made. The [University of York Harvard style referencing system](https://subjectguides.york.ac.uk/referencing-style-guides/harvard/) is accurate throughout. |
| **40 – 49** | **Marginal fail** | 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 part 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.  The oral presentation style is mostly fluent and clear, with well-structured topic points that are generally linked so that they progress the discussion in a coherent way. Attempts to use posture, eye contact, facial expressions, volume, and pace to engage the audience.  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.  The design and format of illustrative material, graphics, and text is less consistent, with frequent errors which occasionally serve to detract from the discussion.  Source materials used to support points made limited and/or inconsistent. 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. |
| **20 – 39** | **Fail** | 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 part of the presentation; 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.  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. 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.  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.  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.  Limited use made of source material to support the presentation. 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. |
| **0 – 19** | **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 being 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.  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. There are frequent 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.  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.  Insufficient use made of source materials used to support the presentation. 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/). |