

## What to think of when writing assignments...



- When we mark assignments we look for:
  1. Engagement with literature
  2. Knowledge and understanding
  3. Cognitive and intellectual skills
  4. Practical skills
  5. Transferable skills for life and professional practice
- It's not just about including the criteria, it's what you do with it that counts

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## Engagement with Literature



| Level 7                                                                                                         | FAIL                                                                                        | FAIL                                                                                           | MARGINAL FAIL                                                         | SATISFACTORY (Pass)                                                                         | GOOD to VERY GOOD (Merit)                                                                                                   | EXCELLENT (Distinction)                                                  | EXCEPTIONAL (Distinction)                                                                 |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Category                                                                                                        | 0-29%                                                                                       | 30-44%                                                                                         | 45-49%                                                                | 50-59%                                                                                      | 60-69%                                                                                                                      | 70-84%                                                                   | 85-100%                                                                                   |
| Engagement with literature (including current research, referencing, academic conventions and academic honesty) | Little or no evidence of reading and reliable sources.<br><b>0 - 5%</b>                     | Poor engagement with research reading.<br><b>5 - 10%</b>                                       | Engagement with a very limited range of research.<br><b>11 - 15%</b>  | Engagement with an appropriate range of research.<br><b>16 - 20%</b>                        | Engagement with a wide range of research.<br><b>21 - 25%</b>                                                                | Engagement with an extensive range of research.<br><b>26 - 30%</b>       | Exceptional engagement with an extensive range of research.<br><b>31 - 35%</b>            |
|                                                                                                                 | inappropriate sources. Views and findings mostly from secondary sources.<br><b>36 - 40%</b> | evidence of wider reading. Reliance on inappropriate sources.<br><b>41 - 45%</b>               | credible sources. Some omissions and minor errors.<br><b>46 - 50%</b> | research-informed literature, including sources.<br><b>51 - 55%</b>                         | informed literature, including sources.<br><b>56 - 60%</b>                                                                  | credible literature, informed by the latest research.<br><b>61 - 65%</b> | on relevant and credible literature, informed by the latest research.<br><b>66 - 70%</b>  |
|                                                                                                                 | Unreliable and inauthentic sources used incoherently or inconsistently.<br><b>71 - 74%</b>  | use of sources heavily reliant on information gained through class contact.<br><b>75 - 78%</b> | not always applied accurately or consistently.<br><b>79 - 82%</b>     | Some over-reliance on texts. Referencing may show minor inconsistencies.<br><b>83 - 86%</b> | relevant and credible sources. Very good use of referencing, with minor inaccuracies or inconsistencies.<br><b>87 - 90%</b> | Consistent application of referencing skills.<br><b>91 - 95%</b>         | Excellent referencing skills consistently and professionally applied.<br><b>96 - 100%</b> |
|                                                                                                                 |                                                                                             |                                                                                                |                                                                       |                                                                                             |                                                                                                                             |                                                                          |                                                                                           |

**Lower level** - Are sources being used to describe or define your work. Are they used to quote, state or tabulate information?

**Medium level** - Are sources being used to connect theories, analyse your data and compare it to other work?

**Higher level** - Are sources being used to evaluate your own work and critique it against peer reviewed sources?

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## Knowledge and Understanding



| Level 7                                                                                                                                                                                                                                                                                                           | FAIL                                                                                                                                                                                                                                          | FAIL                                                                                                                                                                                                     | MARGINAL FAIL                                                                                                                                                                                                       | SATISFACTORY (Pass)                                                                                                                                                                                                                                          | GOOD to VERY GOOD (Merit)                                                                                                                                                                                                                           | EXCELLENT (Distinction)                                                                                                                                                                   | EXCEPTIONAL (Distinction)                                                                                                                       |
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| Category                                                                                                                                                                                                                                                                                                          | 0-29%                                                                                                                                                                                                                                         | 30-44%                                                                                                                                                                                                   | 45-49%                                                                                                                                                                                                              | 50-59%                                                                                                                                                                                                                                                       | 60-69%                                                                                                                                                                                                                                              | 70-84%                                                                                                                                                                                    | 85-100%                                                                                                                                         |
| <b>Knowledge and understanding</b><br>(A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research) | Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline. <b>0-5%</b> | Gaps in knowledge, with some understanding. Some significant inaccuracies and/or irrelevant information. Awareness of current problems, insights, or latest research within the discipline. <b>5-10%</b> | Limited knowledge and understanding of the concepts and principles within the subject area. Some critical awareness of current research and scholarship. Some critical insights, but under-developed. <b>11-15%</b> | Knowledge is accurate and reliable. A systematic understanding of the field of study informed by, to some extent, current research and scholarship. A critical awareness of current problems and/or new insights. This may be under-developed. <b>16-20%</b> | Knowledge has a well-defined focus. A systematic, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of current research and scholarship. <b>21-25%</b> | Excellent mastery of a well-defined area of knowledge. A systematic, excellent understanding of the subject. Highly critical awareness of current research and scholarship. <b>26-30%</b> | Exceptional mastery of a well-defined area of knowledge. An exceptionally critical awareness of current research and scholarship. <b>31-35%</b> |

**Lower level** - Does the author exhibit their knowledge by recalling facts, describing examples and reproducing lists?

**Medium level** - Is knowledge being used to compare arguments, to explain newly discovered facts and to explain their findings?

**Higher level** - Is knowledge being used to evaluate arguments, to interpret findings and justify conclusions?

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## Cognitive and Intellectual Skills



| Level 7                                                                                                                                                                                                                                         | FAIL                                                                                                                                                                                                       | FAIL                                                                                                                                                                                                                                  | MARGINAL FAIL                                                                                                                                                                                                                                                      | SATISFACTORY (Pass)                                                                                                                                                                                                                                                                    | GOOD to VERY GOOD (Merit)                                                                                                                                                                                                                                                                 | EXCELLENT (Distinction)                                                                                                                                                                                                                                   | EXCEPTIONAL (Distinction)                                                                                                                                                                                  |
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| <b>Cognitive and intellectual skills</b><br>(Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.) | Wholly or almost wholly descriptive work, with little or no critical evaluation or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. <b>0-5%</b> | Largely descriptive work, with some critical evaluation of research and methodologies. Absent or weak hypotheses and judgements. Information accepted uncritically, uses generalised statements with scant evidence and. <b>5-10%</b> | Limited attempt at critical evaluation of current research and methodologies, tending towards underdeveloped and/or inappropriate. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically. Some evidence to. <b>11-15%</b> | Some critical evaluation/evaluation of current research and methodologies, though slightly underdeveloped and/or inappropriate. Proposes hypotheses. Can deal with limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or. <b>16-20%</b> | Sound critical evaluation/evaluation of current research and methodologies. Proposes new hypotheses. Can deal with complex issues systematically and with some creativity. Ability to synthesise complex issues and creatively and critically investigate contradictory or. <b>21-25%</b> | Excellent critical evaluation/evaluation of current research and methodologies. Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively and critically investigate contradictory or. <b>26-30%</b> | Exceptional critical evaluation/evaluation of current research and methodologies. Proposes highly innovative hypotheses, where appropriate. Exemplary systematic and creative complex issue. <b>31-35%</b> |

**Lower level** - Does the author produce tables and graphs or other data sources without using them to draw conclusions?

**Medium level** - Does the author analyse different sources of data/information and use this to draw comparisons and explain theories?

**Higher level** - Does the author evaluate different sources of data/information and use this to justify results and support recommendations?

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## Practical Application Skills



| Level 7                                                                                                                                                                                                                                                                                                                     | FAIL                                                                                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                                                             | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                      | SATISFACTORY (Pass)                                                                                                                                         | GOOD TO VERY GOOD (Merit)                                                                                                                                                     | EXCELLENT (Distinction)                                                                                                                                                                                                                                                    | EXCEPTIONAL (Distinction)                                                                                                                                                                                                                                         |
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| <b>Practical skills</b><br>(Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.) | Limited or no use of methods, materials, tools and techniques. Little or no appreciation of the context of the application. Little understanding of the application of theory to practice or making judgements between the two. Very weak problem-solving skills. | Rudimentary application of methods, materials, tools and techniques. Little or no appreciation of the context of the application. Weak understanding of the application of theory to practice or making judgements between the two. Weak problem-solving skills. | An awareness and mostly appropriate application of methods, materials, tools and/or techniques. Well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Weak understanding of the application of theory to practice or making judgements between the two. Weak problem-solving skills. | An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the theory to practice, making appropriate links. | A very good application of a range of methods, materials, tools and/or techniques. Very good appreciation of the application of theory to practice, making appropriate links. | An advanced application of knowledge, materials, tools and/or techniques. The context of the application is well understood and insightful. Can identify complex problems and propose sophisticated, original solutions. An outstanding grasp of techniques of techniques. | Exceptional application skills in complex, unpredictable contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding grasp of techniques of techniques. |
|                                                                                                                                                                                                                                                                                                                             | 0 - 5%                                                                                                                                                                                                                                                            | 5 - 10%                                                                                                                                                                                                                                                          | 11 - 15%                                                                                                                                                                                                                                                                                                                                           | 16 - 20%                                                                                                                                                    | 21 - 25%                                                                                                                                                                      | 26 - 30%                                                                                                                                                                                                                                                                   | 31 - 35%                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                             | 36 - 40%                                                                                                                                                                                                                                                          | 41 - 45%                                                                                                                                                                                                                                                         | 46 - 50%                                                                                                                                                                                                                                                                                                                                           | 51 - 55%                                                                                                                                                    | 56 - 60%                                                                                                                                                                      | 61 - 65%                                                                                                                                                                                                                                                                   | 66 - 70%                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                             | 71 - 74%                                                                                                                                                                                                                                                          | 75 - 78%                                                                                                                                                                                                                                                         | 79 - 82%                                                                                                                                                                                                                                                                                                                                           | 83 - 86%                                                                                                                                                    | 87 - 90%                                                                                                                                                                      | 91 - 95%                                                                                                                                                                                                                                                                   | 96 - 100%                                                                                                                                                                                                                                                         |

**Lower level** - Are the practical solutions employed solely used to provide results?

**Medium level** - Does the author analyse the situation and select practical solutions to problems which infer explanations?

**Higher level** - Does the author perform a critique of the situation and select practical solutions to support hypotheses and justify recommendations?

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## Transferable Skills for Professional Practice



| Level 7                                                                                                                                                                                                                                                                                                                   | FAIL                                                                                                                                                                                                                                              | FAIL                                                                                                                                                                                                                                                                             | MARGINAL FAIL                                                                                                                                                                                                                                               | SATISFACTORY (Pass)                                                                                                                                                                                                                                               | GOOD TO VERY GOOD (Merit)                                                                                                                                                                                                                                           | EXCELLENT (Distinction)                                                                                                                                                                                                            | EXCEPTIONAL (Distinction)                                                                                                                               |
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| <b>Transferable skills for life and professional practice</b><br>(Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences where relevant) | Communication medium is inappropriate or missing. Work is poorly structured, disorganised and/or confusingly presented. Weak use of language and/or very inappropriate style. Little or no evidence of autonomy or responsibility where relevant. | Communication medium is poorly designed and/or not in a suitable format. Work is poorly structured, disorganised and/or confusingly presented. Incoherently, structured, with information and ideas often expressed. Poor evidence of autonomy or responsibility where relevant. | Can communicate in a suitable medium. Mostly ordered presentation and structure in ideas / concepts are reasonably expressed. Work may lack coherence in structure and/or as part of a team. Limited evidence of autonomy or responsibility where relevant. | Can communicate effectively in a suitable medium. Mostly coherent, organised work, in a suitable format for the most part clearly expressed. Can work effectively independently or as part of a team, with appropriate contribution to group work where relevant. | Can communicate well, confidently and professionally in a suitable format. Work is coherent, fluent, well-structured and presented professionally. Can work very well autonomously and/or as part of a team with a clear contribution to group work where relevant. | Can communicate professionally, coherently in a suitable format. Work is coherent, very professional. Can work autonomously with initiative. Where relevant, professional presentation of work is outstandingly well and advanced. | Can communicate with an exceptional level of professionalism. Work is remarkably coherent, very professional. Can work outstandingly well and advanced. |
|                                                                                                                                                                                                                                                                                                                           | 0 - 5%                                                                                                                                                                                                                                            | 5 - 10%                                                                                                                                                                                                                                                                          | 11 - 15%                                                                                                                                                                                                                                                    | 16 - 20%                                                                                                                                                                                                                                                          | 21 - 25%                                                                                                                                                                                                                                                            | 26 - 30%                                                                                                                                                                                                                           | 31 - 35%                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                           | 36 - 40%                                                                                                                                                                                                                                          | 41 - 45%                                                                                                                                                                                                                                                                         | 46 - 50%                                                                                                                                                                                                                                                    | 51 - 55%                                                                                                                                                                                                                                                          | 56 - 60%                                                                                                                                                                                                                                                            | 61 - 65%                                                                                                                                                                                                                           | 66 - 70%                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                           | 71 - 74%                                                                                                                                                                                                                                          | 75 - 78%                                                                                                                                                                                                                                                                         | 79 - 82%                                                                                                                                                                                                                                                    | 83 - 86%                                                                                                                                                                                                                                                          | 87 - 90%                                                                                                                                                                                                                                                            | 91 - 95%                                                                                                                                                                                                                           | 96 - 100%                                                                                                                                               |

**Lower level** - Does the author present the work in a descriptive manner without drawing their own conclusions?

**Medium level** - Does the author present work in a manner which is structured and uses analysis and comparison with literature to explain their ideas?

**Higher level** - Does the author present work in a manner which is highly structured, and uses analysis and comparisons with literature to explain and support ideas to draw valid conclusions and recommendations?

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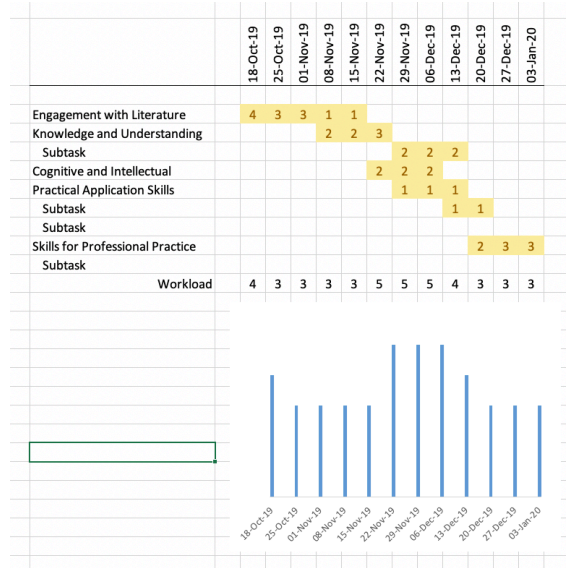
## Gantt Chart example

MADE

! Work out when to stop reading, and start writing!

! Plan your time with your work and life commitments in mind.

! Let us know if you've got challenges and issues.



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## Something to think about...

MADE

- Plan ahead and aim to finish your assignment before the deadline to account for any unforeseen obstacles.
- Planning ahead also allows you to maximise your opportunities to seek advice from tutors.
- Critically read your assignment against the criteria given here or ask a peer to do it for you. This is good practice and allows you to see an assignment from a tutor's perspective.
- Assignment deadlines will always be on a Monday morning. This gives you some time over that particular weekend to tweak it if necessary.

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