Programme Handbook

MSc in Cardio-Respiratory Nursing
**MSc Cardiorespiratory Nursing**

Welcome to Imperial College and to the National Heart and Lung Institute. You are joining this programme at an exciting time within the nursing profession. The role and contribution of the health care professionals is adapting to the changing health care needs associated with the current increase in life expectancy and with this an increase in chronic disease. The purpose of the programme is to allow you the opportunity to explore these changes, and to develop skills in clinical practice, research and leadership. These will enable you to contribute to the changing nature of the modern healthcare service. This course seeks to reflect contemporary change to ensure that you are able to both understand and contribute to the future direction of healthcare. The role of nurses working autonomously in both primary and acute care has rapidly expanded over the last ten years. It is intended that this course will provide an understanding of such roles for students pursuing this clinical and academic pathway.

This programme handbook will provide you with an overview of the MSc, provide details about the structure, the content, choices and opportunities provided in your studies with us. Each module will have its own study guide that outlines the timetable, assignments and recommended texts. You will receive this at the commencement of each module. You will probably have many questions relating to your programme of study. This handbook will provide many of the answers. However, if you have further queries, you should not hesitate to contact the module leader or course director.

We very much hope that you enjoy your studies, and find the learning environment both stimulating and challenging. The rewards of personal and professional development inherent within the programme provide opportunities for growth.
**The Team**

Course Director – Marina Nicholas
Course Administrator – Agnes Etienne

**Module Leaders** in alphabetical order

Dr. Helen Goodman – (ICP Project Manager) – Lecturer
Catriona Jennings – (Cardiac Specialist Nurse) - Lecturer
Dr. Sundee Kaul (Consultant in Intensive Care & Respiratory Medicine) – Lecturer
Dr. Susan Madge – (Consultant Nurse in Cystic Fibrosis (CF) (ANT) – Lecturer
Marina Nicholas – (Head of Post Graduate Education, Nursing) – Lecturer
Prof Anita Simmons – (Professor of Respiratory Medicine) - Lecturer

**Additional regular Lecturers**

Prof Paul Cullinan – Professor of Occupational Medicine (Respiratory Physician)
Dr. Sharon Fleming – Head of Nursing Research
Dr. Caroline Shuldham – Director of Nursing
Andrea Manley – Sister, Nursing Development
Dr Simon Pearse – Cardiology
Paul Mendes – Head of Learning & Development
Liz Allibone – Head of Clinical Education & Training Development
Aims and objectives of the programme

The aim of the programme is to provide you with an academically challenging and innovative approach to advance thinking in cardio-respiratory nursing. It is intended for nurses wishing to combine studies related to their clinical area with strong intellectual training. It is also relevant for those wishing to undertake studies to underpin roles within education, research and practice development.

The MSc places research and dissemination alongside familiar management, practical and teaching roles. It aims to give you the intellectual tools to collect, analyse and interpret information at a high level. Thus, this postgraduate qualification will provide the education, training and skills necessary for you to follow a senior career in cardio-respiratory nursing.

Learning Objectives

At the end of the course, students will have:

- Gained the skills to lead the clinical nursing agenda within the speciality in subsequent years.
- Have a thorough preparation for professional clinical leadership and innovation.
- Have acquired the skills to act as a role model in advancing cardio-respiratory nursing through academic skills applied directly at practice level.
- Have acquired the intellectual tools to collect, analyse and interpret information at a high level.
- Have acquired and practised research and dissemination skills, as well as practical patient-based skills pertinent to cardio-respiratory nursing.
- Understand the importance of an Evidence based approach to the delivery of care within the multidisciplinary team
- Be well qualified to undertake PhD studies

Learning Outcomes:

Knowledge and understanding of:
1. The aetiology, epidemiology and pathophysiology of the more common cardio-respiratory diseases (including cardiovascular disease, heart failure, congenital heart disease, asthma, cystic fibrosis)
2. Management of the patient with a cardio-respiratory illness both in the acute and longer term setting (including approaches to disease management, technological interventions)
3. National and international influences on practice
4. Evidence based healthcare
5. The development and adoption of national and international guidelines for practice
6. Applied healthcare research methods
7. Presentation of results and clinical findings
8. Development of a research project

**Intellectual skills of:**
1. Have acquired the intellectual tools to collect, analyse and critically interpret information and literature for use in cardio-respiratory nursing
2. Develop an appropriate cardio-respiratory patient management plan
3. Evaluate the effectiveness of a comprehensive patient management plan
4. Have acquired and practised research and dissemination skills
5. Synthesis of published literature and clinical practice

**Practical skills of:**
1. Have acquired the skills to act as a role model in advancing cardio-respiratory nursing
2. Patient-based skills pertinent to cardio-respiratory nursing (such as advanced life support, clinical examination and history taking)
3. Have acquired the skills of preparing and presenting patient case studies
4. Have acquired the skills to undertake effective literature searching, data analysis and data presentation
5. Research and dissemination skills (such as data collection, use of data software packages, poster and presentations skills)
6. Have acquired the skills of project management (through development of research project)
Structure and outline of the programme.

This course is modular and pursued part-time over two years. Each year starts in October. Taught lectures are scheduled for every module. Please refer to individual module guides for specific details.

Successful completion of the MSc requires each student to achieve 90 credits. This is comprised of compulsory and optional modules and a dissertation and viva. Four modules are compulsory. Four modules are chosen from a list of optional modules. It is intended that these choices will help strengthen the specialist nature of your programme. The dissertation and viva are compulsory.

The course is delivered through a mix of face-to-face lectures, practical’s can workshops. This is supplemented by guided learning using web-based packages (Web-CT). You are expected to attend at least 80% of the taught component of the course.

You are expected to login to Webc-ct at least twice weekly throughout the course.

Modules

The compulsory modules are:

- Applied healthcare research I - 7.5 credits
- Applied healthcare research II - 7.5 credits
- Nursing Practice Development - 7.5 credits
- Evidence Based Health Care - 7.5 credits
- Dissertation – 30 credits

Optional modules are:

- Cystic Fibrosis - 7.5 credits
- Cardiac nursing - 7.5 credits
- Respiratory nursing – 7.5 credits
- History taking and clinical examination - 7.5 credits
- Theory and Practice of Advanced Life Support - 7.5 credits
- Lung Failure - 7.5 credits
- Smoking cessation - 7.5 credits
Module leaders have defined the individual module content. Although there will be general guidelines for contact time, module leaders will agree the lecturer contact time and self directed study time. Module aims, objectives, learning outcomes, indicative content, indicative reading and key texts will be explained, with assessment and evaluation procedures clearly outlined for each module in a module specific handbook.

Choices of module options should be made by the end of October of each year. Students can be allocated to each module. Thereafter changes can be made to module choice if places are available. Optional modules will only run if there is sufficient student interest.

**Dissertation**

The aim of the dissertation module is to utilise your skills of critical analysis, synthesis and original thought, contributing to the academic knowledge base within the field of cardio-respiratory nursing. It is intended that the dissertation is practice led, and that possible ways of exploring contemporary practice through inductive or deductive reasoning. Therefore, a further aim is to enable you to develop your practice and the practice of others within the health care setting. The dissertation must be submitted by September of the second year. All students have a viva in October/early November.
Course delivery:

Year 1

Term 1 (October 2016)
1. Applied Healthcare research I  
   (Compulsory)
2. Respiratory Nursing  
   (Optional)

Term 2 (January 2017)
1. Lung Failure  
   (Optional)
2. History Taking and Clinical Examination  
   (Optional)
3. Theory and Practice of Advanced Life Support  
   (Optional)
4. Smoking Cessation  
   (Optional)

Term 3 (April 2017)
1. Practice Development  
   (Compulsory)
2. Heart Failure  
   (Optional)
   June – Exams  
   (Compulsory)

Term 4 (July – October 2017)
Dissertation  
   (Compulsory)

Year 2

Term 1 (October 2017)
1. Evidence Based Healthcare  
   (Compulsory)
2. Applied Healthcare Research II
   (Compulsory)
3. Dissertation - ongoing
   (Compulsory)
3. Cardiac Nursing
   (Optional)

Term 2 (January 2018)
1. Lung Failure
   (Optional)
2. History Taking and Clinical Examination (Harefield)
   (Optional)
3. Theory and Practice of Advanced Life Support
   (Optional)
4. Smoking Cessation
   (Optional)
4. Dissertation - ongoing
   (Compulsory)

Term 3 (April 2018)
1. Heart Failure
   (Optional)
2. Cystic Fibrosis
   (Optional)
3. Respiratory Nursing
   (Optional)
4. Dissertation
   (Compulsory)

Optional modules will only be available if sufficient numbers of candidates require them. This is a preliminary outline of module delivery and more detail of term dates will be provided during the summer of each year.

Student support and guidance
On commencing the course you will be allocated a personal tutor who will provide ongoing support throughout the programme. You should arrange to meet your personal tutor at least once each term to discuss any general course related issues. Please let your personal tutor and the course director know of any personal issues that may affect their attendance on the course, ability to study or affect your ability in any course work.

Each module will have a module leader, and you should approach this person for module specific queries and guidance related to the course work. Your module leader will provide informal feedback on any assessed work within one month of the submission date. You are encouraged to make an appointment with the module leader for this feedback.

During the dissertation studies, an academic supervisor will be allocated to support your work and will be responsible for the development of the dissertation. However, as an adult learner you will be solely responsible for organising meetings, submission of written work and meeting details. Written guidelines will be made available to students prior to commencing the dissertation. If you have work related problems i.e you feel you need more supervision or help, or that you are getting stuck it is best to first speak with your supervisor. If you feel that the problems have not been fully addressed then you should speak with the Course Director.

The College has prepared a booklet to help you with Master's level study. The booklet contains advice and tips to help you to enhance your learning skills and get the very best from your degree. The booklets explain what you can expect from your study at Imperial, and will provide sources of support and guidance. You will be given a copy of the relevant guide at the start of your course at Imperial. However you can also download a copy at: 

http://www3.imperial.ac.uk/students/studyguide

**Media Library**
The following videos in the media library may be of help to you if you are new to Imperial College
Imperial College Welcome

http://www2.imperial.ac.uk/imedia/content/view/703/start-of-academic-year-2010

Library services: http://www2.imperial.ac.uk/imedia/content/view/834/library-services-at-imperial/

ICT Service Desk

The link below is for the Imperial College ICT Service Desk for Imperial College staff and students. I strongly advise bookmarking this link - we all know that technology can go wrong at the worst time, so it’s useful to know where to go to report a problem, get urgent help, check for planned maintenance periods etc.

http://www3.imperial.ac.uk/ict/servicedesk

There are also a series of ICT FAQs which can help with any questions you might have, and the How to Guides might be particularly helpful.

http://www2.imperial.ac.uk/blog/ictfaq/how-to-guides/

Wellbeing

For students in their Masters phase, there are a range of MasterClass courses available to you, including a Stress Management session:

http://www3.imperial.ac.uk/graduateschool/transferableskillsprogramme/informationformastersstudents

Student Support Link

http://www.imperial.ac.uk/students/student-support/

Imperial College Union (ICU):

http://www.imperialcollegeunion.org/

ICU Advice Centre: https://www.imperialcollegeunion.org/welfare-and-advice

Student representation – how to become a student representative https://www.imperialcollegeunion.org/representation

You can find out more information about the counselling services mentioned at the link below:

http://www3.imperial.ac.uk/counselling

Details of departmental/College Committees, including Staff-Student Committees.
(The College’s Staff-Student Committee Good Practice Guidelines are available at: http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice

Other useful information and support services:
Registry: http://www3.imperial.ac.uk/registry
Careers Service: http://www3.imperial.ac.uk/careers
Accommodation: http://www.imperial.ac.uk/study/campus-life/accommodation/
Student Finance: http://www3.imperial.ac.uk/studentfinance/currentstudents
ICT Service: http://www.imperial.ac.uk/students/online-services/
Sport Imperial: http://www3.imperial.ac.uk/sports
Student online services: http://www3.imperial.ac.uk/registry/currentstudents
Alumni Services: http://www.imperial.ac.uk/alumni/

Please review the welfare video on this link in order to see what support you can access to assist you in your studies:
http://www2.imperial.ac.uk/imedia/content/view/369/health-and-welfare

Supervision arrangements

Students with Disabilities

Students with disabilities should inform the Course Director as soon as possible after the start of the course so that any appropriate arrangements can be made. Such student should also contact the Disability Advisory Service:
http://www3.imperial.ac.uk/disabilityadvisoryservice/supportforstudents

The Course Director is also available for any other queries. Contact details
Marina Nicholas
E-mail: m.nicholas@rbht.nhs.uk or marina.nicholas@imperial.ac.uk
Tel: 020 7351 8847 (Voice mail facility)
The Learning Environment and Resources available to you as a student.
Professional skills development is an important aspect of your study. These are delivered through lecturing methods that require problem solving skills, presentation skills and teamwork on developing a task. Professional skills training: are free to postgraduate students. More details can be found, including the timetable of events through following the web-link below.
http://www3.imperial.ac.uk/graduateschool/transferableskillsprogramme
Accessing scholarly information will be an essential part of completing your course at Imperial College. To this end, Imperial College Library, which consists of Central Library in South Kensington and five distinct medical campus libraries across London, delivers a wide range of services to support students’ research needs.

The Library has access to a vast range of online scholarly journals, reference materials, print and electronic books (including recommended textbooks), and subject-specific databases such as PubMed and the Cochrane Library. Library staff are an excellent source of guidance on academic best practice and, furthermore, can offer training and advice to help augment your search techniques, keep abreast of the latest research activities in your field, and manage references using up-to-date software packages.

The local campus library is located in the Guy Scadding Building, Dovehouse Street. Students registered on the course will be able to use the PCs in the library, all with access to the Internet and printing facilities and some with access to SPSS.

For more information on the Library, please consult the main library website at http://www3.imperial.ac.uk/library

or the Medicine @ Imperial College London Library blog at http://imperialmed.wordpress.com/
Access to a wide range of support services is also available within the Trust. These can be requested via the Course Organiser.

Assessment regulations and handing in arrangements
The course and each module are assessed by a combination of written work and examination.
Written assignments will be selected to allow you to demonstrate strong understanding and critical engagement with the subject. Your exams will occur in June of both years with re-sits, if needed, the following June. The viva after the end of the course will focus on the content of the dissertation, with discussion related to implementation, dissemination, implications for your future practice. Specific details will be sent to you nearer to the timetabled event which will take place in the October following submission of your thesis.

Examiners are appointed to the course. This is an essential feature of the quality control process within the course. An external examiner is appointed on an annual basis and is involved in all aspects of assessment, including approval of examination papers and final review of assignments and dissertations. Dr Donna Fitzsimons (University of Ulster) has been appointed as external examiner for 2016 - 2017

An examination board is chaired by Professor Paul Cullinan
Criteria for the award of Merit and Distinction

On successful completion of the programme the student can be awarded a distinction, merit or pass.

- **Distinction:** to be awarded where a candidate has achieved a mark of 70% or greater across the programme as a whole, with a mark of 70% or greater in each element with the exception of one element, for which a mark of 60% or greater must have been obtained.

- **Merit:** to be awarded where a candidate has achieved a mark of 60% or greater across a programme as a whole, with a mark of 60% or greater in each element with the exception of one element, for which a mark of 50% or greater has been obtained.

- **Pass:** to be awarded where a student successfully passes all aspects of the assessed work with a grade greater than 50% but does not fulfil the criteria for the award of “merit” or “distinction”.

A full copy of the Academic Regulations for Imperial College can be found on the following web-link –

http://www3.imperial.ac.uk/registry/proceduresandregulations/regulations

The College’s Regulations for Students:

http://www3.imperial.ac.uk/registry/proceduresandregulations/examinationassessment
**Handing in Assignments**

Two copies of your assignment must be submitted on or before 12 mid-day on the date of submission to the office of the course administrator located on Level 3, Britten Wing, Sydney Street, SW3 6NP. Where the assignment is a written piece of work then you must also submit one copy electronically through ‘turn-it-in’. This must be submitted before the date and time of the assignment submission deadline. Failure to hand in your assignment on the appropriate day may mean that you will be referred on your first attempt. Should mitigating circumstances (see below) prevent you from submitting on time, please write formally to your module organiser outlining the difficulties you are having. Unless this is an emergency you should put your request in writing to the module organiser at least 2 weeks before submission date. If mitigating circumstances are established, an extended period of time will be granted to you in order to complete your assignment, with a new hand-in date confirmed in writing by the module Organiser. Failure to make this request in writing will result in you not being allowed an extension to the hand-in date and you will be awarded a ‘refer’ or ‘fail’ (if on second attempt) in that aspect of the course.

**Mitigating Circumstances**

Personal illness (supported by a medical certificate)

Bereavement

Family illness

The college policy can be found at the following webpage:

[http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment](http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment)

**Assignment Format**

Two ‘hard’ copies of your assignment should be submitted as follows ~

Assignments should be typed/word processed in a double or 1.5 line spaced format. You should use A4 paper and should use both sides of the paper. Your personal details should be clear on the front cover and indicate the following -

Name

CID number
Please submit your work carefully stapled and placed inside and light weight plastic envelope/wallet. Exceptions to this are the portfolio for the clinical examination and history taking module and the final dissertation. Your portfolio for the clinical examination module should be submitted in a loose leaf folder. Your dissertation should be bound in soft covers and in the colour of Imperial College.

**Feedback**

Feedback is a very important part of your learning and therefore of the programme. Rapid and detailed feedback from the teachers to you as a student provides information on your progress, encouragement and motivation and helps you identify your strengths and weaknesses. It is useful for your teachers as it helps them identify early any areas that individual or student collectively are having difficulty with. Feedback is also needed by the staff to continue to develop the programme. It is essential that feedback is given when requested.

A provisional pass mark and grade will be published until after the results have been ratified by the examinations board. After this the final marks will be communicated.

**Student Academic Integrity**

The college takes seriously issues of cheating or plagiarism. You are reminded that all work submitted as part of the requirement of the MSc must be expressed in your own words and included your own ideas. Plagiarism, the presentation of another person’s thoughts and ideas without correct referencing, must be avoided. When assignments are submitted through ‘turn-it-in’ students are encouraged to use the ‘turn-it-in’ feedback prior to final submission.
Any concerns or uncertainties about accurate referencing and avoiding plagiarism should be addressed through reviewing the referencing guidelines and speaking with the module leader. More details of the college policy on cheating can be found by following the web-link below:

http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/disciplinary

https://workspace.imperial.ac.uk/registry/Public/Procedures%20and%20Regulations/Policies%20and%20Procedures/Examination%20and%20Assessment%20Academic%20Integrity.pdf

Complaints and Appeals procedures

http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/complaintsappeals

Useful Links

Code of Student Discipline

This Code of Student Discipline provides for the hearing of complaints concerning breaches of discipline by students, and for rights of appeal where appropriate, and sets down the penalties that may be imposed, including termination of membership of the College

http://www3.imperial.ac.uk/secretariat/collegegovernance/provisions/ordinances/e2

Conduct (behaviour, professionalism etc)
Attendance (include procedure for request of absence)
Sickness
Progress and performance
Communication (e.g. responding to emails, keep course organisers informed of any problems)

Blackboard (VLE)
Link to Blackboard http://learn.imperial.ac.uk
Find out more - http://www3.imperial.ac.uk/ict/services/teachingandresearchservices/elearning/vle

Graduate School
http://www3.imperial.ac.uk/graduateschools
Postgraduate Open Day
http://www3.imperial.ac.uk/graduateschool/events/postgraduateopenday

The Registry Department (for when students who need letters for opening a bank account etc, also results, transcripts....)
http://www3.imperial.ac.uk/registry/abouttheregistry

Health & Safety
OH requirements, vaccinations, use of equipment, training etc.
http://www3.imperial.ac.uk/safety

Key Dates (Graduate Ceremony, social events, terms, etc)

Link to ‘Our Principles’ (the College’s Student Charter)
http://www.imperial.ac.uk/students/student-support/our-principles/

Student Feedback and Student Survey
Information including summary of departmental action taken to enhance programmes as a result of student feedback (example text for surveys can be found at:
http://www3.imperial.ac.uk/registry/proceduresandregulations/surveys/additionalinfo/goodpracticeforsurveys/improvingparticipationrates/surveytemplates)

Deadlines for selecting elective modules – 12th October 2016

Students are asked to provide feedback to the College via – UG SOLE & NSS, PG SOLE & PTES [for suggested text see:
http://www3.imperial.ac.uk/registry/proceduresandregulations/surveys/additionalinfo/goodpracticeforsurveys/improvingparticipationrates/surveytemplates]

Link to religious obligations in assessments
http://www3.imperial.ac.uk/registry/exams

Intellectual Property Policy:
http://www3.imperial.ac.uk/researchsupport/contractsandip/ippolicy
Marking Grids
## MSc - Imperial College
### DISSERTATION MARKING GRID

<table>
<thead>
<tr>
<th>Candidate Name:</th>
<th>MARK AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORGANISATION AND COHERENCE</strong></td>
<td>10</td>
</tr>
<tr>
<td>Well structured and presented. Introduction clearly stating aims, identifying the issues to be addressed. Once identified, there is a logical flow to the candidates work, with good sequencing, all areas identified adequately covered, Conclusion covers all areas discussed.</td>
<td>Poor organisation and structure. Limited discussion.</td>
</tr>
<tr>
<td><strong>CLARITY OF EXPRESSION</strong></td>
<td>10</td>
</tr>
<tr>
<td>Ideas are clearly expressed, articulate and fluent.</td>
<td>Vague, over simplistic, does not get to the point.</td>
</tr>
<tr>
<td><strong>USE OF LITERATURE SHOWING KNOWLEDGE &amp; UNDERSTANDING</strong></td>
<td>10</td>
</tr>
<tr>
<td>The study demonstrates an appropriate use of academic literature and research. Breadth and depth of coverage is clearly demonstrated in establishing an evidence base.</td>
<td>Limited use of Academic Literature/Research evidence. Superficial.</td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td>20</td>
</tr>
<tr>
<td>Contents clearly relate to the area of study. Aims are met within the body of the work. Originality and creativity demonstrated. Knowledge and understanding are applied to practice. Evidence of data collection Applicant has sought ethical approval for the study</td>
<td>Limited relevance to the area of study and practice. Lack of reference base.</td>
</tr>
<tr>
<td><strong>LEVEL OF ANALYSIS AND SYNTHESIS</strong></td>
<td>40</td>
</tr>
<tr>
<td>There should be clear critical analysis and synthesis of ideas, which are well integrated and evaluated. Clear evidence of data analysis.</td>
<td>Wholly or mainly descriptive. Shows some critical thinking and beginning of synthesis. Some evidence of evaluation.</td>
</tr>
<tr>
<td><strong>PRESENTATION AND QUALITY OF REFERENCING</strong></td>
<td>10</td>
</tr>
<tr>
<td>All key sources cited; consistent and accurate use of accepted referencing system is maintained.</td>
<td>Main sources not cited. Inconsistent use of accepted referencing system.</td>
</tr>
</tbody>
</table>

If assignment is over 10% of the word limit (12 – 1500 words) then the mark will be reduced by 10%.

**Mark Awarded:**

Signature:.................................................................

Agreed mark Signature:.................................................................
MARK AWARDED

Candidate Name: _______________________________

<table>
<thead>
<tr>
<th>Organisation and Coherence</th>
<th>10</th>
<th>0-4</th>
<th>5-7</th>
<th>8-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well structured and presented. Systematic approach demonstrated. There is a logical flow, with good sequencing, all areas identified adequately covered.</td>
<td>Poor organisation and structure. No systematic approach used</td>
<td>Reasonable attention paid to structure and organisation. Systematic approach used</td>
<td>Good structure. Logical development and coherently expressed. Systematic approach used</td>
<td></td>
</tr>
<tr>
<td>Clarity of Expression</td>
<td>10</td>
<td>0-4</td>
<td>5-7</td>
<td>8-10</td>
</tr>
<tr>
<td>Clearly expressed, articulate and fluent.</td>
<td>Vague, over simplistic,</td>
<td>Meaning clear.</td>
<td>Articulate and fluent.</td>
<td></td>
</tr>
<tr>
<td>Breadth and depth of coverage of systematic enquiry</td>
<td>10</td>
<td>0-4</td>
<td>5-7</td>
<td>8-10</td>
</tr>
<tr>
<td>No probing in enquiry.</td>
<td>Probing in enquiry.</td>
<td>Extensive probing in enquiry.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>35</td>
<td>0-17</td>
<td>17-24</td>
<td>25-35</td>
</tr>
<tr>
<td>Contents clearly relate to the area of module. Aims are met. Knowledge and understanding are applied to practice.</td>
<td>Limited relevance to the module. Lacks integration of knowledge to practice.</td>
<td>Shows some relevance and aims are addressed. Some integration of knowledge to practice.</td>
<td>Clearly relevant and aims clearly met. Extensive integration of knowledge to practice.</td>
<td></td>
</tr>
<tr>
<td>Level of Analysis and Synthesis</td>
<td>35</td>
<td>0-18</td>
<td>18-24</td>
<td>25-35</td>
</tr>
<tr>
<td>There should be clear critical analysis and synthesis of clinical findings, which are well presented as differential diagnosis.</td>
<td>Wholly or mainly descriptive.</td>
<td>Shows some critical thinking and beginning of synthesis. Some evidence of discussion and evaluation.</td>
<td>Clear evidence of critical analysis/synthesis and evaluation. Implications for practice highlighted.</td>
<td></td>
</tr>
</tbody>
</table>

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Second marker
<table>
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<td>Well structured and presented. Introduction clearly stating aims, identifying the issues to be addressed. Once identified, there is a logical flow, with good sequencing, all areas identified adequately covered. Conclusion covers all areas discussed.</td>
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</tr>
<tr>
<td>CONTENT</td>
<td>20</td>
</tr>
<tr>
<td>Contents clearly relate to the area of study / assignment topic. Aims are met within the body of the work. Knowledge and understanding are applied to practice.</td>
<td>Limited relevance to the area of study and practice. Lacks application and integration of knowledge to practice.</td>
</tr>
<tr>
<td>USE OF LITERATURE</td>
<td>10</td>
</tr>
<tr>
<td>Demonstrates an appropriate use of academic literature and research. Breadth and depth of coverage provides for an evidence based discussion.</td>
<td>Limited use of academic literature and research evidence.</td>
</tr>
<tr>
<td>LEVEL OF ANALYSIS AND SYNTHESIS</td>
<td>40</td>
</tr>
<tr>
<td>There should be clear critical analysis and synthesis of ideas, which are well integrated and evaluated.</td>
<td>Wholly or mainly descriptive.</td>
</tr>
<tr>
<td>PRESENTATION AND QUALITY OF REFERENCING</td>
<td>10</td>
</tr>
<tr>
<td>All key sources cited; consistent and accurate use of accepted referencing system is maintained.</td>
<td>Main sources not cited. Inconsistent use of accepted referencing system.</td>
</tr>
</tbody>
</table>

If assignment is under / over 10% of the word limit, the mark will be reduced by 10%. ©06/02
Candidate Name: ________________________________

<table>
<thead>
<tr>
<th>Excellent</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear structure and organisation (10)</td>
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<td>Lack of structure, disorganised.</td>
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<td>Background, aims and objectives clearly identified (10)</td>
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<td>Relevant issues not identified, no aims, objectives given</td>
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<tr>
<td>Evidence of accurate knowledge &amp; understanding of topic area (10)</td>
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<td>Lack of understanding, irrelevant material used</td>
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<tr>
<td>Evidence of critical analysis and evaluation (10)</td>
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<td>No analysis or evaluation</td>
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<tr>
<td>Application to clinical practice highlighted (10)</td>
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<td>No application to clinical practice</td>
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<td>Valid conclusions and recommendations drawn (10)</td>
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<td>No conclusions or recommendations</td>
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<tr>
<td>Evidence of relevant reading (10)</td>
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<td>No evidence or use of literature</td>
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<tr>
<td>Excellent presentation, both oral, poster and slides AVA (10)</td>
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<td>Poor presentation.</td>
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<tr>
<td>Clearly patient orientated (10)</td>
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<td>Not patient orientated</td>
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<tr>
<td>Demonstrates critical thinking when answering questions from peers (10)</td>
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<td>Does not demonstrate critical thinking when answering questions from peers (10)</td>
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</tbody>
</table>

1st marker: ________________________________ 2nd marker: ________________________________ Overall mark awarded: ________________________________ /100

Comments: ______________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Updated August 2016