

MARKING CRITERIA and STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Marks Available	Marks Awarded
1. Engagement with Literature Skills		
Considering the focus on this section is the ability to understand why referencing is important - not only to this report, but should also reflect with practical elements that identify your academic skills as a student. The issue here is that there is no attempt to research anything within this document, where there was plenty of opportunity available e.g., Skills audit, learning styles etc. Also, there is some expectation that you refer to a reading log/dairy to focus on how you study/prepare for assessments, from which there are none	20	0
2. Knowledge and Understanding Skills		
There is some argument that elements have relevance i.e., skills audit, VAK and the ability to present, they have not been fully reviewed/discussed - so were these skills relevant. Considering you have a plan - ask yourself, did you follow it with relevant evidence, sadly no	20	6
3. Cognitive and Intellectual Skills		
Considering there is lack of active research here, links/implementation of referable items are not obvious. However, there is some reflection around skills that you need - shame you did not reference/cite within this report	20	6
4. Practical Application Skills		
Upon examination of the report, it does appear to be a sort of headings that have no particular flow. Although there is relevant content, it does appear that your review/evaluation of identified skills is somewhat weak and does hint of starting this report too late. If a little more thought was to be put into this report - some form of planning should be front and centre and its content should have been documented in a more structured manner. Considering the time allocated for this assessment - its a disappointing outcome - so ask the question, have you become a more proactive learner who is ready for the journey of HE	30	11
5. Transferable Skills for Life and Professional Practice		
The emphasis here is to identify a suitable report structure that includes cover sheet, TOC, headers/footer and there is some argument that the basic of a structure for HE is present, but could have been much better in that you should apply skills to fully annotate images with figure 1 etc. Also, size of images are problematic and maybe the original documentation should be included as an appendix	20	5

Assignment Mark (Assessment marks are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		28
	Up to four weeks late		
	1st/2nd/3rd attempt?	1st	