

<b>Assessment form</b>		<b>AVA</b>	<b>Yr 1</b>
Module/Subject :			
Term	Hours		CP
STUDENT :			

*The marking descriptors show what student need to achieve in work to gain each grade.*

Generic Criteria	≥70% <b>A (10)</b>	60% - 69% <b>B (9)</b>	50% - 59% <b>C (8)</b>	40% - 49% <b>D (7)</b>	35% - 39% <b>E (6)</b>	<35% <b>F</b>
Classification	1st	2:1	2:2	3rd	<b>Marginal Fail Upgrading required</b>	<b>Fail (Resit)</b>
<b>1.</b> Knowledge of contexts, concepts, technologies and processes	<b>Knowledge of contexts, concepts, technologies and processes</b>	<b>Knowledge of contexts, concepts, technologies and processes</b>	<b>Knowledge of contexts, concepts, technologies and processes</b>	<b>Knowledge of contexts, concepts, technologies and processes</b>	<b>Knowledge of contexts, concepts, technologies and processes</b>	<b>Knowledge of contexts, concepts, technologies and processes</b>
<p><b>The extent to which knowledge is demonstrated:</b></p> <p><i>relevant contextual or theoretical issues are identified, defined and described</i></p> <p><i>historical or contemporary practices are identified, defined and described</i></p> <p><i>appropriate technologies, methods and processes are identified, defined and described</i></p>	<p>Extensive knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices</p> <p>In depth and broadening knowledge of appropriate technologies and processes</p>	<p>Significant knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices</p> <p>Significant knowledge of appropriate technologies and processes</p>	<p>Confident familiarity with fundamental contextual and theoretical issues and critical concepts</p> <p>Confident knowledge of appropriate technologies and processes</p>	<p>Familiar with fundamental contextual and theoretical issues and critical concepts</p> <p>Sound knowledge of appropriate technologies and processes</p>	<p>Limited knowledge of fundamental contextual and theoretical issues and critical concepts</p> <p>Limited knowledge of appropriate technologies and processes</p>	<p>Little or no knowledge of fundamental contextual and theoretical issues and critical concepts</p> <p>Little or no knowledge of appropriate technologies and processes</p>
<b>2.</b> Understanding through application of knowledge	<b>Understanding through application of knowledge</b>	<b>Understanding through application of knowledge</b>	<b>Understanding through application of knowledge</b>	<b>Understanding through application of knowledge</b>	<b>Understanding through application of knowledge</b>	<b>Understanding through application of knowledge</b>
<p><b>The degree to which research methods are demonstrated:</b></p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, practices,</i></p>	<p>Deep level of comprehension and exploration of relevant knowledge in seeking solutions to projects or problems</p> <p>Outstanding ability to analyse and synthesise knowledge in order to produce creative practice in standard situations and to evaluate the</p>	<p>Deep level of comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Strong ability to apply and analyse knowledge to produce creative practice in standard situations with some evaluation of the results</p>	<p>Strong comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Sound ability to apply and analyse knowledge to produce creative practice in standard situations</p>	<p>Sound comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Sound ability to apply knowledge to produce creative practice in standard situations</p>	<p>Incomplete comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Limited ability to apply knowledge to produce creative practice in standard situations</p>	<p>Little or no comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Little or no ability to apply knowledge to produce creative practice in standard situations</p>

<i>solutions, arguments or hypotheses</i>	results					
<b>3.</b> Application of technical and professional skills	<b>Application of technical and professional skills</b>	<b>Application of technical and professional skills</b>	<b>Application of technical and professional skills</b>	<b>Application of technical and professional skills</b>	<b>Application of technical and professional skills</b>	<b>Application of technical and professional skills</b>
<b>The degree to which:</b> <i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i> <i>appropriate technologies methods and processes are demonstrated</i> <i>transferable, professional skills are effectively demonstrated</i>	Relevant, accomplished and fluent application of basic practical and technical skills  Outstanding application of fundamental transferable and professional skills	Relevant and accomplished application of basic practical and technical skills  Highly effective application of fundamental transferable and professional skills	Strong application of basic practical and technical skills  Strong application of fundamental transferable and professional skills	Sound application of basic practical and technical skills  Sound application of fundamental transferable and professional skills	Rudimentary application of basic practical and technical skills  Limited application of fundamental transferable and professional skills	Scant application of basic practical and technical skills  Ineffective application of fundamental transferable and professional skills

<b>4.</b> <b>Commitment</b>  <i>Personal and professional development Management of learning through reflection, planning, self direction, subject engagement and commitment</i>	Takes full responsibility for own learning and development through iterative cycles of well articulated purposeful analysis and planning, supported by extensive evidence of impacts	Reflection and planning is self directed, iterative and habitual. Strengths have been successfully built on, weaknesses have been mitigated	Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses	Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses	Sporadic evidence of reflection and planning not followed through consistently. Incomplete awareness of personal strengths and weaknesses	Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task
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<b>Marks/Grades According to each criteria</b>	<b>1.</b> Knowledge of contexts, concepts, technologies and processes	<b>2.</b> Understanding through application of knowledge	<b>3.</b> Application of technical and professional skills	<b>4.</b> Commitment	<b>Final Mark/Grade</b>
	%	%	%	%	%

Any additional report/comment/remark on separate sheet