**Assessment details PT608**

1. The module leader is: **Kitty Suddick**
2. The assessment task for this module is: **an individual extended literature review and group research proposal**
3. The weighting is **60% (individual literature review), 40% (group research proposal)**

**You must pass both parts to successfully complete the module.**

1. The assessment was set in : June 2015
2. The date and time of submission deadline is **12 noon Wednesday 16th May 2018**
3. On line submission only is required**: Yes**
4. The marking guidelines are**: the University of Brighton marking criteria on studentcentral (see Appendix 2).**
5. The **word limit** for this assessment is: **5000 words (literature review) and 2000 words (group research proposal)**

**Return of marks, feedback and work**

1. Marker’s feedback and **ratified** marks will be available after the summer examination board
2. You will be notified by: **The marks will be published on studentcentral after the summer examination board. The feedback will be available online.**
3. Your feedback will be: **electronic/ written**
4. Your feedback will be:
* related to the learning outcomes and marking criteria of the assessment
* constructive, indicating both strengths and areas for improvement
* on a standard assignment feedback sheet

Appendix 1 - Assessment criteria

**Extended literature review (5000 words) (60% of overall mark)**

**This will need to:**

* cover all relevant areas
* describe the search strategy you have used to collect the relevant research
* demonstrate understanding of the literature and relevant subject areas
* include critical evaluation and that shows understanding of the strengths and flaws of the reported literature
* include evidence of synthesis of research with linked conclusions
* include a research question that is clearly outlined, related to the current state of knowledge, physiotherapy practice and justified using published sources
* demonstrate the benefits of the research to be undertaken
* demonstrate a rationale for the methodology/ research design and methods used in the research project
* address the reliability and validity of the methods and the instruments, or the rigour of the proposed study
* discuss the advantages and disadvantages of the method and methodological decisions made
* be fluent, articulate and concise.
* be well structured and logical in the presentation of information

**You will need to:**

* have demonstrated personal initiative and responsibility throughout the process

**Group research proposal (2000 words) (40% of the overall mark)**

**This will need to:**

* include a clear statement of the research question, and aims and hypotheses if appropriate to the study
* describe the research design and its rationale for addressing the aim of the research
* include a detailed recruitment policy, inclusion and exclusion criteria, and refer to an appropriate number of participants for the study to be undertaken
* provide a description of the methods proposed for the study, with all procedures for data collection and analysis clearly described
* detail a comprehensive risk assessment relating to both participants and the researcher/s
* refer to the ethical issues that relate to the research project proposed and specify how they have been considered in the design of the study
* follow the proposal guidelines regarding the structure and format of the document
* be concise, well written, structured and presented
* include a participant information sheet that is consistent, appropriate and accessible to the target audience, supports the proposal content and demonstrates understanding of the ethical issues involved.
* Appendix 2

**University of Brighton**

**Grading Criteria – Levels 4 / 5 / 6**

|  |  |
| --- | --- |
| **80-100 A+**  | **First class / Distinction**  |
| All learning outcomes/ assessment criteria have been achieved to an exceptionally high level. | An **outstanding** response to the task. The work demonstrates most or all of the following characteristics beyond that expected for work at the given level of study within the discipline:  |
|  | * Exceptional display of understanding, exploration, insight and/or research.
* All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.
* The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is exemplary throughout.
* The work has been approached and/or executed/performed in an original way.
* Inspirational, innovative and authoritative - evidence of intellectual rigour, independence of judgement and insightful contextualisation, including relevant theory/literature/artefacts/performance.
* Evidence of very high quality analysis, synthesis, reflection, evaluation and critical appraisal.
* Consistently displays very high levels of initiative, personal responsibility, decision-making and achievement.
* Exceptional understanding of the complexity of practice and makes sense of the situation in a meaningful way
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| **A 75-79****A-70-74** | **First class / Distinction**  |
| All learning outcomes/ assessment criteria have been achieved to a high standard and many at an exceptionally high level. | An **excellent** response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline:  |
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| * In-depth understanding, exploration, insight and/or research.
* All specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.
* The organisation, structure and standard of presentation of the work, including referencing and compliance with the referencing policy is excellent throughout.
* The work has been approached and/or executed/performed in an original way.
* Insightful contextualisation, including relevant theory/ literature/ artefacts/ performance.
* Evidence of high to very high quality analysis, synthesis, reflection, evaluation and critical appraisal.
* Demonstrates high levels of initiative, personal responsibility, decision-making and achievement.
* Evidence of insightful understanding of the complexity of practice and makes sense of the situation in a meaningful way
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| **B+ 67-69****B 64-66****B- 60-63** | **Upper Second class / Merit**  |
| All learning outcomes/ assessment criteria have been met fully at a good or very good standard. | A **good to very good r**esponse to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline: |
|  | * Good to very good understanding and exploration, some insight and/or thorough research.
* No significant inaccuracies, misunderstandings or errors.
* The specifications for the assessment task, including word limit/time limit where appropriate, have been adhered to.
* The work is well organised, coherent and the standard of presentation, including referencing and compliance with the referencing policy is at least good.
* The work has been approached and/or executed/performed in a comprehensive and appropriate way.
* Appropriate contextualisation, including relevant theory/ literature/ artefacts/performance.
* Evidence of high quality analysis, synthesis, reflection, evaluation and critical appraisal.
* Demonstrates good levels of initiative, personal responsibility, decision-making and achievement.
* Good to very good understanding of the complexity of practice and makes sense of the situation in a meaningful way
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| **C+57-59****C54-56** **C-50-53** | **Lower Second class / Pass**  |
| All learning outcomes/ assessment criteria have been met and some may have been achieved at a good standard. | A **sound, competent** response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline: |
|   | * Sound understanding and exploration, some insight and/or appropriate research.
* No significant inaccuracies and/or misunderstandings.
* No significant aberrations from the specifications for the assessment task, including word limit/time limit where appropriate.
* The work is suitably organised (clearly presented but with little development) and the standard of presentation, including referencing and compliance with the referencing policy is at least sound.
* The work has been approached and/or executed/performed in a standard way.
* Sound analysis, synthesis, reflection, evaluation and critical appraisal.
* Demonstrates some levels of initiative, personal responsibility, decision-making and achievement
* Sound understanding of the complexity of practice and some insight.
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| **D+ 47-49****D 44-46****D- 40-43**  | **Third class / Pass**  |
| All learning outcomes / assessment criteria have just been met. |  An **adequate, but weak** response to the task. The work demonstrates most or all of the following characteristics in relation to those expected at the given level of study within the discipline: |
|  | * Adequate understanding and/or exploration of major ideas with little insight and/or minimal research.
* Some minor inaccuracies and/or misunderstandings.
* Some minor aberrations from the specifications for the assessment task, including word limit/time limit where appropriate.
* The work is largely descriptive (although generally coherent there is some lack of clarity of thought or expression; poor quality in at least one area), some parts of the work are disorganised and the standard of presentation, including referencing and compliance with the referencing policy is barely adequate.
* The work has been approached and/or executed/performed in a basic and/or poor way.
* Some, but limited, evidence of analysis, synthesis, evaluation and critical appraisal.
* Demonstrates limited levels of initiative, personal responsibility, decision-making and achievement.
* Adequate understanding of the complexity of practice but with little insight.
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| **E+ 37-39****E 34-36****E- 30-33** | **Fail**  |
| One or more of the learning outcomes/ assessment criteria have not been met. | An **unsatisfactory** response to the task. The work may display some strengths but these are outweighed by several weak features in relation to the expectations for the given level of study within the discipline, such as: |
|  | * Limited understanding and/or exploration of major ideas with very little insight and/or minimal research.
* Some significant inaccuracies and/or misunderstandings.
* Insufficient attention paid to some of the assessment criteria and some significant aberrations from the specifications for the assessment task (such as not keeping to the word limit/time limit and /or minor elements of the work are missing).
* The work is too descriptive, parts of the work are disorganised and unclear and the standard of presentation, including referencing and compliance with the referencing policy is poor.
* The work has been approached and/or executed/performed in a poor way.
* Insufficient evidence of analysis, synthesis, reflection, evaluation and critical appraisal.
* Little evidence of initiative, personal responsibility, decision-making and achievement.
* Limited understanding of the complexity of practice with very little insight.
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| **F+ 20 - 29****F 10 - 19** | **Fail** |
| Most of the learning outcomes/assessment criteria have not been met. | An **unsatisfactory** response to the task.Any strengths of the work are heavily outweighed by many features in relation to the expectations for the given level of study within the discipline, such as: |
|  | * Very limited understanding and/or exploration of major ideas with little or no insight and/or minimal research.
* Several significant inaccuracies and/or misunderstandings.
* Insufficient attention paid to several of the assessment criteria and some serious deviations from the specifications for the assessment task (such as not keeping to the word limit/time limit and/or major elements of the work are missing).
* The work is descriptive and the standard of presentation including referencing and compliance with referencing policy is very poor.
* The work has been approached and/or executed/performed inadequately.
* Little evidence of analysis, synthesis, reflection, evaluation and critical appraisal.
* Little to no evidence of initiative, personal responsibility, decision-making and achievement.
* Very limited understanding of the complexity of practice with little or no insight.
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| **F- 0-9** | **Fail** |
| Almost none of the learning outcomes/ assessment criteria have been met. | An **unsatisfactory** response to the task.The work fails to meet the requirements in relation to those expected at the given level of study within the discipline, exemplified by most or all of the following: |
|  | * Almost no understanding and/or exploration of ideas.
* Many serious inaccuracies and/or misunderstandings.
* No attention paid to all or most of the assessment criteria and/or to the specifications for the assessment task (such as not keeping to the word limit/time limit and/or major elements of the work are missing).
* Very poor standard of presentation including referencing, where appropriate, and does not comply with referencing policy.
* The work has been approached and/or executed/performed inadequately.
* No evidence of analysis, synthesis, reflection, evaluation and critical appraisal.
* No evidence of initiative, personal responsibility or understanding.
* Very poor understanding of the complexity of practice
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 Appendix 2: Example of the assessment criteria/ online rubric

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| **Literature review (60%)** | **80-100****A+ Outstanding**  | **70-79****A A-****Excellent** | **60-69****B+ B B-****Very good- good** | **50-59****C+ C C-****Sound, competent** | **40-49****D+ D D-****Adequate but weak** | **30-39****E+ E E-****Unsatisfactory**  | **10-29****F+ F****Unsatisfactory** | **0-9****F-****Unsatisfactory** |
| **Breadth and depth of literature reviewed****(incl. description of search strategy)** |  |  |  |  |  |  |  |  |
| **Understanding of literature**  |  |  |  |  |  |  |  |  |
| **Evaluation of literature** |  |  |  |  |  |  |  |  |
| **Synthesis of the research** |  |  |  |  |  |  |  |  |
| **Justification of the research question** |  |  |  |  |  |  |  |  |
| **Relevance to practice**  |  |  |  |  |  |  |  |  |
| **Justification of methodology and methods/ tools to be used.****Advantages and disadvantages of the decisions made discussed.** |  |  |  |  |  |  |  |  |
| **Coherence / expression** |  |  |  |  |  |  |  |  |
| **Structure/ presentation** |  |  |  |  |  |  |  |  |
| **Personal initiative and responsibility** |  |  |  |  |  |  |  |  |

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| **Group Research proposal (40%)** | **80-100****A+ Outstanding**  | **70-79****A A-****Excellent** | **60-69****B+ B B-****Very good- good** | **50-59****C+ C C-****Sound, competent** | **40-49****D+ D D-****Adequate but weak** | **30-39****E+ E E-****Unsatisfactory**  | **10-29****F+ F****Unsatisfactory** | **0-9****F-****Unsatisfactory** |
| **Research question (aims and hypotheses if appropriate) that is congruent with the research methodology and design** |  |  |  |  |  |  |  |  |
| **Research design and rationale** |  |  |  |  |  |  |  |  |
| **Participants and recruitment**  |  |  |  |  |  |  |  |  |
| **Methods** |  |  |  |  |  |  |  |  |
| **Data Analysis**  |  |  |  |  |  |  |  |  |
| **Risk assessment** |  |  |  |  |  |  |  |  |
| **Ethical issues** |  |  |  |  |  |  |  |  |
| **Participant information sheet** |  |  |  |  |  |  |  |  |
| **Structure and format** |  |  |  |  |  |  |  |  |
| **Coherence and expression**  |  |  |  |  |  |  |  |  |