Marking Criteria and Feedback Form - Level 6 Written Coursework

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

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| **Learning Outcomes -** Knowledge and understanding: | **Learning Outcomes** - Skills and attributes**:** |

**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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| **Indicative classification** | **1st Class Honours / Distinction** | **1stClass Honours / Distinction** | **1st Class Honours / Distinction** | **Upper 2nd Class Honours / Commendation** | **Lower 2nd Class Honours / Pass** | **3rd Class Honours / Pass** | **N/A** | **N/A** | **N/A** |
| **Descriptor** | **Outstanding**  **90-100** | **Excellent**  **80--89** | **Very Good**  **70-79** | **Good**  **60-69** | **Clear Pass**  **50-59** | **Marginal Pass**  **40-49** | **Marginal Fail**  **30-39** | **Clear Fail**  **20-29** | **Little or nothing of merit 0-19** |
| **Structure and organisation**  **x%** | The structure, organisation and presentation of the work is exemplary throughout. | The work is structured, organised and presented in a highly effective way. | The work is logically structured, and the organisation and presentation of information is very effective. | The work is logically structured, and the organisation and presentation of information is effective. | The work is logically presented, and the organisation and presentation of information is mostly good. | The work is illogically structured in places and some of the information is presented poorly or in a disorganised way. | The structure of the work is inconsistent or illogical. Information is often presented poorly or in a disorganised way. | There is insufficient structure and logic in the work and information is either poorly presented or absent. | There is little or nothing of merit to award marks for. |
| **Writing clarity, fluency and accuracy**  **x%** | Highly articulate and fluent writing style with no errors in grammar, punctuation or spelling. | Highly articulate and fluent writing style with very few (minor) errors in grammar, punctuation or spelling. | Articulate and fluent writing style. A few minor errors in grammar, punctuation and/or spelling. | Ideas are mostly expressed clearly but errors in grammar, punctuation and/or spelling impair meaning in a few places. | Ideas expressed clearly in most places but errors in grammar, punctuation and/or spelling impair meaning in some places. | Ideas expressed reasonably clearly but errors in grammar, punctuation and/or spelling impair meaning in several places. | Ideas not always clear. Various errors in grammar, punctuation and/or spelling make it unclear / difficult to understand in a number of places. | Ideas poorly expressed. Numerous inaccuracies in grammar, punctuation and spelling make it unclear/ difficult to understand in many parts. | There is little or nothing of merit. |
| **Demonstration of knowledge and understanding**  **x%** | Outstanding knowledge and understanding of topic area demonstrated. All relevant points and issues covered plus some novel or unusual aspects which add to the overall quality of the work. | Excellent knowledge and understanding demonstrated. All relevant points and issues covered. | Very good level of knowledge and understanding demonstrated.  Covers most relevant points and issues. | Good knowledge and understanding demonstrated. A few minor errors and/or omissions noted. | A satisfactory level of knowledge and understanding demonstrated. Some minor errors and/or omissions noted but none significant. | Sufficient knowledge and understanding demonstrated. Some errors and/or omissions noted. | Insufficient knowledge and understanding demonstrated. Some content irrelevant, inaccurate or absent. | Inadequate knowledge and understanding demonstrated. Key content inaccurate or absent. | Little or nothing of merit. |
| **Use of evidence / research to support work**  **x%** | Content is drawn from a wide range of relevant primary and secondary sources and integrated  into the work in a highly effective way. | Content is drawn from a wide range of relevant primary and secondary sources and integrated into the work very effectively. | Content is drawn from a wide range of primary and secondary sources and integrated into the work in an effective manner. | Content is drawn from a good range of primary and secondary sources and integrated  into the work well. | Content is drawn from a satisfactory range of primary and secondary sources and is mostly well-integrated. | Content is drawn from a narrow range of sources and integration is patchy or incomplete resulting in a superficial exploration of the topic. | Content is not drawn from a sufficiently wide range of sources, and integration into the work is limited and/or ineffective. | Insufficient and/or irrelevant literature used. Limited or no integration into work. | Little or nothing of merit. |
| **Ability to think critically and analytically**  **x%**  [**Analysis**](http://academic-skills.health.herts.ac.uk/analysis/)  [**Critical analysis**](http://academic-skills.health.herts.ac.uk/critical-analysis/) | Highly accomplished piece of work with significant evidence of ability to think critically and analytically. | Accomplished work with substantial evidence of ability to think critically and analytically. | Consistently demonstrates critical and analytical approaches to thinking. | Critical and analytical thinking evident throughout majority of the work. | Clear evidence of ability to think critically and analytically although some missed opportunities to develop and/or expand on ideas more thoroughly. | Ability to think critically and analytically evident but many ideas could be expanded on or developed further. | Some critical thinking evident but inconsistent and under-developed. Mainly descriptive. | Limited or no evidence of critical thinking. | Little or nothing of merit. |
| **Ability to reflect**  **x%**  [**Reflection**](http://academic-skills.health.herts.ac.uk/critical-reflection/) | Extremely accomplished and insightful reflection showing highly developed understanding of own learning journey. | Excellent reflection showing very well-developed insight and understanding of own learning journey. | Very good reflection showing well-developed and thoughtful understanding of own learning journey. | Good reflection showing a considered and thoughtful understanding of own learning journey. | Clearly thought through reflection showing a satisfactory understanding of own learning journey. | Reasonably well thought through reflection showing an emergent understanding of own learning journey. | Reflection needs further development to show sufficient evidence of understanding own learning journey. | Limited evidence of reflective thinking and understanding of own learning journey. | Little or nothing of merit. |
| **Use of referencing system**  **x%**  [**Referencing**](http://academic-skills.health.herts.ac.uk/referencing/) | Recommended referencing system used with no inaccuracies or inconsistencies of presentation 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 with several inaccuracies and/or inconsistencies. | Recommended referencing system used with some inaccuracies and/or inconsistencies. | Recommended referencing system used but multiple inaccuracies and/or inconsistencies noted. | Attempt to use recommended referencing system but numerous errors noted. | Recommended referencing system not used. | No recognised reference system attempted. |

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| **Strengths** |
| **Areas for development** |
| **Any 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):

**First Submission:** For each day for up to five days after the published deadline, coursework submitted late will have the numeric grade reduced by 10 grade points until the numeric grade reaches the pass grade, i.e. 40 (UG) or 50 (PG); this includes deferred coursework.

**Second Submission** **(referral):** The resubmitted element, if successful, will be capped at a bare pass, i.e. 40 (UG) or 50 (PG). The full mark of any previously passed elements will be retained. Coursework submitted late, i.e. at any point after the published deadline date and time, will be awarded a zero.

**Re-enrolment:** Grades awarded for modules on re-enrolment will not be capped for classification purposes.

**Provisional Marks**: All marks are provisional until ratified by the relevant Board of Examiners.

**Marking and Moderation:**  All marking and moderation procedures are governed and guided by the current University’s [Policies and Regulations](https://www.herts.ac.uk/about-us/governance/university-policies-and-regulations-uprs).

**Reflection on Learning**

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:

* What previous feedback have you been given and how have you used it to inform and improve this assessment?
* What have you learned in this assessment that you intend to apply to your practice and how will you demonstrate this?

Keep your feedback and reflection in a file/portfolio as evidence of your professional development.