School of Nursing

SCHOOL OF NURSING UNDERGRADUATE ASSIGNMENT MARKING & FEEDBACK

THIS SECTION IS TO BE COMPLETED BY THE STUDENT BEFORE SUBMISSION

NAME: Click here to enter text.	**ID Number:** Click here to enter text.	**Date:** Click here to enter a date.
Module Number & Name: Click here to enter text.		
I confirm that the work submitted has been produced through my own efforts. Tick to confirm ☐		

Proposed weighting at different academic levels demonstrates focus of attention

Circle Level as appropriate	**Level 4**	**Level 5**	**Level 6**
Knowledge	40%	25%	25%
Comprehension/Application	40%	40%	25%
Analysis	10%	10%	15%
Synthesis		10%	15%
Evaluation		5%	10%
Language	5%	5%	5%
Referencing	5%	5%	5%

N.B. The following feedback should be read in combination with the notes throughout the text of your submission

The strengths of this submission were…
Click here to enter text.

This submission could be improved by…
Click here to enter text.

Moderator comments:
Click here to enter text.

Agreed provisional mark: Click here to enter text.

Signature (Internal Examiner): Click here to enter text. **Signature (Moderator):** Click here to enter text.

In line with University procedures, marks will be available on the student portal after the Board of Examiners. Students should review the feedback provided and self-assess their work using the taxonomy that follows along with the assignment guidelines

Reviewed by External Examiner ☐Signature:Click here to enter text.

Mark/Class	Remembering	Understanding and Applying	Analysing	Creating	Evaluating	Language	Referencing
80+ Excellent	Evidence of highly relevant knowledge from a range of disciplines that showed broad critical reading. Mainly primary sources were used.	Evidence of interpretation, critique and application to practice that demonstrated reflection and understanding of the topic. Major and minor issues were well covered	Evidence of submission that always critiqued relationships between concepts	Evidence of independent and creative thinking. Often generates new ways viewing issues.	Evidence of critical thinking with a clearly balanced argument	Evidence of narrative flow. No clichés. No grammatical or spelling errors.	No referencing errors. Literature Sources relevant, current, critiqued and counterpointed
70-79 Very Good	Evidence of relevant knowledge from range of disciplines that were relevant to the area. Mostly primary sources used.	Evidence of interpretation, critique and application to practice. Question answered fully.	Evidence of a submission that mostly critiqued relationships between concepts	Evidence of a level of independent and creative thinking. Sometimes generates new ways of viewing issues.	Evidence of critical thinking demonstrated. Evidence of argument presented	Evidence of use of English narrative flow. No grammatical or spelling errors.	No referencing errors. Literature sources relevant, current and critiqued
60-69 Good	Evidence of knowledge supported by up-to-date research. Majority primary sources used	Interpretation, critique and application to practice Focussed on major aspects of the question but did refer to minor issues.	Submission that frequently critiqued relationships between concepts	Independent and creative thinking. May generate new ways of viewing issues.	Critical thinking demonstrated. Good argument presented	Narrative flow. Few clichés No grammatical or spelling errors.	Minor referencing errors. Good use of evidence and literature. Sources relevant, current and critiqued
50-59 Average	Evidence of knowledge & principles. Not always up-to-date research. Minority primary sources used	Interpretation, critique and application to practice were present. The major parts of the question were covered but the work neglected the minor issues	Submission that identified and sometimes critiqued relationships between concepts	Independent thinking. May generate new ways of viewing issues.	Critical thinking demonstrated. Average argument presented	Narrative flow, some non-sequiturs and clichés. No or few grammatical or spelling errors.	A few missing or inaccurate references. Average use of evidence and literature. Sources relevant and current Some stand-alone quotations
40-49 Satisfactory	Evidence of knowledge. Little current research Mostly secondary sources used	Interpretation, critique and application to practice were present. Major parts of the question were addressed adequately	Submission that identified relationships between concepts	Independent thinking. Rarely generates new ways of viewing issues.	Critical thinking demonstrated. Satisfactory argument presented	Meaning generally clear. Significant grammatical and/or spelling errors that interfere with reading.	Satisfactory use of evidence and literature. Sources relevant but not always current Too many stand-alone quotations Over use of secondary sources
30-40 Fail.	Unsatisfactory evidence of knowledge. Minimal research used.	Unsatisfactory interpretation, critique and application to practice Answer omitted some essential issues that brings understanding into question	Unsatisfactory submission that did not critique relationships between concepts and was overly descriptive	Unsatisfactory evidence of independent thinking. Does not generate new ways of viewing things	Unsatisfactory evidence of critical thinking displayed. Unsatisfactory argument developed	Unsatisfactory use of English that clouds meaning. No narrative flow. Many grammatical and spelling errors.	Many referencing errors. Wrong system used.
<30 Outright fail	Very poor evidence of knowledge. No research used	Very poor interpretation, critique and application to practice that demonstrated little or no reflection	Did not identify and/or critique relationships between concepts. Descriptions were vague or inaccurate	No evidence of independent thinking.	No evidence of critical thinking. No argument apparent	Unacceptable use of English. Meaning unclear. No flow. Excessive grammatical and spelling errors.	No referencing used No reference list Incorrect in-text referencing

*N.B. This sheet is to be used in conjunction with the relevant taxonomy - 2014/15 V4

UNDERGRADUATE TAXONOMY

Post feedback action plan.

Having received feedback about your submission it would be good to focus upon what you did well and what you need to focus your attention on to develop. In order to do that the following template has been designed to enable you to write down what you need to do to achieve your goals. This will be a useful way to record what you need to do and bring it to your next studies advice session or use it for reflection before your next submission or if you have to resubmit your work.

Reflection on session:				
What did the feedback say I did well? Click here to enter text.				
Looking at what the feedback said could be improved upon, use the boxes below to plan how you will address the points made:				
Specific focus: What was the point made?	Outcome measure: How will I know I've addressed it?	Achievable: Resources? What do I need to make it happen?	Realistic: Is this within reason?	Timebound: When does it need to be done by? When will review it?
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.