## **SSC Marking Scheme for Written Work encompassing Schedule A (University Code of Assessment)**

|  |  |  |
| --- | --- | --- |
| **Primary**  **Grade & Description** | **Secondary**  **Band** | **Primary verbal descriptors for attainment of Intended Learning Outcomes** |
| A  Excellent | A1  A2  **A3**  A4  A5 | **University Descriptors**  Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.  **Additional Guidance**  **Understanding**: Shows *excellent* breadth of understanding, synthesis, insight and originality for all intended learning outcomes.  Contains all of the relevant material with no omissions and/or inclusion of irrelevant material.  **Data interpretation**: If appropriate, statistical analysis is correctly used in all places. Data is perfectly well interpreted.  **Resources**: Based on a wide range of relevant literature.  **Presentation**: *Excellent* presentation of work demonstrating a high quality and structure of writing and layout, figures, diagrams with references being correctly formatted. |
| B  Very good | B1  **B2**  B3 | **University Descriptors**  Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding.  **Additional Guidance**  **Understanding**: Shows a *very good* breadth of understanding, synthesis and insight for virtually all intended learning outcomes.  Contains mainly relevant material with few omissions and/or inclusion of irrelevant material.  **Data** **interpretation**: If appropriate, statistical analysis is generally well used. *Very good* attempt at data interpretation.  **Resources**: Based on a relevant range of literature.  **Presentation**: Presentation of work demonstrating a *very good* quality with structure of writing and layout, figures, diagrams and references being correctly formatted. |
| C  Good | C1  **C2**  C3 | **University Descriptors**  Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.  **Additional Guidance**  **Understanding**: Shows a *good* breadth of understanding and insight for most intended learning outcomes.  Contains relevant material with some omissions and/or inclusion of irrelevant material.  **Data interpretation**: If appropriate, statistical analysis is used in most places but may be missing or inaccurate in others. Data is mostly well interpreted but there may be errors in places.  **Resources**: Based on a limited range of literature, but literature used is relevant.  **Presentation**: Presentation of work demonstrating a *good quality* with structure of writing and layout, figures, diagrams and references mostly formatted correctly. |
| D  Satisfactory | D1  **D2**  D3 | **University Descriptors**  Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure.  **Additional Guidance**  **Understanding**: Shows *satisfactory* understanding and insight of intended learning outcomes.  May contains irrelevant material and/or significant omissions of relevant material but shows some inclusion of relevant information.  **Data interpretation**: If appropriate, statistical analysis is sometimes used, but mostly missing or inaccurate in others. Data is interpreted in places, but there may be errors.  **Resources:** May be based on a single or very limited range of literature, some of which might not be entirely relevant.  **Presentation**: *Satisfactory* presentation of work demonstrating an acceptable quality and structure of writing and layout, figures, diagrams with references being correctly or incorrectly formatted. |
| E  Borderline Fail | E1  **E2**  E3 | **University Descriptors**  Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations.  **Additional Guidance**  **Understanding**: *Unsatisfactory* understanding and insight of intended learning outcomes.  Contains irrelevant material and/or substantial omissions of relevant material.  **Data interpretation**: If appropriate, statistical analysis is largely missing or inaccurate with data being incorrectly interpreted.  **Resources**: Not based on literature or irrelevant literature cited.  **Presentation**: *Unsatisfactory* presentation of work demonstrating a poor quality and structure of writing and layout, figures, diagrams with references generally formatted incorrectly. |
| F  Clear fail | F1  **F2**  F3 | Poor attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions. Largely (but not completely) irrelevant material presented. |
| G  Fail | G1  G2 | Very poor and markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials, incomplete and flawed explanation. |
| H  Fail | H | No material submitted for assessment. |

## **SSC Marking Scheme for Supervisors General Assessment & Judgement**

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| --- | --- | --- |
| **Primary**  **Grade** | **Secondary**  **Band** | **Primary verbal descriptors for attainment of Intended Learning Outcomes** |
| A  Excellent | A1  A2  **A3**  A4  A5 | **Overall**  The student was able to demonstrate an *excellent* attainment of all the relevant intended learning outcomes for the SSC, specifically **understanding of the SSC, analysis and interpretation, problem solving and autonomy, organisation, motivation and reliability (including attendance), and interpersonal skills.**  **Additional Guidance**  **Understanding of the SSC:** The student showed an *immediate* *grasp* of the aims and objectives of the SSC. Any gaps in knowledge were quickly and proactively filled by questioning those more experienced, or by retrieving information from journal articles, books or manufacturers’ websites as appropriate.  The student devoted time throughout the SSC to reading and understanding the literature relevant to the SSC, and was able to use this knowledge when discussing findings or planning new approaches. The first draft of the written work revealed an *excellent* understanding of the literature and the aims of the SSC.  **Analysis and interpretation:** The student was able to analyse and correctly interpret literature *with very little help* from the supervisor, both during the SSC and in the first draft of written work.  **Creativity, problem solving and autonomy:** The student showed an *excellent* ability to suggest new ideas and think of ways to troubleshoot problems. The student worked *independently* on a day to day basis, and was able to use initiative to solve minor problems.  **Organisation:** The student showed an *excellent* ability to organise his/her time and plan his/her work efficiently.  **Motivation and reliability:** The student was *always* punctual and reliable with attendance and in carrying out tasks.  **Interpersonal skills:** The student showed an *excellent* ability to interact with other members of the team, showing respect, honesty and integrity as well as *excellent* communication skills when asking for advice and discussing results and ideas. |
| B  Very good | B1  **B2**  B3 | **Overall**  The student was able to demonstrate a *very good* attainment of the relevant intended learning outcomes for the SSC, specifically **understanding of the SSC, analysis and interpretation, problem solving and autonomy, organisation, motivation and reliability (including attendance), and interpersonal skills.**  **Additional Guidance**  **Understanding of the SSC:** The student *quickly* grasped the aims and objectives of the SSC. Any gaps in knowledge were filled by questioning those more experienced, or by retrieving information from journal articles, books or manufacturers’ websites as appropriate.  The student devoted time throughout the SSC to reading and understanding the literature relevant to the SSC, and was *sometimes* able to use this knowledge when discussing findings or planning new approaches. The first draft of the written work revealed a *very good* understanding of the literature and the aims of the SSC.  **Analysis and interpretation:** The student was able to analyse and correctly interpret literature *with some help from the supervisor*, both during the SSC and in the first draft of written work.  **Creativity, problem solving and autonomy:** The student *was able to suggest some new ideas* and could think of good ways to troubleshoot problems. The student worked *mostly* independently on a day to day basis, needing only very limited guidance, and was *often* able to use initiative to solve minor problems.  **Organisation:** The student showed a *very good* ability to organise his/her time and plan his/her work efficiently.  **Motivation and reliability:** The student was *nearly always* punctual and reliable with attendance and carrying out tasks.  **Interpersonal skills:** The student showed a *very good* ability to interact with other members of the team, showing respect, honesty and integrity as well as *very good* communication skills when asking for advice and discussing results and ideas. |
| C  Good | C1  **C2**  C3 | **Overall**  The student was able to demonstrate a *good* attainment of the relevant intended learning outcomes for the SSC, specifically **understanding of the SSC, analysis and interpretation, problem solving and autonomy, organisation, motivation and reliability (including attendance), and interpersonal skills.**  **Additional Guidance**  **Understanding of the SSC:** The student attained a *good* understanding of the aims and objectives of the SSC. Some gaps in knowledge were filled by questioning those more experienced, or by retrieving information from appropriate resources.  The first draft of the written work revealed a *good* understanding of a range of relevant literature and the aims of the SSC.  **Analysis and interpretation:** *After discussion with the supervisor*, the student was able to understand and correctly explain the findings, both during the SSC and in the first draft of written work.  **Creativity, problem solving and autonomy:** *With some help from the supervisor*, the student was able to suggest some new ideas and could think of good ways to troubleshoot problems. The student *sometimes* worked independently on a day to day basis, needing *some* guidance, and was *sometimes* able to use initiative to solve minor problems.  **Organisation:** The student showed a *good* ability to organise his/her time and could usually plan the workflow of his/her work.  **Motivation and reliability:** The student was *usually* punctual and reliable in attending meetings and carrying out tasks.  **Interpersonal skills:** The student showed a *good* ability to interact with other members of the team, showing respect, honesty and integrity as well as *good* communication skills when asking for advice and discussing results and ideas. |
| D  Satisfactory | D1  **D2**  D3 | **Overall**  The student was able to demonstrate a *satisfactory* attainment of the relevant intended learning outcomes for the SSC, specifically **understanding of the SSC, analysis and interpretation, problem solving and autonomy, organisation, motivation and reliability (including attendance), and interpersonal skills.**  **Additional Guidance**  **Understanding of the SSC:** The student attained a *satisfactory* understanding of the aims and objectives of the SSC.  The first draft of the written work revealed a *satisfactory* understanding of a range of relevant literature and the aims of the SSC.  **Analysis and interpretation:** *After several discussions* with the supervisor, the student was able to understand and correctly explain most of the findings.  **Creativity, problem solving and autonomy:** The student needed *regular reassurance* in order to carry out his/her day to day work, and was somewhat *reluctant* to make his/her own decisions.  **Organisation:** The student had *some problems* in using his/her time effectively. The student made *some* *errors* in planning the workflow.  **Motivation and reliability:** The student was active for most of the time allotted, although *some absences were unexplained*. There were a few *problems* with punctuality or reliability.  **Interpersonal skills:** The student was *generally able to interact* well with other members of the team, although there were some *problems* to do with communication, respect, honesty or integrity. |
| E  Borderline Fail | E1  **E2**  E3 | **Overall**  The student achieved some of the intended learning outcomes, but the work was generally *unsatisfactory*. There was *poor understanding* of the SSC, and/or *poor* organisation, attendance or communication.  **Additional Guidance**  **Understanding of the SSC:** The student did not achieve a satisfactory understanding of all the aims and objectives of the SSC.  The first draft of the written work revealed an unsatisfactory understanding of the literature and the aims of the SSC.  **Analysis and interpretation:** Even after several discussions with the supervisor, the student was not able to understand and correctly explain all of the findings.  **Creativity, problem solving and autonomy:** The student needed *careful supervision* in order to carry out his/her day to day work, and was *reluctant* to make his/her own decisions.  **Organisation:** The student had some *major problems* in using his/her time effectively. The student made some *major errors* in planning the workflow.  **Motivation and reliability:** The student was *not active* for most of the time allotted, although some absences were unexplained. There were *numerous* problems with punctuality or reliability.  **Interpersonal skills:** The student was generally able to interact well with other members of the team, although there were some *major problems* to do with communication, respect, honesty or integrity. |
| F  Clear fail | F1  **F2**  F3 | The student achieved some of the intended learning outcomes, but the work was generally of a *poor standard*. The deficiencies were sufficient to mean that the work should be graded as *unacceptable*. |
| G  Fail | G1  G2 | The student achieved few if any of the intended learning outcomes and the standard of work was generally unacceptable. |
| H  Fail |  | The student failed to achieve any of the intended learning outcomes. |

## **SSC Marking Scheme for Oral Presentations (see Appendix for an easy to use marking template)**

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| **Primary**  **Grade** | **Secondary**  **Band** | **Primary verbal descriptors for attainment of Intended Learning Outcomes** |
| A  Excellent | A1  A2  **A3**  A4  A5 | **Introduction:** background explained very clearly at level appropriate for a general medical audience. Diagrams and images used in an appropriate manner to illustrate key points. No information missing or superfluous to needs for this presentation. Introduction supports aims.  **Aims, methods, results, conclusions:** very clear aims, following excellent reasoning. Methods are entirely appropriate for aims, and very well explained. Results are presented very clearly, with appropriate statistical analysis. Results are interpreted perfectly, and conclusions are very clear.  **Slide presentation:** Slides are very clear and succinct. No superfluous wording. Images and diagrams are used appropriately to illustrate key points.  **Speaking style:** Speaks very clearly, at appropriate pace. Speaks to audience rather than slides. Does not read from a sheet or slides although may have some prompts.  **Answering questions:** Demonstrates excellent further knowledge of topic, and excellent understanding of project, methods, and data interpretation. Thoughts of what next steps for project would be are excellent. |
| B  Very good | B1  **B2**  B3 | **Introduction:** background explained clearly at level generally appropriate for a general medical audience. Diagrams and images mostly used in an appropriate manner to illustrate key points. Some trivial information missing or superfluous to needs for this presentation. Introduction largely supports aims.  **Aims, methods, results, conclusions:** Clear aims, following very good reasoning. Methods are generally appropriate for aims, and well explained. Results are presented clearly, with generally appropriate statistical analysis. Results are interpreted very well, and conclusions are clear.  **Slide presentation:** Slides are clear and succinct. Not much superfluous wording. Images and diagrams are generally used appropriately to illustrate key points.  **Speaking style:** Speaks clearly, at generally appropriate pace. Speaks mostly to audience rather than slides. Does not read from a sheet, but may have read from slides occasionally.  **Answering questions:** Demonstrates very good further knowledge of topic, and very good understanding of project, methods, and data interpretation. Thoughts of what next steps for project would be are very good. |
| C  Good | C1  **C2**  C3 | **Introduction:** background explained well, at level generally appropriate for a general medical audience. Some of the diagrams and images used in an appropriate manner to illustrate key points. Some information missing or superfluous to needs for this presentation, but the important information is present. Introduction largely supports aims.  **Aims, methods, results, conclusions:** Clear aims, with some reasoning. Methods are somewhat appropriate for aims, and explained to some extent. Results are presented in a correct manner, although not necessarily the most appropriate manner, with some statistical analysis, although some might be missing. Results are mostly well interpreted, although some minor conclusions might be missing or unclear.  **Slide presentation:** Some, but not all, slides are clear and succinct, but may have superfluous wording. Images and diagrams are generally used appropriately to illustrate key points, but the purpose of some images may not be clear.  **Speaking style:** Speaks mostly clearly, but the pace may be slightly slow or fast. Speaks mostly to slides rather than audience. May read from a script occasionally, or mostly from slides.  **Answering questions:** Demonstrates some further knowledge of topic, and some understanding of project, methods, and data interpretation. Thoughts of what next steps for project would be are good. |
| D  Satisfactory | D1  **D2**  D3 | **Introduction:** background explained although either too vague or too specific for a general medical audience. Diagrams and images used to illustrate key points, although they are not immediately clear. Some key information missing or superfluous to needs for this presentation. Introduction not always aligned with aims.  **Aims, methods, results, conclusions:** Aims stated, but reasoning leading to them is missing. Methods are somewhat appropriate for aims, but not explained. Results are presented in a confusing manner, with very limited statistical analysis. Results are interpreted correctly, although one major conclusion might be missing or unclear, or one minor conclusion might be inaccurate.  **Slide presentation:** Slides are generally lacking in clarity, but can be understood eventually. Slides may be very word-heavy and impossible to read in the time. Images and diagrams are not used where they could illustrate key points, or the purpose of images is unclear.  **Speaking style:** Speaks clearly sometimes, but the pace may be significantly slow or fast. Reads entirely from script or does not look at audience.  **Answering questions:** Demonstrates minimal further knowledge of topic, and minimal acceptable understanding of project, methods, and data interpretation. Has not thought of next steps for project. |
| E  Borderline Fail | E1  **E2**  E3 | **Introduction:** Unclearbackground and level inappropriate for a general medical audience. Diagrams and images used inaccurately to illustrate key points, or not used when would have benefitted. Most of the key information is missing or inaccurate. Does not align with aims.  **Aims, methods, results, conclusions:** Aims missing or unclear. Methods are not appropriate for aims, although attempt is made at justifying them. Results are presented in a confusing manner, with no statistical analysis. Important results are interpreted incorrectly, but some of the minor interpretations may be correct.  **Slide presentation:** Slides are generally lacking in clarity, and some are not understandable. Slides may be very word-heavy and impossible to read in the time. Images and diagrams are never used where they could illustrate key points, or inappropriate images are used.  **Speaking style:** Does not speak clearly, and pace is inappropriate.  **Answering questions:** Demonstrates no significant further knowledge of topic, and no minimally acceptable understanding of project, methods, and data interpretation. Has not thought of next steps for project or thoughts demonstrate lack of understanding. |
| F  Clear fail | F1  **F2**  F3 | **Introduction:** Background unrelated to topic, or clearly aimed at level other than a general medical audience. Diagrams and images used very inaccurately to illustrate key points, or not used when would have clearly benefitted. All of the key information is missing or inaccurate. Does not align with, or contradicts aims.  **Aims, methods, results, conclusions:** Aims missing or inaccurate. Methods are clearly not appropriate for aims, and no attempt is made at justifying them. Results are sparse, unclearly presented and without statistical analysis. Important results are missing or interpreted clearly incorrectly, with none of the minor interpretations being correct.  **Slide presentation:** Slides are generally confusing and difficult to understand. Slides may be very word-heavy and impossible to read in the time. Images and diagrams are never used where they could illustrate key points, or inappropriate images are used.  **Speaking style:** Does not speak clearly, and pace is inappropriate. May be rude or otherwise unprofessional in conduct. Clear lack of enthusiasm for topic.  **nswering questions:** Demonstrates no significant knowledge of topic or project, methods, and data interpretation, even that presented. Answers incorrectly to a question. Thoughts on next steps for project are clearly unsatisfactory. |
| G  Fail | G1  G2 | **Introduction:** Missing, extremely short or irrelevant.  **Aims, methods, results, conclusions:** Missing, extremely short or irrelevant. Clearly not understood by student.  **Slide presentation:** Slides are extremely difficult to understand or completely irrelevant.  **Speaking style:** Very difficult to understand, shows no enthusiasm for topic at all. Unprofessional behaviour.  **Answering questions:** Lack of ability to answer questions, or demonstrate understanding of topic/project. |
| H  Fail | H | Did not present |

**Appendix**

**SSC Marking Template/Guide for Oral Presentations**

Presenter…………………………..

Marker………………………………

Date………………………………... Time………………………………...

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| **Grade**  **Secondary band**  **Score**  **Criteria** | A  Excellent | B  Very good | C  Good | D  Satisfactory | E  Weak | F  Very weak | G  Poor | H  Very poor | Scores |
| 1, 2, **3**, 4, 5 | 1, **2**, 3 | 1, **2**, 3 | 1, **2**, 3 | 1, **2**, 3 | 1, **2**, 3 | 1, 2 | 1 |
| 22, 21, **20**, 19, 18 | 17, **16**,15 | 14, 1**3**, 12 | 11, **10**, 9 | 8, **7**, 6 | 5, **4**, 3 | 2, 1 | 0 |
| Introduction | 19 |  |  |  |  |  |  |  | 19 |
| Aims, methods, results, conclusions |  | 16 |  |  |  |  |  |  | 16 |
| Slide presentation |  |  | 14 |  |  |  |  |  | 14 |
| Speaking style | 18 |  |  |  |  |  |  |  | 18 |
| Answering questions |  |  |  | 11 |  |  |  |  | 11 |
| **Total** |  | | | | | | | | 78 |
| **Average (total / 5)** |  | | | | | | | | 15.6 |

Assign a score for each criterion: assign the middle score (in bold) unless you genuinely believe the student is borderline for that specific category. Each marker should provide an average score (figures in grey are an example). **It is important that the scores awarded by different markers be discussed at the conclusion of the session to agree on the overall score for each student.** This overall score is then converted to a grade and secondary band as shown below and this final grade submitted on line.

22 - 18 = A1-A5; 17 - 15 = B1-B3; 14 - 12 = C1-C3; 11 - 9 = D1-D3, 8 - 6 = E1-E3.