

Academic Assignment Matrix for 2026

Learning Outcome ↓	Learning outcome fully met and surpassed.	Learning outcomes targets achieved.	Learning outcomes achieved and good progress made towards goals.	Outcomes achieved. Student has worked hard to achieve learning outcome.	A lot of support required to achieve progress towards learning outcome.	Despite a lot of support and guidance learning outcomes are just met.	Learning outcome not met. Poor attempt to complete assignment.	Very little evidence of addressing learning outcome.	No attempt made to address LO.
Score →	8	7	6	5	4	3	2	1	0
1. KNOWLEDGE 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.	
2. ACADEMIC STYLE Ability to describe subject knowledge in own words and in an appropriate academic style	The academic style of writing is excellent. Writing is focused, appropriate and extremely creative. It is written in the third person (only use	The academic style of writing is very good. Writing is focused and appropriate to the subject. They have demonstrated	The academic style of writing is good. Writing is focused and appropriate to the subject. It is written in the third person (only use first	Writing is focused to the subject. It is mainly written in the third person, although there may still be some inappropriate	Writing is inconsistent and unfocused. Attempts to write in third person but changes frequently to first.	Writing is inconsistent and unfocused. Attempts to write in third person but changes frequently to first.	Lacks clarity, unfocused and not concise. The assignment is very vague and lacks focus. Writes mainly in the first person, uses informal,	Difficult to understand and poorly written. The assignment is very vague. Writes mainly in the first	Difficult to understand and poorly written. The assignment is very vague. Writes mainly

	<p>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>Demonstrates sophisticated independent thinking.</p>	<p>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>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>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 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 more formally but there is still evidence of vernacular style using slang words and cliché expressions. Sentences do not connect well.</p>	<p>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>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>	<p>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> <p>The assignment is below 800 words. There is not enough text to mark.</p>
<p>3. STRUCTURE</p> <p>Produce an academic structure that presents the information in a logical way with appropriate</p>	<p>The assignment is structured excellently. There is a strong and well developed introduction, main body and conclusion. There are strong links</p>	<p>The structure is very good. There is a very clear, logical and discernible structure; good introduction, distinguishable paragraphs in</p>	<p>The structure is good. There is a clear structure; good introduction, distinguishable paragraphs in the main body, and a</p>	<p>Structure is evident but at a basic level. There is an introduction and a conclusion and paragraphs in the main body but there is a</p>	<p>Structure is just adequate. There is an introduction and a conclusion but there are not many paragraphs in the main body,</p>	<p>Structure is inadequate. Attempts have been made to use paragraphs but not logically.</p> <p>Information in the paragraphs</p>	<p>Lack of structure. No clear introduction, main body or conclusion.</p> <p>Little amount of information in paragraphs and</p>	<p>Lack of structure. No clear introduction, main body, or conclusion.</p> <p>Negligible information in</p>	<p>No structure at all. Paragraphs not used and there is no introduction, main body, or conclusion.</p>

<p>transitions to new ideas.</p>	<p>between paragraphs and sentences so that the assignment is extremely logical.</p> <p>The information in paragraphs is comprehensive, clear and relevant. Arguments are thoroughly developed.</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>Demonstrates sophisticated independent thinking,</p>	<p>the main body, and a conclusion. The assignment flows well and there is use of transitions between each paragraph.</p> <p>The ideas discussed at the paragraph level are very good and relevant to the subject. The sentences are structured logically and flow.</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>conclusion. The assignment flows well and there is use of transitions between each paragraph.</p> <p>There is a main idea discussed in each paragraph that is relevant to the subject and correctly located in the assignment.</p>	<p>lack of effective transitions from each paragraph so the flow is not maintained.</p> <p>Attempts have been made to discuss one main idea in each paragraph but the information is disjointed.</p>	<p>and they do not link or flow.</p> <p>Attempts have been made to discuss one main idea in each paragraph, but the information is disjointed.</p>	<p>is disconnected which causes confusion.</p>	<p>this is unfocused on an idea.</p>	<p>paragraphs and no clear main idea explored in each paragraph</p>	
<p>4. RESEARCH</p> <p>Demonstrate an ability to research the Academic</p>	<p>Broad and extensive coverage of topic and range of appropriate</p>	<p>A good search of the literature has been performed.</p>	<p>Good, but it is not clear that University resources have been used.</p>	<p>Sources are good in number for the topic however less than 70% are</p>	<p>Sources are mostly relevant however these are low in</p>	<p>A small number of references used however they are not</p>	<p>Narrow use of references taken mainly from inappropriate sources.</p>	<p>Little or no evidence of researching appropriate resources.</p>	<p>No references used. No attempt of any research at school or</p>

Assignment using a range of appropriate resources.	resources used. Clear use of University resources such as the electronic resources and the library. Where appropriate surveys have been used. Several books and articles referenced in addition to academically relevant websites.	University resources have been used. Mostly relevant and academic articles and websites used.	Some school level text books have been used or non-academic sources used (e.g. leaflets, magazines, popular press).	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-campus or online facilities to research the topic.	number for the chosen topic. While the student has found useful information the low numbers of sources do not demonstrate effective research.	academic sources. Student needs to make effective use of the university library facilities on or off campus (online library, research tools).			university level. No bibliography listed.
5. REFERENCING 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 have not been 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.	An attempt of 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 Canvas. 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 Canvas resources.	Numerous errors in citation / referencing. Student's references are made up, showing signs of AI generation. These referemces do not exist when checked by a tutor.	No bibliography listed in the assignment and no attempt at citation / referencing made.
6. PRESENTATION Demonstrate use of appropriate ICT skills in the	Excellent presentation. Very neat, with clearly justified paragraphs. Sections are	Very Good presentation of assignment, including elements detailed in	Good presentation of assignment including elements	The assignment is neat, with a basic structure. They have attempted to use appropriate	Adequate use of paragraphs. Where tables/Figures/diagrams are used, they have	Attempts to use paragraphs. Where tables/Figures/diagrams are	Poor presentation of the assignment omitting a number of key elements detailed in the	Poor presentation of the assignment with disregard for the	Assignment is less than 800 words.

<p>presentation of their Academic Assignment using the guidelines provided.</p>	<p>separated by 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>Negligible errors with spelling, grammar.</p> <p>Font and sizes are consistent throughout the assignment.</p>	<p>guidelines provided but with minor omissions. Figures are neat and well placed.</p> <p>Very neat, with clearly justified paragraphs. Sections are separated by 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>detailed in guidelines. However there are spelling mistakes and details such as consistent font size have been overlooked.</p> <p>A good structure with clear headings to separate sections.</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>headings to split sections.</p> <p>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 legend and referencing.</p> <p>Some spelling and grammar errors.</p> <p>Some inconsistencies with fonts and sizes.</p>	<p>been placed in suitable places within the text but there are errors with the figure legend and referencing.</p> <p>Some spelling and grammar errors.</p> <p>Some inconsistencies with fonts and sizes.</p>	<p>used, they are not placed suitably within the text. There are errors with the figure legend and referencing.</p> <p>Several spelling and grammar errors.</p> <p>Some inconsistencies with fonts and sizes.</p>	<p>guidelines provided.</p> <p>Poor formatting. No clear and justified paragraphs.</p> <p>Where tables/Figures/diagrams are used, they are not relevant to the 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>conventions detailed in the guidelines provided.</p> <p>Poor formatting. No clear and justified paragraphs.</p> <p>Where tables/Figures/diagrams are used, they are not relevant to the 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>No attempt made at presentation.</p> <p>Paragraphs have not been used and spelling, punctuation and grammar is consistently very poor throughout the text.</p>
<p>7. CONCLUSION</p> <p>Demonstrate the ability to select and</p>	<p>Excellent conclusion. It is extremely concise, brings together all</p>	<p>Very good conclusion. Demonstrates good critical</p>	<p>Good conclusion. Demonstrates good critical</p>	<p>A satisfactory conclusion. Some attempt to summarise and</p>	<p>The conclusion is basic. They have attempted to summarise</p>	<p>Conclusion is evident but information is not summarised</p>	<p>A vague attempt at a conclusion but it does not address the main</p>	<p>No clearly defined conclusion.</p>	<p>Conclusion is completely absent.</p>

<p>summarise relevant information with concluding comments and original ideas and reflections.</p>	<p>the main points in their assignment and links back to the question. Excellent critical and insightful analysis of the literature.</p> <p>Demonstrates sophisticated independent ideas in their conclusion based on their research.</p>	<p>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 ideas in their conclusion.</p>	<p>analysis and evaluation of the research. The conclusion answers the topic and is concise.</p>	<p>provide a critical analysis of the information, but this remains limited.</p>	<p>the information in the assignment, but it is not concise. There is no critical analysis.</p>	<p>clearly. There is no evidence of critical insight into the topic area.</p>	<p>points in the assignment or link back to the question.</p>		
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Performance Mark Matrix

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.

Learning Outcome ↓	Learning outcome fully met and surpassed	Learning outcomes targets achieved	Learning outcomes achieved and good progress made towards goals	Student has worked hard to achieve learning outcome.	A lot of support required to achieve learning outcome	Despite a lot of support and guidance learning outcomes are just met	Learning outcome not met. Poor attempt to complete assignment	Very little evidence of addressing learning outcome	No attempt at addressing learning outcome
Score →	8	7	6	5	4	3	2	1	0
<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>Outstanding student:</p> <p>Pro-actively liaises with tutor. Articulate and engages in discussions. Professional in approach. Punctual attendance at meetings or good notice given to reschedule. Responds positively to feedback and addresses the changes suggested by tutor.</p> <p>Proactively communicates in an extremely</p>	<p>Excellent student:</p> <p>Pro-actively liaises with tutor.</p> <p>Professional in approach.</p> <p>Punctual attendance at meetings.</p> <p>Student adheres to deadlines.</p> <p>Proactively communicates in an extremely professional manner.</p> <p>Attend both meetings on date the and time arranged.</p>	<p>Very good student:</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>Communication is very good. Both professional and timely throughout the programme.</p> <p>Attend both meetings on the</p>	<p>Good student:</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>Communication is good, professional and timely. This improves during the programme.</p>	<p>Satisfactory Student:</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>Communication is adequate and on time, however it can lack some professionalism.</p> <p>Attend both meetings on date and time arranged.</p>	<p>Poor Student:</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 communication. Communicate more frequently but communication is not professional. Tutor and MAP team have to</p>	<p>Little contact with tutor.</p> <p>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>Fails to meet any of the criteria:</p> <p>No contact despite tutor requests.</p> <p>Does not engage with assignment discussions and does not respond to feedback.</p> <p>Student fails to contact tutor, even when tutor requests.</p> <p>Student does not attend meetings.</p> <p>No interaction or</p>	<p>No communication with tutor at all.</p> <p>Didn't attend either meeting.</p> <p>Did not submit a draft assignment.</p> <p>No engagement with academic assignment.</p>

	<p>professional manner.</p> <p>Attend both meetings on the 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>Highly motivated in meetings. 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>date and time arranged,</p> <p>Engages positively in discussions and shows 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>Engage in some discussion but 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 the 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>	<p>engagement with the tutor.</p> <p>Student does not respond to feedback</p>	
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