

Student Selected Components (SSCs)



Guide for Year 2 Supervisors

5-week Research in Medicine SSC – January-February

SSC Purpose

The purpose of the Y2 SSC is to introduce students to academic medicine and to align with Outcome for Graduates section 26 - Clinical Research and Scholarship. The SSC is focussed around introducing students to research methods and evidence-based medicine within a specific theme of interest.

Evidence-based medicine has become established as an essential element in medical practice. Now the medical practice in health boards, hospitals, and clinical units is audited and compared with national guidelines or success rates. Clinicians must engage with service evaluation and audit of their local practice. This forms an important driver to fully establish research skills early in medical curricula. This SSC therefore follows on from the Science in Medicine teaching that students have received in years 1 and 2, that introduces basic research and critical analysis concepts, to consolidate their knowledge in a specific area of interest, improve their critical appraisal skills, and promote academic careers to our future clinicians.

SSC Structure

The SSC is designed to deliver core teaching in Week 1 to all Y2 students, then students will split into smaller groups for 3 weeks of theme specific teaching, followed by a final week for write up and assessment submission as detailed below:

- **Week 1 – Core medical research teaching for all students coordinated by the SSC team**
 - 2 days in person teaching on Monday and Thursday
 - Sessions will include: Introduction to Medical Research, Quantitative vs Qualitative Analysis, Public Health Research, Critical Appraisal Tool Refresher, Academic Clinician Panel Discussion, Research Governance
 - A theme specific introductory session should be organised and delivered by theme leads on another day of week (preferably Tuesday).
- **Weeks 2-4 – Theme-specific teaching coordinated by theme lead for 20-30 students**
 - Students should be engaged in in person / live online teaching for two days each week (expectation is at least 6 hours contact time).
 - Theme specific teaching and discussion on common research types and methods within the theme, specific areas of research, and how this research is appraised.
 - Sessions should be a mix of tutorial style teaching, practical sessions, Q&As with experts as appropriate.
 - Teaching should include at least two journal clubs over the three weeks to discuss and appraise research papers covering various research methodologies within your topic using an appropriate appraisal tool. Journal club sessions should also cover formulation and critique of research questions based on the papers.
- **Week 5 – Assessment Week**
 - Theme leads should arrange a meeting or practice presentations with students to give feedback for group presentations
 - Any other oral presentations / in class assessments as part of the theme specific teaching should take place during this week (not Friday)
 - Group poster presentations will take place on the final Friday of the SSC (times and rooms will be arranged by SSC team)
 - Students should submit all assessed work to Moodle by 5pm on Friday

SSC Core Themes and Intended learning Outcomes

The core themes for the Y2 SSC include exploring different research methodologies that they may encounter in clinical practice, developing critical appraisal skills that will be essential for future evaluations, practicing teamwork and communication skills needed for both working as part of an MDT and communicating with patients, understanding why research governance is important, and starting to think about formulating research questions to encourage good practice in the future when designing their own studies.

Therefore, the core intended learning outcomes that all students should cover during their SSC are:

1. Explain the key characteristics of various research methodologies relevant to medicine
2. Critically evaluate the findings of medical and/or scientific research
3. Interpret and communicate research evidence including to a lay audience
4. Formulate relevant research questions in (bio)medical, psychosocial, or population science
5. Outline principles and ethical implications of research governance
6. Practice teamwork skills for future learning and placement experiences
7. Demonstrate a consistently professional attitude and behaviour

Theme Outline and Learning Outcomes

Your theme will be offered to students in an online “menu” form released in October and therefore an outline of the theme will be required to allow students to make an informed choice. The first step in the process is to submit an outline of the theme (**an exemplar is shown in Appendix 1**) which should be sent to the [SSC Administrator](#) in electronic form. Any modifications required will be emailed to the theme lead prior to being offered to the students.

Particularly important issues are the **theme-specific learning outcomes** (we need you to provide 2-3 theme specific learning outcomes that can be assessed by the theme-specific assessments), the **theme-specific assessment** (this should comprise 40% of the students grade and assess your theme specific learning outcomes), and **contact details** (please provide an email for students to contact).

Once finalised this will be added to the menu list sent to students in October for them to choose their preferred theme.

SSC Theme Allocations

For allocation of Y2 SSC theme places, a computerised ranked-choice allocation system is used. From the menu of available themes, students are asked to rank their choice of four themes of interest based on the outlines available and submit these on Moodle. Thereafter, the algorithm runs until the best possible ‘fit’ is obtained in terms of all students getting their highest choice possible within the constraints of the number of places available. Once student’s choice has been finalised both the student and supervisor will be informed of the outcome by email from the SSC administrator. The theme Supervisor will be given the names and registration numbers of the students.

Students will be instructed to contact their supervisor by email before the start of the module to obtain joining instructions (i.e., date, time and place of the first meeting).

Communication, Attendance and Absence Reporting during SSC

All communication with students during the SSC should be via email, to comply with university regulations and GDPR. Attendance at all parts of the Y2 SSC block is compulsory with students being required to pass to progress to the next academic year.

Lack of attendance could result in students failing the SSC and possibly the year. If there is any medical or other problem that will interfere with attendance, students are told that they must inform their SSC supervisor **and** the [SSC administrator](#) as soon as possible. Students can apply for a five working day extension, or Extenuating Circumstances, as per University Policy, if longer is needed. Students must also record absences through My Campus. This is in line with University Regulations: students have already signed the Student Agreement which includes agreeing to attend all MBChB sessions and to follow absence procedures if unable to attend. Patterns of absences are closely monitored by the Medical School and may constitute a concern in relation to fitness to practice, so please inform the [SSC administrator](#) if any student is absent for more than one week.

Students who miss more than 5 days (20%) find it challenging to make up the time and are likely to fail the SSC. Any student missing more than 5 days will be asked to remediate the time over the summer.

SSC Assessment

As all SSCs are assessed, with a requirement to pass each one to progress to the next academic year, and this process is scrutinised by the External Examiners, a particular important critical issue is how the module is assessed. Academic rigour is expected of all submitted work produced during the Y2 SSC block.

The assessment in Y2 SSC is split into two parts – a core group assessment that must be completed by all students regardless of theme (40%) and a theme specific assessment that student should complete individually (40%). The remaining part of the grade is comprised of the supervisor's assessment which looks at attendance and engagement during the SSC (20%). **Marking rubrics for each of these can be found in appendix 2.**

The core group assessment comprises an oral poster presentation in groups of five students, which will be presented at a centrally arranged session on the final Friday of the block. This poster will contain a critical appraisal of a research paper from the students chosen theme (see below). As this is a group task, we will also be utilising peer feedback, to ensure everyone is fairly graded based on their engagement with the assessment.

The theme assessment is the choice of the theme lead but must comprise at least 20% that can be scrutinised by our external examiners. If this includes a written element, then our **weighting suggestion is 1000 words for every 20% written work**. We encourage theme leads to utilise engaging or practical assessments including flash presentations, blog posts, podcasts with transcripts or creating an infographic, to showcase the range of ways research can be disseminated.

More detail on each part of the Y2 assessment can be found below, including the ILOs they assess and more detail on content:

- **Supervisor assessment (20%)**
 - Assesses engagement and participation in SSC (Appendix 2)
 - Assesses ILO 7
- **Group Poster and Presentation (10 mins + 3 mins Qs) on a recently completed clinical trial/research paper from their theme (40%)**
 - Briefly explain the context, methods, and results, then critically appraise the paper using an appraisal tool to identify any strengths and weaknesses as well as implications for practice, then finish with a lay summary
 - Mark poster content and presentation style at centrally arranged 3hr sessions in last week using SSC poster presentation marking rubric (Appendix 2)
 - Peer feedback (reduce poster presentation grade for an individual student if reasonable feedback reasons given by multiple group members) – This will be administered by the SSC team.
 - Assesses ILOs 2,3,6
- **Individual theme specific assessment (40%)**
 - Theme leads choice
 - Suggestions for assessment types - Creation of information sheet, infographic, teaching resource, podcast, blog, TOPSI, flash presentations, MCQs
 - Assess the theme specific ILOs

If you need help to design your theme specific assessment or ILOs then please contact the [Y2 SSC lead](#), who will be happy to work with you to design an appropriate method to assess your themes ILOs in an engaging manner.

Formatting guidelines for Written Assessments

Formatting of submissions is an important part of the process, to ensure students learn how to format, reference and cite work, as they will need to do when submitting papers or audits when they qualify. Therefore, students are provided with the following instructions which we expect them to follow as well as being within the word count:

- Written work such as essays/reports/infographics/information leaflets must include a cover page with a title of the work (e.g., Women's Health Theme: Mastitis) as well as the student's registration number (e.g., 0123457), Candidate number (e.g., CN 001) and the theme leads name (e.g., Dr Antonia Roseweir)
- Format of the work should be Arial 11-point font, 1.5 line spacing and be within 10% of the word count. Word counts **do not** include headings, subheadings, references, tables, figures, and table or figure legends
- The work should have appropriate headings in bold and logical sections, for example an essay may have sections such as Introduction, Pathophysiology, Treatments, Future Research, Conclusions and References
- Diagrams, figures, tables should indicate if it is students own work and if not, then the source should be acknowledged directly below in the legend and should be referred to in the main text
- Referencing should be exclusively by Vancouver style, using a consecutive numbered list to cite references in the main text.

Student Assessment Submission

Year 2 students will submit their assessments to the SSC Assessment Moodle page by 5pm on the final Friday of the block. They need to submit any written work, presentations and audio/video files as appropriate. One student from each group should also upload the groups poster file. This allows all files to be check for plagiarism by Turnitin, as per university regulations.

If students have circumstances that prevent them from submitting on time, they can request a five working day extension or apply for Extenuating Circumstances if they need longer (this requires evidence). If students submit late without an approved extension, they will be penalised with a grade reduction dependant on how late they submit. More information on this can be found in **Appendix 3**.

Marking of Assessment

SSC supervisors will view the student's assessment material and undergo marking via Moodle. Supervisors will be sent a link to the Moodle page during the final week which you can filter for your theme. Here you will be able to view your students work. You will also receive a feedback sheet to complete for each student. In this you will put the grades for the three components and fill in feedback for the student. The final thing you will receive is a spreadsheet to calculate your final grade, again you will enter your grade for each component, and this will give you the final grade based on your weightings.

Once you receive these and the submission deadline is passed, please complete marking the relevant components of your SSC theme using the marking rubrics in appendix 2. Marking should normally be completed within 21 days of receipt of the students' work.

Once marking is complete, you will go back to Moodle to enter the final grade for the student and to attach your feedback sheet. Then marking is complete.

Code of Assessment

To comply with university regulations, it is necessary to mark all work produced by students using Schedule A of the **University of Glasgow code of assessment**. This involves using a primary A to H grading system which employs descriptors of student performance based on learning outcomes – in effect the learning objectives of the module. Within each grade, supervisors should decide on the secondary band. For each relevant assessment (e.g. report, supervisors' assessment) please award a grade with sub-banding (e.g. A3, C2 etc) based on the marking rubrics in appendix 2. These will be

summed subsequently to calculate the overall grade awarded as detailed above. Any student awarded E to G grades should be offered the opportunity to resit in the summer.

Once supervisors have marked the work on Moodle using the marking rubrics, moderation and scrutinization of all marks will take place. We moderate 10% of students each year, which involves a member of the SSC team moderating their work to see if they agree with the supervisor grades. This allows us to ensure consistency between themes for grading, and is a process designed to help supervisors to improve their theme. Feedback from supervisors about this process has been extremely positive. As per university regulations, three levels of scrutiny of marks also have to take place before we release them to students, to ensure there have been no errors when downloading or calculating marks.

Once moderation and scrutiny checks are complete, grades and feedback will be released to the students. Supervisors having any issues arising from returning grades or feedback should get in touch with the [SSC administrator](#) and we will try to assist. Please note, the grades awarded at this time are provisional until formally approved by the External Examiners. External Examiners will review a selection of grades, along with all fail grades.

Supervisor Feedback

On Moodle, an electronic evaluation form is available for students to complete at the end of every SSC block to provide feedback about the SSC theme they undertook. This re-enforces good practice and helps to inform future theme improvements. In addition, some supervisors use this for appraisal purposes. Several reminders are sent out to students to complete this valued task, and feedback is forwarded to supervisors following the External Board of Examiners meeting.

Data protection

To comply with the Data Protection Act, students' work (electronic or otherwise) can be kept for 6 months after publication of the SSC grades for the block and thereafter must be destroyed, the grades being immutable thereafter.

Appendix 1:SSC Y2 THEME OUTLINE EXEMPLAR

Please note that the red text below denotes instructions while black text illustrates an exemplar

Women's Health NO MORE THAN 10 WORDS

SSC Supervisor:

Dr Antonia Roseweir

Location:

Main Campus

Theme Area:

Women's Health

Number of students:

20-30

Overall Aim: 1 or 2 BULLET POINTS

The overall aims of the theme should encapsulate the intentions of the SSC (i.e., overall purpose).

- The theme aims to provide students with a critical understanding of issues and conditions specifically affecting females in relation to reproductive health including puberty, pregnancy, and menopause
- The theme also aims to provide an insight into the current research surrounding women's health and the challenges faced by clinicians when interacting with patients at these critical points in their life

Intended Learning Objectives: 2 - 3 BULLET POINTS

Educational objectives should inform the students of what they ought to be able to do as a result of the SSC learning experience/activities. Verbs should be in the active case (e.g., explain, identify, describe, analyse, communicate, demonstrate). Avoid the passive case (e.g., understand, be aware of, appreciate, recognise) and should avoid being statements of belief or philosophy. Also please note objectives should be examinable via your theme assessment.

- Critically review issues specific to females from puberty to menopause and their impact on the patient
- Explore the physical and psychological effects of pregnancy, childbirth and breastfeeding on mothers
- Appraise the current research surrounding women's health to better understand the current knowledge and approaches for these conditions

Theme Description: 1-2 PARAGRAPHS

The description should provide an overview of the theme

Due to the differences in reproductive systems between male and females, and the differences in the hormones that are prominent in each sex, there are many aspects of reproductive health that are specific to each gender. In this theme, we will be focussing on those issues that are prominent in females, thinking about issues that can arise in puberty through to menopause. Each week we will focus on a different period of reproductive health (Week 2 – Puberty and hormonal conditions, Week 3 – Pregnancy and postpartum, Week 4 — menopause and reproductive cancers), looking at both the physical and psychological issues at each period as well as current research in the area. The final week will be free to work on your assessment and to present your two oral presentations.

The theme assessment will be a patient information leaflet (20%) and flash presentation (1 slide in layman terms, 20%), to accompany your core oral poster presentation (40%) and supervisors report (20%).

Timetable of Theme-specific Events:

Weekly participation in the following:

- Assessment topics and groups will be assigned in week 1 at theme introductory session
- Self-learning via online content and extra reading
- Two tutorials per week
- Group work
- Journal Club
- Meeting with supervisor
- Time in the final week will be dedicated assessment write up and flash presentations

Resources:

Online journals, textbooks, tutorials, supervisor meetings, scientists and clinicians.

Theme Assessment: Supervisors assessment and oral poster presentation are core for all themes, theme assessments are supervisors choice and should be individual outputs that assess the theme ILOs (40% total)

Core Supervisors Assessment/Judgement	20%
Core Oral Poster Presentation (10 mins plus 3 mins answering questions)	40%
Theme Flash Presentation (3 mins and 1 slide)	20%
Theme Patient Information Leaflet (1000 words)	20%

For all written methods **weighting suggestion is 1000 words for every 20% of written work.** Please note, at least 60% of the assessment must be in a form accessible to the External Examiners therefore 20% of the theme assessment must be in this form (e.g., infographic, patient leaflet, teaching resource, recorded blog or podcast with transcript, MCQs, short essay)

Contact:

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Appendix 2: MARKING RUBRICS

SSC Marking Scheme for Y2 Supervisors General Assessment & Judgement

Primary Grade	Secondary Band	Primary verbal descriptors for attainment of Intended Learning Outcomes
A Excellent	A1 A2 A3 A4 A5	Overall The student was able to demonstrate an <i>excellent</i> attainment of all the relevant intended learning outcomes for the SSC, specifically understanding of the SSC, critical appraisal and interpretation, organisation, motivation and reliability (including attendance), and interpersonal skills. Additional Guidance Understanding of the SSC: The student showed an <i>immediate grasp</i> of the aims and objectives of the SSC. Any gaps in knowledge were quickly and proactively filled by questioning those more experienced, or by retrieving information from journal articles, or books. The student devoted time throughout the SSC to reading and understanding the literature relevant to the SSC, and was able to use this knowledge when discussing topics and their assessment. The first draft of the assessed work revealed an <i>excellent</i> understanding of the literature and the aims of the SSC. Critical appraisal and interpretation: The student was able to critically appraise and correctly interpret literature <i>with very little help</i> from the supervisor, both during the SSC and in the first draft of their assessment. Organisation: The student showed an <i>excellent</i> ability to organise his/her time and plan his/her work efficiently. Motivation and reliability: The student was <i>always</i> punctual and reliable with attendance and in carrying out tasks. Interpersonal skills: The student showed an <i>excellent</i> ability to interact with other members of their team, showing respect, honesty and integrity as well as <i>excellent</i> communication skills when asking for advice and discussing ideas.
B Very good	B1 B2 B3	Overall The student was able to demonstrate a <i>very good</i> attainment of the relevant intended learning outcomes for the SSC, specifically understanding of the SSC, critical appraisal and interpretation, organisation, motivation and reliability (including attendance), and interpersonal skills. Additional Guidance Understanding of the SSC: The student <i>quickly</i> grasped the aims and objectives of the SSC. Any gaps in knowledge were filled by questioning those more experienced, or by retrieving information from journal articles, or books. The student devoted time throughout the SSC to reading and understanding the literature relevant to the SSC, and was <i>sometimes</i> able to use this knowledge when discussing topics and their assessment. The first draft of the assessed work revealed a <i>very good</i> understanding of the literature and the aims of the SSC. Critical appraisal and interpretation: The student was able to critically appraise and correctly interpret literature <i>with some help from the supervisor</i>, both during the SSC and in the first draft of their assessment. Organisation: The student showed a <i>very good</i> ability to organise his/her time and plan his/her work efficiently. Motivation and reliability: The student was <i>nearly always</i> punctual and reliable with attendance and carrying out tasks. Interpersonal skills: The student showed a <i>very good</i> ability to interact with other members of their team, showing respect, honesty and integrity as well as <i>very good</i> communication skills when asking for advice and discussing ideas.
C Good	C1 C2 C3	Overall The student was able to demonstrate a <i>good</i> attainment of the relevant intended learning outcomes for the SSC, specifically understanding of the SSC, critical appraisal and interpretation, organisation, motivation and reliability (including attendance), and interpersonal skills. Additional Guidance Understanding of the SSC: The student attained a <i>good</i> understanding of the aims and objectives of the SSC. Some gaps in knowledge were filled by questioning those more experienced, or by retrieving information from appropriate resources. The first draft of the assessed work revealed a <i>good</i> understanding of a range of relevant literature and the aims of the SSC.

		Critical appraisal and interpretation: <i>After discussion with the supervisor</i>, the student was able to understand and critically appraise the findings, both during the SSC and in the first draft of their assessment. Organisation: The student showed a <i>good</i> ability to organise his/her time and could usually plan the workflow of his/her work. Motivation and reliability: The student was <i>usually</i> punctual and reliable in attending meetings and carrying out tasks. Interpersonal skills: The student showed a <i>good</i> ability to interact with other members of their team, showing respect, honesty and integrity as well as <i>good</i> communication skills when asking for advice and discussing results and ideas.
D Satisfactory	D1 D2 D3	Overall The student was able to demonstrate a <i>satisfactory</i> attainment of the relevant intended learning outcomes for the SSC, specifically understanding of the SSC, critical analysis and interpretation, organisation, motivation and reliability (including attendance), and interpersonal skills. Additional Guidance Understanding of the SSC: The student attained a <i>satisfactory</i> understanding of the aims and objectives of the SSC. The first draft of the assessed work revealed a <i>satisfactory</i> understanding of a range of relevant literature and the aims of the SSC. Critical appraisal and interpretation: <i>After several discussions</i> with the supervisor, the student was able to understand and critically appraise most of the findings. Organisation: The student had <i>some problems</i> in using his/her time effectively. The student made <i>some errors</i> in planning the workflow. Motivation and reliability: The student was active for most of the time allotted, although <i>some absences were unexplained</i>. There were a few <i>problems</i> with punctuality or reliability. Interpersonal skills: The student was <i>generally able to interact</i> well with other members of their team, although there were some <i>problems</i> to do with communication, respect, honesty or integrity.
E Borderline Fail	E1 E2 E3	Overall The student achieved some of the intended learning outcomes, but the work was generally <i>unsatisfactory</i>. There was <i>poor understanding</i> of the SSC, and/or <i>poor</i> organisation, attendance or communication. Additional Guidance Understanding of the SSC: The student did not achieve a satisfactory understanding of the aims and objectives of the SSC. The first draft of the assessed work revealed an unsatisfactory understanding of the literature and the aims of the SSC. Critical appraisal and interpretation: Even after several discussions with the supervisor, the student was not able to understand and critically appraise the findings. Organisation: The student had some <i>major problems</i> in using his/her time effectively. The student made some <i>major errors</i> in planning the workflow. Motivation and reliability: The student was <i>not active</i> for most of the time allotted, and some absences were unexplained. There were <i>numerous</i> problems with punctuality or reliability. Interpersonal skills: The student was generally able to interact well with other members of the team, although there were some <i>major problems</i> to do with communication, respect, honesty or integrity.
F Clear fail	F1 F2 F3	The student achieved some of the intended learning outcomes, but the work was generally of a <i>poor standard</i> . The deficiencies were sufficient to mean that the work should be graded as <i>unacceptable</i> .
G Fail	G1 G2	The student achieved few if any of the intended learning outcomes and the standard of work was generally unacceptable.
H Fail		The student failed to achieve any of the intended learning outcomes.

SSC Marking Scheme for Y2 Oral Poster Presentations (see Appendix for an easy to use marking template)

Primary Grade	Secondary Band	Primary verbal descriptors for attainment of Intended Learning Outcomes
A Excellent	A1 A2 A3 A4 A5	Context, Methods and Results: background explained very clearly at level appropriate for a general medical audience. Methods and results explained clearly and in enough detail to follow study. Diagrams and images used in an appropriate manner to illustrate key points. No information missing or superfluous to needs for this presentation. Critical Appraisal, Implications and conclusions: very clear strengths and weaknesses, following excellent reasoning and a clear criteria/tool. Implications are entirely appropriate for study, and very well explained with references. Conclusions are presented very clearly, and appropriate for study. Poster presentation: Poster is very clear and succinct. No superfluous wording. Images and diagrams are used appropriately to illustrate key points. Speaking style: Speaks very clearly, at appropriate pace. Speaks to audience rather than slides. Does not read from a sheet or slides although may have some prompts. Answering questions: Demonstrates excellent further knowledge of topic, and excellent understanding of critical appraisal and implications for practice. Thoughts of what next steps for study would be are excellent.
B Very good	B1 B2 B3	Context, Methods and Results: context explained clearly at level generally appropriate for a general medical audience. Methods and results explained clearly and in appropriate detail to follow study. Diagrams and images mostly used in an appropriate manner to illustrate key points. Some trivial information missing or superfluous to needs for this presentation.. Critical Appraisal, Implications and conclusions: Clear strengths and weaknesses, following very good reasoning and clear use of a tool. Implications are generally appropriate for study, and well explained with references. Conclusions are presented clearly, and generally appropriate for study. Poster presentation: Poster clear and succinct. Not much superfluous wording. Images and diagrams are generally used appropriately to illustrate key points. Speaking style: Speaks clearly, at generally appropriate pace. Speaks mostly to audience rather than slides. Does not read from a sheet, but may have read from slides occasionally. Answering questions: Demonstrates very good further knowledge of topic, and very good understanding of critical appraisal and implications for practice. Thoughts of what next steps for study would be are very good.
C Good	C1 C2 C3	Context, Methods and Results: context explained well, at level generally appropriate for a general medical audience. Methods and results explained clearly and in appropriate detail to follow study. Some of the diagrams and images used in an appropriate manner to illustrate key points. Some information missing or superfluous to needs for this presentation, but the important information is present. Critical Appraisal, Implications and conclusions: Clear strengths and weaknesses, with some reasoning. Implications are somewhat appropriate for study, and use some references. Conclusions are correct, although not necessarily the most important for the study, and may be a little unclear. Poster presentation: Some, but not all, parts of the poster are clear and succinct, but may have superfluous wording. Images and diagrams are generally used appropriately to illustrate key points, but the purpose of some images may not be clear. Speaking style: Speaks mostly clearly, but the pace may be slightly slow or fast. Speaks mostly to slides rather than audience. May read from a script occasionally, or mostly from slides. Answering questions: Demonstrates some further knowledge of topic, and some understanding of critical appraisal and implications. Thoughts of what next steps for study would be are good.
D Satisfactory	D1 D2 D3	Context, Methods and Results: Context explained although either too vague or too specific for a general medical audience. Methods and results explained but not at an appropriate detail to follow study. Diagrams and images used to illustrate key points, although they are not immediately clear. Some key information missing or superfluous to needs for this presentation. Critical Appraisal, Implications and conclusions Strengths and weaknesses stated, but reasoning leading to them or use of a tool is missing. Implications are somewhat appropriate for study, but not explained. Conclusions are interpreted correctly, although one major conclusion might be missing or unclear, or one minor conclusion might be inaccurate. Poster presentation: Poster is generally lacking in clarity, but can be understood eventually. Poster may be very word-heavy and impossible to read in the time. Images and diagrams are not used where they could illustrate key points, or the purpose of images is unclear. Speaking style: Speaks clearly sometimes, but the pace may be significantly slow or fast. Reads entirely from script or does not look at audience. Answering questions: Demonstrates minimal further knowledge of topic, and minimal acceptable understanding of critical appraisal and implications for practice. Has not thought of next steps for study.
E Borderline Fail	E1 E2 E3	Context, Methods and Results: Unclear context and level inappropriate for a general medical audience. Methods and results are not explained well or in appropriate detail to follow study. Diagrams and images used inaccurately to illustrate key points, or not used when would have benefitted. Most of the key information is missing or inaccurate.

		Critical Appraisal, Implications and conclusions: Critical appraisal missing or unclear with no use of a tool. Implications are not appropriate for study, although attempt is made at justifying them. Conclusions are interpreted incorrectly, but some of the minor interpretations may be correct. Poster presentation: Poster is generally lacking in clarity, and parts are not understandable. Poster may be very word-heavy and impossible to read in the time. Images and diagrams are never used where they could illustrate key points, or inappropriate images are used. Speaking style: Does not speak clearly, and pace is inappropriate. Answering questions: Demonstrates no significant further knowledge of topic, and no minimally acceptable understanding of critical appraisal and implications for practice. Has not thought of next steps for study or thoughts demonstrate lack of understanding.
F Clear fail	F1 F2 F3	Context, Methods and Results: Context unrelated to topic, or clearly aimed at level other than a general medical audience. Methods and results are poorly explained with little detail to follow study. Diagrams and images used very inaccurately to illustrate key points, or not used when would have clearly benefitted. All of the key information is missing or inaccurate. Critical Appraisal, Implications and conclusions: Critical appraisal is missing or inaccurate. Implications are clearly not appropriate for study, and no attempt is made at justifying them. Conclusions are missing or interpreted clearly incorrectly, with none of the minor interpretations being correct. Poster presentation: Poster is generally confusing and difficult to understand. Poster may be very word-heavy and impossible to read in the time. Images and diagrams are never used where they could illustrate key points, or inappropriate images are used. Speaking style: Does not speak clearly, and pace is inappropriate. May be rude or otherwise unprofessional in conduct. Clear lack of enthusiasm for topic. Answering questions: Demonstrates no significant knowledge of topic or project, methods, and data interpretation, even that presented. Answers incorrectly to a question. Thoughts on next steps for study are clearly unsatisfactory.
G Fail	G1 G2	Context, Methods and Results: Missing, extremely short or irrelevant. Critical Appraisal, Implications and conclusions: Missing, extremely short or irrelevant. Clearly not understood by student. Poster presentation: Poster is extremely difficult to understand or completely irrelevant. Speaking style: Very difficult to understand, shows no enthusiasm for topic at all. Unprofessional behaviour. Answering questions: Lack of ability to answer questions, or demonstrate understanding of topic/project.
H Fail	H	Did not present

Appendix

SSC Marking Template/Guide for Y2 Oral Poster Presentations

Presenting Group.....

Marker.....

Date.....

Time.....

Criteria	Grade	A Excellent	B Very good	C Good	D Satisfactory	E Weak	F Very weak	G Poor	H Very poor	Scores
	Secondary band	1, 2, 3 , 4, 5	1, 2 , 3	1, 2 , 3	1, 2 , 3	1, 2 , 3	1, 2 , 3	1, 2	1	
	Score	22, 21, 20 , 19, 18	17, 16 , 15	14, 13 , 12	11, 10 , 9	8, 7 , 6	5, 4 , 3	2, 1	0	
Context, Methods and Results										
Critical Appraisal, Implications and conclusions										
Poster presentation										
Speaking style										
Answering questions										
Total										
Average (total / 5)										

Assign a score for each criterion: assign the middle score (in bold) unless you genuinely believe the student is borderline for that specific category. Each marker should provide an average score (figures in grey are an example). **It is important that the scores awarded by different markers be discussed at the conclusion of the session to agree on the overall score for each student.** This overall score is then converted to a grade and secondary band as shown below and this final grade submitted on line.

22 - 18 = A1-A5;

17 - 15 = B1-B3;

14 - 12 = C1-C3;

11 - 9 = D1-D3,

8 - 6 = E1-E3

Any comments for presenting Group:

SSC Marking Scheme for Y2 Written Work encompassing Schedule A (University Code of Assessment)

Primary Grade & Description	Secondary Band	Primary verbal descriptors for attainment of Intended Learning Outcomes
A Excellent	A1 A2 A3 A4 A5	<u>University Descriptors</u> Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures. <u>Additional Guidance</u> Understanding: Shows <i>excellent</i> breadth of understanding, synthesis, insight and originality for all intended learning outcomes. Contains all of the relevant material with no omissions and/or inclusion of irrelevant material. Resources: Based on a wide range of relevant literature. Presentation: <i>Excellent</i> presentation of work demonstrating a high quality and structure of writing and layout, figures, diagrams with references being correctly formatted.
B Very good	B1 B2 B3	<u>University Descriptors</u> Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding. <u>Additional Guidance</u> Understanding: Shows a <i>very good</i> breadth of understanding, synthesis and insight for virtually all intended learning outcomes. Contains mainly relevant material with few omissions and/or inclusion of irrelevant material. Resources: Based on a relevant range of literature. Presentation: Presentation of work demonstrating a <i>very good</i> quality with structure of writing and layout, figures, diagrams and references being correctly formatted.
C Good	C1 C2 C3	<u>University Descriptors</u> Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding. <u>Additional Guidance</u> Understanding: Shows a <i>good</i> breadth of understanding and insight for most intended learning outcomes. Contains relevant material with some omissions and/or inclusion of irrelevant material. Resources: Based on a limited range of literature, but literature used is relevant. Presentation: Presentation of work demonstrating a <i>good quality</i> with structure of writing and layout, figures, diagrams and references mostly formatted correctly.
D Satisfactory	D1 D2 D3	<u>University Descriptors</u> Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure. <u>Additional Guidance</u> Understanding: Shows <i>satisfactory</i> understanding and insight of intended learning outcomes. May contains irrelevant material and/or significant omissions of relevant material but shows some inclusion of relevant information. Resources: May be based on a single or very limited range of literature, some of which might not be entirely relevant.

		Presentation: <i>Satisfactory</i> presentation of work demonstrating an acceptable quality and structure of writing and layout, figures, diagrams with references being correctly or incorrectly formatted.
E Borderline Fail	E1 E2 E3	University Descriptors Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations. Additional Guidance Understanding: <i>Unsatisfactory</i> understanding and insight of intended learning outcomes. Contains irrelevant material and/or substantial omissions of relevant material. Resources: Not based on literature or irrelevant literature cited. Presentation: <i>Unsatisfactory</i> presentation of work demonstrating a poor quality and structure of writing and layout, figures, diagrams with references generally formatted incorrectly.
F Clear fail	F1 F2 F3	Poor attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions. Largely (but not completely) irrelevant material presented.
G Fail	G1 G2	Very poor and markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials, incomplete and flawed explanation.
H Fail	H	No material submitted for assessment.

Appendix 3: SSC Submission Procedure (including penalties for late submission)

