Grading Criteria and Feedback Form - Level 7 Written coursework

Student Name or SRN Number (for anonymous marking):…………………………………………………….

Module Name: ……………………………… Module Code: ……………………………………………

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| **Learning Outcomes (Module Leader to add):**Knowledge and understanding:Skills and attributes**:** |

**Note to Markers: Select criteria appropriate to the assignment and omit irrelevant ones. Use yellow highlight to indicate which feedback statements are relevant to this student.**

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|  | **Outstanding****>80** | **Excellent****79-70** | **Very Good****69-60** | **Good/****Satisfactory****59-50** | **Marginal Fail****49-40** | **Clear Fail****39-20** | **Little or nothing of merit****19-0** |
| **Structure and clarity****X%** | Demonstrates outstanding structure with, logical progression of argument/ discussion. Highly articulate and fluent writing style.No grammatical or spelling errors. | Demonstrates excellent structure with, logical progression of argument/ discussion.Highly articulate and fluent writing style with very few (minor) errors. | Demonstrates very good structure with, logical progression of argument/ discussion.Articulate and fluent writing style. A few grammatical errors and spelling mistakes. | Demonstrates good/satisfactory structure with, good-satisfactory progression of argument/ discussion.Writing is mostly fluent. Some spelling and/ or grammatical errors  | Demonstrates limited structure with, limited progression of argument/ discussion Lacks fluency and meaning. Many grammatical and / or spelling errors. | Inconsistent or illogical structure with very limited progression.Poorly written.Poor spelling and grammar.Lacks meaning | Demonstrates little or no structure with very poor/no progression of argument/ discussion.Very poorly written. Meaning unclear.Numerous errors  |
| **Knowledge, understanding and application****X%** | Demonstrates an outstanding in-depth understanding of specialised /applied knowledge  | Demonstrates an excellent understanding of specialised /applied knowledge  | Demonstrates a very good understanding of specialised /applied knowledge  | Demonstrates a good/satisfactoryunderstanding of specialised /applied knowledge most or all of the time | Demonstrates an insufficient understanding of specialised /applied knowledge  | Demonstrates very limited understanding of specialised /applied knowledge  | Demonstrates very poor /no understanding of specialised /applied knowledge |
| **Analysis and evaluation****X%** | Demonstrates an outstandingly sophisticated level of analysis. Is perceptive and insightful in judging the appropriateness and quality of the evidence and/or data. | Demonstrates an excellent level of analysis. Accurately judges the appropriateness and quality of the evidence and/or data. | Demonstrates a very good level of analysis.Shows very good judgement in the appropriateness and quality of the evidence and/or data. | Demonstrates a good/satisfactory level of analysis most of the time. Shows sound judgement in the appropriateness and the quality of the evidence and/or data most or all of the time. | Demonstrates a limited level of analysis. Demonstrates limited ability to judge the appropriateness and quality of the evidence and/or data. | Demonstrates a very limited level of analysis and makes little or no judgement about the appropriateness and the quality of the evidence and/or data. | Demonstrates little or no analysis of evidence/data and makes little or no judgements about the appropriateness and the quality of the evidence and/or data. |
| **Integration and** **synthesis****X%** | Demonstrates an outstanding level of integration and synthesis of relevant and appropriate evidence, drawing on an extensive range of evidence/ examples  | Demonstrates an excellent level of integration and synthesis of relevant and appropriate evidence, drawing on a wide range of evidence /examples  | Demonstrates a very good level of integration and synthesis of relevant and appropriate evidence drawing on a good range of evidence/ examples | Demonstrates a good/satisfactory level of integration and some synthesis of relevant and appropriate evidence.Draws on a reasonable range of evidence/examples  | Demonstrates inadequate integration of relevant and appropriate evidence. Draws on limited evidence/ examples.  | Demonstrates very limited integration of evidence. Draws on insufficient evidence/ examples  | Demonstrates little or no use of appropriate evidence / examples and therefore no integration or synthesis  |
| **Criticality** **X%** | Demonstrates outstanding evidence of critical appraisal/critical thinking/ clinical reasoning  | Demonstrates excellent evidence of critical appraisal/ critical thinking/clinical reasoning  | Demonstrates very good evidence of critical appraisal/ critical thinking/clinical reasoning  | Demonstrates good/satisfactory evidence of critical appraisal/ critical thinking/clinical reasoning  | Demonstrates limited evidence of critical appraisal/ critical thinking/clinical reasoning  | Demonstrates very limited evidence of critical appraisal/ critical thinking/clinical reasoning  | Demonstrates little or no evidence of critical appraisal/ critical thinking/clinical reasoning  |
| **Presentation of references****X%** | Recommended referencing system used with no inaccuracies or inconsistencies noted. | Recommended referencing system used with very few (minor) inaccuracies and/or inconsistencies. | Recommended referencing system used with few inaccuracies and/or inconsistencies. | Recommended referencing system used but several and/or inconsistencies noted. | An attempt to use the recommended referencing system but many inaccuracies and/or inconsistencies noted. | An attempt to use the recommended referencing system but numerous errors and inconsistencies noted. | Little or no attempt to use the recommended referencing system |

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| **Strengths**  |
| **Areas for development** |
| **General feedback / additional comments****Academic Skills Advice**Please remember there are lots of useful resources to support your academic skills development on the [Academic Skills Advice](http://academic-skills.health.herts.ac.uk/) site.  |

Learning outcomes achieved: Yes / No

Within word count limit: Yes / No

Provisional weighted/overall mark (before application of penalties):

**Note**: All marks are provisional until the Board of Examiners has ratified them.

Marked by:

**Reflection on Learning**

Health and social care regulatory bodies require that registrants (and aspiring registrants) actively participate in learning activities; keep records of their learning and ensure that these activities inform and enhance services for patients/clients. Please consider the learning you have achieved while working on this assignment and how you have applied the feedback you have been given. For example:

Academic: what previous feedback have you been given and how have you used it to inform and improve this assessment?

Application to your professional setting: what have you learned in this assessment that you intend to apply to your practice and how will you demonstrate this?

You should keep your feedback and reflection in a file/portfolio as evidence of your professional development.