

## Matrix for 2021

Score →  Learning Outcome↓	Learning outcome fully met and surpassed  8	Learning outcomes targets achieved.  7	Learning outcomes achieved and good progress made towards goals.  6	Outcomes achieved. Student has worked hard to achieve learning outcome.  5	A lot of support required to achieve progress towards learning outcome  4	Despite a lot of support and guidance learning outcomes are just met  3	Learning outcome not met. Poor attempt to complete assignment  2	Very little evidence of addressing learning outcome  1
<b>1. KNOWLEDGE</b>  Demonstrate knowledge and understanding of the topic.	Excellent knowledge and a deep understanding of the topic area, beyond what is expected of a student at their level of study.  Concepts and ideas are explored thoroughly. Information is very focused on the question and main issues.  Demonstrates sophisticated independent thinking.	Very good knowledge and thorough understanding of the topic area.  Concepts and ideas are explored thoroughly. Information is very focused on the question and main issues.  Demonstrate independent thinking.	Good knowledge and understanding of the topic area.  Concentrate on the main issues to be addressed. Concepts and ideas are explored well, clearly and coherently.	Satisfactory knowledge and understanding of the topic area. They have explained ideas coherently.	Some knowledge and understanding of the topic area but with important omissions They have attempted to answer the question but lack some detail. Information can contain inaccuracies.	Insufficient level of knowledge and understanding of the topic area.  The information is basic and limited and contains inaccuracies so the question is not adequately answered.	Demonstrates very poor and confused knowledge or understanding of the topic area. Does not address the question.  The information presented is basic, undeveloped and contains many errors and generalisations.	Displays no knowledge or understanding of the topic area.
<b>2. ACADEMIC STYLE</b>	The academic style of writing is excellent.	The academic style of writing is very good. Writing	The academic style of writing is good. Writing is	Writing is focused to the subject. It is mainly written in	Writing is inconsistent and unfocused.	Writing is inconsistent and unfocused.	Lacks clarity, unfocused and not concise.	Difficult to understand and poorly written.

Describe subject knowledge in own words in an appropriate academic style	<p>Writing is focused, appropriate and extremely creative. It is written in the third person (only use first person in conclusion) and the language is formal (no use of slang, clichés or vernacular phrases,</p> <p>Academic vocabulary relevant to the topic has been used widely and appropriately. Sentence structure is complex and varied.</p> <p>This style is controlled and maintained throughout the assignment. The standard is above what is expected of a Y12 student.</p>	<p>is focused and appropriate to the subject. They have demonstrated creativity in their writing. It is written in the third person (only use first person in conclusion) and the language is formal (no use of slang, clichés or vernacular phrases,</p> <p>Academic vocabulary relevant to the topic has been used appropriately. Sentence structure is complex.</p> <p>This style is maintained throughout the assignment.</p>	<p>focused and appropriate to the subject. It is written in the third person (only use first person in conclusion) and the language is formal (no use of slang, clichés or vernacular phrases,</p> <p>Academic vocabulary relevant to the topic has been used appropriately. Sentence structure is varied and logical.</p>	<p>the third person, although there may still be some inappropriate use of the first person.</p> <p>The writing is basic but formal. A good attempt has been made to use vocabulary relevant to topic. There are still inconsistencies with sentence structure.</p>	<p>Attempts to write in third person but changes frequently to first.</p> <p>Attempts to write more formally and use academic vocabulary relevant to the topic. However, there is still evidence of vernacular style using slang words and cliché expressions. Sentences do not connect well.</p>	<p>Attempts to write in third person but changes frequently to first.</p> <p>Attempts to write more formally but there is still evidence of vernacular style using slang words and cliché expressions. Sentences do not connect well.</p>	<p>The assignment is very vague and lacks focus. Writes mainly in the first person, uses informal, vernacular and basic language. Slang words or clichés are often used.</p> <p>Some evidence of copy and paste of full sentences with no/poor attempt to put into own words or inappropriate use of quotation marks around copy and pasted text.</p>	<p>The assignment is very vague. Writes mainly in the first person, uses informal and basic language. Slang words or clichés are often used.</p> <p>Clear Evidence of copy and paste of multiple full sentences or paragraphs with no/poor attempt to put into own words or inappropriate use of quotation marks around copy and pasted text.</p>
<b>3. STRUCTURE</b>  Produce an academic structure which	The assignment is structured excellently. There is a	The structure is very good. There is a very clear, logical and discernible	The structure is good. There is a clear structure; Good introduction, distinguishable	Structure is evident but at a basic level. There is an introduction and a conclusion	Structure is just adequate. There is an introduction and a conclusion but there are not many	Structure is inadequate. Attempts have been made to use	Lack of structure. No clear introduction, main body or conclusion.	Lack of structure. No clear introduction, main body or conclusion.

present the information in a logical way with appropriate transitions to new ideas.	strong and well developed introduction, main body and conclusion. There are strong links between paragraphs and sentences so that the assignment is extremely logical.  The information in paragraphs is comprehensive, clear and relevant. Arguments are thoroughly developed.	structure; Good introduction, distinguishable paragraphs in the main body and a conclusion. The assignment flows well and there is use of transitions between each paragraph.  The ideas discussed at the paragraph level are very good and relevant to the subject. The sentences are structured logically and flow.	paragraphs in the main body and a conclusion. The assignment flows well and there is use of transitions between each paragraph.  There is a main idea discussed in each paragraph that is relevant to the subject, and correctly located in the assignment.	and paragraphs in the main body but there is a lack of effective transitions from each paragraph so the flow is not maintained.  Attempts have been made to discuss one main idea in each paragraph but the information is disjointed.	paragraphs in the main body and they do not link or flow.  Attempts have been made to discuss one main idea in each paragraph but the information is disjointed.	paragraphs but not logically.  Information in the paragraphs is disconnected which causes confusion.	Little amount of information in paragraphs and this is unfocused on an idea.	Negligible information in paragraphs and no clear main idea explored in each paragraph
<b>4. RESEARCH</b>  Demonstrate an ability to research the Academic Assignment using a range of appropriate resources.	Broad and extensive coverage of topic and range of appropriate resources used. Clear use of University resources such as the electronic resources and the library. Where	A good search of the literature has been performed.  University resources have been used.  Mostly relevant and academic articles and websites used.	Good, but it is not clear that University resources have been used.  Some school level text books have been used or non-academic sources used (e.g. leaflets, magazines, popular press).	Sources are good in number for the topic however less than 70% are academic sources. Websites used are not appropriate for the subject.  A small number of books or articles have been used.  Little evidence the student has utilised the university's on-	Sources are mostly relevant however these are low in number for the chosen topic  While the student has found useful information the low numbers of sources do not demonstrate effective research.	A small number of references used however they are not academic sources.  Student needs to make effective use of the university library facilities on or off campus (online library, research tools.)	Narrow use of references taken mainly from inappropriate sources.	Little or no evidence of researching appropriate resources.

	appropriate surveys have been used. Several books and articles referenced in addition to academically relevant websites.			campus or online facilities to research the topic.				
<b>5. REFERENCING</b>  Demonstrate the origin of their ideas by showing referencing skills	Accurately cited and referenced. The student has used tutor's guidance and the information from the compulsory Researching and Referencing Skills workshop.	Only minor errors in citation/ referencing. The student has used tutor's guidance and the information from the compulsory Researching and Referencing Skills workshop	Some errors such as references cited in reference section more than once. Some lack of consistency in formatting references. Guidelines not adhered to completely.	Satisfactory referencing and citation skills demonstrated but with some serious errors and not always in the expected style Student has not referred to Researching and Referencing Skills workshop.	Referencing is evident. However as the assignment has not been extensively researched and there are a low number of sources used for the chosen subject, referencing skills are not challenged.	Errors evident following extensive feedback and referral to resources on Blackboard. Feedback has not been followed.	Numerous errors in citation/ referencing. Student does not refer to resources or information learned at 'Researching and Referencing Skills' workshop or blackboard resources.	Citation/ referencing absent.
<b>6. PRESENTATION</b>  Demonstrate use of appropriate ICT skills in the presentation of their Academic Assignment using the guidelines provided.	Excellent presentation. Very neat, with clearly justified paragraphs. Sections are separated by headings and subheadings.  Where tables/Figures /diagrams are used, they are relevant to the assignment,	Very Good presentation of assignment including elements detailed in guidelines provided but with minor omissions. Figures are neat and well placed.  Very neat, with clearly justified paragraphs. Sections are separated by	Good presentation of assignment including elements detailed in guidelines However there are spelling mistakes and details such as consistent font size have been over looked.  A good structure with clear headings to separate sections.	The assignment is neat, with a basic structure. They have attempted to use appropriate headings to split sections.  Where tables/Figures/diagrams are used, they have been placed in suitable places within the text and there are only minor errors with the figure	Adequate use of paragraphs. Where tables/Figures/diagrams are used, they have been placed in suitable places within the text but there are errors with the figure legend and referencing.  Some spelling and grammar errors.  Some inconsistencies	Attempts to use paragraphs. Where tables/Figures/diagrams are used, they are not placed suitably within the text. There are errors with the figure legend and referencing.  Several spelling and grammar errors.	Poor presentation of the assignment omitting a number of key elements detailed in the guidelines provided. Poor formatting. No clear and justified paragraphs.  Where tables/Figures/diagrams are used, they are not relevant to the	Poor presentation of the assignment with disregard for the conventions detailed in the guidelines provided. Poor formatting. No clear and justified paragraphs.  Where tables/Figures/diagrams are used, they are not relevant to the

	<p>have been placed in suitable places neatly within the text. These are explained clearly within the figure legend and referenced properly. The numbering of figure legends are continuous.</p> <p>Negligible errors with spelling, grammar.</p> <p>Font and sizes are consistent throughout the assignment..</p>	<p>headings and subheadings.</p> <p>Where tables/Figures/diagrams are used, they are relevant to the assignment, have been placed in suitable places neatly within the text. These are explained clearly within the figure legend and referenced properly. The numbering of figure legends are continuous.</p> <p>Minor errors with spelling, grammar, font and sizes.</p>	<p>Where tables/Figures/diagrams are used, they are relevant to the assignment, have been placed in suitable places within the text and there are only minor errors with the figure legend and referencing.</p>	<p>legend and referencing.</p> <p>Some spelling and grammar errors.</p> <p>Some inconsistencies with fonts and sizes.</p>	<p>with fonts and sizes.</p>	<p>Some inconsistencies with fonts and sizes.</p>	<p>assignment, they are placed randomly, there is an absence of a legend and not referenced.</p> <p>Numerous errors in spelling and grammar.</p> <p>Font and size is not consistent. Headings are not used appropriately.</p>	<p>assignment, are placed randomly, there is an absence of a legend and not referenced.</p> <p>Unacceptable errors in spelling, grammar and punctuation.</p> <p>Font and size is not consistent. Headings are not used appropriately.</p>
<p><b>7. CONCLUSION</b></p> <p>Select and summarise relevant information with concluding comments and original ideas and reflections.</p>	<p>Excellent conclusion. It is extremely concise, brings together all the main points in their assignment and links back to the question. Excellent critical and insightful analysis of the literature.</p>	<p>Very good conclusion. Demonstrates good critical analysis and evaluation of the research. The conclusion answers the topic and concisely draws together the information in the assignment.</p> <p>They demonstrate some independent</p>	<p>Good conclusion. Demonstrates good critical analysis and evaluation of the research. The conclusion answers the topic and is concise.</p>	<p>A satisfactory conclusion. Some attempt to summarise and provide a critical analysis of the information but this remains limited.</p>	<p>The conclusion is basic. They have attempted to summarise the information in the assignment but it is not concise. There is no critical analysis.</p>	<p>Conclusion is evident but information is not summarised clearly. There is no evidence of critical insight into the topic area.</p>	<p>No clearly defined conclusion. Does not address the main points in the assignment or link back to the question.</p>	<p>Conclusion is absent.</p>

	Demonstrates sophisticated independent ideas in their conclusion based on their research.	ideas in their conclusion.						
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## Performance Mark Scheme

The performance mark measures how a student performs during the process of the Academic Assignment. It is separate from the mark achieved for the assignment; however you **MUST** pass this in order to pass the Academic Assignment overall. A score of 2 or below will be a FAIL and therefore you will fail the Academic Assignment.

Score →  Learning Outcome↓	Learning outcome fully met and surpassed  8	Learning outcomes targets achieved  7	Learning outcomes achieved and good progress made towards goals  6	Student has worked hard to achieve learning outcome.  5	A lot of support required to achieve learning outcome  4	Despite a lot of support and guidance learning outcomes are just met  3	Learning outcome not met. Poor attempt to complete assignment  2	Very little evidence of addressing learning outcome  1
<p>Communicate effectively with tutor in person, by email or by phone.</p> <p>Attendance at first and second meetings as arranged.</p> <p>Interact and engage effectively and positively with tutor at 1-1 meetings.</p> <p>Take on board advice, guidance and feedback provided by tutor in 1-1 meetings.</p>	<p>Pro-actively liaises with tutor. Articulate and engages in discussions. Professional in approach. Punctual attendance of meetings or good notice given to reschedule. Responds positively to feedback and addresses the changes suggested by tutor.</p> <p>Outstanding student;</p> <p>Proactively communicates in an extremely</p>	<p>Pro-actively liaises with tutor. Professional in approach. Punctual attendance of meetings.</p> <p>Student adheres to deadlines.</p> <p>Excellent student;</p> <p>Proactively communicates in an extremely professional manner.</p> <p>Attend both meetings on date and time arranged.</p> <p>Highly motivated in meetings.</p>	<p>Good liaison with tutor.</p> <p>Communication is occasionally prompted by tutor.</p> <p>Responds positively to feedback.</p> <p>Student adheres to deadlines.</p> <p>Very good student;</p> <p>Communication is very good. Both professional and timely throughout the programme.</p> <p>Attend both meetings on date</p>	<p>Communication with the tutor improves during the programme.</p> <p>By the end of the programme student is emailing and communicating professionally.</p> <p>Deadlines are met and if necessary rearranged with appropriate notice.</p> <p>Good student;</p> <p>Communications is good and professional and timely. This improves during the programme.</p>	<p>The tutor provides support and guidance to improve communication and professional approach.</p> <p>However deadlines and outcomes are not always achieved.</p> <p>Satisfactory Student;</p> <p>Communication is adequate and on time, however it can lack some professionalism.</p> <p>Attend both meetings on date and time arranged.</p> <p>Engage in some discussion but</p>	<p>Tutor has to 'chase' student for deadlines.</p> <p>MAP team have to contact student frequently on behalf of tutor.</p> <p>Emails are not professional.</p> <p>Deadlines are missed without explanation.</p> <p>Poor Student;</p> <p>Poor communication. Communicate more frequently but communication is not professional. Tutor and MAP team have to</p>	<p>Little contact with tutor. Contact is not professional. Emails lack greeting and signature. Attachments are sent without message. Late for meetings or cancels at last minute. Student refuses to act on advice or challenges feedback.</p> <p>Unsatisfactory Student;</p> <p>Uncommunicative. Little contact with tutor and tutor/MAP team has to chase. Communication is not professional</p>	<p>No contact despite tutor requests.</p> <p>Does not engage with assignment discussions and does not respond to feedback. Fails to meet any of the criteria;</p> <p>Student fails to contact tutor, even when tutor requests.</p> <p>Student does not attend meetings.</p> <p>No interaction or engagement with the tutor.</p> <p>Student does not respond to feedback</p>

	<p>professional manner.</p> <p>Attend both meetings on date and time arranged.</p> <p>Highly motivated in meetings. They demonstrate initiative and ideas for their assignment and can articulate these effectively. Are confident in asking questions.</p> <p>Clear evidence that feedback and advice has been understood and this has been addressed in the assignment.</p> <p>Exceeds what would be expected of a Y12 student.</p>	<p>They demonstrate initiative and ideas for their assignment. Are confident in asking questions.</p> <p>Clear evidence that feedback and advice has been understood and this has been addressed in the assignment.</p>	<p>and time arranged,</p> <p>Engage positively in discussions and show motivation and initiative.</p> <p>Clear evidence that feedback and advice has been understood and the majority of this has been addressed in the assignment.</p>	<p>Attend both meetings on date and time arranged,</p> <p>Engage positively in discussions with their tutor but can lack some confidence.</p> <p>Listen to feedback and advice in the meeting but there is some evidence in the assignment that they have taken on board the feedback and made necessary changes.</p>	<p>can be quiet and not forthcoming with ideas and questions.</p> <p>Listen to feedback and advice in the meeting but there is little evidence in the assignment to demonstrate they have taken on board the feedback.</p>	<p>chase occasionally.</p> <p>Unreliable. Re-arrange meetings often, late for meetings or cancel at last minute causing inconvenience to tutor.</p> <p>Shows little positive engagement and does not contribute a lot to discussions during the meeting.</p> <p>Does not respond positively to feedback and advice.</p>	<p>(lack greetings and signatures) Unreliable. Late for meetings or cancels at last minute.</p> <p>Does not engage positively with tutor or engage in discussion during meeting. Lack of interest.</p> <p>Fails to respond to feedback and advice given in meetings.</p>	
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