

COMMONWEALTH OF AUSTRALIA
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RADY5003 Academic Module Case Study : ASSIGNMENT 2 Marking Guide

			FAIL	PASS	CREDIT	DISTINCTION	HIGH DISTINCTION
a. Embark & Clarify Respond to or initiate research and clarify or determine what knowledge is required, heeding ethical/cultural and social/team considerations	10%	The radiographer/sonographer will embark on research to clarify: 1. Patient background information 2. Aim of assessment visit 3. Conduct and standards	- Client information incomplete and lacking in detail - Aims of assessment visit unclear - Approach lacks clarity	- Clear, concise and comprehensive client information - Aims of assessment visit outlined - Clear approach	- Clear, concise and comprehensive client information - Aims of assessment visit clearly outlined - Appropriate and clear approach	- Clear, concise and comprehensive client information - Aims of assessment visit clearly outlined - Thorough and comprehensive approach	- Clear, concise and comprehensive client information - Aims of assessment visit clearly outlined - Innovative approach
b. Find & Generate Find and generate needed information/data using appropriate methodology	10%	Find and generate information/data to learn about 1. Patient pathway through assessment 2. Difficulties and complications 3. Technical considerations	- Limited understanding of assessment pathway - Restricted/limited information on difficulties, complications and technical considerations	- Satisfactory understanding of assessment pathway - Some information on difficulties, complications and technical considerations but incomplete	- Sound insight of assessment pathway - Difficulties, complications and technical considerations discussed	- High level of understanding of assessment pathway - Difficulties, complications and technical considerations well-articulated	- Exceptional understanding of assessment pathway - Difficulties complications and technical considerations exceptionally well-articulated
c. Evaluate & Reflect Determine and critique the degree of credibility of selected sources, information and of data generated and reflect on the research processes used.	20%	Evaluate and reflect on: 1. the manner of obtaining information/data 2. ethical standards to deliver consistent safe and patient focused services	- Inadequate discussion of procedure choices and equipment - Limited evaluation and discussion of ethical standards and service delivery - Restricted discussion of patient focussed care	- Some discussion of procedure and equipment choices - Restricted valuation and discussion of ethical standards and service delivery - Some patient focused care discussed	- Sound discussion of procedure and equipment choices - Protocols and ethical standards discussed and evaluated - Patient focussed care demonstrated	- High level of discussion into procedure and equipment choices - Current protocols and ethical standards well discussed and evaluated - Patient focused core well demonstrated	- Exceptional and detailed discussion of procedure and equipment choices - Comprehensive insight into current protocols and ethical standards - Strongly and explicitly demonstrates patient focussed care
d. Organise & Manage Organise information and data to reveal patterns and themes, and manage	20%	The radiographer/sonographer manages and presents the findings in an organised manner and	- Fails to identify and develop arguments - The process not clearly articulated	- Articulates the process in a limited way - Arguments not fully identified and developed	- Articulates the process. Some arguments developed and created - Some evaluation of more	- Articulates the process, identifying creating and developing arguments - Evaluates perspectives	Clearly articulates process. Identifying, creating and developing arguments

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teams and research processes.		interprets a process that has alternate pathways.	- More than one pathway not evaluated - Presents findings in a confused and disorganised manner. Not easy to follow	Presents findings in a semi-organised manner	than one pathway Presents findings in an easy to follow organised manner	on more than one pathway Presents findings in an organised and easy to follow manner	- Evaluates complex perspectives on several pathways - Presents findings in an organised and easy to follow manner
e. Analyse & Synthesise Analyse information/data critically and synthesis new knowledge to produce coherent individual/team understandings.	25%	The radiographer/sonographer analyses and synthesises the findings to: - critically assess the acquired information and - to isolate key findings	- Some discussion but little or no evidence of synthesis and analysis - Content contains discussion only - Fails to identify key issues	- Adequate interpretive and analytical ability - Content covered but discussed rather than analysed critically - Identifies key issues	- Clear evidence of analysis and interpretive ability - Some critical assessment of acquired information - Identifies key issues well	- High level of analysis and interpretive ability - Critically assesses the acquired information - Identifies key issues to a high level	- Demonstrates exceptional insight to analyse and synthesise findings - Critically assesses the acquired information - Substantial insight into identifying key issues
f. Communicate & Apply ethically Write, present and perform the processes, understandings and applications of the research, and respond to feedback, accounting for ethical, social and cultural (ESC) issues.	10%	Radiographer/sonographer is able to communicate findings effectively using appropriate terminology. Demonstrates knowledge from both scholarly and clinics perspectives.	- Description is fragmentary without a logical structure - Limited use of technical language - Research not integrated into text - Appropriate terminology is not used	- Some evidence of scholarly reading - Evidence of research but not well integrated into text - Appropriate terminology used although limited	- Some evidence of scholarly reading - Research used to support some arguments but limited integration into text - Demonstrates understanding and use of technical language	- Clear evidence of scholarly reading - Research used to support arguments and is integrated into text - Demonstrates understanding and use of technical language	- Substantial evidence of comprehensive scholarly reading - Research used to support arguments and is well integrated into text - Demonstrates comprehensive understanding and use of technical language
g. Writing is free of all typographical grammatical and punctuation errors.	5%	Academic Integrity	- Inadequate (and/or inappropriate) referencing used - Inaccuracies in citations used - Writing is disjointed and lacks coherence	- Appropriate referencing style used - Citations of readings - Writing style is not always easy to follow	- Appropriate referencing style used - Accurate citations of scholarly readings - Writing style coherent and easy to follow	- Appropriate referencing style used - Accurate citations of scholarly readings - Writing style coherent and easy to follow	- Appropriate referencing style used - Accurate citations of scholarly readings - Writing style coherent and easy to follow
	100%						

Research Skill Development (RSD), a conceptual framework for Primary school to PhD, developed by John Willison and Kerry O'Regan ©, October 2006/November 2012, with much trialling by Eleanor Peirce and Mario Ricci. Facets based on: ANZIIL (2004) Standards & Bloom's et al (1956) Taxonomy. ** Framing researchable questions often requires a high degree of guidance and modelling for students and, initially, may need to be scaffolded as an outcome of the researching process (Facet E, Levels 1-3). After development, more students are able to initiate research (Facet A, Levels 4 &5)*.* The perpendicular font reflects the drivers and emotions of research.

Framework, resources, learning modules and references available at <http://www.rsd.edu.au>. For information: john.willison@adelaide.edu.au

Rubric adapted from the work of Dr Nayana Parange, Program Director, Postgraduate Medical Sonography Program