

Programme Title

Module Title

Assessment Type

Date for Submission: DAY MONTH YEAR (13:59 BST)

As part of the formal assessment for the **[INSERT PROGRAMME]** you are required to submit an **[INSERT MODULE]** assignment. Please refer to your Student Handbook for full details of the programme assessment scheme and general information on preparing and submitting assignments.

Learning Outcomes:

After completing the module you should be able to:

(Insert Learning Outcomes)

Assignment Task

(Insert assessment tasks)

Question 1

(Insert question)

(??%)

Question 2

(Insert question)

(??%)

Question 3

(Insert question)

(??%)

If an exam paper, could you please add instructions at the foot of the page to state “please turn over” and also (when necessary) “end of questions”.

Please use one of the following 3 (whichever is applicable to your type of assessment)

Exams –

Note:

Higher marks will be awarded for answers that include appropriate analysis and evaluation of the key issues, supported by relevant use of literature that indicates wide reading.

24 Hour Assessments -

Guidelines:

Higher marks will be awarded for answers that include appropriate analysis and evaluation of the key issues, supported by relevant use of literature and referencing that indicates wide reading. Ensure this is referenced using the Harvard system (See 'Referencing Guide' in the Study Skills Guide in My Resources). **You must use the Harvard referencing method in your assignment.**

Assignments -

Guidelines:

You **MUST** underpin your analysis and evaluation of the key issues with appropriate and wide ranging academic research and ensure this is referenced using the Harvard system (See 'Referencing Guide' in the Study Skills Guide in My Resources). **You must use the Harvard referencing method in your assignment.**

Can you also ensure you include the following statements (some of these may not be applicable to certain types of assessments)

Additional notes:

Word count: XXXX words (maximum)

The word count excludes the **title page, executive summary, reference list and appendices**. Where assessment questions have been reprinted from the assessment brief these will also be excluded from the word count. **ALL other printed words ARE included in the word count. Printed words include those contained within charts and tables.** See 'Word Count Policy' in My Resources for more information.

Assignments submitted late will be marked as a 0% fail, unless you have withdrawn your intent to submit for this module in advance of the deadline.

Your assessment should be submitted as a single word or pdf file. For more information please see the "Guide to Submitting an Assignment" document available on the module page on iLearn.

You must ensure that the submitted assignment is all your own work and that all sources used are correctly attributed. Penalties apply to assignments which show evidence of academic unfair practice. (See 'Dealing with Plagiarism' in the Study Skills Guide in My Resources).

ANGLIA RUSKIN UNIVERSITY GENERIC ASSESSMENT CRITERIA AND MARKING STANDARDS

LEVEL 6

Level 6 is characterised by an expectation of students' increasing autonomy in relation to their study and developing skill sets. Students are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output is articulate, coherent and skilled in the appropriate medium, with some students producing original or innovative work in their specialism.

Mark Bands	Outcome	Generic Learning Outcomes (GLOs) (Academic Regulations, Section 2)			
		Knowledge & Understanding	Intellectual (thinking), Practical, Affective and Transferable Skills		
Characteristics of Student Achievement by Marking Band	90-100%	<i>Achieves module outcome(s) related to GLO at this level</i>	Exceptional information base exploring and analysing the discipline, its theory and ethical issues with extraordinary originality and autonomy. Work may be considered for publication by either Arden University or the validating partner	Exceptional management of learning resources, with a higher degree of autonomy/exploration that clearly exceeds the assessment brief. Exceptional structure/accurate expression. Demonstrates intellectual originality and imagination. Exceptional team/practical/professional skills. Work may be considered for publication by either Arden University or the validating partner	
	80-89%		Outstanding information base exploring and analysing the discipline, its theory and ethical issues with clear originality and autonomy	Outstanding management of learning resources, with a degree of autonomy/exploration that clearly exceeds the assessment brief. An exemplar of structured/accurate expression. Demonstrates intellectual originality and imagination. Outstanding team/practical/professional skills	
	70-79%		Excellent knowledge base that supports analysis, evaluation and problem-solving in theory/practice/ethics of discipline with considerable originality	Excellent management of learning resources, with degree of autonomy/research that may exceed the assessment brief. Structured and creative expression. Very good academic/intellectual skills and practical/team/professional/problem-solving skills	
	60-69%		Good knowledge base that supports analysis, evaluation and problem-solving in theory/ practice/ethics of discipline with some originality	Good management of learning resources, with consistent self-directed research. Structured and accurate expression. Good academic/intellectual skills and team/practical/ professional/problem solving skills	
	50-59%		Satisfactory knowledge base that supports some analysis, evaluation and problem-solving in theory/practice/ethics of discipline	Satisfactory management of learning resources. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Acceptable level of academic/ intellectual skills going beyond description at times. Satisfactory team/practical/professional/problem-solving skills	
	40-49%		<i>A marginal pass in module outcome(s) related to GLO at this level</i>	Basic knowledge base with some omissions at the level of theoretical/ethical issues. Restricted ability to discuss theory and/or or solve problems in discipline	Basic use of learning resources with little autonomy. Some difficulties with academic/intellectual skills. Some difficulty with structure/accuracy in expression, but evidence of developing team/practical/professional/problem-solving skills
	30-39%		<i>A marginal fail in module outcome(s) related to GLO at this level. Possible compensation. Satisfies qualifying mark</i>	Limited knowledge base. Limited understanding of discipline/ethical issues. Difficulty with theory and problem solving in discipline	Limited use of learning resources. Unable to work autonomously. Little input to teams. Weak academic/ intellectual skills. Still mainly descriptive. General difficulty with structure/accuracy in expression. Practical/professional/ problem-solving skills that are not yet secure
	20-29%		<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Little evidence of knowledge base. Little evidence of understanding of discipline/ethical issues. Significant difficulty with theory and problem solving in discipline	Little evidence of use of learning resources. Unable to work autonomously. Little input to teams. Very weak academic/ intellectual skills. Work significantly descriptive. Significant difficulty with structure/accuracy in expression. Little evidence of practical/professional/problem-solving skills
	10-19%		<i>Fails to achieve module outcome(s) related to this GLO. Qualifying mark not satisfied. No compensation available</i>	Inadequate knowledge base. Inadequate understanding of discipline/ethical issues. Major difficulty with theory and problem solving in discipline	Inadequate use of learning resources. Unable to work autonomously. Inadequate input to teams. Extremely weak academic/intellectual skills. Work significantly descriptive. Major difficulty with structure/accuracy in expression. Inadequate practical/professional/ problem-solving skills

	1-9%		No evidence of knowledge base; no evidence of understanding of discipline/ethical issues. Total inability with theory and problem solving in discipline	No evidence of use of learning resources. Completely unable to work autonomously. No evidence of input to teams. No evidence of academic/intellectual skills. Work wholly descriptive. Incoherent structure/accuracy and expression. No evidence of practical/professional/ problem-solving skills
	0%		Awarded for: (i) non-submission; (ii) dangerous practice and; (iii) in situations where the student fails to address the assignment brief (eg: answers the wrong question) and/or related learning outcomes	