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/satisfactory  understanding 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.