

BMHP5019_BIRM Assessment Component 1 - Written Assignment (Research Proposal)

Written Assignment (Research proposal) – 400 words (+/-10%) – 10% weighting

Students should identify a topic for their secondary research, related to practice in the health, social care, and / or digital health professions. Each student should prepare a 400-word Research proposal for their secondary research.

Assessment Success Criteria							
BMHP5021_ 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 absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature both in terms of research methodology and subject-specific knowledge. High-level referencing skills consistently applied.	Exceptional engagement with an extensive range of relevant and credible literature. both in terms of research methodology and subject-specific knowledge. High-level referencing skills consistently applied.
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 with no rationale provides. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the research proposal task.	Fragmentary knowledge, with only superficial understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the research proposal task.	Limited but adequate background information and rationale. The proposal details a fluent proposal including some aspects detailed in the assessment specification but with some omissions. Or a review question and objectives on a topic not related to health, social care, and/or digital health professions.	Knowledge is reasonably detailed and accurate background information and rationale. The proposal details a fluent proposal including most aspects detailed in the assessment specification, including clear review question, on a topic related to health, social care, and/or digital health professions.	Knowledge is reasonably extensive. background information and rationale. The proposal details a fluent proposal including most aspects detailed in the assessment specification, including clear review question of their research, on a topic related to health, social care, and/or digital health professions.	Excellent, detailed background information and rationale. The proposal details a fluent proposal including all aspects detailed in the assessment specification, including clear review question and objectives of their research, on a topic related to health, social care, and/or digital health professions.	Exceptionally detailed background information and rationale. The proposal details a fluent proposal including all aspects detailed in the assessment specification, including clear review question and objectives of their research, on a topic related to health, social care, and/or digital health professions.
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 ability to present the rationale of the chosen research topic, using justified arguments with cited sources.	Little or no ability to present the rationale of the chosen research topic, using justified arguments with cited sources.	Limited ability to present the rationale of the chosen research topic, using justified arguments with cited sources.	Developing ability to present the rationale of the chosen research topic, using justified arguments with cited sources.	Secure ability to present the rationale of the chosen research topic, using justified arguments with cited sources.	Excellent ability to synthesise and critically present the rationale of the chosen research topic, using justified	Outstanding ability to synthesise and critically present the rationale of the chosen research topic, using justified

	Student makes generalised statements made with scant evidence and unsubstantiated opinions.	Student makes generalised statements made with scant evidence and unsubstantiated opinions.	Student attempts to include details of methods for data collection and data analysis but these may be underdeveloped or include mis-interpretation.	The methods for data collection and data analysis mostly relevant to the process of scoping review, detailed.	The methods for data collection and data analysis relevant to the process of scoping review, detailed effectively.	arguments with cited sources. The methods for data collection and data analysis relevant to the process of scoping review, detailed highly effectively.	arguments with cited sources. The methods for data collection and data analysis relevant to the process of scoping review, detailed highly effectively.
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 understanding of the current situation (e.g. in terms of policy, practice, legislation, and/or services) on the chosen topic and how it relates to health, social care, and/or digital health professions in practice. Little or no, consideration of ethical	A weak level of understanding of the current situation (e.g. in terms of policy, practice, legislation, and/or services) on the chosen topic and how it relates to health, social care, and/or digital health professions in practice. Weak consideration of ethical	An adequate level of understanding of the current situation (e.g. in terms of policy, practice, legislation, and/or services) on the chosen topic and how it relates to health, social care, and/or digital health professions in practice. Adequate consideration of ethical	A good level of understanding of the current situation (e.g. in terms of policy, practice, legislation, and/or services) on the chosen topic and how it relates to health, social care, and/or digital health professions in practice. Very good consideration of ethical	A very good level of understanding of the current situation (e.g. in terms of policy, practice, legislation, and/or services) on the chosen topic and how it relates to health, social care, and/or digital health professions in practice. Very good consideration	An advanced level of understanding of the current situation (e.g. in terms of policy, practice, legislation, and/or services) on the chosen topic and how it relates to health, social care, and/or digital health professions in practice.	Exceptional understanding of the current situation (e.g. in terms of policy, practice, legislation, and/or services) on the chosen topic and how it relates to health, social care, and/or digital health professions in practice. Exceptional consideration

	implications that their research has and the importance of ethical research.	implications that their research has and the importance of ethical research.	implications that their research has and the importance of ethical research.	implications that their research has and the importance of ethical research.	of ethical implications that their research has and the importance of ethical research.	Excellent consideration of ethical implications that their research has and the importance of ethical research.	of ethical implications that their research has and the importance of ethical research.
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
Transferable skills for life and professional practice	The text shows a little or no use of structure appropriate for a research proposal with a limited use of grammar, spelling, and phrasing. Several errors and inaccuracies present.	The text shows a limited use of structure appropriate for a research proposal with a limited use of grammar, spelling, and phrasing. Several errors and inaccuracies present.	The text shows a developing use of structure appropriate for a research proposal with a developing use of grammar, spelling, and phrasing. Some errors and inaccuracies present.	The text shows good structure appropriate for a research proposal with mostly accurate use of grammar, spelling, and phrasing.	The text shows very good structure appropriate for a research proposal. Strong and consistent use of grammar, spelling, and phrasing.	The text shows excellent structure appropriate for a research proposal, with cohesion and clarity of thought. Excellent grammar, spelling, and phrasing.	The text shows outstanding structure appropriate for a research proposal, with cohesion and clarity of thought. Exceptional grammar, spelling, and phrasing.