



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Essential Skills: Assessment Focus Week 9

www.uwtsd.ac.uk



Session Objectives

During this session you will:

- Apply practical proofreading and editing techniques.
- Identify common mistakes before submission.
- Prepare effectively for presentations or project demonstrations.
- Produce a realistic improvement plan before their next deadline.

Session Schedule

Activity	Time
Welcome & Progress Check-in	10 mins
Self-assessment using the marking criteria	30 mins
Editing & Proofreading	35 mins
Break	10 mins
Preparing for presentations	25 mins
Personal Improvement Plan	10 mins

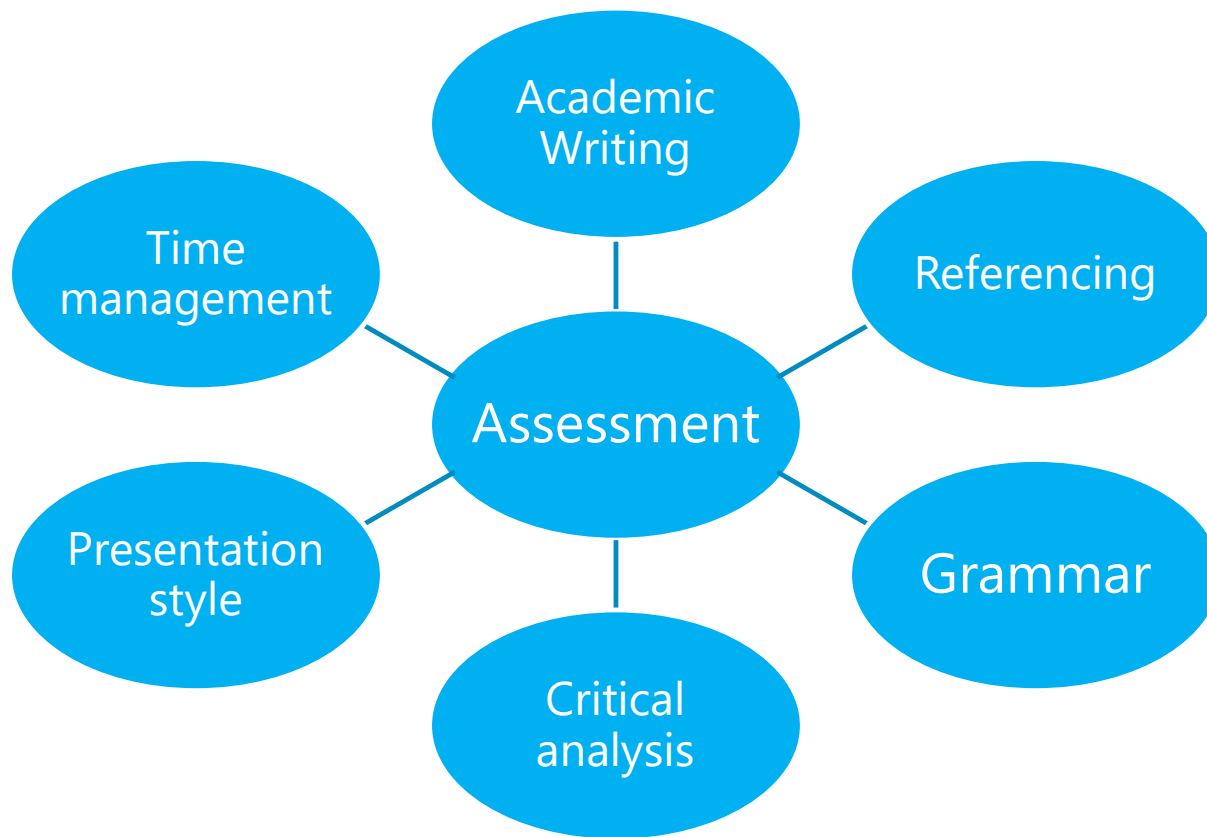
Check-in Activity

Finish the sentence...

- The part of my project I am least confident about is...



**Feedback to the
class**



Share

How did you finish the sentence?

Did you mention any of these?

Reminder - Assessment Specification

Assessment specifications are the official source of information about your assessed assignments.

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APPENDIX GA36b

LEVEL ASSESSMENT SPECIFICATION			
Student name:		Student ID number:	
Programme:			
Module:			
Module code:		Contribution to Overall Module Assessment (%):	
Lecturer:		Internal Verifier:	
Assignment Title:		Word count (or equivalent):	
Submission deadline:		Return date of provisional marks & written feedback:	
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): 		

Your assessment specification looks like this.

Often you will have **two** of these documents for **each** module.

Reminder - Grading Criteria

- Your grading criteria is found at the last few pages of each assessment specification.
- It will look similar to this 

GENERIC ASSESSMENT CRITERIA

Level 5

In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL 0-29%	MARGINAL FAIL 30-39%	SATISFACTORY (3 rd / Pass) 40-49%	GOOD (2.2 / Pass) 50-59%	VERY GOOD (2.1 / Merit) 60-69%	EXCELLENT (1 st / Distinction) 70-84%	EXCEPTIONAL (1 st / Distinction) 85-100%
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Sound knowledge and	Major gaps in knowledge with unsatisfactory, uncritical understanding of	Fragmentary knowledge, with only superficial critical understanding.	Limited but adequate knowledge and critical understanding of	Knowledge is reasonably detailed and accurate. A good critical	Knowledge is reasonably extensive. Exhibits very competent	Excellent, detailed knowledge and highly critical understanding of	Exceptionally detailed knowledge and outstanding critical

Using the Assessment Specification



Students often read the assignment brief once and never return to it.

Instead:
Use it throughout your project.

Check:

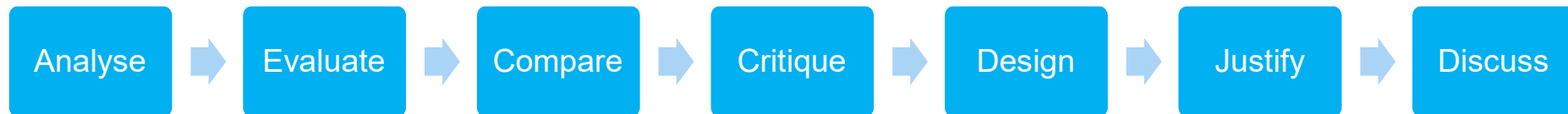
- Have I answered the question?
- Have I included every required section?
- Have I stayed within the word count?
- Have I followed formatting guidance?

Activity

Open a copy of a current assessment specification that you are working on.

Highlight action words in your own assessment specification.

For Example



What action words do you have in your task description ?

How have you addressed these in your writing?

Using the Assessment Specification

- Evaluate you own progress towards your assessment.
- Fill in the evaluation table

Evaluating my progress

Things I have already done	Things I am unsure about	Things missing completely

Feedback

- What points are you unsure about?
- Where can you gain support for these points?
- How will you manage your remaining time?

Things I am unsure about	Things missing completely

Drafting and editing

How many drafts do think that professional writers produce?

Important points to remember:

- Academic writing improves through editing.
- Strong assignments are revised several times.
- Editing is part of the writing process

Editing vs Proofreading

Editing asks:

Does this make sense?

Is it logical?

Is the argument clear?

Are paragraphs in the right order?

Have I addressed the task?

Proofreading asks:

Is my grammar accurate?

Are my spellings correct?

Have I used punctuation effectively?

Is the formatting correct?

Are my references accurate?

Editing writing work



[How to edit an
essay | 6
editing tips](#)

Practical Editing Techniques

Read it aloud

You will hear:

- awkward sentences
- repeated words
- missing words
- punctuation problems

Print it

Reading on paper helps identify errors missed on screen.



Leave it overnight

Fresh eyes find more mistakes.

Common Mistakes Markers Notice

There are some common mistakes that many students make:

- Repeated ideas
- **Weak introductions**
- Poor paragraph links
- **No critical analysis**
- Missing evidence
- **Weak conclusions**
- Referencing errors
- **Formatting inconsistencies**



Reflect:

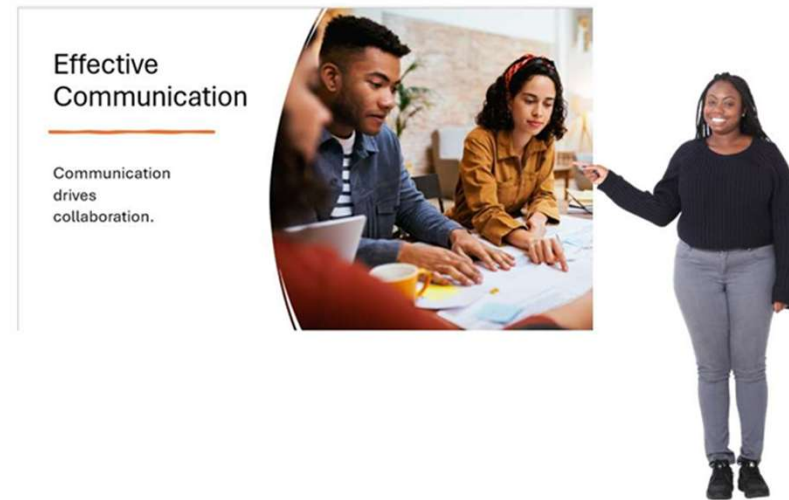
- Have **you** had feedback on these errors for past assessments?
- How will you **reduce** the impact of these errors?

Preparing for Presentations

Presentation assessments are about communication and **understanding** not memorisation.

Think about:

- Audience
- Purpose
- Structure
- Timing
- Confidence



Evaluation your presentation

Have I....?	Yes	No
Have you addressed all elements of the task?		
Is there a clear structure? Beginning, middle, end.		
Are my slides clear and uncluttered?		
Will I avoid reading directly from my slides?		
Have I practised my presentation aloud at least twice?		
Have I timed my presentation to check the timing?		
Have I thought about possible audience questions and prepared responses?		
Have I referenced adequate academic reading?		

Group discussion - What Advice Would You Give Petra?



Petra is a final-year undergraduate studying Digital Health Technology. She is usually a capable student and has passed all of her previous modules, but this term has felt particularly overwhelming.

Alongside university, Petra works 20 hours a week in a supermarket to help pay her rent and living costs. Over the past month she has also been helping to care for her younger brother while her mother recovered from an operation. As a result, she has missed several opportunities to work on her assignments.

Petra has a 2,000-word report due in two days' time.

[Find out more](#)

Group discussion - **What Advice Would You Give Petra?**



Petra has written 643 words, but she is becoming increasingly frustrated because she keeps editing the introduction instead of making progress. She has collected several journal articles, but has not fully read them, and she is not sure whether she is answering the assessment question correctly.

Last night she opened her assessment specification for the first time in over a week and realised she had not looked closely at the marking criteria since the assignment was set. She worries that what she has written isn't at the standard needed for a good mark.

What are Petra's biggest challenges?

What three pieces of advice would you give Petra?

Which university support services could Petra use?

My Improvement Plan

Create a list of three actions you will take to improve your assessment preparation:

- Action 1:
- Action 2:
- Action 3:

Possible actions:

- Check my writing against the marking criteria
- Read my work aloud
- Use Microsoft Word to hear my work read.
- Ask someone to read my work
- Check my references
- Review my formatting
- Practice my presentation three times

Extra Support

Extenuating Circumstances

Guidance on applying for deadline extensions or compensatory measures due to unforeseen circumstances.

aocases@uwtsd.ac.uk

Wellbeing Team

The **Well-being Support team** is here to support you in managing the impact of your health on your studies.

wellbeingsupport@uwtsd.ac.uk

Personal Progress Padlet

There are **no formal assessments** within 'Essential Skills' classes but you are encouraged to keep your Personal Progress Padlet.

Note down in your Personal Progress Padlet:

- What have you learnt today?
- How will you use this new skill?

Traffic Light *it*



	<i>Where is your learning at ?</i>
Red	I have misunderstood some of the topics. (write down 2 questions that you need help with)
Amber	I have understood most of the topics so far (write down 1 question and 1 key theme you have understood)
Green	I have understood the topics so far (write down 2 key themes from the lesson to show your understanding)



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Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives