

BMHP5019_BIRM Assessment Component 2

Task - Using the same topic that the student has submitted in their Research proposal (Component 1), the student should develop a **Research report of 3,600 words (+/-10%)**, including a scoping review of primary and/or secondary research studies related to practice in the health, social care, and / or digital health professions and conduct a secondary research. **The studies that the student will select to review in the Research report should be peer-reviewed research studies (i.e. academic journal articles).**

Assessment Success Criteria							
BMHP5019_BIRM	Fail	Marginal Fail	Satisfactory Pass	Good Pass	Very Good Merit	Excellent Distinction	Exceptional Distinction
Marks /20	0 – 5.5 marks	6 – 7.5marks	8 – 9.5 marks	10 – 11.5 marks	12 – 13.5 marks	14 – 16 marks	16.5 – 20 marks
Criterion 1 Engagement with literature	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely	Poor engagement with peer-reviewed primary and/or secondary research studies. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources within	Engagement with a limited (<20) range of mostly relevant and credible peer-reviewed primary and/or secondary research studies on a topic related to practice. Harvard referencing not applied accurately or	Engagement with an appropriate range of relevant and credible peer-reviewed primary and/or secondary research studies on a topic related to practice. Reference List may show minor inaccuracies or inconsistencies.	Engagement with an extensive (>20) range of relevant and credible peer-reviewed primary and/or secondary research studies on a topic related to practice. Very good use of Harvard referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive (>20) range of relevant and credible peer-reviewed primary and/or secondary research studies on a topic related to practice. High-level Harvard referencing skills consistently applied.	Exceptional engagement with an extensive (>20) range of relevant and credible peer-reviewed primary and/or secondary research studies on a topic related to practice. High-level Harvard referencing skills consistently applied.

	absent. No reference list submitted.	the background and discussion sections. Inconsistent and weak use of Harvard referencing in submitted reference list.	consistently in reference list.				
Marks /20	0 – 5.5 marks	6 – 7.5marks	8 – 9.5 marks	10 – 11.5 marks	12 – 13.5 marks	14 – 16 marks	16.5 – 20 marks
Criterion 2 Knowledge and understanding	Major gaps in knowledge. Much irrelevant material. Substantial inaccuracies . Significantly flawed understanding of the scoping review process and research skills.	Fragmentary knowledge of a scoping review process and incomplete or partially flawed understanding how research is conducted. Some significant inaccuracies and/or irrelevant material included.	Limited but adequate knowledge and understanding of a scoping review process with a narrow critical understanding . Limited evidence of understanding the methods, including data collection, data analysis, and ethical research considerations	Knowledge is reasonably detailed and accurate. A good critical understanding of a scoping review process with a developing research skills evidenced with some attempt to describe the methods, including data collection, data analysis, and ethical research considerations..	Knowledge is reasonably extensive. The report exhibits very competent critical understanding of the scoping review process with a with a very good description of the methods, including data collection, data analysis, and ethical research considerations.	Excellent, detailed knowledge and highly critical understanding of conducting a scoping review process of peer-reviewed primary and/or secondary studies, with a clear description of the methods, including data collection, data analysis, and ethical research considerations.	Exceptionally detailed knowledge and outstanding critical understanding of conducting a scoping review process of peer-reviewed primary and/or secondary studies, with a clear description of the methods, including data collection, data analysis, and ethical research considerations.
Marks /20	0 – 5.5 marks	6 – 7.5marks	8 – 9.5 marks	10 – 11.5 marks	12 – 13.5 marks	14 – 16 marks	16.5 – 20 marks

Criterion 3 Cognitive and intellectual skills	No evidence of any understanding of the chosen health and social care topic, following the principles of scoping review using thematic analysis.	Little or no understanding of the chosen health and social care topic, following the principles of scoping review using thematic analysis.	Limited synthesis of findings and critical analysis of the chosen health and social care topic, following the principles of scoping review using thematic analysis .	Developing synthesis of findings and critical analysis of the chosen health and social care topic, following the principles of scoping review using thematic analysis .	Secure synthesis of findings and critical analysis of the chosen health and social care topic, following the principles of scoping review using thematic analysis .	Excellent synthesis of findings and critical analysis of the chosen health and social care topic, following the principles of scoping review using thematic analysis .	Outstanding synthesis of findings and critical analysis of the chosen health and social care topic, following the principles of scoping review using thematic analysis .
	Student makes generalised statements made with no evidence of thematic analysis .	Student makes generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Student attempts to make reasoned points during the discussion but these may be underdeveloped or include mis-interpretation.	Student attempts to make reasoned points during the discussion.	Very good points that support arguments on the chosen topic, using data from the reviewed primary and/or secondary studies.	Excellent points that support convincing arguments on the chosen topic, using data from the reviewed primary and/or secondary studies.	Outstanding points that support convincing arguments on the chosen topic, using data from the reviewed primary and/or secondary studies.
Marks /20	0 – 5.5 marks	6 – 7.5marks	8 – 9.5 marks	10 – 11.5 marks	12 – 13.5 marks	14 – 16 marks	16.5 – 20 marks
Criterion 4 Practical skills	Little or no use of discussion of the findings evident.	A weak level of discussion of the findings evident.	An adequate level discussion of the findings included	A good discussion of the findings included, with some suggestions for	A very good discussion of the findings included, as well as suggestions for	An excellent discussion of the findings is included, as well as suggestions for	An outstanding discussion of the findings is included, as well as suggestions for

	The student does not demonstrate understanding the context of health and social care research, policy, and/or practice. Students does not make points appropriately.	The student does not demonstrates understanding of discussing primary and secondary research. Students does not make appropriate points are supported by evidence.	Some arguments are supported by evidence but clear misconception evident.	improvement and recommendations for future UK health and social care research, policy, and/or practice. The findings are partly discussed based on previous studies and in terms of the strengths and weaknesses of the research. . Developing use of arguments supported by evidence.	improvement and recommendations for future UK health and social care research, policy, and/or practice. The findings are mostly discussed based on previous studies and in terms of the strengths and weaknesses of the research. . Most arguments are supported by evidence.	improvement and recommendations for future UK health and social care research, policy, and/or practice. The findings are discussed based on previous studies and in terms of the strengths and weaknesses of the research. The significance of the research and the limitations are acknowledged by the student . All arguments are supported by evidence.	improvement and recommendations for future UK health and social care research, policy, and/or practice. The findings are discussed based on previous studies and in terms of the strengths and weaknesses of the research. The significance of the research and the limitations are acknowledged by the student . All arguments are supported by evidence.
Marks /20	0 – 5.5 marks	6 – 7.5marks	8 – 9.5 marks	10 – 11.5 marks	12 – 13.5 marks	14 – 16 marks	16.5 – 20 marks
Criterion 5 Transferable skills for life	The submitted work does	The submitted work does	The submitted work	The submitted work demonstrates a	The submitted work demonstrates a	The submitted work demonstrates	The submitted work demonstrates

and professional practice	not reflect the task set in the assignment brief for component 2 of this module.	not demonstrate a satisfactory structure, composition and expression or use of academic language and grammar. The report does not reflect the proposed research submitted in component 1.	demonstrates a satisfactory structure, with a developing composition and expression using limited academic language and grammar. Some significant inconsistencies and weaknesses in section are evident.	good structure, with a coherent composition which demonstrates clarity of expression using developing academic language and grammar.	very good structure, with a coherent composition which demonstrates clarity of expression using mostly academic language with fluent grammar.	an excellent structure, with a coherent composition which demonstrates clarity of expression using academic language throughout with fluent grammar.	outstanding structure, with a coherent composition which demonstrates clarity of expression using academic language throughout with fluent grammar.
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