SPTH4080 - Clinical Practice
Course Outline

Course Coordinator: Dr Liz Spencer
Room: GP1.16
Ph: (02) 4921 5159
Fax: (02) 4921 7386
Email: Elizabeth.Spencer@newcastle.edu.au

Semester: Semester 1 - 2006
Unit Weighting: 20
Teaching Methods: Field Study

Brief Course Description
Students undertake supervised face-to-face clinical experience with the full range of speech and language disordered caseloads, i.e. across the range indicators of speech, language, voice, fluency and swallowing, with both child and adult populations. The clinical placements are on a block basis, involving full day attendance (8.30am - 5pm), Monday to Friday, over a period of 10 weeks. This extended block program allows for as many placements as possible to be in rural NSW and metropolitan Sydney locations in order to provide experience in the models of service delivery appropriate to these settings. Additional individual tutorial support is provided by telephone to students in remote locations.

Contact Hours: Clinical for 40 Hours per Week for 10 Weeks, weeks to be advised for individual students

Learning Materials/Texts
See Section B below.

Course Objectives
Upon successful completion of this course, students will:

1. Demonstrate levels of clinical competence as required to meet the Competency Based Occupational Standards for Speech Pathologists.

2. Experience (directly or indirectly) clinical management of the range of speech, language, voice, fluency, or swallowing disorders in children and adults.

CTS Download Date: 30 January 2006
Course Outline issued and correct as at Week 1, Semester 1, 2006
3. Communicate their clinical experience and competence verbally and in writing in a professional and ethical manner.

4. Demonstrate professional and ethical behaviour appropriate to the policies and procedures of the clinical placement setting.

Course Content
This course provides clinical practice experience with paediatric, adult and mixed caseloads. The student is supervised by a qualified speech pathologist. The student has the opportunity to observe and work directly with caseloads comprising a range of communication and swallowing impairments. Students will be involved with the planning and delivery of services for assessment and treatment of individual cases, as well as having the opportunity to participate in a range of service delivery/caseload management models.

Assessment Items

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>1. Progress Indicators (Competency-based performance assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pass/Fail  Mid- and end of each placement</td>
</tr>
<tr>
<td></td>
<td>2. Record of Range of Experience (Record of supervised direct and indirect clinical hours across the range indicators (when SPTH4080 is the final placement undertaken in the degree, then students are required to have recorded hours for child and adult experience across all range indicator in order to pass the course) Ungraded requirement</td>
</tr>
<tr>
<td></td>
<td>End of each placement</td>
</tr>
<tr>
<td></td>
<td>3. Statement of Experience &amp; Competence - 1,500 words</td>
</tr>
<tr>
<td></td>
<td>Application for employment (including cover letter, address to the selection criteria and curriculum vitae) (15%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other: (please specify)</th>
<th>Viva examination - 20 minutes Verbal examination by panel of three examiners (including one external examiner) (25%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports</td>
<td>Portfolio - 3,500 words Recordings and written critical evaluation of clinical experience and learning 60%</td>
</tr>
</tbody>
</table>

Assumed Knowledge
SPTH1110, SPTH1120, SPTH2080, SPTH2210, SPTH2220, SPTH3110, SPTH3120, SPTH3020, SPTH3080
Students need to note that there is a specific requirement for English performance to be clearly adequate for professional needs in order to successfully complete SPTH4080.

Callaghan Campus Timetable
SPTH4080
CLINICAL PRACTICE
Enquiries: School of Humanities and Social Science
Semester 1 - 2006

<table>
<thead>
<tr>
<th>Fieldwork</th>
<th>Monday 08:00 - 17:00</th>
<th>TBA, approx 10 wks</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>Tuesday 08:00 - 17:00</td>
<td>TBA, approx 10 wks</td>
</tr>
<tr>
<td>or</td>
<td>Wednesday 08:00 - 17:00</td>
<td>TBA, approx 10 wks</td>
</tr>
<tr>
<td>or</td>
<td>Thursday 08:00 - 17:00</td>
<td>TBA, approx 10 wks</td>
</tr>
<tr>
<td>or</td>
<td>Friday 08:00 - 17:00</td>
<td>TBA, approx 10 wks</td>
</tr>
</tbody>
</table>
Plagiarism

University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment: or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form.

Please go to the Policy and the on-line form for further information, particular for information on the options available to you, at:

Changing your Enrolment

The last dates to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 1 courses: 31 March 2006
For semester 2 courses: 31 August 2006
For Trimester 1 courses: 18 February 2006
For Trimester 2 courses: 10 June 2006

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the School Office.

To change your enrolment online, please refer to

http://www.newcastle.edu.au/study/enrolment/change-enrol.html

Contact Details

Faculty Student Service Offices

The Faculty of Education and Arts
Room: GP1-22 (General Purpose Building)
Phone: 0249 215 314

The Dean of Students

Dr Jennifer Archer
Phone: 492 15806
Fax: 492 17151
resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards


Web Address for Rules Governing Postgraduate Academic Awards


STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 49 21 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at:

www.newcastle.edu.au/services/disability

Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. The assessment tasks and marking criteria are described in Section B below.

Online Tutorial Registration:

There is no tutorial component for SPTH 4080. Tutorial support is provided by telephone and email.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Written Assignment Presentation and Submission Details
Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:
- **Type your assignments**: All work must be typewritten in 11 or 12 point black font. Leave a wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.
- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet**: All assignments must be submitted with the University coversheet: [www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf](http://www.newcastle.edu.au/policy/academic/general/assess_coversheet.pdf)
  - For SPTH 4080 students are required to bring their completed portfolio and statement of clinical competence to the Viva examination.
- **Do not fax or email assignments**: Only hard copies of assignments will be considered for assessment. Inability to physically submit a hard copy of an assignment by the deadline due to other commitments or distance from campus is an unacceptable excuse.
- **Keep a copy of all assignments**: All assignments are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin
SPTH 4080 assignments are not required to be submitted through Turnitin.

Penalties for Late Assignments
Assignments submitted after the due date, without an approved extension of time will be penalised by the **reduction of 5% of the possible maximum mark** for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted **more than ten days** after the due date will be awarded zero marks.

Special Consideration/Extension of Time Applications
Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student HUBS.

No Assignment Re-submission
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact their Tutor, Lecturer or Course Coordinator to make a consultation time to receive individual feedback on their assignments.

Remarks
Students can request to have their work re-marked by the Course Coordinator or Discipline Convener (or their delegate); three outcomes are possible: the same grade, a lower grade, or a higher grade being awarded. Students may also appeal against their final result for a course. Please consult the University policy at:

Return of Assignments
Where possible, assignments will be marked within 3 weeks and returned to students in class. At the end of semester, students can collect assignments from the Student HUBS during office hours.
Preferred Referencing Style
In this course, it is recommended that you use the APA referencing system for referencing information used in assignments. Inadequate or incorrect reference to the work of others may be viewed as plagiarism and result in reduced marks or failure.

An in-text citation names the author of the source, gives the date of publication, and for a direct quote includes a page number, in parentheses. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:


Student Representatives
We are very interested in your feedback and suggestions for improvement. Student Representatives are the channel of communication between students and the School Board. Contact details of Student Representatives can be found on the School website.

Student Communication
Students should discuss any course related matters with the Clinical Education Coordinator in the first instance and then the Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

Essential Online Information for Students
Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:

Section B Specific Course Information

Relationship between course objectives & CBOS

<table>
<thead>
<tr>
<th>Subject Objectives</th>
<th>Clinical Skills</th>
<th>Clinical Skills</th>
<th>Empirical/Analytic Skills</th>
<th>Interpretive/Synthesis Skills</th>
<th>Critical Thinking Skills</th>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comp.</td>
<td>CBOS* Unit/Element</td>
<td>Range Indicator</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Exp.</td>
<td>All Full X X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comm.</td>
<td>2.4, 2.5, 3.7, 4.4, 5.2, 5.3 Full X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prof.</td>
<td>1.4, 4.5, 5.1, 5.7, 5.9, 7 Full X X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Competency Based Occupational Standards for Speech Pathologists - Entry Level (Revised 2001, Speech Pathology Australia)

The assessment of this subject relates to the learning objectives as outlined below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Obj 1 Comp.</th>
<th>Obj 2 Exp.</th>
<th>Obj 3 Comm.</th>
<th>Obj 4 Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Progress Indicators</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2 Record of Experience</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3 Statement of competence</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>4 Portfolio</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5 Viva</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Expectations
The objective of the fourth year clinical program is to enable students to develop and consolidate their clinical competence through an intensive clinical experience, and to gain a realistic view of a speech pathologist’s workload and responsibilities.

By fourth year, undergraduates will have had experience with both adult and paediatric caseloads, and with disorders of varying aetiology and complexity. The actual range of experience and clinical competence brought to this extended placement will however vary among students. We expect students to be working with increasing independence and interdependence in their ability to manage their allotted cases and caseload.

Caseload
The size of a student’s caseload will of course vary according to the availability of clients and complexity of cases, as well as their own level of clinical competence. It is anticipated that fourth year students will be capable of taking responsibility gradually over the course of the placement for a full caseload (after a period of initial orientation).

Level of supervision
As fourth year students undertake an extended clinical placement, their level of independence and clinical competence will be expected to increase significantly as part of the consolidating
experience. Regardless of their increasing level of competence, they will require ongoing supervision in particular situations, e.g. bedside evaluation of dysphagia. The actual giving of food/fluids should be supervised and recommendations for management should be checked to ensure compliance with medico-legal responsibilities as stated in CBOS.

**Required Reading:**

**Recommended Texts:**


**Further information about assessment requirements**

1. **Progress Indicators**

   Due: 2 weeks after completion of placement

   A copy of the Progress Indicator form is located within the Clinical Program Information. A copy of the Record of Range of Experience, and guidelines for calculating hours is located within the Clinical Program Information.

2. **Range of Experience**

   Due: 2 weeks after completion of placement

   Note: The minimum requirement for students to pass their final clinical practice subject in the Bachelor of Speech Pathology (i.e. either SPTH4080 or SPTH4090) is that their cumulative Record of Range of Experience over the degree documents indirect and/or direct experience for each range indicator in all units of expected competency (CBOS, Units 1 to 4), and for at least one range indicator for all units where supervision may still be required upon graduation (CBOS, Units 5 to 7). Students who have not attained the full range of experience by the end of the semester will need additional placements.

   Students should check their Range of Experience requirements and discuss these as soon as possible with the Clinical Education Co-ordinator.
3. Statement of experience and competence  

Due at time of Viva

Statement of Experience & Competence - 1,500 words. This information provides preparation for an application for employment. This section requires a written report on the student’s reflections and evaluation of their clinical learning and performance over the past year and a draft curriculum vitae. (CBOS 6.4, 7.1, 7.2, 7.3, 7.4). (15%). This assignment is to be submitted at the same time as the portfolio.

Criteria for marking:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Outlines previous specific learning goals, i.e. CBOS based</td>
</tr>
<tr>
<td>4.2</td>
<td>Identifies own areas of achievement in clinical work</td>
</tr>
<tr>
<td>4.3</td>
<td>Identifies areas requiring development in order to progress further</td>
</tr>
<tr>
<td>4.4</td>
<td>Identifies and explains areas of particular interest in clinical work</td>
</tr>
<tr>
<td>4.5</td>
<td>Identifies areas which present barriers to own clinical work and outlines potential solutions</td>
</tr>
</tbody>
</table>

15 Marks

4. Portfolio  

Due at time of Viva

Criteria/weighting for Marking

The clinical portfolio is comprised of 2 sections: (1) Clinical report related to the recorded session to be presented in the case presentation (assessment OR treatment), (2) Video recorded assessment OR treatment session presented as part of the viva case presentation. Both sections of the portfolio must be submitted.

One video-recording of one assessment session OR one treatment session is to be presented in the case presentation and submitted with the portfolio with a brief 'running sheet' providing a summary of key events and times through the recording (CBOS Units 1 & 4). On the running sheets you need to advise that you obtained the consent from the client for recording and how this consent was obtained (e.g. verbally, or using the clinic’s written consent form which was placed on the client’s medical file). Consent forms identify the client, and so should NOT be placed in the Portfolio.

Note:
If either the video-recordings and/or the running sheets are inadequate, you will be required to resit the case presentation and re-submit the portfolio.

Confidentiality must be observed for all work submitted. Students will fail the Portfolio if client confidentiality is breached. All data for the Portfolio must be collected while on placement for SPTH4080; no retrospective data collection is permitted.

All students are required to demonstrate a standard of English performance clearly adequate for professional needs in order to pass SPTH4080.

*See note at the end of the Portfolio information regarding procedures for storage of recordings.

1. Clinical Report  

15 marks

One written report relating to the SAME clinical case in the viva case presentation - an assessment, progress, or discharge report. Note: a standard report format IS suitable, however, ‘progress notes’ or letters are NOT sufficient. The report must be suitable for sending to a third party (CBOS 1.4, 2.4, 3.7, 4.4, 4.5, 7.1). The clinical report MUST relate to the case presentation. It can be either an assessment report or a progress report depending on whether the case to be presented is an assessment session or a treatment session.
Criteria for marking:

1.1 Appropriate content. Length/style for the person or institution
   Comment on any of the following which may apply:
   . All purpose summary report
   . Specific audience (state which, e.g. parent, teacher...)
   . Specific need/focus (e.g. diagnostic, therapy transfer,
     consultation, management recommendations.)
   . Specific style requirements, (e.g. pre-set headings,
     point-form vs sentences, informal/formal...)

1.2 Correct spelling, grammar and acceptable level of proofreading

1.3 Provide appropriate summary and recommendations

1.4 Adequate description of test and assessment procedures
   (including referencing where appropriate)

1.5 Logical & coherent expression of information

Mark /15

2. Critique
45 marks

See Viva information below.

Criteria for marking:

2.1 Appropriate professional presentation with client e.g. eye contact,
   posture, professional appearance and manner of dealing with
   challenge

2.2 Therapeutic rapport demonstrated

2.3 Evidence of flexibility and adaptability

2.4 Appropriateness of short- and long-term goals to client

2.5 Appropriateness of activities and materials to client

2.6 Demonstrates advanced clinical reasoning and rationales for
   assessment/intervention in a coherent manner.

2.7 Communicates problem solving process explicitly/logically and
   provides rationales

2.8 Describes the outcomes of the session and reviews/re-considers
   original hypothesis regarding client performance

2.9 Proposes appropriate alternative strategies for subsequent
   sessions, consistent with the development of longer term goals

2.10 Preceding discussion integrates relevant theoretical background

Mark /45

5. Viva Case presentation
25 marks

To be scheduled in Week 1, Semester 2

The case presentation examination takes the format of a case presentation to colleagues. Students can expect the answer a range of questions about their case. There will be three examiners (CBOS 2.1, 2.2, 2.3, 2.4, 3.1, 5.6, 5.7, 6.4, 7.1, 7.4).

All students are required to demonstrate a standard of English performance clearly adequate for professional needs in order to pass SPTH4080.
At the oral case presentation students are required to:

- Provide a brief case description in the manner of a handover to a clinical colleague (i.e. brief description of the case presenting the relevant information using appropriate professional style, language and presentation (5 mins maximum).

The presentation will involve the student showing a 5 minute segment of video of the case to the examiners. The video segment can be either an assessment or treatment session (if the report presented prior to the case presentation is an assessment report then the case presentation and video segment must be of the assessment described in the report. If the report is a progress or discharge report then the case presentation and video segment must be of the therapy described in the report).

Students will then describe the outcome of the session and be prepared to answer questions in the following domains:

a. Diagnosis e.g. What appears to be the client’s main problem area?
b. Theory e.g. What current research tells you about this disorder?
c. Goal e.g. What appeared to be the goal of the session?
d. Outcome e.g. What did the client get out of the session?
e. Forward Plan e.g. What would be your plan for the next session?

See above for Critique.

Criteria for Marking:

<table>
<thead>
<tr>
<th>Mark</th>
<th>Clarity of verbal presentation eg. Succinct and informative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Professionalism and presentation eg. Eye contact, posture, professional appearance &amp; manner of dealing with challenge</td>
</tr>
<tr>
<td>2</td>
<td>Communicates case details explicitly/logically and provides rationales for assessment/intervention to date</td>
</tr>
<tr>
<td>3</td>
<td>Reports sound and detailed clinical observations</td>
</tr>
<tr>
<td>4</td>
<td>Exploration of theoretical complexities related to case</td>
</tr>
</tbody>
</table>

Total mark /25

PROCEDURE FOR MANAGING RECORDINGS

While on placement, students may use either the University video or audio tapes (obtained on request) or a clinic owned video or audio tape to record sessions. With the permission of their supervising clinician, students are able to borrow the clinic owned video or audio tape for the purposes of reviewing sessions or copying sessions on to their University video or audio tape. All tapes owned by a clinic must be returned to the clinic promptly, and at the latest, prior to the completion of the placement. Students using their own tapes must either demonstrate to their clinician that the tapes have been erased at the end of the placement, or where students will be submitting their own tapes for assessment, they need to be aware that after marking these tapes will be erased and put into the speech pathology clinic for re-use (i.e. not returned to the student).

Students using DVD or CD-rom recordings are required to supply their own blank disks. Students are advised that these disks will be destroyed after marking (i.e. not returned to the student).

In order to ensure that client confidentiality is maintained, students need to take great care to ensure the security of video and audiotaspe of clients while travelling between clinic, home and the University, and while temporarily storing tapes in their own homes. Failure to comply with these requirements constitutes a breach of confidentiality, and will result in failure for the Portfolio.
<table>
<thead>
<tr>
<th>Grading guide</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
</tbody>
</table>