

Assessment form		AVA	Yr 1
Unit / Mofule :			
Term	Hours	CP	
STUDENT :			

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

Generic Criteria/Mark EU/SLO	10	9	8	7	6	5-1
Generic Criteria/Mark UK	≥70% A	60% - 69% B	50% - 59% C	40% - 49% D	35% - 39% E (6)	<35% F
Classification	1st	2:1	2:2	3rd	Marginal Fail Upgrading required (Agreotat)	Fail (Resit)
1. Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes	Knowledge of contexts, concepts, technologies and processes
The extent to which knowledge is demonstrated: <i>relevant contextual or theoretical issues are identified, defined and described</i> <i>historical or contemporary practices are identified, defined and described</i> <i>appropriate technologies, methods and processes are identified, defined and described</i>	Extensive knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices In depth and broadening knowledge of appropriate technologies and processes	Significant knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices Significant knowledge of appropriate technologies and processes	Confident familiarity with fundamental contextual and theoretical issues and critical concepts Confident knowledge of appropriate technologies and processes	Familiar with fundamental contextual and theoretical issues and critical concepts Sound knowledge of appropriate technologies and processes	Limited knowledge of fundamental contextual and theoretical issues and critical concepts Limited knowledge of appropriate technologies and processes	Little or no knowledge of fundamental contextual and theoretical issues and critical concepts Little or no knowledge of appropriate technologies and processes
2. Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge	Understanding through application of knowledge
The degree to which research methods are demonstrated: <i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i> <i>knowledge and information is selected, analysed,</i>	Deep level of comprehension and exploration of relevant knowledge in seeking solutions to projects or problems Outstanding ability to analyse and synthesise knowledge in order to produce	Deep level of comprehension of relevant knowledge in seeking solutions to projects or problems Strong ability to apply and analyse knowledge to produce creative practice in	Strong comprehension of relevant knowledge in seeking solutions to projects or problems Sound ability to apply and analyse knowledge to produce creative	Sound comprehension of relevant knowledge in seeking solutions to projects or problems Sound ability to apply knowledge to produce creative practice in	Incomplete comprehension of relevant knowledge in seeking solutions to projects or problems Limited ability to apply knowledge to produce creative	Little or no comprehension of relevant knowledge in seeking solutions to projects or problems Little or no ability to apply knowledge to produce creative

<i>synthesized and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</i>	creative practice in standard situations and to evaluate the results	standard situations with some evaluation of the results	practice in standard situations	standard situations	practice in standard situations	practice in standard situations
3. Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills	Application of technical and professional skills
The degree to which: <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

4. Commitment <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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Marks/Grades According to each criteria	1. Knowledge of contexts, concepts, technologies and processes	2. Understanding through application of knowledge	3. Application of technical and professional skills	4. Commitment	Final Mark/Grade
	%	%	%	%	%

Any additional report/comment/remark on separate sheet