

Somerset College's University Level Programmes

Expectations and Good Practice Guides



Assessment Feedback



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In order to achieve consistency in assessment and high quality feedback provided for students across the College the following expectations and good practice recommendations have been compiled by a cross divisional working party building on and sharing the good practice already in place at Somerset College. This compliments the college assessment policy.

Assessment Feedback Expectations for Somerset College HE programmes

1. Marking, second marking, moderation and external scrutiny of assessment feedback is carried out in accordance with the requirements of the relevant awarding body.
2. Assessment plans/schedules that avoid bunching of assignments are produced and made available to staff and students. Moderation plans are also made available to staff.
3. Opportunities for formative assessment and feedback are planned into assessment schedules/schemes of work as well as summative assessment plans.
4. Students are provided with clear assessment briefs that indicate precisely what is required of them, the deadline and submission arrangements.
5. Maximum turn around time for providing feedback to students is normally 4 working weeks. It is envisaged that the turnaround time will usually be less than this.
6. Students will be clearly informed in advance, when they will have feedback and this deadline is met.
7. Feedback is comprehensive, clear (ideally word processed) and structured to comment on meeting the assessment criteria/learning outcomes and is developmental so that it “feeds-forward” to guide students on what to focus on in order to improve future assignments. This developmental feedback is provided to all students, including those who have produced work of a high standard.
8. Headings to be clearly indicated on feedback sheets to prompt markers to comment on:
 - meeting assessment criteria/learning outcomes
 - developmental advice that feeds-forwardSuggested headings to help with developmental feedback:
 - Assessment criteria / learning outcomes**
 - Knowledge base / content / relevance**
 - Use of literature / research / range of sources**
 - Analysis / depth of treatment** (sound, consistent and logical argument)
 - Presentation / style / structure**
 - Future Developments (either separately or under each of above headings)**
9. Staff should ensure that students have signed and dated a statement to confirm that the assignment submitted is their own work and in accordance with the Prevention of Academic Dishonesty code of practice/ guidelines of their programme’s awarding body.

Good practice recommendations for assessment feedback

Constructive feedback increases self-awareness, offers options and encourages development. Constructive feedback does not mean only positive feedback: negative feedback given skilfully can be very helpful. On the other hand, destructive feedback leaves the recipient feeling bad, lacking confidence and with nothing to build on.

A helpful reminder of the key principles of giving feedback is the acronym ACE: feedback must be **analytical**, **constructive** and **empowering**. The following suggestions may help:

1. **Start with the positive.** Most people need encouragement and to be told when they are doing well. It can really help the receiver to hear first what you liked. Our culture tends to emphasise the negative. The focus is likely to be on mistakes that have been made. If the positive is registered first, the negative is more likely to be listened to and acted upon.
2. **Empower the recipient.** If feedback is intended to strengthen and consolidate learning, we need to make sure it doesn't dampen learning down. This is easier to ensure when feedback is positive of course, but we need to look carefully at how best we can make critical feedback equally empowering to students.
3. **Be specific.** Relate your comments to specific sections or examples in the student's work, and say why these are illustrative. Try to avoid general comments and shortcuts of adjectives alone that are not very helpful. 'Brilliant' may be nice to hear but it does not necessarily help the recipient repeat such a performance. What evidence have you for your statement? Explain why you thought they were brilliant, giving detail. Specific feedback gives greater opportunity for learning by showing the recipient what needs improving and why.
4. **Be clear and articulate.** Students should not have to struggle to make sense of our feedback. Whether our messages are congratulatory or critical, it should be easy for students to work out exactly what we are trying to tell them. They should not have to read each sentence more than once, trying to work out what we are really saying. Use feedback that will be understood.
5. **Own what you say.** Use the personal pronoun 'I' or 'my view'. Avoid generalisations such as 'they say', 'you are'. Generalisations suggest you are offering a universally agreed opinion about that person. All we are entitled to give is our experience of that person at that time. It is important that the giver takes responsibility for the feedback he/she is giving.
6. **Refer to things that could be changed.** It is not helpful to give feedback about something over which the person has no choice, e.g. if they're giving a presentation, the fact that they are nervous or have a strong accent. On the other hand, you can say 'it would be helpful if you could make more eye contact' or 'I would find it clearer if when you started a new point, you could signal that in some way'.
7. **Offer alternatives.** When you need to give negative feedback, it is important that you do not simply criticise. Suggest what the person might have done differently, explain why, and, where appropriate, suggest how this could be done. Turn the negative into a positive suggestion, e.g. 'If I were the patient I think I would feel a bit overwhelmed at this stage. Do you feel it might be helpful to...?'

8. **Leave the recipient with a choice.** Allow the person to accept the feedback he/she found useful. Feedback that demands change or is imposed heavily may invite resistance. Skilled feedback offers people information about themselves in a way that leaves them with a choice about whether to act on it or not.
9. **Make it developmental.** Feedback should open doors, not close them. In this respect, we have to be particularly careful with the words we use when giving feedback to students. Clearly, words with such 'final language' implications as 'weak' or 'poor' cause irretrievable breakdowns in the communication between assessor and student.
10. **Relate feedback directly to the criteria you published.**
11. **Be selective.** Select points that can have the greatest good effect at this point in time, rather than overwhelming the recipient with too much comment.
12. **Be honest**, but use constructive language.
13. **Personalise the feedback** through the use of names or references to previous work so that it fits each student's achievement, individual nature, and personality.
14. **Structure your feedback.** The so called critical feedback sandwich starts with positive comments, describes the problems/errors and suggests what can be done about them, and then ends with some encouraging points.
15. **Be aware of disability.** Be careful about correcting spelling/syntax insensitively in case of dyslexia etc.
16. **Improve student performance in assessment by trying the following ideas:**
 - Ensure you explain the assessment criteria clearly. Take this further by using the "90 minute intervention technique" a simplified version of which is to get students to mark an assignment that is based on the criteria they are expected to follow and then feedback in small groups justifying the mark allocated, give your views and discuss with them all, giving an opportunity for students to revisit their grading having heard your reasoning. Providing this detailed opportunity for students to really consider the marking criteria has proven to increase students' results in all subsequent assignments according to research by the Assessment Standards Knowledge exchange at the Centre of Excellence in Assessment at Oxford Brookes University
 - Provide formative assessment feedback opportunities, planned into the programme
 - Provide students with a list of feedback comments given to a similar assignment prior to them submitting their own.
17. **Make it timely.** Agree return date timescales with your students and stick to them. The quicker the feedback the better it is. Four working weeks is the maximum turn around time for feedback to be given within the Somerset College assessment policy. Two to three weeks is preferable as the longer the student has to forget their thought processes the less effective the feedback will be.
18. **Use pre-printed appropriate headings as prompts on the feedback sheet** to remind you to target your feedback specifically to key areas. (See example in Appendix G) For example these prompts could include:

Assessment criteria / learning outcomes

Knowledge base / content / relevance

Use of literature / research / range of sources

Analysis / depth of treatment (sound, consistent and logical argument)

Presentation / style / structure

Future Developments (to encourage developmental feedback that feeds forward to the next assignment highlighting areas where developments could be made to improve the grade of the next assignment)

See appendix B for guidance to staff and students that expands on these headings

19. Suggestions for providing feedback quickly to students in situations where meeting the deadline is difficult. Options include:

- Statement banks, from which to draw often-needed feedback explanations form a collection of frequently used comments which apply to the work of many students
- Building an overall general collection of feedback comments to the class as a whole, based on common errors and frequent difficulties, posting this on an electronic discussion board which each student can view prior to them receiving their individual feedback. This would comply with feedback being provided within the 4 working week turnaround time for those extensive assignments that are difficult to second mark and moderate within the timescale
- Using pre-printed feedback sheet that clearly states the assessment criteria/learning outcomes and other prompts as recommended in point 18 above
- Consider the use of tables which identify levels/depth of student achievement against the marking criteria and which are made available to students as well as used by staff. These can help students to see where they are on the scale, what else they need to do to improve in future and help you to be consistent in your approach when awarding marks. Examples of table formats for marking criteria are available in appendices E and F. To ensure the level is correct when producing marking schemes refer to the Framework for Higher Education Qualifications (FHEQ) descriptors (appendix C) <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp> and benchmark statements. The more detailed guidance provided by the SEEC level descriptors available in appendix D are also helpful.

20. Use a variety of formative and summative assessment and feedback methods

For example in relation to formative feedback, the Division of Technology are piloting the use of dictaphones, uploading this verbal feedback onto Scoodle where students can access it and transfer it to their Pebble Pad e-portfolio as part of their Personal Development Planning/Portfolio (PDP). Alternatively Fine Art use carbonated A5 size Individual Learning Plan sheets when giving verbal feedback which is recorded either by the student during the discussion or by another student so that full concentration can be given to the tutor. Copies are then kept by the tutor in an individual file for each student and by the student for their PDP. Both are therefore able to refer back to it in order to monitor development of skills over the programme. The Division of Arts and Design also make good use of peer review where students give feedback to each other and this is recorded so that students also learn from each other.

21. Avoid over assessing. Once assessment criteria have been met at HE level they do not have to be repeated. So do not develop more assessments than are required. (The exception is cases such as having an embedded NVQ level 4 requiring demonstrating competence over time) Consider the use of presentations and other assessment methods to replace some essay writing. This may ease the burden on both students and yourself whilst still ensuring the quality of assessment.

Encourage students to use feedback

- Give feedback in advance: highlight possible pitfalls identified from previous assessments
- Give formative feedback on a draft - and require that the final version includes a response to your feedback.
- Require students to specify on the cover of their work what they would particularly like feedback on.
- Use the idea of a 'feedback trail' between one assignment and the next (recommendations on one assignment are carried over onto the next for tutors to make appropriate links).
- Comment positively where you can see that students have incorporated action resulting from your advice given in formative feedback or on a previous assignment. This will encourage them to see the learning and assessment processes as continuous.
- Use peer/self assessment techniques in which students provide feedback to each other or themselves.
- Encourage students to use a feedback action plan (see example in appendix A) to learn from the feedback they have been given and to look back positively and constructively. This can then be included in their Personal Development Plan/Portfolio (PDP) or added to Pebble Pad to demonstrate their continued development.
- Ask for student opinion on the type of feedback you are giving so that their suggestions can be incorporated into future feedback. This will help you to understand which parts of your feedback are helpful as well as giving them ownership of the aspects of feedback that they would like you to include next time

Recommended further reading on effective assessment:

Black P and Williams D (1988) Inside the Black Box: Raising Standards Through Classroom Assessment. Available from: <http://www.alite.co.uk/readings/black.htm>

Appendix A

Feedback Action Plan:		
Date:	Piece of Work:	Mark or grade:
	Things I did which attracted positive feedback:	Things I did which attracted critical feedback:
1		
2		
3		
How I feel about the feedback	Positive:	Critical:
	Things I can do to build on the positive feedback:	Things I can do to build on the critical feedback:
1		
2		
3		
Other feedback on this work	Further positive feedback	Further critical feedback
Source 1:		
Source 2:		
Source 3:		
The single most important thing for me to do in the future on the basis of this feedback		
The single most important thing for me to avoid in future on the basis of this feedback		
Notes about any recurring trends regarding the feedback I am receiving		

Appendix B

Example of Guidance for students and staff used in SPS (included in programme handbooks and available to their students on Scoodle) (linked to criteria shown in appendix E):

Assessing your assignments

When assessing your assignments tutors will take into consideration:

- How you have demonstrated an adequate understanding of the question set.
- Whether you have answered all the necessary parts of the question
- How much you have drawn from relevant academic material
- How relevant to the question asked is the content of the answer
- How well you have integrated your subject knowledge with practice
- The coherence and structure of your assignment
- Whether there are any examples from practice within the assignment relevant to support your discussion and argument
- Whether the language used in the assignment reflect the values and principles inherent on the programme
- Whether you reference correctly

Criteria for marking

There are five important criteria which are taken into account when assessing your work and on which you will receive feedback. Your tutor will comment on these areas and provide you with feedback on how you can **improve** your essay writing. These areas are:

1. **Module and Assignment Specific Criteria:** The assignment needs to meet the specific assessment criteria specified for the assignment. It is important that the assignment is related to the particular question you have been asked. Irrespective of the other merits of any essay you submit, it will fail unless it answers the question set and meets the specific assessment criteria.
2. **Knowledge Base:** You need to demonstrate your knowledge and understanding of the subject area covered in your assignment. You need to include aspects of the subject area you consider to be most relevant to the assignment question, drawing on a range of sources including your academic reading and on any relevant professional or personal experience. You will need to demonstrate an ability to think in terms of the evidence base of your ideas.

A poor assignment will probably have too little content, inaccurate content or too many points of content that are irrelevant to the issue being discussed.
3. **Use of Literature/Research:** You need to demonstrate an effective use of the literature that you have read. At a basic level you will need to have an

appropriate range and number of sources cited within your assignment which reflects your knowledge base. Your references need to be correctly cited in the text of your assignment and in your reference list.

Incorrect referencing can lead to a fail score.

Any arguments you present need to be supported by relevant use of the literature.

4. **Analysis:** Your essay will need to have a sound, consistent and logical argument.
The argument that you present should take into account of conflicting views and contrary evidence. You need to demonstrate and evidence that you can critically analyse the issues raised by the question.

To successfully do this you need to structure and organise your argument and analysis and draw inferences and conclusions from your academic reading. You should also demonstrate an ability to apply theoretical concepts. You should be able to analyse issues and clearly identify a framework of analysis by which you are making a judgement in support of your argument. You also need to provide the evidence to support your argument and demonstrate an ability to synthesise your knowledge and present a logical conclusion to your discussion. The better assignments will present a novel and original perspective on a particular issue.

5. **Presentation:** Your essay needs to be clearly laid out and easy to follow. There needs to be an apparent framework and structure to your assignment in which you will discuss and present your argument. The structure will usually consist of an introduction which outlines your argument and explains the question; a main section which develops your discussion and argument; and a conclusion.

Your essay needs to be 'signposted' (ie leading the reader through the work) and you also need to clearly express and communicate your ideas.

Appendix C

Framework for Higher Education Qualifications (FHEQ) Descriptors August 2008 <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/>

Descriptor for a higher education qualification at level 4: Certificate of Higher Education

(level of an HNC and first year of an Fd)

The descriptor provided for this level of the FHEQ is for any Certificate of Higher Education which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 4 qualifications.

Certificates of Higher Education are awarded to students who have demonstrated:

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

Descriptor for a higher education qualification at level 5: Foundation Degree

(level of final year of Foundation Degree and HND)

The descriptor provided for this level of the FHEQ is for any Foundation Degree which should meet the descriptor in full.

This qualification descriptor can also be used as a reference point for other level 5 qualifications, including Diplomas of Higher Education, Higher National Diplomas, etc.

Foundation Degrees are awarded to students who have demonstrated:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification 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
- 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
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

The Foundation Degree is an example of a qualification that meets, in full, the expectations of the qualification descriptor (and the *Foundation Degree qualification benchmark* accessed at: www.qaa.ac.uk/reviews/foundationDegree/benchmark/FDQB.asp)

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Descriptor for a higher education qualification at level 6: Bachelor's degree with honours

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees, graduate diplomas etc.

Bachelor's degrees with honours are awarded to students who have demonstrated:

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these programmes would be expected to be achieved on the basis of study equivalent to three full-time academic years and lead to awards with titles such as Bachelor of Arts, BA (Hons) or Bachelor of Science, BSc (Hons). In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

Appendix D

SEEC Level Descriptors

HE Level 4 (HNC level) (and first year of an Fd)

Development of Knowledge and Understanding

The Learner:

- **Knowledge base:** has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology;
- **Ethical issues:** can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values.

Cognitive/Intellectual skills

The Learner

- **Analysis:** can analyse with guidance using given classifications/principles
- **Synthesis:** can collect and categorise ideas and information in a predictable and standard format
- **Evaluation:** can evaluate the reliability of data using defined techniques and/or tutor guidance
- **Application:** can apply given tools/methods accurately and carefully to a well defined problem and begin to appreciate the complexity of the issues

Key/transferrable skills

The Learner:

- **Group working:** can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)
- **Learning resources:** can work within an appropriate ethos and can use and access a range of learning resources
- **Self evaluation:** can evaluate own strengths and weakness within criteria largely set by others
- **Management of information:** can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
- **Autonomy:** can take responsibility for own learning with appropriate support
- **Communications:** can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner
- **Problem solving:** can apply given tools/methods accurately and carefully to a well defined problem and begins to appreciate the complexity of the issues in the discipline

Practical skills

The Learner:

- **Application:** can operate in predictable, defined contexts that require use of a specified range of standard techniques
- **Autonomy** in skill use: is able to act with limited autonomy, under direction or supervision, within defined guidelines

HE Level 5 (End of Foundation degree level)

Development of Knowledge and Understanding

The Learner:

- **Knowledge base:** has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
- **Ethical issues:** is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

Cognitive/Intellectual skills

The Learner

- **Analysis:** can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
- **Synthesis:** can reformat a range of ideas and information towards a given purpose
- **Evaluation:** can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
- **Application:** can identify key elements of problems and choose appropriate methods for their resolution in a considered manner

Key/transferable skills

The Learner

- **Group working:** can interact effectively within a team / learning group, giving and receiving information and ideas and modifying responses where appropriate
- **Learning resources:** can manage learning using resources for the discipline. Can develop working relationships of a professional nature within the discipline(s)
- **Self evaluation:** can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement
- **Management of information:** can manage information. Can select appropriate data from a range of sources and develop appropriate research strategies
- **Autonomy:** can take responsibility for own learning with minimum direction
- **Communications:** can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- **Problem-solving:** can identify key areas of problems and choose appropriate tools / methods for their resolution in a considered manner

Practical skills

The Learner:

- **Application of skills:** can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
- **Autonomy in skill use:** able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines

HE Level 6 (Honours Degree level)

Development of Knowledge and Understanding

The Learner:

- **Knowledge base:** has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge
- **Ethical issues:** is aware of personal responsibility and professional codes of conduct and can incorporate a critical ethical dimension into a major piece of work

Cognitive/Intellectual skills

The Learner:

- **Analysis:** can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- **Synthesis:** with minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions
- **Evaluation:** can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance. Can investigate contradictory information/identify reasons for contradictions
- **Application:** is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

Key/transferable skills

The Learner:

- **Group working:** can interact effectively within a team / learning / professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- **Learning resources:** with minimum guidance can manage own learning using full range of resources for the discipline(s). Can work professionally within the discipline
- **Self evaluation:** is confident in application of own criteria of judgement and can challenge received opinion and reflect on action. Can seek and make use of feedback
- **Information management:** can select and manage information, competently undertake reasonably straight-forward research tasks with minimum guidance
- **Autonomy:** can take responsibility for own work and can criticise it
- **Communications:** can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- **Problem solving:** is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools / methods to their solution

Practical skills

The Learner:

- **Application of skills:** can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- **Autonomy in skill use:** able to act autonomously, with minimal supervision or direction, within agreed guidelines

Appendix E

Marking Criteria for Summative Assessment* used by the Division of Social and Professional Studies

	LEVEL 4	LEVEL 5	LEVEL 6
Outstanding* 86-100% Pass	<p>Comprehensive coverage of relevant issues. Extremely well informed knowledge base relevant to assignment. Very clearly written, logically structured and presented. Critical discussion of current issues and their influence on practice. Excellent application of theory to practice. Evidence of consistently safe and exemplary standard of practice.</p>	<p>Consistently logical and critical analysis throughout. Exemplary linkage of recent research to practice. Demonstrates consistent independent thought on contemporary issues. Extensive and wide-ranging knowledge of relevant theory and contemporary issues. Incorporates evidence of the highest standards of, and consistently safe practice. Incorporates a reasoned ethical dimension throughout the work.</p>	<p>Critical analysis and synthesis of the possibilities and limitations of methodology and theory. Extremely well constructed and logically presented argument throughout. Sound ethical reasoning consistently demonstrated. Able to select and apply specific theories to generate innovative solutions to complex situations. Outstanding comprehension of contemporary issues. Excellent application of recent research to practice. Incorporates evidence of consistently safe and highest standards of practice. Leadership and assertive advocacy for clients and colleagues demonstrated where appropriate.</p>
Excellent* 70-85% Pass	<p>Thorough coverage of relevant issues. Well informed knowledge base relevant to assignment. Clearly written, logically structured and presented. Discussion of current issues and their influence on practice. Excellent application of theory to practice. Evidence of consistently safe and high standards of practice.</p>	<p>Well argued presentation and critical analysis throughout. Identifies and discusses relevant ethical issues. Excellent relationship of recent research to practice. Evidence of independent thought on contemporary issues. Comprehensive and wide-ranging knowledge base of relevant theory. Incorporates evidence of consistently safe and high standards of practice. Advocacy and sensitivity for clients and colleagues demonstrated.</p>	<p>Identifies limitations of methodology, theory and scope of practice. Well constructed and logically presented argument. Sound ethical reasoning demonstrated. Able to select and apply specific theories to complex situations. Excellent comprehension of contemporary issues. Excellent relationship of recent research to practice. Incorporates evidence of consistently safe and best standards of practice. Assertive advocacy for clients and colleagues demonstrated where appropriate.</p>

<p>Very Good* 60-68% Pass</p>	<p>Descriptions based upon a broad range of relevant knowledge and reading. Theory consistently applied to practice. Describes relevant issues. Awareness of current issues and their influence on practice. Clearly and logically presented and structured. Incorporates evidence of safe and consistently well-applied practice.</p>	<p>Balanced arguments and presentation. Accurate application of relevant theory to practice issues. Evidence of safe and good practice. Provides a sound rationale for interventions. Evidence of ability to critically analyse information. Advocacy for clients and colleagues demonstrated. Well structured and logical presentation.</p>	<p>Evidence of ethical reasoning. Evidence of wide knowledge base and critical reading. Evidence of critical reasoning to solve problems. Critical understanding of relevant issues and processes (e.g. Research process). Argument founded on the basis of evidence. Safe and evidence-based practice consistently described or executed. Good range of sources used appropriately. Very well written and engaging</p>
<p>Good* 50-58% Pass</p>	<p>Utilises appropriate and relevant theory. Consistent application of appropriate theory to practice. Incorporates evidence of safe practice. Well structured and developed presentation. Clearly expressed. References and/or supporting material generally accurate.</p>	<p>Sound knowledge of subject matter. Evidence of ability to apply knowledge to new situations. Analysis of current issues. Some argument introduced. Demonstrates (understanding of) safe clinical / professional practice. Sensitive empathy with clients, carers and colleagues demonstrated. Correct citation of references & literature used effectively and/or relevant supporting material generally accurate. Structured and clear presentation.</p>	<p>Well referenced and cited. Applies relevant research to current practice issues. Capacity to analyse concepts and balance arguments. Selects specific and appropriate theory to enhance arguments. Sensitive and insightful empathy demonstrated. Consistent safe practice (described) with some reference to evidence based rationale. Structured and clear presentation. Clearly expressed and well structured</p>
<p>Satisfactory 40-48% Pass</p>	<p>Meets the criteria and requirements of the module assessment. Meets module specific criteria. Meets relevant Learning Outcomes for module. Some appropriate and relevant theory described. References and/or relevant supporting material generally accurate. Some relevant knowledge applied to practice. Evidence of safe practice (described). Structure and presentation not always clear.</p>	<p>Meets the criteria and requirements of the assignment/examination. Meets module specific criteria. Meets relevant Learning Outcomes for module. References, bibliography and/or supporting materials generally accurate. Some appropriate and relevant theory utilised. Some evidence of understanding and discussion. Safe and relevant practice described. Structure and presentation not always clear.</p>	<p>Meets the criteria and requirements of the assignment/examination. Meets module specific criteria. Meets relevant Learning Outcomes for module. Some appropriate and relevant theory described. Scope for deeper arguments and issues. Safe practice (described) with some reference to evidence-based underpinning. References, bibliography and/or supporting material generally accurate, but limited. Structure and presentation not always clear.</p>

<p>Failure to Achieve a pass grade 30-38% Not a pass</p>	<p>Does not fully meet the criteria and requirements of the module assessment Does not meet module specific criteria or relevant learning outcomes. Limited range of relevant theory. Frequent referencing errors and/or inappropriate use/selection of supporting materials. Inappropriate description and application of theory to practice. Poor understanding of practice issues. Lacking in logical structure and sequencing. Evidence of unsafe practice</p>	<p>Does not meet the criteria and requirements of the module assessment Does not meet module specific criteria or relevant learning outcomes. Limited evidence of reading and underpinning knowledge. Frequent referencing errors and /or inappropriate use/selection of supporting materials. Poor understanding of practice issues. Almost completely descriptive. Misconceptions and basic errors of underpinning theory. Lacks structure and difficult to follow.</p>	<p>Does not meet the criteria and requirements of the assignment/examination. Does not meet module specific criteria or relevant Learning Outcomes. Limited analysis or synthesis. Poorly developed argument. Restricted range and understanding of underpinning theory. Inappropriate application of theory to practice. Frequent referencing errors. Poor understanding of practice issues. Poorly written/presented. Poorly structured. Evidence of unsafe practice</p>
<p>Clear Failure to achieve a pass grade 29% and below</p>	<p>Unreferenced and/or no supporting material. Lacking any relevant theoretical content. Poorly organised presentation. Difficult to read and follow. Unsafe practice</p>	<p>Limited and inaccurate referencing and /or supporting materials. Lack of understanding. Lacking structure and difficult to follow. Serious misconceptions and basic errors of underpinning theory. Unsafe practice</p>	<p>Few or no source references used. Lacking in analysis and synthesis. Poorly informed knowledge base. Limited and inappropriate links between theory and practice. Large number of grammatical and spelling errors Unsafe or ineffective practice</p>

<p>Not a pass</p>	<p>1. The following attributes indicate that the work would not meet the required standard for a pass grade across all academic levels:</p> <p>Unsafe and insensitive practice by student; incoherent, illegible, discriminatory and judgmental content; unreferenced throughout; anonymity/confidentiality breached.</p> <p>2. In cases of Proven Academic Dishonesty and Late Submission specific penalties apply. Consult the current University of Plymouth Student Handbook.</p>
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Appendix F

Example assessment grading criteria tables used for FdA Graphics *(NB expectations progress so that higher levels are expected in year two)*

Year One Assessment Grading Criteria

Research	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
Sourcing primary and secondary reference material	Limited evidence of any appropriate primary or secondary research presented.	Evidence of underlying research has been shown which indicates a minimum level of understanding.	Evidence of primary and secondary reference material has been presented which has helped to inform the design outcome.	Very good management and submission of primary and secondary reference material, which has made a noticeable contribution to the final outcome.	Excellent management and submission of primary and secondary reference material. Excellent analysis to support final outcome.

<i>Problem Solving</i> (concept creation and exploration, preparation and development)	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
Demonstration, by example, a range of ideas generating techniques	Limited range of ideas generating techniques in evidence.	Evidence of ideas generating techniques have been shown but could be developed further.	Good evidence of ideas generating techniques have been shown and have been reasonably developed.	Very good evidence of ideas generating techniques have been shown and have been well developed.	Evidence of excellent ideas generating techniques have been shown and have been extremely well developed.
Creative approach, development and interpretation <i>Including:</i> <ul style="list-style-type: none"> ● Creative approach and interpretation of design brief ● Creative development: realisation and extension of ideas into a meaningful solution 	Limited evidence of a creative approach which has compromised the final solution.	Evidence of a creative approach showing some development, but this is only at an acceptable level.	Good evidence of a creative approach showing good development.	Very good creative approach, interpretation, realisation and extension of the design brief.	A high level of creativity, interpretation and development has been shown resulting in an excellent submission.
Ideas Development <i>Including:</i> <ul style="list-style-type: none"> ● How presented material gathered from a wide variety of sources can be collated together to form a cohesive and appropriate outcome to a design brief ● Ideas development: visual interpretation of visual constructs ● Appropriate evaluation and creative interpretation to assignments 	Limited in quality and evidence of ideas development.	Evidence of ideas but these have not been developed fully.	Evidence of ideas development which demonstrate an understanding of the brief's requirements.	Very good development of ideas that have been appropriately evaluated.	Excellent development of ideas. The presented material shows a high level of understanding of the brief's requirements and the end results have been well rationalised.

Studio and Practical Skills (production)	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
<p>Application of appropriate 2D & 3D craft skills and techniques</p> <p><i>Including:</i></p> <ul style="list-style-type: none"> • Demonstration of ability to use a range of illustrative / image making techniques and materials • Craft skills relating to 2D rendering and 3D construction • Demonstration of ability to construct 3D packaging elements in a precise and measured way • Demonstration of an understanding of appropriate and inappropriate materials by way of choice and documented evidence 	There is very little evidence of the application of appropriate skills and techniques.	There is some evidence of the application of appropriate skills and techniques, but this needs greater understanding.	A good understanding of appropriate skills and techniques has been displayed. Appropriate materials have been selected and applied.	A very good understanding of appropriate skills and techniques have been displayed. Very good choice and range of materials, and their application.	An excellent use of appropriate skills and techniques has been displayed. Excellent choice and range of materials has been clearly demonstrated.
Understanding and use of appropriate software	The CD provided shows no readable files with no directory structure. Little or no understanding of methods of saving data appropriately. No evidence of correct application of appropriate software.	Disorganised CD, presentation shows minimal evidence of an organised structure making it difficult to follow. Application of software could be much better.	Inconsistently organised CD, presentation shows a directory structure with some labelled files, relatively easy to follow. Application of software is good in places.	Well organised CD, very good presentation showing a directory structure with labelled files, easy to follow. Confident application of software.	Extremely well organised CD, excellent presentation showing very clear directories, appropriately labelled, very easy to follow. Confident and accomplished application of software.
Demonstrate an understanding of terminology	Little or no understanding of terminology has been demonstrated.	A basic understanding of terminology has been demonstrated.	A good understanding of terminology has been demonstrated.	A very good understanding of terminology has been demonstrated.	An excellent understanding of terminology has been demonstrated.

Oral and Physical Presentation Skills (both formative; on-going and summative; the end result)	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
<p>Oral presentation <i>Including:</i></p> <ul style="list-style-type: none"> ● An ability to clearly describe and explain an idea without the use of visual support material ● Final presentation: verbal descriptive support ● Student's ability to explain their ideas in context 	<p>The presentation was disorganised and lacked structure. Demonstrated very little understanding of final ideas and lacked confidence when explaining them.</p>	<p>Style and confidence of delivery were poor throughout presentation. Demonstrated some understanding of final ideas and appeared to lack confidence when explaining them.</p>	<p>Style and confidence of delivery were inconsistent throughout presentation. Demonstrated an understanding of final ideas and had some confidence in explaining them.</p>	<p>Confident and clear delivery with a good ability to communicate to the audience. Demonstrated a good understanding of their final ideas and a good ability to communicate them.</p>	<p>Very confident and articulate delivery communicating fully with the audience. Demonstrated a thorough understanding of their final ideas and an excellent ability to communicate them.</p>
<p>Physical Presentation <i>Including:</i></p> <ul style="list-style-type: none"> ● Appropriate presentation of research folder ● Presentation techniques ● Final presentation: appropriate presentation of artefact 	<p>The overall quality, appearance and organisation is below acceptable standards.</p>	<p>The overall quality, appearance and organisation is of an acceptable standard but could be greatly improved.</p>	<p>The overall quality, appearance and organisation is good throughout showing a good level of competence.</p>	<p>The overall quality, appearance and organisation is very good throughout showing a very good level of competence and client presentation.</p>	<p>The overall quality, appearance and organisation is excellent throughout showing a high level of competence and client presentation.</p>
<p>Appropriateness and understanding of presentation <i>Including:</i></p> <ul style="list-style-type: none"> ● Accuracy of visuals and page layout ● Demonstration of understanding of media in presentation of personal style ● Visual expression by way of appropriate presentations in answer to a given challenge 	<p>Presentation shows many inaccuracies and a lack of understanding of appropriate media.</p>	<p>An acceptable level of accuracy has been shown and a basic understanding of media type has been demonstrated although greater care is needed.</p>	<p>A good level of accuracy and selection of appropriate media type has been achieved which supports the overall visual presentation.</p>	<p>A very good level of accuracy and selection of appropriate media type has been achieved which enhances the overall visual presentation.</p>	<p>A very high level of accuracy. Selection and use of appropriate media type has been clearly demonstrated which considerably enhances the overall visual presentation.</p>

Professional Practice	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
Presentation of creative solution to given brief	Poor presentation and creative solution which does not answer the brief.	An acceptable creative solution that needs more work to be fully resolved.	A good creative solution has been presented which shows a good level of understanding of the brief.	A very good creative solution has been presented which shows a very good level of understanding of the brief.	An excellent creative solution has been presented which fully answers the creative problems posed by the brief.
Ability to talk confidently about their choice, use and appropriateness of their own style	Student shows limited ability to talk confidently in support of their decision making processes.	Acceptable level of ability to talk confidently in support of their decision making processes has been shown but with greater enthusiasm this would improve.	A good level of ability to talk confidently in support of their decision making processes has been shown.	A very good level of ability to talk confidently in support of their decision making processes has been shown together with a good level of enthusiasm and understanding.	An excellent level of ability to talk confidently in support of submission has been shown together with a high level of enthusiasm and understanding.
Contributions to individual and small group critical analysis	Little or no contribution made.	A minimal acceptable level of contributions has been made but these could be greatly improved.	A good level of contributions has been made demonstrating an understanding of the crit process.	A very good level of contributions has been made demonstrating a clear understanding of the crit process.	An excellent level of contributions has been achieved clearly demonstrating a high level of understanding of the crit process.

Studentship	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
Overall attitude and contribution to both independent and tutor directed learning; response to and use of feedback; attendance; time management; social interaction and personal conduct	Attends few taught sessions. Poor organisation, planning and time management. Little or no contribution to group sessions. Lacks interest. Generally passive.	Attends some taught sessions. Evidence of organisation, planning and time management. Occasional contributions to group sessions.	Attends most taught sessions. Generally well organised and takes responsibility for their own workspace. Informed contributions to group sessions and shows interest in discussions.	Attends all taught sessions. Well organised and plans ahead. Will take on studio responsibilities if asked. Insightful contributions to group sessions and an engaged attitude in evidence.	Full attendance. Highly motivated. Enthusiastic approach to their studies. Plans, organises and takes responsibility for their own time. Takes on studio responsibility sometimes without being asked (e.g. general housekeeping). Consistently high level of contributions made to group sessions.

Module Specific Assessment Grading Criteria

GDFD 105 Advertising and Campaigns	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
Text and image campaign: campaign planning; campaign development and creative interpretation	Limited evidence of any campaign planning, development or creativity has been shown.	An acceptable level of campaign planning, development or creativity has been shown but this could be greatly improved.	A good level of campaign planning, development or creativity has been shown together with an understanding of the subject.	A very good level of campaign planning, development or creativity has been shown together with a good understanding of the subject.	An excellent level of campaign planning, development or creativity has been shown which clearly demonstrates a high level of understanding of the subject.
Word only campaign: development and submission of copy writing, creative written interpretation	Limited evidence of any development of copy or attention to words and their meanings in relation to advertising has been shown.	An acceptable level of evidence of development of copy and attention to words and their meanings in relation to advertising but this could be greatly improved.	A good level of evidence of development of copy and attention to words and their meanings in relation to advertising has been shown together with an understanding of the role of copy in advertising.	A very good level of evidence of development of copy and attention to words and their meanings has been shown together with a clear understanding of the role and importance of copy in advertising.	A high level of competence in the use of copy and words in advertising has been achieved which clearly demonstrates an excellent understanding of the role and importance of copy in advertising.

GDFD 103 Typography	0-39% (unacceptable)	40-49% (acceptable)	50-59% (good)	60-69% (very good)	70%+ (excellent)
Accuracy of presentation	The presentation has too many inaccuracies and inconsistencies to be acceptable. Much greater attention to detail is required.	An acceptable level of accuracy has been achieved however there are still some errors and much improvement is needed.	A good level of accuracy has been achieved with few errors and a good level of understanding has been demonstrated.	A very good level of accuracy has been achieved and a very good level of understanding has been demonstrated.	An excellent level of accuracy has been achieved showing no errors. Excellent attention to detailing and a high level of understanding has been demonstrated.

Appendix G – Example Feedback Sheet



Somerset College
of Arts and Technology

SOMERSET COLLEGE OF ARTS AND TECHNOLOGY

DIVISION OF TECHNOLOGY



UNIVERSITY
OF PLYMOUTH • COLLEGES

Foundation Degree XXXX

Programme Number : XXXX

Assessment Cover Sheet

Assessment Ref:

Student Name :

Date Issued :

Due in:

Unit Title:

Unit Number :

Assessment Title :

Learning Outcomes:

Learner's Self Evaluation (identify your strengths and weaknesses with reference to the assessment criteria and overall evaluation)

This work was prepared entirely by myself in accordance with University of Plymouth Prevention of Academic Dishonesty Code of Practice.

Learner's Signature: **Date:**

Print Name:.....

ASSESSMENT CRITERIA

- Key:**
- 5 Outstanding in all respects**
 - 4 Some very good features**
 - 3 Demonstrates a good level of understanding**
 - 2 Just Satisfactory**
 - 1 Needs Development**

(Enter assessment criteria for assignment)

	5	4	3	2	1	
Marks allocated:						
(insert criteria 1)						
Marks allocated:						
(insert criteria 2)						
Marks allocated:						
(insert criteria 3)						
Marks allocated:						
(insert criteria 4)						
Marks allocated						
(insert criteria 5)						
Indicative Grade						

Assignment Feedback

Assignment specific criteria (refer to assessment criteria above):

Content/knowledge:

Use of literature/range of sources/referencing:

Analysis (Consistent logical argument and structure):

Presentation/style:

Future development:

Assessor Name:

These guidelines produced by Somerset College

Based on and with reference to the following sources:

“Assess” Guidelines produced by the Faculty of Health and Social Work at the University of Plymouth

EDaLT’s GTA course feedback module and combined with guidelines from Race, P, (2007), ‘In at the Deep End’, UoP, pp. 67-73:

<https://exchange.plymouth.ac.uk/intranet///edalt/Public/Sections/Resources/Binder1.pdf>.

ASKe Booklets on assessment; Assessment Standards Knowledge Exchange Centre of Excellence in Assessment at Oxford Brookes University www.business.brookes.ac.uk/aske.html

Framework for Higher Education Qualifications (FHEQ) descriptors

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

Race,P. (2005) *Making learning happen* London, Sage Publications

Race,P (2007) *How to get a good degree: 2nd edition* Open University Press

SEEC level descriptors taken from the University of Plymouth Assessment Policy document

Examples have been included from assessment carried out within Somerset College, recommended as good practice by IQER reviewers and External Examiners 2009.