

Skills for Success Project Assessment

This document contains the assessment criteria for the projects listed in the project description book. Where specific assessment criteria are not included, the general Level 3 assessment criteria were used. The exception is 9b: The Chemistry Poster People of Sheffield where part of the project included writing criteria for the assessment.

50% of the marks for Skills for Success are awarded for the output of the project. 50% of the marks are awarded for the reflective essay. There are no marks available for the applications, the incentive for these being the reward of the desired project.

Peer Assessment

Group projects will also include an element of peer assessment to be completed by Friday of Week 12, at 5pm

Peer assessment adjustment will be applied as follows to reflect the contributions of individual to the project.

Individual mark = $\frac{3}{4}$ (group mark) + $\frac{1}{4}$ (group mark x peer assessment)

The peer assessment will involve three different areas:

1. Contribution (set tasks) - how well each person did the tasks they were allocated
2. Contribution (project aims) - how well each person was in contributing to the project aims (active participation/assisting others/communicating progress/generating ideas/asking for help at an early stage/etc.)
3. Approach to team work - rates each person on their approach and attitude to the group (punctuality/enthusiasm/resilience/attendance/easy to work with/cooperative/etc.)

There is a non-completion penalty of 10% for the whole project mark.

Further instructions will be posted on MOLE closer to the time.

1. Contemporary philosophical problems in chemistry assessment criteria

	Content of argument (Pulling together of sources and critical analysis of knowledge and/or issues)	Presentation and timing	Debate success	Mark scale
FIRST CLASS	Comprehensive and deep understanding Excellent, in-depth consideration and skilful interpretation of wide range of evidence; insightful analysis and critical or imaginative thinking, questioning the validity of accepted approaches;	Excellent presentation - well-paced, clear and audible, creative and appropriate use of language/imagery to convey argument Kept to time	Excellent time keeping, chair in control and fair to both sides, insightful questions from the floor provoking further debate. Audience visibly engaged in the debate.	A* A+ A A-
UPPER SECOND	Thorough understanding Informed consideration and interpretation of evidence; variety of sources, accurately and effectively used; analytical or critical thinking or insight recognition of the level of validity of alternative approaches;	Good presentation - Clear and audible, appropriate use of language/imagery to convey argument. Kept to time	Good time keeping Chair fair to both sides, questions from floor appropriate for topic. Some of audience interested in the debate.	B+ B B-
LOWER SECOND	Understanding demonstrated through adequate consideration of the debate topic demonstrating emerging ideas, but with gaps in coverage; variety of "usual" sources used. Limited depth or limited evidence of analytical or critical thinking; awareness of alternative accepted approaches	Adequate presentation – slightly difficult to follow, repetitive use of language/imagery to convey argument. Kept to time. or 2:1 but not kept to time	Good time keeping. Chair letting debate run on. Questions from floor based on obvious topics. Audience all awake at end.	C+ C C-
THIRD / PASS	some understanding, awareness of the existence of supporting evidence; some consideration of key issues but with significant gaps in coverage; some sources, limited depth and evidence of critical thinking;	Conveys argument, but difficult to hear or follow. Kept to time or 2:2 but not kept to time	Control of debate lacking in chair and timekeeper. Questions from floor showing little understanding of topic. Audience clearly struggling to follow/stay awake in debate.	D+ D D-
FAIL	No / very little evidence of knowledge and understanding No / very little evidence of consideration of key issues; No / very little evidence used No / very little evidence of analytical/ critical thinking;	No / very little evidence of ability to communicate knowledge and understanding;	Failure to do one or more of key roles (chair, timekeeper). No questions from the floor. Audience walked out.	F F- 0

2. Chemistry Quiz Show assessment criteria

	Quiz/Entertainment show	Mark Scale
FIRST CLASS	Exceptionally entertaining chemistry-related quiz and/or entertainment show, and extremely successful overall event. Successful realisation of imaginative and/or innovative show format. High level of technical skills/competence. Excellent research integrating material from a wide range of sources, accurate chemistry, demonstrating excellent ability in creative/critical/analytical thinking. Excellent level of competence in project management utilising available skill set to maximum effectiveness.	A* A+ A A-
UPPER SECOND	Entertaining chemistry-related quiz and/or entertainment show, and a successful overall event. Reasonable attempt at imaginative and/or innovative show format or competent realisation of well-established show format. Good level of technical skills/competence. Good level of research integrating material from a range of sources, accurate chemistry, demonstrating competence in creative/critical/analytical thinking. High level of competence in project management using available skill set effectively.	B+ B B-
LOWER SECOND	Engaging chemistry-related quiz and/or entertainment show and a relatively successful overall event. Sensibly structured show format or recognisable attempt to copy well-established show format. Adequate level of technical skills/competence. Adequate level of research integrating material from a range of sources, but showing gaps in coverage or mistakes in chemistry content. Some evidence of creative/critical/analytical thinking. Satisfactory level of competence in project management, but some group members appearing unsuited to their final roles.	C+ C C-
THIRD / PASS	Production of chemistry-related quiz and/or entertainment show but limited success in overall event. Show format did not work well. Some technical skills/limited competence. Some attempt to integrate material from a variety of sources, but very limited in depth and showing significant gaps in coverage and significant mistakes in chemistry content. Little evidence of creative/critical/analytical thinking. Limited competence in project management with evident disorganisation and deficiencies leading to a disappointing event.	D+ D D-
FAIL	Failure to produce a chemistry-related quiz show or the result demonstrating very limited effort and well below that expected for the project.	F F- 0

3. Technician Project Assessment Criteria

	Placement performance 50%	Content of talk 40%	Presentation and timing 10%	Mark scale
FIRST CLASS	<p>Quick to attain a high level of command and application of the key specialised technical skills and taking personal responsibility for safety in the work environment.</p> <p>Highly adaptable with evident desire to learn and improve own performance, demonstrating excellent ability to understand and follow instructions, requiring little or no guidance, and demonstrating excellent problem-solving skills and excellent judgment as to when to use own initiative and when to ask for help.</p> <p>High level of professionalism, honesty and integrity in approach.</p> <p>Demonstrating motivation, interest and enthusiasm for all tasks through being punctual, highly organised, and effective.</p> <p>Excellent relationship with supervisor, excellent interaction with other workers/service users, with communication appropriate to audience.</p>	<p>Demonstrated comprehensive knowledge of tasks undertaken.</p> <p>Evidence of deep understanding and insight into project and techniques/theory.</p> <p>Evidence of initiative.</p>	<p>Well-paced, clear and audible presentation, creative and appropriate use of language/imager y to convey argument. Kept to time</p>	<p>A*</p> <p>A+</p> <p>A</p> <p>A–</p>
UPPER SECOND	<p>Good command and application of the key specialised technical skills, taking personal responsibility for safety in the work environment.</p> <p>Showing adaptability and desire to learn with ability to follow instructions and demonstrating a reasonable level of problem solving skills.</p> <p>Good level of professionalism, honesty and integrity in approach through punctuality and personal organisation.</p> <p>Willingness to perform all tasks.</p> <p>Good relationship with supervisor and good interaction with other workers/service users.</p>	<p>Thorough description of tasks undertaken.</p> <p>Evidence of understanding of project, supporting theory or techniques used.</p> <p>Only minor errors.</p>	<p>Clear and audible presentation, appropriate use of language/imager y to convey argument. Kept to time</p>	<p>B+</p> <p>B</p> <p>B–</p>
LOWER SECOND	<p>Some command and application of the key specialised technical skills, with reasonable appreciation of safety in the work place.</p> <p>Able to follow instructions and able to pick up techniques with assistance.</p> <p>Adequate level of professionalism demonstrated through honesty, integrity, punctuality and organisation.</p> <p>Adequate relationship with supervisor, ability to interact correctly with other workers/service users.</p>	<p>Factual description of tasks undertaken.</p> <p>Little/no evidence of understanding of decisions, supporting theory, or techniques used. Errors in description of reasons and rationale.</p>	<p>Presentation slightly difficult to follow, repetitive use of language/imager y to convey argument. Kept to time</p> <p>or 2:1 but not kept to time</p>	<p>C+</p> <p>C</p> <p>C–</p>

THIRD / PASS	<p>Some ability to apply key specialised technical skills. Able to follow instructions on safety in the workplace but needing reminders.</p> <p>Significant deficiencies in approach, demonstrating a lack of professionalism through lack of honesty or lack of punctuality or disorganisation, not taking notes, <i>etc.</i></p> <p>Difficult relationship with supervisor, limited ability to interact correctly with other workers /service users.</p>	<p>Description of tasks can be followed but lacks significant information. Significant gaps in understanding or project, supporting theory, or techniques used.</p> <p>Significant theoretical, chronological, or reasoning errors in content.</p>	<p>Conveyed information, but difficult to hear or follow. Kept to time</p> <p>or 2:2 but not kept to time</p>	<p>D+</p> <p>D</p> <p>D-</p>
FAIL	<p>No / very little evidence of ability to apply key specialised technical skills.</p> <p>Significant breaches of safe working practices</p> <p>No /very little ability to follow instructions.</p> <p>Unprofessional in approach.</p> <p>Poor relationship with supervisor, no/little ability to interact correctly with other workers/service users.</p>	<p>No/very little evidence included from project.</p> <p>Major errors preventing audience following content of talk.</p>	<p>No / very little evidence of ability to communicate knowledge and understanding;</p>	<p>F</p> <p>F-</p> <p>0</p>

4. Today, the kitchen is my lab assessment criteria

	Quality of realised experiment (80%)	Presentation (20%)	Mark scale
FIRST CLASS	Excellent level of competence demonstrated in the application of the scientific method Complete and coherent story from hypothesis through experimentation to conclusion supporting/refuting hypothesis Demonstration of complete understanding of the parameters of the experiment, aims ideal for testing hypothesis, results discussed appropriately , enabling conclusions to support/refute original hypothesis Excellent ability to deploy accurately and imaginatively established techniques of analysis and enquiry; Evidence of insightful analysis and of critical or imaginative thinking, and of the ability to question the validity of their chosen approaches;	Excellent presentation - well-paced, clear and audible, creative and appropriate use of language/imagery to convey argument. Kept to time	A* A+ A A-
UPPER SECOND	High level of competence demonstrated in the application of the scientific method Coherent story, aims stemming clearly from hypothesis and followed through to conclusion Experiment parameters considered in experimental design, results discussed appropriately for experiment aim Ability to deploy established techniques of analysis and enquiry, accurately and effectively Evidence of analytical or critical thinking, of insight, and a recognition of the level of validity of alternative approaches;	Good presentation - Clear and audible, appropriate use of language/imagery to convey argument. Kept to time	B+ B B-
LOWER SECOND	Satisfactory level of competence demonstrated in the application of the scientific method Sensible story but with some doubt as to whether student has understood their hypothesis or the problem they set out to investigate Ability to deploy established techniques of analysis and enquiry, but limited in depth and in evidence of analytical or critical thinking;	Adequate presentation – slightly difficult to follow, repetitive use of language/imagery to convey argument. Kept to time or 2:1 but not kept to time	C+ C C-
THIRD / PASS	Some competence demonstrated in the application of the scientific method Significant gaps in experiment design and realisation, Some ability to deploy established techniques of analysis and enquiry, but very limited in depth and evidence of critical thinking;	Conveys argument, but difficult to hear or follow. Kept to time or 2:2 but not kept to time	D+ D D-
FAIL	No hypothesis / aims do not relate to hypothesis / hypothesis and aims are not referred to after the introduction No evidence of experiment having been performed No / very little evidence of ability to deploy established techniques of analysis and enquiry, and think critically;	No / very little evidence of ability to communicate knowledge and understanding;	F F- 0

5. Chemical Databases project

	Assembly of data, interpretation and summary of information, use of key concepts and knowledge	Communication	Chemistry skills	Mark Scale
FIRST CLASS	Complete set of correctly formatted characterisation data, 2D and 3D structure, synthesis and representative set of typical reactions supported by correctly formatted academic references. Summary shows skilful interpretation of a range of evidence and excellent ability to integrate material from a variety of sources, as well as comprehensive and deep understanding of key concepts and knowledge. Evidence of insightful analysis and of critical or imaginative thinking,	excellent skills in communicating the above knowledge and understanding and in the presentation of ideas;	a high level of command and application of the key specialised technical, professional, creative and conceptual skills;	A* A+ A A-
UPPER SECOND	Complete set of correctly formatted characterisation data, 2D and 3D structure, synthesis and examples of typical reactions supported by correctly formatted academic references. Summary shows informed consideration of a range of evidence and ability to integrate material from a number of sources, as well as a thorough understanding of key concepts and knowledge. Evidence of analytical or critical thinking and of insight,	good skills in communicating the above knowledge and understanding;	good command and application of the key specialised technical, professional, creative and conceptual skills;	B+ B B-
LOWER SECOND	Set of correctly formatted characterisation data, structures, and examples of reactions supported by academic references. Summary shows ability to integrate material from a number of sources and understanding of key concepts and knowledge, but revealing gaps in coverage; Limited depth / amount of analytical or critical thinking	an adequate level of ability to communicate the above knowledge and understanding;	some command and application of the key specialised technical, professional, creative and conceptual skills;	C+ C C-
THIRD / PASS	Incomplete set of data, structures, and reactions, some references missing. Summary shows awareness of supporting evidence and use of a number of sources, with some understanding of key concepts and knowledge. Very limited analysis and very little evidence of critical thinking;	an adequate level of ability to communicate the above knowledge and understanding;	some ability to apply key specialised technical, professional, creative and conceptual skills;	D+ D D-
FAIL	No / very little of required data, structures, reactions, and references. No / very little evidence of knowledge and understanding of key concepts and supporting evidence; No / very little evidence of ability to integrate material from a variety of sources and think critically;	No / very little evidence of ability to communicate knowledge and understanding;	No / very little evidence of ability to apply key specialised technical, professional, creative and conceptual skills.	F F- 0

Required data: CAS number, analytical and spectroscopic data, crystallographic unit cell constants, key bond lengths and angles, synthesis and other typical reactions, all with supporting references. An additional 500 word (max) supporting summary of chemistry and/or applications of molecule is also expected. Students doing a good job of supplying the required data will receive a 2:1 mark. First class marks are available from extent of additional work as demonstrated by the summary.

6a. Chemistry Publicity project assessment

	Content and background research	Design & communication	Contributions	
FIRST CLASS	Comprehensive and deep understanding of key concepts with excellent in depth consideration of key issues. Evidence of insightful analysis and the ability to question the validity of source material Excellent integration of material from a wide range of supporting evidence Accurately conveying the importance of the work	Excellent skills in communicating and presenting the information AND Demonstration of a high level of command of the creative and technical production skills Resulting in a creative, highly-attractive and well-integrated set of outputs.	Excellent contributions to the shared repository (research and journal entries)	A* A+ A A-
UPPER SECOND	Thorough understanding of key concepts with informed consideration of key issues. Evidence of insight or critique of source material Ability to integrate material from a range of supporting evidence. Conveying the importance of the work.	Good skills in communicating and presenting the information Good command of the necessary creative and technical production skills Resulting in visually-attractive and well put-together set of pieces	Good, helpful contributions to the shared repository (research and journal entries)	B+ B B-
LOWER SECOND	Understanding of concepts and consideration of key issues. Limited evidence of critical thinking Integrating material from a narrow range of evidence. Gaps in coverage detract from the message of the importance of the work	Adequate communication and presentation of information Some command of the creative and technical production skills needed Resulting in a satisfactory individual pieces but with little integration between them	Required contributions to shared repository	C+ C C-
THIRD / PASS	Some understanding of concepts and some consideration of key issues but with significant gaps in coverage Very limited evidence of critical thinking	Met production deadline. Covering required topic(s). Visually unattractive or with very limited creative and technical skills leading to poor resolution output.	Incomplete contributions to repository	D+ D D-
FAIL	Lack of originality of work OR evidence of plagiarism Significant inaccuracies in content	One or more final pieces not produced on time Very unattractive/very poor quality	No/very little evidence of engagement with shared group repository	F F- 0

7. Problems for Chemists (The Enterprise Project) assessment

	Knowledge	“issues”	Pulling together	Critical analysis	Communication	Chemistry skills	Competence	Mark Scale
FIRST CLASS	comprehensive and deep understanding of key concepts and knowledge, and of a range of supporting evidence;	excellent, in-depth consideration of key issues, with skilful interpretation and use of a wide range of evidence;	excellent ability to integrate material from a variety of sources, and to deploy accurately and imaginatively established techniques of analysis and enquiry;	evidence of insightful analysis and of critical or imaginative thinking, and of the ability to question the validity of accepted approaches;	excellent skills in communicating the above knowledge and understanding and in the presentation of ideas;	a high level of command and application of the key specialised technical, professional, creative and conceptual skills;	An excellent level of competence.	A* A+ A A–
UPPER SECOND	a thorough understanding of key concepts and knowledge, and of a range of supporting evidence;	informed consideration of key issues and interpretation of evidence;	ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, accurately and effectively;	evidence of analytical or critical thinking, of insight, and a recognition of the level of validity of alternative approaches;	good skills in communicating the above knowledge and understanding;	good command and application of the key specialised technical, professional, creative and conceptual skills;	A high level of competence.	B+ B B–
LOWER SECOND	understanding of key concepts and knowledge, and of a range of supporting evidence, and an awareness of alternative accepted approaches;	adequate consideration of key issues, demonstrating emerging ideas, but revealing gaps in coverage;	ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but limited in depth and in evidence of analytical or critical thinking;		an adequate level of ability to communicate the above knowledge and understanding;	some command and application of the key specialised technical, professional, creative and conceptual skills;	A satisfactory level of competence.	C+ C C–
THIRD / PASS	some understanding of key concepts and knowledge, and an awareness of the existence of supporting evidence;	some consideration of key issues, but revealing significant gaps in coverage;	some ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but very limited in depth and evidence of critical thinking;		an adequate level of ability to communicate the above knowledge and understanding;	some ability to apply key specialised technical, professional, creative and conceptual skills;	Some limited competence.	D+ D D–

FAIL	No / very little evidence of knowledge and understanding of key concepts and supporting evidence;	No / very little evidence of consideration of key issues;	No / very little evidence of ability to integrate material from a variety of sources, to deploy established techniques of analysis and enquiry, and think critically;	No / very little evidence of ability to communicate knowledge and understanding;	No / very little evidence of ability to apply key specialised technical, professional, creative and conceptual skills.	No / very little evidence of competence	F F- 0
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8. Chemistry@Sheffield assessment criteria

	Accuracy, completeness and suitability of summary (75%)	Communication of information in infographic (25%)	Mark Scale
FIRST CLASS	Exceptional research, imaginative and creative inquiry, integrating and skilfully interpreting evidence from a variety of sources. Excellent skills in communicating the above knowledge and understanding and in the presentation of ideas resulting in summary ideally suited to target audience.	Evidence of insightful analysis and of critical or imaginative thinking with high level of creative and conceptual skills applied to the production of an attractive, visually stimulating and informative infographic demonstrating excellent decision making in the selection of material ideally suited to target audience.	A* A+ A A-
UPPER SECOND	Very good research, accurate and effective inquiry integrating with informed consideration and interpretation evidence from a variety of sources. Good skills in communicating the above knowledge and understanding resulting in summary suitable for target audience containing minimal errors.	Evidence of analytical or critical thinking With a good level of creative and conceptual skills applied to the production of an attractive and informative infographic demonstrating good decision making in the selection of material suitable for target audience and containing only minor errors.	B+ B B-
LOWER SECOND	Satisfactory level of research integrating range of evidence from sources. Understanding of key areas of interest but revealing gaps in coverage. Adequate level of ability to communicate the above knowledge and understanding resulting in summary that is adequate for the target audience but with some deficiencies and errors.	Limited in depth and evidence of analytical or creative thinking with some command of the creative and conceptual skills needed for the production of an infographic that is adequate for the target audience but with some deficiencies and errors.	C+ C C-
THIRD / PASS	Research attempting to draw material from variety of sources but revealing gaps in questioning/coverage showing limited understanding of key areas of interest Final product suffering from poor presentation, errors, unsuitable length, or lack of suitability for target audience.	Very limited evidence of creative thinking. Infographic suffers from poor presentation, poor choice of information, errors or lack of suitability for the target audience. Infographic not containing the required components.	D+ D D-
FAIL	No/very little evidence of inquiry No/very little evidence of understanding of areas of interest to target audience No final product or final summary unsuitable for audience or showing effort well-below that expected for the project.	No/very little evidence of ability to integrate material, to use analysis and inquiry appropriately or to think critically. Final infographic unsuitable for audience or showing effort well-below that expected for the project. Copyright infringements evident.	F F- 0

9a/9b. The Video/Teaching Resource Project assessment criteria

	Demonstrated in the report and/or video	Demonstrated in the report	
	Engagement, narrative and presentation	Decision making	Mark Scale
FIRST CLASS	Creative and engaging narrative running throughout Effective and engaging presentation of ideas pitched at suitable level for audience Excellent presentation and technical skills resulting in highly attractive and well-made video with creative use of media.	Comprehensive and deep understanding of important concepts Excellent, in-depth consideration of key issues, with skilful interpretation and use of a wide range of evidence; Excellent ability to integrate material from a variety of sources; Evidence of insightful analysis and of critical or imaginative thinking, and of the ability to question the validity of accepted approaches;	A* A+ A A-
UPPER SECOND	Clear and consistent narrative running throughout, good presentation of issues pitched at suitable level for audience good presentation and technical skills resulting in attractive video with good use of media	Thorough understanding of key concepts Informed consideration of key issues and interpretation of a range evidence; Ability to integrate material from a variety of sources, Evidence of analytical or critical thinking, of insight, and a recognition of the level of validity of alternative approaches;	B+ B B-
LOWER SECOND	Narrative slightly confused or with occasional lapses, Adequate presentation of ideas mostly pitched at suitable level for audience Adequate presentation and use of technical skills resulting in a serviceable video	Understanding of key concepts and knowledge, and of a range of supporting evidence, and an awareness of alternative accepted approaches; Adequate consideration of key issues, demonstrating emerging ideas, but revealing gaps in coverage; Limited in depth and in evidence of analytical or critical thinking;	C+ C C-
THIRD / PASS	Narrative present but lacking cohesive flow. Ideas presented but not correctly pitched for audience level Level of technical skill adequate to produce a video but not of adequate quality for showing to Level 1 undergraduates.	Some understanding of key concepts, and an awareness of the existence of supporting evidence; Some consideration of key issues, but revealing significant gaps in coverage; Some ability to integrate material from a variety of sources, but very limited in depth and evidence of critical thinking;	D+ D D-
FAIL	No/very little evidence of narrative. No very little evidence of consideration of audience level. No / very poor quality video,	No / very little evidence of knowledge of key concepts and supporting evidence; No / very little evidence of consideration of key issues; No / very little evidence of ability to integrate material from a variety of sources, and think critically;	F F- 0

10a. The Green Chemistry Project assessment criteria

	Knowledge	“issues”	Pulling together & course delivery	Critical analysis	Pedagogic design	Mark Scale
FIRST CLASS	comprehensive and deep understanding of key concepts and knowledge, and of a range of supporting evidence;	excellent, in-depth consideration of key issues, with skilful interpretation and use of a wide range of evidence;	excellent ability to integrate material from a variety of sources, and to deploy accurately and imaginatively multiple or innovative techniques of course delivery with creative use of media and effective and engaging presentation of ideas	evidence of insightful analysis and of critical or imaginative thinking, and of the ability to question the validity of accepted approaches;	Ideal learning aims and outcomes for the course content described. Constructive alignment clearly evident throughout with completely appropriate choice of teaching and assessment for learning outcomes.	A* A+ A A–
UPPER SECOND	a thorough understanding of key concepts and knowledge, and of a range of supporting evidence;	informed consideration of key issues and interpretation of evidence;	ability to integrate material from a variety of sources, and to deploy established techniques course delivery accurately and effectively; good selection of media and presentation of ideas	evidence of analytical or critical thinking, of insight, and a recognition of the level of validity of alternative approaches;	Appropriate learning aims and outcomes for course described with constructive alignment of outcomes, teaching methods and assessment tools.	B+ B B–
LOWER SECOND	understanding of key concepts and knowledge, and of a range of supporting evidence, and an awareness of alternative accepted approaches;	adequate consideration of key issues, demonstrating emerging ideas, but revealing gaps in coverage;	ability to integrate material from a variety of sources, and to deploy standard teaching techniques. Standard teaching methods employed to deliver material via “transfer” of information rather than independent learning.	Limited in depth and in evidence of analytical or critical thinking;	Learning aims and outcomes reflect course content. Teaching methods refer to majority of aims/outcomes. Assessment not perfectly aligned on aims & outcomes possibly with additional material being assessed or gaps in coverage.	C+ C C–
THIRD / PASS	some understanding of key concepts and knowledge, and an awareness of the existence of supporting evidence;	some consideration of key issues, but revealing significant gaps in coverage;	some ability to integrate material from a variety of sources. Limited variety of teaching methods, no variation from own experience.	Very limited in depth and evidence of critical thinking;	Learning aims and outcomes poorly related to course content. Teaching and assessment methods poorly targeting aims and outcomes.	D+ D D–
FAIL	No / very little evidence of knowledge and understanding of key concepts and supporting evidence;	No / very little evidence of consideration of key issues;	No / very little evidence of ability to integrate material from a variety of sources, to deploy established techniques of analysis and enquiry, and think critically; Course design highly flawed.		No / very little evidence of pedagogic planning including no / very little constructive alignment.	F F– 0

10b. Green Impact Project assessment criteria

	The following should be demonstrated in the report				Strategies & presentation	
	Knowledge	“issues”	Pulling together	Critical analysis		Mark Scale
FIRST CLASS	comprehensive and deep understanding of key concepts and knowledge, and of a range of supporting evidence;	excellent, in-depth consideration of key issues, with skilful interpretation and use of a wide range of evidence;	excellent ability to integrate material from a variety of sources, and to deploy accurately and imaginatively established techniques of analysis and enquiry;	evidence of insightful analysis and of critical or imaginative thinking, and of the ability to question the validity of accepted approaches;	excellent skills in communicating highly persuasive and attractive strategies with creative use of media, and effective and engaging presentation of ideas;	A* A+ A A–
UPPER SECOND	a thorough understanding of key concepts and knowledge, and of a range of supporting evidence;	informed consideration of key issues and interpretation of evidence;	ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, accurately and effectively;	evidence of analytical or critical thinking, of insight, and a recognition of the level of validity of alternative approaches;	good skills in communicating visible and attractive strategies with good selection of media and good presentation of ideas	B+ B B–
LOWER SECOND	understanding of key concepts and knowledge, and of a range of supporting evidence, and an awareness of alternative accepted approaches;	adequate consideration of key issues, demonstrating emerging ideas, but revealing gaps in coverage;	ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but limited in depth and in evidence of analytical or critical thinking;	an adequate level of ability to communicate the chosen strategies using sensible selection of media with adequate communication of ideas		C+ C C–
THIRD / PASS	some understanding of key concepts and knowledge, and an awareness of the existence of supporting evidence;	some consideration of key issues, but revealing significant gaps in coverage;	some ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but very limited in depth and evidence of critical thinking;	an adequate level of ability to communicate the strategies		D+ D D–
FAIL	No / very little evidence of knowledge and understanding of key concepts and supporting evidence;	No / very little evidence of consideration of key issues;	No / very little evidence of ability to integrate material from a variety of sources, to deploy established techniques of analysis and enquiry, and think critically;	No / very little evidence of ability to communicate, poor choice of strategy, minimal impact		F F– 0

11. Science in Policy assessment criteria

	Content and critical analysis	Visual appearance of POSTnote	Written quality of POSTnote	Mark Scale
FIRST CLASS	<p>Excellent content quality.</p> <p>In-depth consideration of key issues, well reflected in the choice of subdivisions / subheading selected for the topic.</p> <p>Skilful interpretation of pooled findings - clear story telling through the document, bringing together information from different sources.</p> <p>A well-balanced perspective- both sides of the issue / topic are discussed / commented on.</p> <p>Clear evidence of insightful analysis and critical thinking – making excellent use of facts and figures and highlighting clear links to legislation and / or economic impact.</p>	<p>Very professional document, contains all the attributes of a POSTnote:</p> <ul style="list-style-type: none"> • A concise overview and bullet pointed summary at the start. • Correct use of boxed items and bullet points. • A relevant picture associated to the topic. • Correct formatting of headings and font sizes for all sections. • Appropriate length (3-4 pages) with 10 or more credible references (not included in page count). 	<p>Eloquent. Excellent quality of writing with no/very few spelling and grammar error. Pitched at the correct level for the intended audience (educated non-specialists). No jargon that lacks explanation.</p>	<p>A*</p> <p>A+</p> <p>A</p> <p>A–</p>
UPPER SECOND	<p>Good content quality.</p> <p>Some consideration of key issues, not all choices of subdivisions / subheading may be useful / appropriate.</p> <p>Some evidence showing interpretation of pooled findings – on the whole story telling is clear through the document. Some facts / comments may be isolated / feel out of place.</p> <p>Some effort towards a balanced perspective- however, POSTnote does have a slant to it.</p> <p>A few examples of insightful analysis and critical thinking – making suitable use of facts and figures and highlighting clear links to legislation and / or economic impact.</p>	<p>Well-presented document, has most of the attributes of a POSTnote:</p> <ul style="list-style-type: none"> • A relevant picture associated to the topic. • On the whole, formatting of headings and font sizes for all subsections was correct. • Appropriate length (3-4 pages) with 10 or more credible references (not included in page count). • Summary and overview OK but could be more concise. 	<p>Good quality of writing. Occasional lapses in spelling and grammar. Does not detract from comprehension or flow.</p> <p>On the whole pitched at the correct level for an educated, non-scientific audience.</p>	<p>B+</p> <p>B</p> <p>B–</p>
LOWER SECOND	<p>Some consideration of key issues, lacking clear distinction between subheadings in places.</p> <p>Limited evidence showing interpretation of pooled findings –story telling is intermittent. Some facts / comments may be isolated / feel out of place.</p> <p>Little effort towards a balanced perspective- POSTnote is heavily one sided.</p> <p>Little evidence of insightful analysis and critical thinking –Hardly any link hard facts, legislation or economic impact.</p>	<p>A reasonably well-presented document, however some attributed of the POSTnote were done / used incorrectly:</p> <ul style="list-style-type: none"> • Summary and overview to lengthy and / or not in correct place. • Some errors in use of ‘boxes’ and bullet points. • Length (3-4 pages) is OK, but number and / or quality of references is low/ poor. • Picture included but may be poor resolution or in wrong place. 	<p>Adequate quality of writing.</p> <p>Contains a noticeable amount of spelling and grammar errors, however comprehension is not compromised.</p> <p>On the whole pitched at the correct level for an educated, non-scientific audience. May contain some un-explained jargon.</p>	<p>C+</p> <p>C</p> <p>C–</p>
THIRD/ PASS	<p>Little consideration of key issues. No clear sub-headings breaking up content in to logical sections.</p> <p>Little evidence showing interpretation of pooled findings. Little / no story telling with the way the data is presented.</p>	<p>An incomplete looking document. Some main aspects of the POSTnote are missing / incorrectly used. e.g</p> <ul style="list-style-type: none"> • Summary and overview not concise and / or not in correct place. 	<p>Poor quality of writing, containing lots of spelling and grammar errors. Flow disrupted and comprehension made difficult by having to re-read sentences. Level of writing poorly</p>	<p>D+</p> <p>D</p> <p>D–</p>

	<p>Little/No effort towards a balanced perspective- POSTnote is completely one sided.</p> <p>No evidence of insightful analysis and critical thinking – no links to facts, legislation or economic impact.</p>	<ul style="list-style-type: none"> • Multiple errors in use of 'boxes' and bullet points. • Document length is inappropriate (too long or too short) • Number and / or quality of references is low/ poor. • Picture included but may be poor resolution or in wrong place. • Notes-to-self still included in places. • Some formatting issues- inappropriate use of sub-headings and font sizes. 	<p>suited to audience- too patronising, or too much scientific jargon that is not explained using the POSTnote boxes.</p>	
FAIL	<p>No consideration of key issues.</p> <p>Work is not broken up into any clear sub sections.</p> <p>No evidence showing interpretation of pooled findings.</p> <p>No/ little story telling with the way the data is presented - facts/ thoughts are randomly distributed through the document.</p> <p>No effort towards a balanced perspective- POSTnote is completely one sided.</p> <p>No evidence of insightful analysis and critical thinking – no links to hard facts, legislation or economic impact.</p>	<p>An incomplete looking document.</p> <ul style="list-style-type: none"> • No poor summary given at start. • Consistent error in use of 'boxes' and bullet points • Document length is inappropriate (too long or too short) • No / very few references. • Picture missing • Notes-to-self still included in places. • Lots of formatting issues random use of subheadings and inconsistent font sizes. 	<p>Very poor quality of writing. Lots of spelling and grammatical errors.</p> <p>Difficulty to follow, meaning unclear. Level of writing poorly suited to audience (too patronising, or too much scientific jargon that is not explained using the boxes).</p>	<p>F F- 0</p>

12. The Profile Project assessment criteria

	Information gathering, project outcome, and project management	Mark Scale
FIRST CLASS	<p>Exceptional research, imaginative and creative inquiry, integrating and skilfully interpreting evidence from a variety of sources.</p> <p>Evidence of insightful analysis and of critical or imaginative thinking resulting in engaging summary ideally suited for target audience.</p> <p>Visually attractive and engaging product, accurately reporting career paths and demonstrating excellent ability in creative/critical/analytical thinking. Excellent level of competence in project management utilising available skill set to maximum effectiveness.</p>	<p>A*</p> <p>A+</p> <p>A</p> <p>A-</p>
UPPER SECOND	<p>Very good research, accurate and effective inquiry integrating with informed consideration and interpretation evidence from a variety of sources.</p> <p>Evidence of analytical or critical thinking resulting in product suitable for target audience.</p> <p>Well-presented report/poster/document with few errors.</p> <p>High level of competence in project management using available skill set effectively.</p>	<p>B+</p> <p>B</p> <p>B-</p>
LOWER SECOND	<p>Satisfactory level of research integrating range of evidence from sources.</p> <p>Understanding of key areas of interest but revealing gaps in coverage.</p> <p>Limited in depth and evidence of analytical or creating thinking resulting in adequate product but with some deficiencies and errors.</p> <p>Evidence that project has suffered from some deficiencies of project management/disorganisation of group.</p>	<p>C+</p> <p>C</p> <p>C-</p>
THIRD / PASS	<p>Research attempting to draw material from variety of sources but revealing gaps in questioning/coverage showing limited understanding of key areas of interest</p> <p>Very limited evidence of critical thinking.</p> <p>Final product suffering from poor presentation, errors, unsuitable length, or lack of suitability for target audience. Evidence that the group has suffered from serious deficiencies of project management in at least two of the following areas: information retrieval, critical appraisal of data, conduction of interviews, final presentation</p>	<p>D+</p> <p>D</p> <p>D-</p>
FAIL	<p>No/very little evidence of inquiry prior to interviews</p> <p>No/very little evidence of understanding of areas of interest to target audience</p> <p>No/very little evidence of ability to integrate material, to use analysis and inquiry appropriately or to think critically.</p> <p>No final product or final product showing effort well-below that expected for the project.</p> <p>Very little evidence of any coordinated project management.</p>	<p>F</p> <p>F-</p> <p>0</p>

13. The Chemistry-Biology Degree Interface Project assessment criteria

	Report and project management	Mark scale
FIRST CLASS	Exceptional research, imaginative and creative inquiry, integrating and skilfully interpreting a wide range of evidence from a variety of sources. Comprehensive and deep understanding of key concepts and knowledge, Evidence of insightful analysis and of critical or imaginative thinking, resulting in a number of extremely useful recommendations Clearly-formatted, excellently composed report, free from typographical and grammatical errors, and of the correct length, Evidence that project has been exceptionally well managed	A* A+ A A-
UPPER SECOND	Very good research, accurate and effective inquiry, integrating with informed consideration and interpretation, evidence from a variety of sources. Thorough understanding of key concepts and knowledge, Evidence of analytical or critical thinking and insight, resulting in a number of useful recommendations Well presented, well written report, with few typographical and grammatical errors, and of the correct length, Evidence that project has been well managed	B+ B B-
LOWER SECOND	Satisfactory research, integrating a range of supporting evidence from a variety of sources. Understanding of key concepts and knowledge, but revealing gaps in coverage, Limited in depth and in evidence of analytical or critical thinking; Sensible but not necessarily useful recommendations Adequately formatted, adequately written report but with some deficiencies and typographical and grammatical errors, Evidence that project has suffered from some deficiencies of project management/disorganisation of group	C+ C C-
THIRD / PASS	Research shows awareness of the existence of supporting evidence, with some ability to integrate material from a variety of sources. Some understanding of key concepts and knowledge, and; but revealing significant gaps in coverage; Very limited in depth and evidence of critical thinking resulting in few/no recommendations. Report suffering from poor presentation, errors, or being too long or short. Evidence that the group has suffered from serious deficiencies of project management in at least two of the following areas: information retrieval, critical appraisal of data, recommendations, report presentation	D+ D D-
FAIL	No / very little evidence of knowledge and understanding of key concepts and supporting evidence; No / very little evidence of ability to integrate material from a variety of sources, to deploy established techniques of analysis and enquiry, and think critically; No report/ or report showing effort well below that expected for the project. No/very little evidence of any project management	F F- 0

University of Sheffield, Level 3 Assessment Criteria

	Knowledge	“issues”	Pulling together	Critical analysis	Communication	Chemistry skills	Competence	Mark Scale
FIRST CLASS	comprehensive and deep understanding of key concepts and knowledge, and of a range of supporting evidence;	excellent, in-depth consideration of key issues, with skilful interpretation and use of a wide range of evidence;	excellent ability to integrate material from a variety of sources, and to deploy accurately and imaginatively established techniques of analysis and enquiry;	evidence of insightful analysis and of critical or imaginative thinking, and of the ability to question the validity of accepted approaches;	excellent skills in communicating the above knowledge and understanding and in the presentation of ideas;	a high level of command and application of the key specialised technical, professional, creative and conceptual skills;	An excellent level of competence.	A* A+ A A-
UPPER SECOND	a thorough understanding of key concepts and knowledge, and of a range of supporting evidence;	informed consideration of key issues and interpretation of evidence;	ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, accurately and effectively;	evidence of analytical or critical thinking, of insight, and a recognition of the level of validity of alternative approaches;	good skills in communicating the above knowledge and understanding;	good command and application of the key specialised technical, professional, creative and conceptual skills;	A high level of competence.	B+ B B-
LOWER SECOND	understanding of key concepts and knowledge, and of a range of supporting evidence, and an awareness of alternative accepted approaches;	adequate consideration of key issues, demonstrating emerging ideas, but revealing gaps in coverage;	ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but limited in depth and in evidence of analytical or critical thinking;		an adequate level of ability to communicate the above knowledge and understanding;	some command and application of the key specialised technical, professional, creative and conceptual skills;	A satisfactory level of competence.	C+ C C-
THIRD / PASS	some understanding of key concepts and knowledge, and an awareness of the existence of supporting evidence;	some consideration of key issues, but revealing significant gaps in coverage;	some ability to integrate material from a variety of sources, and to deploy established techniques of analysis and enquiry, but very limited in depth and evidence of critical thinking;		an adequate level of ability to communicate the above knowledge and understanding;	some ability to apply key specialised technical, professional, creative and conceptual skills;	Some limited competence.	D+ D D-
FAIL	No / very little evidence of knowledge and understanding of key concepts and	No / very little evidence of consideration of key issues;	No / very little evidence of ability to integrate material from a variety of sources, to deploy established techniques of analysis and enquiry, and think critically;		No / very little evidence of ability to communicate knowledge and understanding;	No / very little evidence of ability to apply key specialised technical,	No / very little evidence of competence	F F- 0

	supporting evidence;				professional, creative and conceptual skills.		
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