



Graduate Certificate in Palliative Care

Programme Handbook: 2018-19

Graduate Certificate in Palliative Care

For health and social care practitioners with responsibility for patients who require palliative and/or end of life care and their families

INTRODUCTION

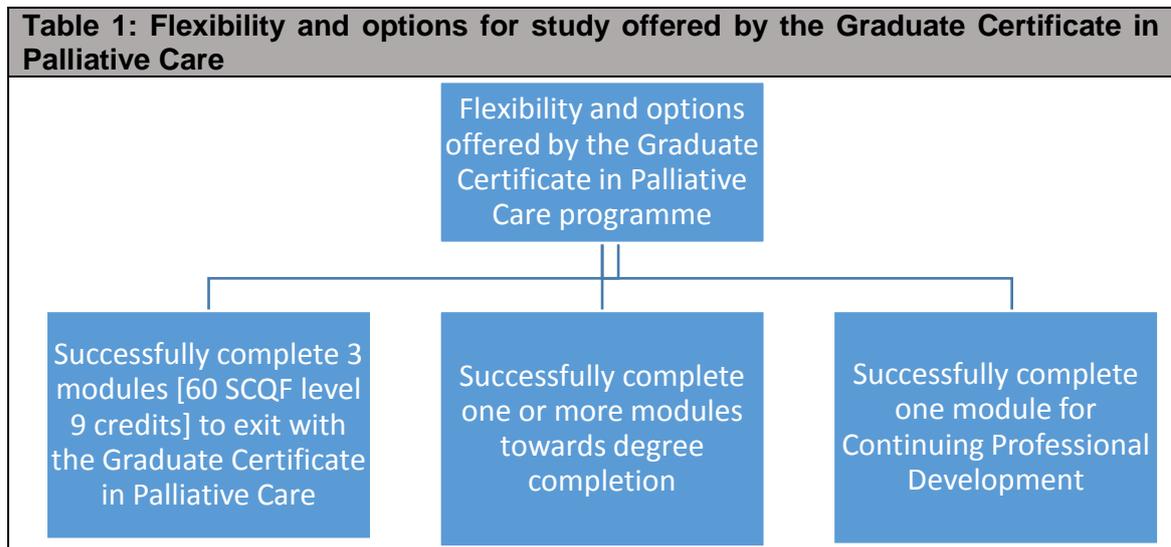
Welcome to the Graduate Certificate in Palliative Care. This is a programme designed to help you provide general palliative and end of life care for patients with advanced progressive disease and their families by way of:

- Accurate anticipation, assessment and management of pain and symptoms
- Evidence based psychological, social and spiritual care
- The use of a repertoire of person-centred communication skills
- Integrating new knowledge and skills into your everyday practice.

This programme will address the needs of patients with malignant and non-malignant disease in a wide range of contexts including home, care home, hospital and hospice settings.

The Graduate Certificate in Palliative Care is an interdisciplinary, modular programme of studies at level 9 in the Scottish Credit and Qualification Framework [SCQF]. The programme is run in partnership with Queen Margaret University.

The programme can be studied to exit with the Graduate Certificate in Palliative Care or for degree top up or individual modules can be taken for Continuing Professional Development, see Table 1.



St Columba's Hospice Education and Research Team, members of the Hospice interdisciplinary team and visiting lecturers contribute to the teaching of the modules.

This handbook is designed to provide you with essential information about the programme.

We do hope you will enjoy your studies with us.

Aims of the Graduate Certificate in Palliative Care

- To enable registered health and social care practitioners of all disciplines to deepen knowledge, develop skill and acquire a critical approach to palliative and end of life care
- To ensure that practitioners, for whom palliative care is all or part of their role, working in a range of settings - community, hospital, hospice and care home - can apply theory to practice and contribute to the quality of life of patients and their families.

Learning Outcomes of the Graduate Certificate in Palliative Care

On successful completion of the Graduate Certificate in Palliative Care you will be able to demonstrate through practice:

- Depth of knowledge of pathophysiology and the evidence base to anticipate, assess and manage pain and symptoms
- Critical understanding of a selection of the key theories, principles and concepts to provide psychological, social and spiritual support to palliative care patients, their families and carers
- Integration into palliative care practice of a sound repertoire of person-centred communication skills with patients, families and colleagues
- Appraisal of models, frameworks and other tools and their appropriate application to identify those requiring palliative care and to guide practice
- Critical reflection as an integral part of palliative and end of life care practice with the transfer of learning from reflection to ensure practice/service development

The outcomes will be achieved in relation to your role in the interdisciplinary team. Issues of leadership, quality of life, ethics and decision-making will run as strands throughout the programme.

Structure of the Programme

It is a modular part time programme which is usually completed in a minimum of three semesters, i.e. 18 months to a maximum of 4 years.

A new and innovative model for teaching and learning has been developed to enable you to choose your preferred mode of study. This choice may be influenced by your learning style, professional and/or personal circumstances or geographical location to SCH. The options provided by this model will facilitate you to study each of the 20 SCQF credit modules:

- Online only
- A combination online and face to face [F2F] sessions. This mode of attendance may be planned at the outset of the module or in response to changes in circumstances during the module
- F2F only with online exercises and discussion

You will complete the 3 of the 4 palliative care modules offered that are set out in Table 2. One module will run each semester in an 18 month cycle. The Work-based Learning [WBL] module will be offered each semester and will run depending on need.

The modules can be taken in any order.

Table 2: Module Array: Graduate Certificate in Palliative Care

- **Anticipating and Responding to Pain and Symptoms in Palliative Care**
- **Caring for the Patient and Family in Palliative Care**
- **Using Person-centered Communication Skills towards the End of Life**
- **Person-centred Palliative and End of Life Care into Practice – Work-based Learning**

Module Content

The modules have been developed to reflect the current policy context, the evidence base for palliative care practice and feedback from service users, students and employers.

Particular features of this programme are:

- **Relevance to practice.** You will be required to demonstrate integration of theory into your everyday practice in each module in a variety of ways, for example peer discussions generated from module content, reflective sessions, completing the WBL module and as a component of the assignment in two of the modules when you will provide a formal reflective account.
- **Support to develop study skills in every module.** The Quality Assurance Agency (2009) summarized the student journey i.e., getting there (admission and induction), being there (learning and teaching), staying there (retention) and moving on from there (employability). The journey will be used as a supportive framework to provide longitudinal induction, ongoing study skills, development and personal development planning during the programme and going forward after the programme. Constructive use of student feedback has resulted in additional study skill support being integrated into each module.

Teaching and Learning Strategies

Given diverse student backgrounds, a mix of learning and teaching strategies are used. These include collaborative case study analysis, communication skills rehearsal, critical reflection on practice, literature-based discussion, debate of current and / or ethical issues. The programme also encourages choice, for example, in selecting the topic for assessment and in the application of module theory into your specific practice setting throughout the programme. Sharing of knowledge from different professional perspectives throughout the programme extends experience and understanding of palliative and end of life care practice and of graduate level study.

The programme takes a new and innovative approach building on the belief that participants should be active and self-directed in their learning. Decisions about face to face contact hours, study on online and student directed learning will be dependent on the mode of study you have chosen.

Your unique contribution to the learning situation is seen as an important learning resource and supports the need to ensure a community of learners is nurtured through the various

modes of study offered. The sharing of knowledge from diverse professional perspectives aims to extend experience and understanding of palliative and end of life care practice and of graduate level study.

Student Experience of the Programme

Tables and text on programme structure do not always give a real sense of the student experience. Some possible student experiences are indicated below as case studies:

Case Study 1:

Murray is an experienced registered nurse working in an acute general hospital and increasingly he is involved in the care of patients with Chronic Obstructive Pulmonary Disease and occasionally patients with lung cancer. He is educated to degree level and would like to undertake further study to improve his knowledge and skills for palliative care. He considers the Post Graduate Certificate in Palliative Care, but decides against this as palliative care is only part of his role. He commences the Graduate Certificate in Palliative Care and opts for the online version.

In year 1, semester 1 Murray does the *Anticipating and Responding to Pain & Symptoms in Palliative Care*, focusing his assignment on the pharmacological and non-pharmacological management of breathlessness. As part of his assignment he critically reflects on the ward interdisciplinary team's management of a patient. In Year 1 Semester 2 David completes *Using Person-Centred Communication Skills towards the End of Life*. He feels this has helped him during conversations to elicit patient and family concerns. The following year he completes the third and final module *Caring for the Patient and Family in Palliative Care*, in which he explores issues around family support, as this is relevant to his work in discharge planning for patients with long term conditions. Again he is able to demonstrate how he has used this theory in his hospital practice, when working with a family to arrange the complex discharge planning for a patient wishing to go home to die.

He achieves the Graduate Certificate in Palliative Care. In evaluation he comments on his developing confidence in the delivery of palliative and end of life care. He is keen to highlight that without the online version he would have been unable to study due to the distance of his home from SCH.

Case Study 2:

Rosie is an registered nurse working in a care home, where she is the team leader caring for 30 older people with complex physical, psychological, social and spiritual needs. Many of the residents are very frail at the time of admission and may die within a year of coming into the care home.

Rosie did her nurse training in the 1980's. When she enquired about doing a degree, she realized that she would have to do a lot of modules to graduate. Then she saw a flier for a Graduate Certificate in Palliative Care. This would allow her to study palliative and end of life care at degree level, part time and graduate with a named award in 18 months, while still working. Her manager agrees to provide assistance with fees but cannot guarantee that study time will be available to enable Rosie to attend the F2F sessions.

In semester 1 Rosie does the *Caring for the Patient and Family in Palliative Care* module. Rosie attends the first F2F session then is unable to attend the remaining four. Although apprehensive she uses the online resource. Her IT skills develop as she progresses and on completion of the module states she is surprised how much she enjoyed the experience. Rosie had been concerned that online learning would be a lonely experience however the community of learners created between the online and F2F learners contributed to her feeling very much part of a group due to the discussion and sharing of experiences online.

For her second module, *Anticipating and Responding to Pain and Symptoms in Palliative Care*, she decides to use the online version of the module only. Again this proves to be a positive experience and Rosie values being able to study at a time that suits her. Rosie uses her studies to explore pain assessment tools for people with cognitive impairment. For part of her assignment she reflects on working with the care assistants to assess the pain of an elderly person with end stage dementia. She completes her final module *Using Person – centred Communication Skills towards the End of Life* online and finds this helpful for Advance Care Planning discussions that have been introduced to the care home.

Case Study 3

Tom is an occupational therapist, who works in a community hospital, which is increasingly caring for patients with long term conditions and palliative care needs. As part of appraisal he and his manager recognise a need to further develop his communication skills. He undertakes the single module *Using Person-Centred Communication Skills towards the End of Life* for CPD purposes.

Tom opted for the F2F sessions. In evaluation of the module Tom commented on the value of the online discussions which enabled discussion with students he was unable to meet in person.

Case Study 4

Betty is an experienced Senior Charge Nurse in a community hospital. As an outcome of a CPD programme to develop palliative care practice plans are in place to undertake end of life planning discussions with patients and families which will include DNACPR status.

When Betty saw a flyer for the Work-based Learning module she contacted the Programme Leader to ask if the project from the CPD programme could be developed for the module. In line with the Learning Outcomes for the Graduate Certificate in Palliative Care a plan was created with Betty to enable her to do this. Betty enjoyed the flexibility of the module and especially as it was based in practice. In the module evaluation Betty stated how much more she now understood about the importance of good communication skills and felt more confident when embarking on end of life and the other challenging conversations she encounters in her role.

Due to staffing issues in the community hospital Betty deferred from study after this module. As planned she returned the following year to complete *Anticipating and Responding to Pain and Symptoms in Palliative Care* and *Caring for the Patient and Family in Palliative Care* to be able to exit with the Graduate Certificate in Palliative Care. Betty opted to attend F2F sessions in each module however due to continued staffing issues she used a combination of F2F and online learning throughout both modules. Although apprehensive at the outset Betty stated that the choice of mode of study enabled her to complete her studies – without it she fears this would not have been possible.

Support for Students and their Learning

While you are expected to take responsibility for your own learning, the programme team fully appreciate the importance of a strong support structure. We will ensure you are informed of that structure and encouraged to use it.

You will be allocated a Personal Academic Tutor [PAT] at the outset of each module for ongoing academic support and to discuss any issues likely to affect academic progress.

You will also have access to the student learning services and all resources within the service at QMU. The Effective Learning Service is particularly useful for students returning to study. It offers a range of services including individual appointments, study skills workshops and study guides and leaflets and can be accessed: <http://www.qmu.ac.uk/ELS/>

Learning support for disabled students is addressed through consultation with the Disability Advisor (QMU) and can be accessed: <https://www.qmu.ac.uk/study-here/student-services/disability-service/>.

Through a system involving negotiation of a Personal Learning Plan, QMU offers a package of academic and personal support, which is constantly monitored and adapted to meet individual needs. The information from this plan is then shared with relevant staff to ensure the requirements of the plan are taken into consideration.

QMU also offers a range of services to support students during their course of study: <https://www.qmu.ac.uk/study-here/student-services/>

To provide support for international students, the Education and Research Team at the SCH will work closely with the Recruitment and International Liaison Office at QMU.

Resources – Library

St. Columba's Hospice Centre for Education and Research has a well-stocked specialist palliative care library. The services of a qualified librarian are available one day per week, contact can be made in person or via Library@stcolumbashospice.org.uk .

As a matriculated student of QMU, you have access to the QMU Learning Resource Centre. A large variety of resources and services can be accessed via the main menu on the QMU library home page www.qmu.ac.uk/lb. You are encouraged to familiarise yourself with the library and its service.

Ebooks and journal articles are available through the online Library Services facility on the Hub@QMU.

Assessment Approaches

In line with teaching strategies and characteristics of adult learners, all assessments will be through coursework assignments. Various models of assessment are utilized in this programme and detail of these assessments is provided in the individual module handbooks.

Module Assessment

- Work submitted for assessment of a module within the programme may not include part of the submitted work for assessment of another module unless breadth and depth of learning of the specific module topics can be demonstrated.
- A piece of written work which exceeds the specified word limit by 10% or more will receive a maximum mark of 40%. The number of words counted should include all the text, references

and quotations used in the text, but should **exclude** abstracts, supplements to the text, diagrams, appendices, reference lists and bibliographies.

- To pass a module, you must attain at least 40% overall.
- Should you fail to achieve a pass mark at the first attempt you will normally be allowed to resubmit work on one occasion only.
- An assessment taken as a second attempt shall be subject to a maximum mark of 40%.
- Should you fail a module at the second attempt may have the opportunity to repeat the module assessment, with or without attendance, subject to the agreement of the Board of Examiners.
- Compensation between modules is not permitted.
- Should you submit work to be assessed after the assessment submission date, without the agreement of the Programme Leader or without good or agreed cause, you will have marks deducted according to the following criteria:-
 1. submitted after the due date, but within one calendar week (i.e. up to 6 days after submission date): a maximum mark of 40% can be achieved;
 2. Submitted after one calendar week (i.e. 7 days or more): a mark of 0% will be awarded.

Award

Once matriculated on the programme, you may not be granted more than one award. On the granting of an award, you are deemed to have left the programme and if they wish to continue, must apply for re-entry to the programme at a later date.

To qualify for the award of Graduate Certificate in Palliative Care, you must normally fulfil all programme requirements and successfully complete or be credited with three 20 credit modules at SCQF level 9 totalling 60 points.

You are eligible for a 'Statement of Credit or Transcript' related to a successfully completed module(s).

Management of the Programme

Collaborative working is crucial to the management of this programme. There is a well-established collaborative approach between the Hospice and QMU.

Student/Staff Consultative Meetings

There will be programme student/staff consultative meetings responsible for providing feedback on the programme as a whole.

Senate has responsibility for all academic matters within QMU.

Programme Leader: Janice Logan, Lecturer in Palliative Care, is the Programme Leader.

Module Coordinator

Each module is coordinated by one of the SCH Education and Research Team.

Programme Evaluation and Monitoring

Student Evaluation

Ongoing monitoring of the programme is undertaken by the use of module evaluation forms completed by students. These are collated and reviewed by the teaching team and a response will be made to suggestions. You will be given the opportunity to evaluate the programme as a whole on the last study day through directed group work. The evaluation focuses on content, assessment, teaching methods and any other areas students wish to comment on.

External Examiner

In accordance with the established procedures of the University, an External Examiner is appointed, and approved by QMU, for the programme. The role of the External Examiner is to ensure that justice is done to the individual student and that the standard of the award is maintained.

Managing Your Progress

Notifying Changes

We depend on accurate, up-to-date information from you to ensure that your university records are accurate, allowing you to progress on your programme without delays. This enables us to keep in touch with you and ensure that you are kept informed of changes which affect your course.

If you change your name or address, you should:

- Inform the Health Sciences School Office at QMU as well as the Centre for Education and Research at SCH.

Changes to your Programme

Should you wish to make any changes to your programme, you should in the first instance arrange a meeting to discuss these with the Programme Leader or your Personal Academic Tutor. This includes if you decide to:

- study an additional module
- change a module
- withdraw from a module
- defer your studies
- change your course.

You should notify the Programme Leader **in writing** of the above. Registry will then be informed of your decision. Failure to do so may mean delays in progressing through the Examinations Board and hence to graduation.

Sickness and Absence

If at any time your personal circumstances change, and this seems likely to affect your ability to perform to your normal standard, it is wise to obtain written confirmation of your situation from a responsible, independent person (e.g. your GP), and submit this to the Programme Leader. It is particularly important that this is done in advance of any Examination Board, as student circumstances cannot be taken into account after the Board has met.

Managing Your Assignments

Preparing Assignments

Information in this section refers to the normal requirements for the presentation of all modular assessments in courses in the School of Health Sciences. Please see module handbooks for the special layout requirements:

- All assignments must be typed or word processed
- Use only one side of the paper
- Font should be no less than "10"
- Lines should be spaced no less than 1.5
- Margins - these should be wide. The standard margins of a word processing system are usually adequate
- Except for the 'Contents' page, all pages should be numbered consecutively throughout the work.

Contents of an Assignment

Work should usually include in the following order:

- **A title page or front sheet.** This is an opportunity to impress the topic of your assignment upon your assessor.
- **A statement affirming** that you are the author of the essay/paper and that you have acknowledged the help you have received in the next section. You should not sign this in order to comply with the requirements of anonymous marking in some modules.
- **A statement of your word count.**
- **Acknowledgements.** This gives you the opportunity to thank people who have assisted you with your work. You should be careful however that anonymity is preserved.
- **A Contents Page.** This is not required in short pieces of work however, you may include one if you prefer. For longer pieces of work it is usual to include a Contents Page which indicates the headings and sub-headings of the sections of the text and the page numbers where these are to be found. It is also usual to include a separate list of Tables, Figures and Appendices.
- **The main text.** This may include headings.
- **A reference list must** be included in your work. This **must** include all works referred to in the text, see referencing guidelines Write and Cite: <http://libguides.gmu.ac.uk/referencing>
- **A bibliography is not** normally required.
- **Appendices.** An Appendix should include information which complements the main part of the work and provides more detail. However, the main text should stand and be complete without requiring the reader to read the Appendix. Appendices should be numbered consecutively.

IMPORTANT INFORMATION

1. **Academic Advice.** Support is outlined in your Module Handbook.
2. **Confidentiality. This must be preserved at all times** whenever circumstances involving real people and places are under discussion. Names, addresses and identifiable details of persons, institutions and geographical locations should all be altered to make them unrecognisable. A note indicating that you have done this should be included at the beginning of your work.
3. **Grammar and spelling.** It is important that your final piece of work does not include errors of spelling and grammar. If you know that you have problems in these areas, why not use 'spell check' on the system used to type your work and/or ask a friend to check

for you? This is **not** cheating; it is recommended practice to seek help editing your work. Ensure you proof-read your assignment carefully prior to submission.

4. **Plagiarism and collusion:**

Plagiarism: “The presentation of another person’s ideas or work (in any medium; published or unpublished) as though they were his or her own.”

Collusion: “Academic collusion is deemed to be unacceptable where it involves the unauthorised and unattributed collaboration of students or others resulting in plagiarism, which is against University Regulations.”

For further information and guidance please view:

<http://libguides.gmu.ac.uk/FindingMyVoice/Home>

You are advised to use the Turnitin Good Scholarship software which will be explained in the induction.

5. **Professional language.** As you progress through the programme your professional, academic and technical vocabulary will enlarge. Slang and much familiar jargon, while useful in daily conversation, has no place in professional academic writing.
6. **Writing in the ‘first person’.** Normally academic essays should be written in the third person. This however depends on the nature of the work; there are exceptions for example the reflective account – please consult your module co-ordinator for further guidance.
7. **Word limit.** There are severe penalties for exceeding the word limit in assignments. (See Module Handbook).
8. **Non-submission of assignments.** A grade G is given when students fail to submit an assignment without an indication that extenuating circumstances exist. The Board of Examiners then may make the decision not to offer the student an attempt to retrieve the module.

Extension of Submission Date

Extensions of the submission date are normally only granted in **exceptional unforeseen** circumstances. These include:

- Illness (either own or immediate family)
- Personal crises
- Compassionate leave
- Severe work pressure (i.e. if a student is working extra shifts, not applicable in the case of a normal workload)

If you experience any of the above difficulties you are advised to speak to your Programme Leader or PAT as soon as possible. Requests for extension of submission date should be made **in writing**, by completing an ‘Extenuating Circumstances – Request for Extension of Assignment Submission Date’ available at:

<http://archive.gmu.ac.uk/qguide/?org=https://www.gmu.ac.uk/quality/documents/Extenuating%20Circumstances%20Form%202015.doc>

Once completed this document should be sent by email to your Personal Academic Tutor, with supporting documentary evidence, such as a medical certificate, letter or tutorial record. Email and verbal requests will not be considered.

Anonymous Marking

The purpose of anonymous marking is to protect you from any potential discrimination or bias. The instructions given above in Submission of Assignments allows for the anonymisation of student identities during the submission, marking and return processes. Some modules, due to the mode of assessment, cannot be assessed anonymously.

Submitting Assignments

A submission date is included on all assignment guidelines, which are issued by the module co-ordinator.

Assignments will be marked electronically using a tool called GradeMark which is part of Turnitin.

You do not need to submit a paper copy of your assignment, submission will be made through a link created in the Hub@QMU to GradeMark. Student guidance to GradeMark is available at:

<http://archive.qmu.ac.uk/cap/telpdffiles/student%20guide%20-%20grademark%20submission.pdf>

Assignment submission must be no later than 4.00 pm on the date specified in the assignment guidelines.

Arrangements for return of Assignments

Marks are normally available to the student approximately 20 working days from the submission date. Working days do not include University holiday periods. The date will be communicated to the student at the same time as the assessment deadline. In exceptional circumstances, the original date for return of work may be extended. Any such extension will be communicated to students at least one working week before the original deadline date.

Feedback on assignments is provided and will indicate the criteria met by students in their assignment, see Undergraduate Grade Descriptors on page 14. This feedback includes a **provisional** grade for the assignment. This grade will be confirmed by the External Examiner and ratified by the Examinations Board, but students should note that grades may be subject to change. Confirmed marks will be released via the Student Portal on the Hub@QMU. Please discuss the return of assignments with the individual module coordinators.

Marks will not be given over the telephone by any member of academic or administrative staff. The confirmed decisions of the Board of Examiners will normally be posted via your student email shortly after the meeting of the Board.

Student Portal

The Student Portal is an online gateway where you can access a range of University based information, including results, in most cases fully personalised to you. The link below provides an instruction guide to the Portal.

<https://www.qmu.ac.uk/media/3713/student-portal-instruction-guide.pdf>

You will find a link to the Portal on the top right side of the QMU home page.

Failed assignments

Once the External Examiner and the Board of Examiners have confirmed a Fail grade, you will be informed of the date for re-submission in writing by Registry. Students are encouraged to make contact with the module co-ordinator and/or their PAT for support in preparing resubmissions.

Resubmissions

It is important for students to realise that assignment feedback is given as guidance only to inform and improve the work as a whole. It should not be viewed in isolation or as a checklist. The student should be aware that resubmitted assessments are viewed holistically, and markers will not confine themselves to the points listed in the original feedback.

Academic Appeal Process

A student has the right to appeal in certain circumstances if he or she is unhappy about an assessment or examination result. The appeal may be in respect of any decision of the Board of Examiners that affects the student's grade or progress. Further information about the academic appeal process is available at:

<https://www.qmu.ac.uk/media/3961/academic-appeals.pdf>

Reference:

QUALITY ASSURANCE AGENCY.2009. Guide to the Outcomes of the Theme.
Enhancement Themes Newsletter, vol.3, no. 1, p.2.

UNDERGRADUATE DESCRIPTORS with effect from academic year 2015-16; approved by Senate May 2015

Grade A* 80% and above

Outstanding performance, exceptionally able –pass

- Articulates an outstanding and comprehensive understanding of the question or problem
- Includes all of the most relevant information and issues raised by the question
- Demonstrates outstanding in-depth knowledge of appropriate reading through extensive references to texts, including journal articles
- Shows outstanding originality in problem solving, critical thinking, analysis and evaluation
- Presents outstanding arguments in a fluent and convincing manner.
- Displays an outstanding ability to synthesise concepts, knowledge and theory
- Shows in-depth awareness of value judgements and assumptions embodied in the question

Grade A 70-79.9%

Excellent performance – pass

- Articulates an excellent understanding and interpretation of the question or problem
- Includes most of the relevant information and issues raised by the question
- Demonstrates an excellent in-depth knowledge of appropriate reading through references to texts, including journal articles
- Shows originality in problem solving, critical thinking, analysis and evaluation
- Shows an excellent understanding of theoretical/conceptual issues
- Presents excellent arguments in a balanced and coherent way
- Demonstrates excellent ability to analyse issues raised, synthesise materials and evaluate evidence presented
- Shows awareness of value judgements and assumptions embodied in the question

Grade B 60-69.9%

Very good performance – pass

- Articulates a very good understanding and interpretation of the question or problem
- Includes many of the most relevant information and issues raised by the question
- Demonstrates a very good knowledge of appropriate reading through references to texts, including journal articles
- Shows some elements of problem solving, critical thinking, analysis and evaluation
- Shows consistent understanding of theoretical/conceptual issues
- Present arguments in a balanced and coherent way
- Demonstrates a very good ability to analyse issues raised and evaluate evidence presented
- Shows some awareness of value judgements and assumptions embodied in the question

Grade C 50-59.9%

Good performance – pass

- Articulates a good understanding and interpretation of the question or problem
- Brings in several of the main points and issues raised by the question
- Demonstrates a good knowledge of appropriate reading through references to texts, including journal articles

- Shows some elements of problem solving, critical thinking, analysis and evaluation, but not consistently applied
- Shows good understanding of some theoretical/conceptual issues
- Presents most arguments reasonably clearly
- Demonstrates a good ability to analyse issues raised and evaluate evidence presented
- Shows good awareness of value judgements and assumptions embodied in the question

Grade D 40-49.9%

Satisfactory Performance – pass

- Articulates satisfactory but limited understanding and interpretation of the question or problem
- Discusses some of the main points/issues raised by the question
- Demonstrates satisfactory knowledge of appropriate reading through references to texts, including journal articles
- Shows some satisfactory but inconsistent attempts to problem solve, analyse and evaluate
- Shows partial understanding of theoretical/conceptual issues
- Presents some arguments with some clarity
- Demonstrates a satisfactory ability to analyse issues raised or evaluate evidence presented.
- Shows satisfactory but limited awareness of value judgements and assumptions embodied in the question
- Indicates that additional engagement may be required to sustain and enhance performance in subsequent modules and levels

Grade E 30-39.9%

Unsatisfactory performance - fail

- Articulates very limited understanding of the question or problem set
- Discusses few or none of the main points/issues raised by the question
- Demonstrates insufficient knowledge of appropriate reading through references to academic texts, including journal articles
- Shows narrow understanding of theoretical/conceptual issues
- Includes arbitrary or inaccurate factual information
- Presents arguments with little clarity
- Demonstrates very limited ability to analyse issues raised or evaluate evidence presented
- Shows limited awareness of value judgements and assumptions embodied in the question

Grade F 20-29.9%

Unsatisfactory performance- fail

- Articulates extremely limited or no understanding of the question or problem set
- Discusses mostly marginal or irrelevant points
- Demonstrates very limited or no knowledge of appropriate reading through references to academic texts, including journal articles
- Shows very narrow understanding of theoretical/conceptual issues

- Includes arbitrary or inaccurate factual information
- Presents arguments with very little clarity, or presents no argument at all
- Demonstrates little or no ability to analyse issues raised or evaluate evidence presented
- Shows very limited or no awareness of value judgements and assumptions embodied in the question.

Grade G < 20%

Unsatisfactory performance or non-submission- Fail

- Articulates little or no understanding of the question or problem set
- Discusses only marginal or irrelevant points
- Demonstrates virtually no knowledge of appropriate reading through references to academic texts, including journal articles
- Shows very narrow or no understanding of theoretical/conceptual issues
- Includes arbitrary or inaccurate factual information
- Presents arguments with very little clarity, or presents no argument at all
- Demonstrates virtually no ability to analyse issues raised or evaluate evidence presented
- Shows very limited or no awareness of value judgements and assumptions embodied in the question