

## School of Nursing and Midwifery

### NURS1004: Evidence for Nursing Practice

Callaghan and Gosford  
Semester 2 - 2023



## OVERVIEW

### Course Description

Evidence-based practice is an approach to care that integrates the best available research to inform contemporary practice. This course will provide a foundational overview of evidence-based practice. By the end of this course, students will have an appreciation for the steps in the evidence-based practice process and the contribution that 'best practice' makes to quality care and safety. The principles of 'best practice' will be explored with respect to relevant examples and contexts of care.

### Requisites

To enrol in this course, students must be active in the Bachelor of Nursing [40298] program.

### Assumed Knowledge Contact Hours

Active in the Bachelor of Nursing program

#### Lecture

Online

1 hour(s) per Week for Full Term

#### Self-Directed Learning

Self-Directed

2 hour(s) per Week for Full Term starting Week 1

#### Tutorial

Face to face On campus: 2 hour(s) per week for 8 weeks and;  
Online: 2 hour(s) per Week for 4 Weeks

### Unit Weighting Workload

10

Students are required to spend on average, 120-140 hours of effort (contact and non-contact), including assessments per 10-unit course.

# COURSE OUTLINE

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# CONTACTS

## Course Coordinator

### Callaghan and Gosford

Dr Muhammad Alqudah

Muhammad.Alqudah@newcastle.edu.au

Phone: 49854455

Consultation: Contact via email to arrange a suitable time.

NOTE: Responses to emails can be expected within three (3) working days unless the tutor or Course Coordinator is off campus.

Weekly drop-in sessions will be available via Canvas

General Course Questions should be posted to Canvas, where the answer may be of benefit to other students. Students are required to check their UON (University of Newcastle) email account regularly and to use their student-mail accounts for all email correspondence with the University.

## Teaching Staff

Other teaching staff will be advised on the Course Canvas site.

## School Office

### School of Nursing and Midwifery

Richardson Wing

University of Newcastle

University Drive

CALLAGHAN NSW 2308

Central Coast Clinical School

77 Holden Street

GOSFORD NSW 2250

(+61) 2 4921 6304

Web: <http://www.newcastle.edu.au/school/nursing-midwifery>

## General Enquiries

[AskUoN@newcastle.edu.au](mailto:AskUoN@newcastle.edu.au)

(+61) 2 4921 5000

## Program & Enrolment Advice

[ProgramAdvice@newcastle.edu.au](mailto:ProgramAdvice@newcastle.edu.au)

## Student Support

For academic and personal support services for students, visit  
<https://www.newcastle.edu.au/current-students/support>

# SYLLABUS

## Course Content

### Module 1: Ask the question

- History of evidence-based practice
- Benefits, criticisms, and challenges of evidence-based practice
- Contemporary evidence-practice gaps used to develop answerable questions

### Module 2: Acquire the knowledge

- Resources and sources of information
- Search strategy to explore electronic databases of existing knowledge
- Evaluate, revise, and store search results of electronic databases

### Module 3: Appraise the evidence

- Understand and appraise different types and levels of evidence
- Interpret the findings of primary and secondary research
- Summarise and assess the quality of collected evidence.

### Module 4: Apply the Evidence

- Translate the evidence into practice
- Process of shared decision making and interprofessional practice
- Disseminating best practice to clinicians

### Module 5: Evaluate the outcome

- Impact of evidence-based practice
- Explore issues with implementation of the evidence
- Difference between quality improvement and evidence-based practice

## Course Learning Outcomes

### On successful completion of this course, students will be able to:

1. Define evidence-based practice and identify the benefits and challenges of using this approach for the delivery of health care.
2. Identify examples of the integration of evidence using clinical expertise and patient preferences to provide appropriate safe and responsive quality nursing care.
3. Develop questions which are relevant to nursing practice and patients' experiences of health care.
4. Devise search strategies to locate the best available evidence to answer those questions.
5. Summarise and appraise evidence and for its validity, impact and applicability to practice.

## Course Materials

### Required text

Hoffmann, T., Bennett, S., & Del Mar, C. (2017). *Evidence-Based Practice Across the Health Professions*. (3<sup>rd</sup> Ed). Elsevier

### Recommended text

Schneider, Z., Whitehead, D., LoBiondo-Wood, G., Faan, P. R., Haber, J., & Faan, P. R. (2020). *Nursing and midwifery research: Methods and appraisal for evidence-based practice*: (6<sup>th</sup> Ed). Elsevier.

# SCHEDULE

Week	Week Begins	Learning Activity	Delivery	Assessment Due
<b>Module 1: Ask the Question</b>				
1	17 Jul	History of Evidence-Based Practice	Face-to-Face	
2	24 Jul	Developing answerable questions	Face-to-Face	
<b>Module 2: Acquire the Knowledge</b>				
3	31 Jul	Resources and sources of information	Face-to-Face	Quiz 1: Opens Monday 31 <sup>st</sup> July 0800 hours (AEST) Closes Sunday 6 <sup>th</sup> August 2300 hours (AEST)
4	7 Aug	Search strategy results	Face-to-Face	
<b>Module 3: Appraise the Evidence</b>				
5	14 Aug	Understand and appraise evidence	Face-to-Face	Quiz 2: Opens Monday 14 <sup>th</sup> August 0800 hours (AEST) Closes Sunday 20 <sup>th</sup> August 2300 hours (AEST)
6	21 Aug	Interpret the findings of research	Face-to-Face	
7	28 Aug	Assessing the quality of evidence	Face-to-Face	Assessment 2 Part A Due Monday 28 <sup>th</sup> August 2300 hours (AEST)
<b>Module 4: Apply the Evidence</b>				
8	4 Sep	Translating evidence to practice	Face-to-Face	Quiz 3: Opens Monday 4 <sup>th</sup> September 0800 hours (AEST) Closes Sunday 10 <sup>th</sup> September 2300 hours (AEST)
9	11 Sep	Shared decision-making in interprofessional practice	Online	
<b>Module 5: Evaluate the Outcome</b>				
10	18 Sep	Impact of evidence-based practice	Online	Quiz 4: Opens Monday 18 <sup>th</sup> September 0800hours (AEST) Closes Sunday 24 <sup>th</sup> September 2300 hours (AEST)
<b>Mid Term Break</b>				
<b>Mid Term Break</b>				
11	9 Oct	Quality improvement and evidence-based practice	Online	
12	16 Oct	Course Revision	Online	Quiz 5: Opens Monday 16 <sup>th</sup> October 0800 hours (AEDT) Closes Sunday 22 <sup>nd</sup> October 2300 hours (AEDT)
13	23 Oct			Assessment 2 Part B Due Monday 23 <sup>rd</sup> October 2300 hours (AEDT)
<b>Examination Period</b>				
<b>Examination Period</b>				

# COMPULSORY REQUIREMENTS

To pass this course students **must attain an overall grade of 50% or higher**. Progressive marks on Canvas do not necessarily indicate final grades.

## Contact Hour Requirement:

**There is a compulsory attendance requirement in this course.**

### - Tutorials

All commencing students must attend 80% of tutorials. Commencing students are those who have commenced study at UON for the first time in 2023.

An attendance roll will be kept for each class.

Commencing students who do not attend 80% of tutorials can apply for adverse circumstances at the end of semester. DO NOT submit an adverse circumstances application UNTIL more than 20% of classes have been missed. At this point, submit an adverse circumstances application with evidence for the subsequent missed classes. The evidence required is as per the UON adverse circumstances policy <https://policies.newcastle.edu.au/document/view-current.php?id=236>

Commencing students who do not attend 80% of tutorials and do not have approved adverse circumstances for having more than 20% absence will receive a Component Fail (CF) grade for the course

# ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Online Quiz	Quiz 1: Opens Monday 31 <sup>st</sup> July 0800 hours (AEST) Closes Sunday 6 <sup>th</sup> August 2300 hours (AEST)  Quiz 2: Opens Monday 14 <sup>th</sup> August 0800 hours (AEST) Closes Sunday 20 <sup>th</sup> August 2300 hours (AEST)  Quiz 3: Opens Monday 4 <sup>th</sup> September 0800 hours (AEST) Closes Sunday 10 <sup>th</sup> September 2300 hours (AEST)  Quiz 4: Opens Monday 18 <sup>th</sup> September 0800hours (AEST) Closes Sunday 24 <sup>th</sup> September 2300 hours (AEST)  Quiz 5: Opens Monday 16 <sup>th</sup> October 0800 hours (AEDT) Closes Sunday 22 <sup>nd</sup> October 2300 hours (AEDT)	Individual	50%	1, 2, 3, 4, 5
2	Written Assessment	Part A: Search Strategy (Group) Due Monday 28 <sup>th</sup> August 2300 hours (AEST)  Part B: Critical Analysis (Individual) Due Monday 23 <sup>rd</sup> October 2300 hours (AEDT)	Group (10%) and  Individual (40%)	50%	3, 4, 5

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to Week and weekend days.

**Note:** No more than 10% of any assessment item may consist of material directly quoted from another source.

Assistance with academic literacies is available at the following hyperlinks:

1. APA 7<sup>th</sup> Referencing: <http://libguides.newcastle.edu.au/referencing>
2. Academic Learning Support: <https://www.newcastle.edu.au/current-students/learning/study-skills>

## Assessment 1 - Online Quiz

<b>Assessment Type</b>	Quiz
<b>Description</b>	<p>This assessment provides the student with the opportunity to demonstrate an understanding of key concepts covered in Module 1 - 5</p> <p>This assessment consists of 5 quizzes.</p> <p>Each quiz is open book and will be composed of 10 multiple-choice questions. Questions will be derived from tutorial material including tutorial preparation, lecture recording, activities and readings.</p> <p>The student will have <b>only one attempt and</b> a maximum of 20 minutes to complete the quiz. Backtracking will not be allowed. Check that all answers are submitted. Quizzes that are not attempted or remain 'in progress' when the quiz closes will be awarded zero marks.</p> <p>The focus of each quiz is identified below:</p> <ul style="list-style-type: none"><li>• Quiz one – Module 1: Ask the question.</li><li>• Quiz two – Module 2: Acquire the knowledge.</li><li>• Quiz three – Module 3: Appraise the evidence.</li><li>• Quiz four – Module 4: Apply the evidence.</li><li>• Quiz five – Module 5: Evaluate the outcome.</li></ul>
<b>Weighting</b>	50%.
<b>Due Date</b>	<p>Quiz 1: Opens Monday 31<sup>st</sup> July 0800 hours (AEST) Closes Sunday 6<sup>th</sup> August 2300 hours (AEST)</p> <p>Quiz 2: Opens Monday 14<sup>th</sup> August 0800 hours (AEST) Closes Sunday 20<sup>th</sup> August 2300 hours (AEST)</p> <p>Quiz 3: Opens Monday 4<sup>th</sup> September 0800 hours (AEST) Closes Sunday 10<sup>th</sup> September 2300 hours (AEST)</p> <p>Quiz 4: Opens Monday 18<sup>th</sup> September 0800hours (AEST) Closes Sunday 24<sup>th</sup> September 2300 hours (AEST)</p> <p>Quiz 5: Opens Monday 16<sup>th</sup> October 0800 hours (AEDT) Closes Sunday 22<sup>nd</sup> October 2300 hours (AEDT)</p>
<b>Submission Method</b>	Access via Canvas. It is advisable to attempt the quiz from a location where <b>internet access is secure</b> and ensure all questions are completed before submitting. Please thoroughly review the source materials prior to commencing the quiz.
<b>Assessment Criteria</b>	N/A
<b>Return Method</b>	Via Canvas
<b>Feedback Provided</b>	N/A
<b>Reattempt</b>	A re-attempt will be considered in line with the Adverse Circumstances Policy

## Assessment 2 - Written Assessment

Assessment Type	Written Assessment
Description	<p><b>PART 1: SEARCH STRATEGY (GROUP TASK)</b> Students will work in groups to develop a question related to an aspect of nursing practice (topics will be provided on Canvas). They will then devise, refine, conduct, and present a written summary of the search strategy used to answer this question (10%).</p> <p><b>PART 2: CRITICAL ANALYSIS (INDIVIDUAL)</b> Students will then work individually to critically analyse a provided journal article (40%).</p> <p>Further instructions, templates and information concerning the assessment will be provided on the Canvas site under Assignment Overview.</p>
Weighting	Group (10%) and Individual (40%)
Word Count	1500 (+/- 10% allowance) (excluding reference list)
Due Date	Part 1 – search strategy (group task) Monday 28 <sup>th</sup> August 2300 hours (AEST) Part 2 – critical analysis (individual) Monday 23 <sup>rd</sup> October 2300 hours (AEDT)
Submission Method	Via Canvas
Assessment Criteria	See Appendix 1 Part 1 Search Strategy See Appendix 2 Part 2 Critical Analysis
Return Method	Via Canvas
Feedback Provided	Via Canvas 15 University Working days after submission

# ADDITIONAL INFORMATION

## Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

## Withdrawal from Course

You can withdraw from a course without financial penalty on or before the census date **Friday 11th August 2023**. If you withdraw after this date, it is considered you have been enrolled in the course and will be liable for HECS-HELP payment or degree fee. For further information see University Key dates.

## Communication Methods

Communication methods used in this course include:

- Canvas announcements
- Canvas discussion board
- Email
- Zoom.

## Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement. The tutorial preparation, tutorial content & assessment items have been updated based on student feedback.

## Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

## Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

## Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the



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online Adverse Circumstances system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item and the course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

### **Important Policy Information**

The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*The Head of School approved this course outline. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.*

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**Appendix 1 – Assessment 2 – PART 1 Search Strategy (Group Task)**

		<b>SEARCH STRATEGY (GROUP TASK)</b>			
<b>Criteria</b>	<b>High Distinction 2marks</b>	<b>Distinction/Credit 1.5</b>	<b>Pass 1 marks</b>	<b>Fail &lt;1 – 0 mark</b>	
Clinical question using the PICO format	Accurately and correctly states research question addressing all PICO components, using correct PICO format.	Correctly states research question missing one PICO component that is not fully addressed. Using correct PICO format.	States research question missing two PICO component that is not addressed	Inadequate or incorrect presentation of question using the PICO format or missing sections of PICO	<b>/2</b>
Databases used	Correct use of at least 5 Databases	Correct use of at least 4 Databases	Correct use of at least 3 Databases	Incorrect use of Databases or less than 5 provided.	<b>/2</b>
Databases justifications	Justification appropriate and correct for 5 chosen databases	Justification appropriate and correct for 4 chosen databases	Justification appropriate and correct for 3 databases	Inadequate justification for chosen databases or justification not provided for each Database or justification not for identified databases	<b>/2</b>
Key or MeSH terms	Identifies an extensive, comprehensive list of relevant search terms including at least one relevant MeSH term for each concept. includes all Boolean operators	Identifies a comprehensive list of relevant search terms including at least one MeSH term (in total) and includes most of the Boolean operators	Identifies a limited list of relevant search terms; or a list that includes some unsuitable terms includes some Boolean operators	Inadequate or incorrect identification of key search terms or missing multiple terms. Boolean operators missing	<b>/2</b>
Search Results	Accurate, clear and comprehensive search results provided for ONE database. Search reflective of terms previously provided and would yield excellent result.	Adequate search results provided for ONE database. Search reflective of terms previously provided and would yield appropriate result.	Search results provided for ONE database. Search reflective most of terms previously provided and would yield result.	Search result provided for more than ONE data base. Search result not reflective of terms or appropriate to yield appropriate output. Search result not provided	<b>/2</b>
<b>TOTAL</b>					<b>/10</b>

Appendix 2 – Assessment 2 PART 2 Critical Analysis (Individual Task)

CRITICAL ANALYSIS (INDIVIDUAL TASK)						
Standard & Criteria	High Distinction 5 marks	Distinction 4–4.5 marks	Credit 3-3.5 marks	Pass 2.5 marks	Fail <2.5 marks	
<b>Background of the study</b>	The health issue/situation outlined in the paper is explained in your own words and with enough detail to demonstrate an exceptional understanding. The relevance or importance of this study to nursing (practice) is explained in your own words and with enough detail to demonstrate an exceptional understanding.	The health issue/situation outlined in the paper is explained in your own words and with enough detail to demonstrate a solid understanding. The relevance or importance of this study to nursing (practice) is explained in your own words and with enough detail to demonstrate a solid understanding	The health issue/situation outlined in the paper is explained in your own words and with sufficient detail to demonstrate an understanding. The relevance or importance of this study to nursing (practice) is explained in your own words and with sufficient detail to demonstrate an understanding.	The health issue/situation outlined in the paper is explained mostly in your own words and demonstrates a fundamental understanding. The relevance or importance of this study to nursing (practice) is explained mostly in your own words to demonstrate a fundamental understanding	The health issue/situation outlined in the paper is missing or has limited detail or is mostly made up of quoted materials. The relevance or importance of this study to nursing (practice) is missing or has limited detail or is mostly made up of quoted materials.	/5
<b>Overview of the research design (5 marks)</b>	Correct statement of research aim/s. The research design is correctly identified, and enough detail is provided to demonstrate an exceptional understanding of the appropriateness of the design to the meet the aim of the research. The justification for use of the method is explained in your own	Correct statement of research aim/s. The research design is correctly identified, and enough detail is provided to demonstrate a solid understanding of the appropriateness of the design to the meet the aim of the research. The justification for use of the method is	Correct statement of research aim/s. The research design is correctly identified, with sufficient detail to demonstrate an understanding of the appropriateness of the design to the meet the aim of the research. The justification for use of the method is explained in your own	Correct statement of research aim/s. The research design is correctly identified to demonstrate a fundamental understanding of the appropriateness of the design to the meet the aim of the research. The justification for use of the method is explained in mostly your own words to demonstrate a	The research aim is incorrect, or missing essential elements. Or not all aims of the study are provided. The research design is incorrectly identified or missing or information is inadequate to demonstrate an understanding of the appropriateness of design to meet the aim. The justification is	/5

	word with enough detail to demonstrate an exceptional understanding.	explained in your own word with enough detail to demonstrate a solid understanding.	word with sufficient detail to demonstrate an understanding.	fundamental understanding.	missing, inadequate or incorrect.	
<b>Standard &amp; Criteria</b>	<b>High Distinction 10 marks</b>	<b>Distinction 8--9 marks</b>	<b>Credit 6-7 marks</b>	<b>Pass 5 marks</b>	<b>Fail ≤ 4 marks</b>	
<b>Data collection (10 marks)</b>	The description of how data was collected is explained in your own words and with enough detail to demonstrate an exceptional understanding. The appropriateness of the data collection for the study question and design is explained and justified in your own words and with enough detail to demonstrate an exceptional understanding.	The description of how data was collected is explained in your own words and with enough detail to demonstrate a solid understanding. The appropriateness of the data collection for the study question and design is explained and justified in your own words and with enough detail to demonstrate a solid understanding.	The description of how data was collected is explained in your own words and with sufficient detail to demonstrate an understanding. The appropriateness of the data collection for the study question and design is explained and justified in your own words and with enough detail to demonstrate an understanding.	The description of how data was collected is explained in mostly your own words to demonstrate a fundamental understanding. The appropriateness of the data collection for the study question and design is explained and justified in mostly your own words and with enough detail to demonstrate a fundamental understanding..	The description of how data was collected is missing, unclear or incorrect. The appropriateness of the data collection for the study question is missing unclear or incorrect. The justification of the appropriateness is missing, unclear or incorrect.	/10
<b>Standard &amp; Criteria</b>	<b>High Distinction 5 marks</b>	<b>Distinction 4--4.5 marks</b>	<b>Credit 3-3.5 marks</b>	<b>Pass 2.5 marks</b>	<b>Fail &lt;2.5 marks</b>	
<b>Results (5 marks)</b>	The description of the major finding of the article are explained in your own words and with enough detail to demonstrate an exceptional understanding.	The description of the major finding of the article are explained in your own words and with enough detail to demonstrate a solid understanding.	The description of the major finding of the article are explained in your own words and with sufficient detail to demonstrate an understanding.	The description of the major finding of the article are explained in mostly your own words to demonstrate a fundamental understanding.	The description of the major finding of the article is missing major parts of the content, is unclear, or incorrect	/5

Standard & Criteria	High Distinction 10 marks	Distinction 8--9 marks	Credit 6-7 marks	Pass 5 marks	Fail ≤ 4 marks	
<b>Evidence utilization (10 marks)</b>	The critical discussion of how the findings of this article may inform clinical practice is explained in your own words and with enough detail to demonstrate an exceptional understanding. There is a clear statement identifying if these finding should be implemented into practice. The justification for the reason for this choice (to implement or not) is explained in your own words with enough detail to demonstrate an exceptional understanding.	The critical discussion of how the findings of this article may inform clinical practice is explained in your own words and with enough detail to demonstrate a solid understanding. There is a clear statement identifying if these finding should be implemented into practice. The justification for the reason for this choice (to implement or not) is explained in your own words with enough detail to demonstrate a solid understanding.	The discussion of how the findings of this article may inform clinical practice is explained in your own words and with sufficient detail to demonstrate an understanding. There is a clear statement identifying if these finding should be implemented into practice. The justification for the reason for this choice (to implement or not) is explained in your own words with sufficient detail to demonstrate an understanding.	The critical discussion of how the findings of this article may inform clinical practice is explained mostly in your own words to demonstrate a fundamental understanding. There is a clear statement identifying if these finding should be implemented into practice. The justification for the reason for this choice (to implement or not) is explained mostly in your own words to demonstrate a fundamental understanding.	The discussion of how the findings of this article may inform clinical practice is missing, incorrect or unclear. There is a clear statement identifying if these finding should be implemented into practice is missing or unclear. The justification for the reason for this choice (to implement or not) is missing, incorrect or unclear.	/10
Standard & Criteria	High Distinction 5 marks	Distinction 4--4.5 marks	Credit 3-3.5 marks	Pass 2.5 marks	Fail <2.5 marks	
<b>Expression/writing &amp; Literature sources/ references (5 marks)</b>	Flawless referencing, with all references correctly given, both in text and in final reference list according to APA referencing style. No referencing errors.	Very good referencing, with correct references in both text and a final reference list according to APA referencing style. A limited number of referencing errors. The comprehensive, relevant list of current	Minimal referencing errors, according to APA referencing style conventions, both in text and in the final reference list.	Some referencing style errors but following APA referencing style both in the text and in the final reference list. Satisfactory use of references, using a reasonable range of	Absent, inadequate, or incorrect referencing style noted. Unsatisfactory use of references. Insufficient, current academic references (i.e., less than 3).	/5

	Extensive, relevant current academic reference list with evidence of effective use in the text. Publishable or outstanding level of clarity of expression, scholarly writing style, and absence of any discriminatory use of language throughout. No errors in spelling, grammar or punctuation.	academic references is effectively used in the text. Evidence of use in the text. Clear, concise clarity of expression, with no ambiguity issues, very good, well-developed writing style with no use of discriminatory language throughout. No errors in spelling, grammar or punctuation.	Good, adequate use of references, using a reasonable range of current academic references. More than 3 recent journal articles are used in text. Good written expression with minimal ambiguity and no discriminatory language throughout. Minimal errors in grammar, punctuation, sentence construction, paragraph construction or spelling	current academic references (at least 3). Reasonable clarity and writing style but limited use of language. Some minor errors in grammar, spelling, sentence structure, or paragraph structure that does not impede meaning.	Poor writing style with errors in expression, sentence structure, paragraph structure, spelling, and punctuation that impede meaning	
<b>TOTAL</b>						<b>/40</b>