

Example assessment & marking criteria

Assessment type:	Case Analysis: Safety, Regulation and Learning
Subject:	HSM405 - Developing Systems for Safety in Health and Aged Services Students examine ethical and regulatory influences on managerial decision making in health services. A focus on safety and the prevention of adverse events in health and aged care services is explored from individual, organisational and system perspectives, with close reference to the theories of responsive regulation and organisational learning.
Subject learning outcomes:	<ul style="list-style-type: none"> • be able to define ethics and discuss the ethical dimensions of the health service manager's role; • be able to identify and critically analyse an ethical dilemma from practice and evaluate the effectiveness of models of ethical decision making informing this process; • be able to identify principle events that have influenced the development of health services regulation and explain the current concern with patient safety as a focus for regulatory reform; • be able to discuss health service regulation and its relationship to patient safety, reflecting an awareness of contemporary theories including responsive regulation; • be able to critically analyse, with reference to regulatory theory, safety issues in contemporary health care from individual, organisational and system perspectives.

Assessment task:	2. Case Analysis: Safety, Regulation and Learning
Value & length:	60%, 2500-3000 words
Task description:	<p>There are five parts to this task:</p> <ol style="list-style-type: none"> a) Describe a practice or a system issue in your workplace that has the potential to compromise patient safety. (300 words) b) Explain the main regulatory mechanisms that aim to reduce risk of harm to patients from this practice, from individual practitioner, organisational and system perspectives.(1000 words) c) Critically analyse the regulatory framework described above with reference to the theory of responsive regulation and other relevant literature from Module 2. (1000 words) d) Discuss how organisational learning occurs in relation to this practice. (500 words) e) In terms of your organisation's approaches (in relation to responsive regulation and organisational learning) to reducing harm from this practice, list best practice points and/or recommendations for improvement. (200 words)

	words max)
Rationale:	This assessment task provides students with the opportunity to explore in detail the regulatory framework surrounding an issue relating to patient safety within their work context. It enables students to seek evidence of the effectiveness of various regulatory strategies and to apply the concept of responsive regulation and organisational learning.

Marking criteria & standards of performance

Developed by Margaret Yen

Criteria	HD	DI	CR	PS	FL
Case development: Describe a practice or a system issue in your workplace that has the potential to compromise patient safety. 10%	You have succinctly described a relevant case that has the potential to compromise patient safety. The parameters of the case are clearly defined and the description is complete and focused.	You have succinctly described a relevant case that has the potential to compromise patient safety. The parameters of the case are clearly defined and the description is complete and focused.	You have described a relevant case that has the potential to compromise patient safety. The parameters of the case are clearly defined and the description is complete and focused.	You have described a relevant case that has the potential to compromise patient safety. The parameters of the case are unclear and the description extends into the discussion.	You have described a case that does not directly relate to patient safety. The parameters of the case are unclear and the description extends into the discussion focus.
Explain the main regulatory mechanisms that aim to reduce the risk of harm to patients (in your organisation) from this practice or system issue from individual practitioner, organisational and systems perspectives. 20%	Presents a succinct explanation, synthesising and evaluating theory from subject sources and individual research with knowledge of regulatory mechanisms that are directly related to this practice from system, organisational and individual practitioner perspectives.	Presents a succinct explanation integrating theory from subject sources and individual research with knowledge of regulatory mechanisms that are directly related to this practice from system, organisational and individual practitioner perspectives.	Presents an explanation of "environment" in relation to health services, referring to theory presented in subject readings. Presents an explanation referring to theory from subject sources, individual research and knowledge of regulatory mechanisms that are directly related to this practice from system, organisational and individual practitioner perspectives.	Presents a description referring to theory from subject sources, individual research and knowledge of regulatory mechanisms that are directly related to this practice from system, organisational and individual practitioner perspectives.	The explanation does not refer to relevant literature and does not relate to regulatory mechanisms from system, organisation and individual perspectives.
Critically analyse the regulatory framework described above in relation to the theory of responsive regulation and other relevant literature from Module 2. 30%	There is a critical and succinct analysis of the regulatory framework based on relevant literature. The analysis demonstrates knowledge and application of the theory of responsive regulation.	There is a succinct analysis of the regulatory framework based on relevant literature. The analysis demonstrates knowledge and application of the theory of responsive regulation.	There is an analysis of the regulatory framework based on relevant literature. The analysis demonstrates knowledge and application of the theory of responsive regulation.	There is description of the regulatory framework supported by some relevant literature. The description demonstrates knowledge of the theory of responsive regulation.	The work does not demonstrate knowledge of the theory of responsive regulation or of other relevant literature.

Criteria	HD	DI	CR	PS	FL
Discuss how organisational learning occurs in relation to this practice or system issue. 20%	The concept of organisational learning is clearly, succinctly and critically applied to the case.	The concept of organisational learning is clearly and critically applied to the case.	The concept of organisational learning has been described and related to the case.	The concept of organisational learning has been described and there is an unclear relationship to the case.	The concept of organisational learning has not been described accurately and the relationship to the case has not been established.
In terms of your organisation's approaches (in relation to above) to reducing harm from this practice, list best practice points and or recommendations for improvement. 10%	The list of recommendations emerges logically from the discussion. List is comprehensive and clearly outlined.	The list of recommendations emerges logically from the discussion. List is specific and clearly outlined.	The list of recommendations emerges logically from the discussion. List is clearly outlined.	The list of recommendations emerges logically from the discussion but is incomplete and/or includes some unrelated recommendations.	The recommendations are unrelated to the analysis.
Structure, grammar and spelling. 5%	The content has been logically and succinctly structured to create a cohesive and coherent analytical piece of work. Formal academic language and precise and correct discipline and professional terminology have been used to clearly communicate meaning. There is consistent adherence to grammatical conventions.	The content has been logically structured to create a cohesive and coherent analytical piece of work. Formal academic language and precise and correct discipline and professional terminology have been used to clearly communicate meaning. There is consistent adherence to grammatical conventions.	The content has been logically structured to create a cohesive and coherent piece of work. Formal academic language has been used to clearly communicate meaning. There is mostly consistent adherence to grammatical conventions, although minor errors remain.	The content has been partially structured to create a comprehensible descriptive piece of work consisting of loosely linked rudimentary paragraphs. Formal academic language has been used to communicate meaning. Grammatical conventions have been adhered to in some areas although there are minor errors.	The content has been partially structured to create a comprehensible descriptive piece of work consisting of loosely linked rudimentary paragraphs. Formal and informal language has been used to communicate meaning and in many areas meaning is unclear. The work includes multiple grammatical errors.
Research and APA (6 th) referencing. 5%	An extensive range of relevant literature from scholarly sources has been evaluated and synthesised, substantially supporting the arguments. APA (6 th) referencing conventions in both in-text referencing and reference list have been accurately and consistently.	An extensive range of relevant literature from scholarly sources has been synthesised in supporting the arguments. APA (6 th) referencing conventions in both in-text referencing and the reference list have been used almost always accurately and consistently.	Literature from scholarly sources has been summarised and incorporated, supporting key points. APA (6 th) referencing conventions in both in-text referencing and the reference list are in evidence but there are inconsistencies.	Literature from a range of sources, some of which are not credible or relevant, have been referred to in the essay. Attempt made to adhere to APA (6 th) referencing conventions in both in-text referencing and the reference list, but with some errors and inconsistencies.	Literature from sources, most of which are not credible or relevant, and are tenuously related to your topic. Adhered to APA (6 th) referencing conventions in both in-text referencing and the reference list is minimal or non-existent.