

University of
Salford
MANCHESTER

Making The Most Of Feedback:

One Step Towards
Getting The Most
Marks You Can



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Introduction

Students regularly seek out and read the feedback attached to their assignments. However, it is not uncommon for there to be confusion about what actually counts as 'feedback', and in particular how it can help you develop your own skills of evaluation so that you get better and better at judging the quality of your work.

This guide should help answer some of the questions you may have, as well as make clear what you should expect in terms of the feedback you receive during your course. You will also be encouraged to undertake some activities that will help you make the most of your feedback.

What is feedback?

You will be continually receiving feedback during your experience at the University of Salford, in many different guises. It's important that you are aware of this and that you can identify feedback so that you can make the best use of it. Feedback is the term used for the comments that you receive about your performance from the people you are studying with and the people who are supervising your studies. Feedback should tell you what you did right, where you went wrong and how you could improve next time.

Formative feedback is the sort that you receive as you go along, which can help you develop and improve until you reach the stage where you are ready for the assessments that contribute to your module mark. You may receive formative feedback from your tutors, your peers (e.g. in group-work situations), and if your programme includes work-based placements, you will also receive formative feedback from supervisors and even members of the public.

Summative feedback is the sort that is given for the assessments that contribute to your module mark. Summative assessments are designed to test you to see if you have achieved the Learning Outcomes within the Module Specification (see Appendix 1). The Assessment Brief (see example in Appendix 2) will also tell you what the assessment marking criteria are (i.e. which of the specified module Learning Outcomes are being tested). The measure of how well you perform against the assessment criteria (i.e. your mark/grade) is based upon the expected Grade Descriptors (see example in Appendix 3) for your level of study.

The University is committed to providing you with feedback on your assessed work which is both timely (within 15 days) and which promotes your future learning and achievement. For all written assessed work worth more than 20 credits, your feedback will include more than just a mark or grade. For example, you will be able to view an annotated version of your assignment that explains in detail what you did right, where you went wrong and how you could improve in the future. In addition, you may receive feedback as a group, either in electronic form or as part of a seminar.

What kinds of summative assessment feedback might I get?

You may receive some or all of the following types of feedback on your summative assessments:

- Annotated comments on your submitted script
- Generic commentary explaining how the cohort generally performed on each exam question
- Free-text word-processed feedback sheet, maybe with paragraphs explaining how you performed against each of the assessment criteria
- Matrix/grid showing the range of possible performance against the assessment criteria and how your marks have been assigned (see example in Appendix 4).
- Podcast/audio file
- Small group explanation – seminar or tutorial
- 1-2-1 meeting with your tutor (it is normally up to you to request this, but it is important to be proactive and seek this out if you feel you need more clarification)

The right approach to receiving feedback

It is very tempting to disregard all feedback except your mark/grade and it can be a challenge to resist feeling hurt by critical comments when you have tried very hard to perform well. Also, some people are more skilful at providing feedback than others. However, if you want to make the most use of feedback, you need to seek out all the feedback you can and take on board all that has been provided and act upon it.

Remember:

- All feedback is useful.
- Take on board all types of feedback. Positive feedback helps you to build on what you have done to do even better next time (it's okay to feel proud!). More critical feedback is perhaps the most useful and helps you identify where you went wrong so that you can do better next time (how this makes you feel can actually help motivate you to do better – there's no shame in that!).
- You should thank people for giving you feedback, even when it's hard to take – it will be useful in the future.
- You should be proactive and seek feedback from others as much as possible. Don't avoid engaging with your feedback just because you don't want to feel hurt!

You may find keeping all of your feedback in one place helps as it makes it easier to obtain an overview and to identify common issues.

Feeding forward: how can I use feedback to improve my work?

It's not always immediately obvious how you can use feedback from one assessment to help you do better with the next assessment. Especially as the subject matter and topic may be different every time. It is easy to understand how feedback about spelling or referencing might be used to feed forward to your next assessment. However, there are other common skills for academic assessments such as the quality of your written expression and your ability to explain, discuss and argue points related to the subject. Subject-specific feedback can be used to help you with your future work on other subjects; it just needs interpreting beyond the scope of the individual assessment.

Remember:

- Learning is a continuous experience -



(Honey & Mumford. Take a look at www.campaign-for-learning.org.uk/cfl/yourlearning/whatlearner.asp)

As you can see, you will need to do some work with your feedback to identify relevant advice that is transferable to other future assessments!

A key tool to help you do this is the process of reflection.

Reflection

The process of reflection is essential and will help you to:

- Identify what was good about your work, giving you something you can build upon.
- Identify where and why you went wrong/missed opportunities, so you know what to do next time (e.g. knowledge gaps or a lack of critical analysis).
- Identify academic skills that need to be developed.

This process can help you examine your feedback and identify key learning points from it for future assessments. There are many different approaches to reflection and you may already have developed a preferred method, but if you have not tried it before, here are three simple steps you could follow:

1. Check what you were expected to do in the assessment

Before you use the feedback, re-examine the assignment brief, and the related Learning Outcomes (you might need to go back over the Module Specification). Try and view the work you submitted and the feedback from the point of view of an assessor.

2. Analyse your feedback and identify key learning points

If you have Personal Development Planning (PDP) within your programme, you can include reflection on your feedback within your PDP. This usually works better if you write things down.

Within your reflection:

- Think about why each comment has been made and how you might use it to improve your future work. Identify the key learning points from each piece of feedback. For example, your feedback may suggest that you had not understood what you had been required to do. Although the mark/grade you received for that assessment is permanent, a key learning point here is that in future it is important to ensure you clearly read and understand the assessment brief and look across them all to see if you have addressed them in your draft
- Consider the feedback for all your assessments for the latest semester/year to see if there are any comments/themes common to them all. For example, there may be a key learning point, perhaps that your written expression, syntax and grammar could be improved.

- Look for evidence of your progress in your feedback by comparing the feedback from one semester or year to the next (not just the marks!). For example, have your referencing skills improved? Have you improved in demonstrating your understanding of a subject? Have you been able to synthesise a cogent academic argument from a reliable and valid evidence base?

The following online resource by Phil Race at <http://phil-race.co.uk/students> contains some useful tasks that you can undertake to help with your reflection.

Here's a tool you can use:

Feedback SNOB Analysis

Which piece of work and feedback are you reflecting on?

Strengths

Write here the things that you did well and that you can continue to do in future assessments:

Opportunities

Write here the things that you got wrong or missed that could have helped you to gain more marks:

Needs

Write here the extra things that you think you need to do before the next assessment to give you the best chance of improving your marks:

Barriers

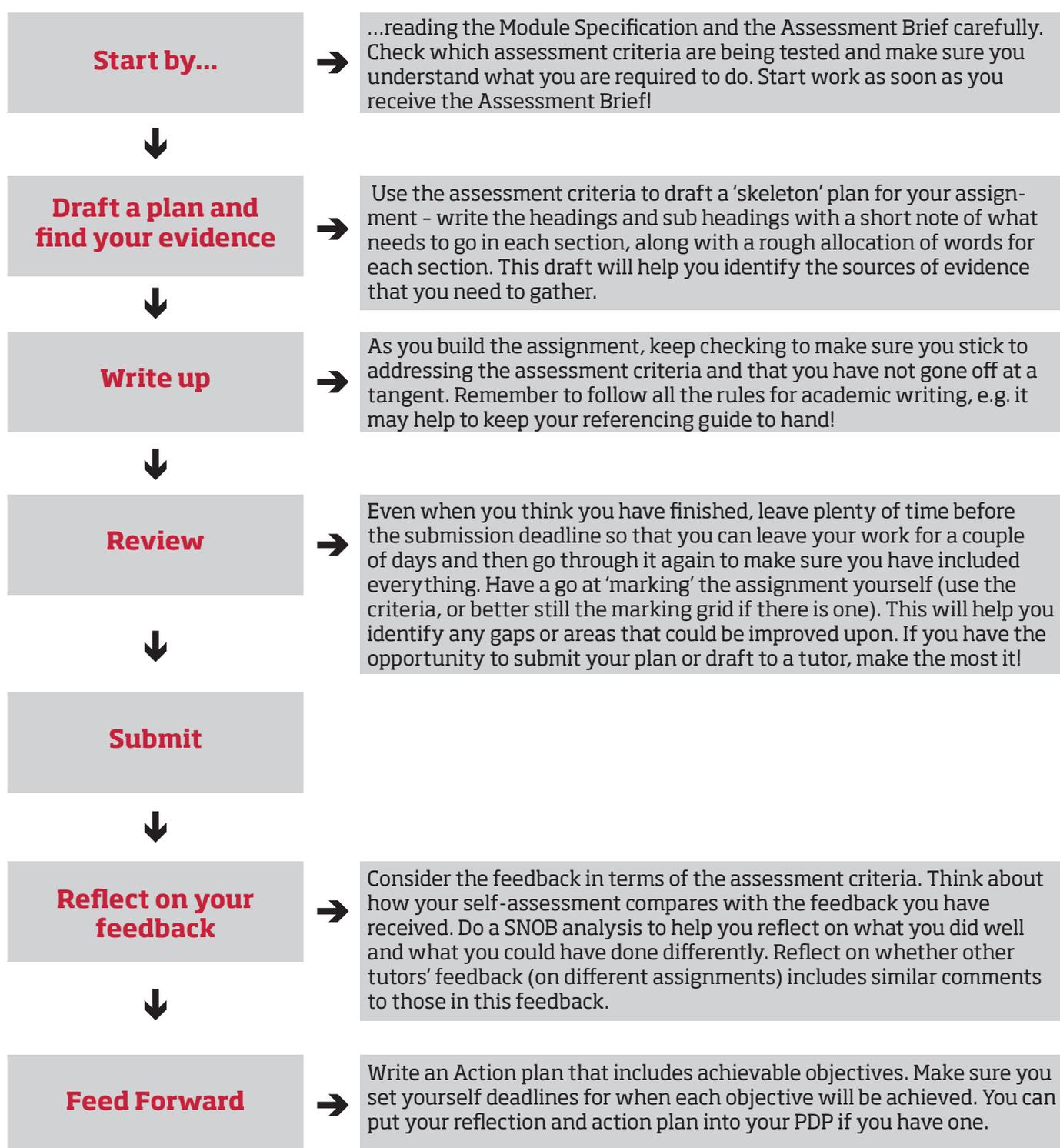
Write here what you think could make it difficult to do the extra things you think necessary:

3. Action Plan

The next part of the reflection is to come up with an action plan. When you receive feedback it is tempting to reflect superficially and simply try to make a mental note of what you should do next, hoping you will remember it for next time. This approach is not really very useful. You may just find that writing down your thoughts or talking to someone about your feedback helps. However, a written action plan is worth the effort. Action plans don't have to be really formal – and perhaps:

- It could just be a checklist of things you can do to improve your next assessment based on feedback you have received previously.
- You may need to seek support from the University's student support services. For example, if you think you need to understand more about how to structure your work, or about phrases such as 'discuss' or 'critically analyse', you could access the University's Study Skills resources <http://www.careers.salford.ac.uk/studyskills>. In addition, you could book an appointment with your Personal Tutor and ask them to clarify what you are being asked to do in your assignment.
- You may need to make an appointment with the assessor who marked your work to discuss the feedback.
- You may need to make an appointment with your Personal Tutor for support with areas that you are personally struggling with (e.g. parts of the subject matter, or your PDP in relation to assessments).
- You may need to do some extra work related to planning your assessments, e.g. a timetable of activities leading up to the assessment. A timeline for written assignments is provided on the next page. You could do something similar when it comes to exams, with note-making and revision instead of writing a draft plan and practising past paper questions instead of writing up and reviewing your assignment. More support is available on this through the Study Skills team: <http://www.careers.salford.ac.uk/studyskills>

Assignment preparation and Feedback Timeline



APPENDICES

Appendix 1: Example of a module specification: *see the learning outcomes section*

UNIVERSITY OF SALFORD

FORM MS

MODULE SPECIFICATION

A blank pro forma can be downloaded from www.academic.salford.ac.uk/aqa/forms/form_ms.doc.

Module Title: ENTREPRENEURIAL MANAGEMENT		CRN: 23449	University module code:
Level (1,2,3 or M): 6	Credit Value: 10	ECTS Value: (European Credit Transfer System) 2 Salford Credits = 1 ECTS 5 ECTS	Semester(s) in which to be offered: 2
Existing/new <i>(delete as applicable):</i> Existing		Title of Module being replaced <i>(if any):</i>	With effect from: September 2006
Originating School: Computing, Science and Engineering		Module Co-ordinator(s) Jenny Warburton	
Programme(s) in which to be offered: BSc Acoustics BSc Audio Technology BSc Digital Broadcasting BSc Computer Networks BSc Computing BSc Multimedia Internet Technology BSc Internet Computing BSc Computer Science			
Pre-requisites <i>(between levels):</i>		Co-requisites <i>(within a level):</i>	
Total contact hours: 24	Percentage taught by Schools other than originating School <i>(Please name other Schools):</i>		
Aims of Module: To introduce the concepts, theories and frameworks, which provide the tools to make an effective transition from university to graduate employee or entrepreneur. To undertake a self-analysis of employability skills against sector requirements.			

Intended learning outcomes:

Knowledge and Understanding

On successful completion of the module the student will be able to:

- Evaluate their employability skills against the specific sector requirements for graduates.
- Critically evaluate the added value that they can bring to an organisation
- Demonstrate and evidence expertise within recruitment processes
- Understand and critique the role of the entrepreneur
- Understand the nature of enterprise
- Appreciate the techniques that are involved in strengthening their CV and interview skills.

Transferable/Key Skills and other attributes

- Gained an understanding of the employability skills that are required to apply for a specific role in the employment context.
- Prepared/produced a CV and had practiced job interview skills.
- Worked together to solve problems and present information.
- Reflected upon their own self-development
- Managed their time to produce a group presentation and individual assignment deadlines.

Assessment (*please indicated the types(s) of assessment (e.g. examination, oral, coursework, project, dissertation) and the weighting of each (%)*)

Type of assessment:	Number:	Weighting	Duration (if exam)	Word count (if essay/dissertation):
Research Project which involves:				
1. Mock Interview		20%		
2. Seminar Contribution		10%		
3. Individual Submission		50%		1500 words
4. Career Road Map		20%		

Learning and teaching strategies

Please note the requirement to give full consideration to issues of equality, diversity and accessibility.

The module will be delivered through key note lectures which will be structured to provide answers to the following questions: What employers look for in graduates? How do organisations recruit? and How do I (the student) plan for the future? What is entrepreneurship and enterprise?

Workshops will provide a range of employability skill sessions to support student self-development. Peer assessed Group work will revolve around leading seminar discussions.

Employability skills will be further enhanced by all students undertaking a mock job interview, which will be filmed, copied and given to the student for future reference.

Syllabus outline:

Business: ethics, culture, assertion & negotiation, leadership and personal mastery

Enterprise - vision, mission and strategy

Career - transition skills and strategies

Job seeking and the growth of social media

Selling skills in the graduate marketplace

Personal branding

Interview success

Insight into employment - guest speakers

Indicative texts and/or other learning materials/resources:

Wickham, P.A. (2006) Strategic Entrepreneurship 4th Edition, FT Prentice Hall, ISBN 0-273-70642-X

Cottrell, Stella (2010) Skills for Success: The Personal Development Planning Handbook. Palgrave Macmillan. ISBN 0230250181

Lees, John (2007) Why You? CV Messages to Win Jobs. McGraw Hill Education Maidenhead. ISBN: 13 9780077115104

Redmond, Paul (2010), The Graduate Jobs Formula: how to land your dream career after graduation. Trotman ISBN-10: 184455211X

Additional information resources from general graduate and subject specific websites including:

www.prospects.ac.uk

www.target.com

www.insidecareers.co.uk

www.careerplayer.co.uk

http://www.heacademy.ac.uk/assets/documents/employability/student_employability_profiles_apr07.pdf

<http://www.heacademy.ac.uk/employability>

http://www.pwc.com/uk/en/careers/student/employability_home.jhtml

Date of completion of this version of Module Specification 19th November 2012

Date of approval by the Faculty Board:

Appendix 2: example of an assessment brief

*Directorate of Radiography, School of Health Care Professions
BSc (Hons) Diagnostic Radiography*

Fundamentals of Imaging Practice I Assignment

Hand out date:

Hand in Date:

NB this is an exemplar and is not a genuine assignment brief

Instructions for completion of the assignment:

Scenario: You are working in the in-patient imaging department when you receive a request for a radiographic examination (see attached request form).

With reference to the above scenario, you will complete an assignment that demonstrates achievement of the following learning outcomes:

- Describe the correct radiographic technique for this radiographic examination. **20%**
- Explain the relevance of professional legislation and guidance to this examination **10%**
- Outline the patient care required during the examination **10%**
- Explain the normal radiographic anatomy that would be demonstrated, and the appearances of possible pathologies associated with this examination. **20%**
- Evaluate the images using relevant image appraisal criteria. **30%**
- Presentation and referencing **10%**

Note the following information.

- The word count for this assignment is 2,000 words (+5%)
- We require you to use the Harvard (APA 6th) referencing system in all assessments and advice on that is given at the following link:
<http://www.careers.salford.ac.uk/studyskills>.
- The submission date is.....

- The assignment is subject to the assessment regulations as detailed in the Programme and University handbook. You should refer to this when completing the assignment
- The pass mark is 40 %

In the event of failing this assessment

A specific time has been scheduled to provide you with additional support and feedback should you fail any assessment this year. In order to treat all students equally we will not be able to see you outside these dates therefore it is important you book these dates in your diary now just in case you need this support.

The support dates are of July. Your module leader will provide you with specific times and venue details nearer the time. Your clinical tutor has been advised of these dates but you will need to confirm your attendance with them when the times have been finalised.

If you have any questions regarding this assignment, please contact your PBL facilitator

Module leader: *(name here)*

Appendix 3: example of Generic Grade Descriptors

University of Salford

School of Health, Sport and Rehabilitation Sciences

Undergraduate Level 4 – Generic Grade Descriptors

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Knowledge	Extremely poor demonstration of background knowledge	Very little background knowledge demonstrated	Little background knowledge demonstrated	Demonstrates some knowledge of subject area but with major inaccuracies/misconceptions	Demonstrates adequate knowledge of subject area but limited in depth and/or breadth	Demonstrates fair knowledge of subject area. Few limitations in depth and/or breadth	Demonstrates good knowledge of subject area in depth and breadth	Demonstrates very good knowledge of subject area in depth and breadth	Demonstrates excellent knowledge of subject area in depth and breadth	Demonstrates outstanding and comprehensive level of knowledge

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Professionalism	<p>No relevant knowledge of professional & statutory body codes of practice.</p> <p>Unable to identify limitations of own scope of practice</p>	<p>Very little knowledge of professional & statutory body codes of practice.</p> <p>Minimal ability to identify limitations of own scope of practice</p>	<p>Poor knowledge of professional & statutory body codes of practice.</p> <p>Very limited ability to identify limitations of own scope of practice</p>	<p>Limited knowledge of professional & statutory body codes of practice.</p> <p>Limited ability to identify limitations of own scope of practice</p>	<p>Adequate knowledge of professional & statutory body codes of practice with some misconceptions</p> <p>Inconsistent identification of limitations of own scope of practice</p>	<p>Fair demonstration of knowledge of professional & statutory body codes of practice in simple given situations</p> <p>Consistent identification of limitations of own scope of practice</p>	<p>Good demonstration of knowledge of professional & statutory body codes of practice across a wider range of given situations</p> <p>Good identification of limitations of own scope of practice. Some awareness of other roles within the multi-disciplinary team</p>	<p>Very good demonstration of knowledge of professional & statutory body codes of practice across a complex range of given situations</p> <p>Very good identification of limitations of own scope of practice. Good evidence of awareness of other roles within the multi-disciplinary team</p>	<p>Excellent demonstration of knowledge of professional & statutory body codes of practice across a complex and diverse range of given situations</p> <p>Excellent identification of limitations of own scope of practice. Very good evidence of awareness of other roles within the multi-disciplinary team</p>	<p>Outstanding application of knowledge of professional & statutory body codes of practice from a multi-disciplinary perspective</p> <p>Outstanding identification of limitations of own scope of practice. Excellent evidence of awareness of other roles within the multi-disciplinary team</p>

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Communication	<p>Little discernable structure.</p> <p>Extremely poor progression and clarity.</p> <p>Extremely poor use of language and grammar</p>	<p>Little discernable structure.</p> <p>Very poor progression and clarity.</p> <p>Very poor use of language and grammar</p>	<p>Little discernable structure.</p> <p>Poor progression and clarity.</p> <p>Poor use of language and grammar</p>	<p>Disorganised, lacks logical progression.</p> <p>Inconsistencies/ inaccuracies in the use of language/ grammar.</p>	<p>Appropriate academic style but limited in relation to logical progression, structure and clarity</p> <p>Inconsistencies/ inaccuracies in the language/ grammar.</p>	<p>Appropriate academic style, with logical progression, structure and clarity.</p> <p>Some inconsistencies/ inaccuracies in the use of language/ grammar</p>	<p>Good academic style with logical progression, structure and clarity.</p> <p>Ideas well expressed.</p> <p>Few inconsistencies/ inaccuracies in language/ grammar</p>	<p>Work presented to a high standard.</p> <p>Very good academic style with logical progression, structure and clarity.</p> <p>Ideas very well expressed.</p> <p>Very few inconsistencies/ inaccuracies in language/ grammar</p>	<p>Work presented to a very high standard.</p> <p>Excellent academic style with logical progression, structure and clarity.</p> <p>Ideas very well expressed.</p> <p>No inconsistencies/ inaccuracies in language/ grammar</p>	<p>Work presented to a very high standard.</p> <p>Outstanding scholarly style.</p> <p>No inconsistencies/ inaccuracies in language/ grammar</p>

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Motor skills	Unsafe. Unable to perform skills.	Unsafe. Very poor application of skill, major limitation in skill performance. Ineffective	Unsafe. Poor application of skill, some limitations in skill performance. Ineffective	Unsafe. Unsatisfactory application of skills. Inconsistent in skill performance.	Safe adequate application of skill, effective performance of skill with some limitations.	Safe, fair application of skills. Effective performance, demonstrating dexterity and sensitivity.	Safe, good application of skills. Effective performance with an ability to plan, anticipate and prioritise action.	Safe, very good application of skills. Effective and proficient performance	Safe, excellent application of skills. Effective and proficient performance with flexibility and creativity	Safe, outstanding application of skills, perceives the situation as a whole.

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Referencing and using evidence	Work not referenced	Inappropriate sources. Very poor use of references to support work. Extensive inconsistencies/inaccuracies in the use of Harvard system	Inappropriate sources. Poor use of references to support work. Numerous inconsistencies/inaccuracies in use of Harvard system	Narrow/inappropriate range of sources. Very limited use of references to support work. Inconsistent/inaccurate use of Harvard system	Adequate range of sources. Limited use of references to support work. Inconsistent/inaccurate use of Harvard system	Fair range of sources. Uses references to support work. Inconsistent/inaccurate use of Harvard system	Good range of sources. Good use of references to support work. Few inconsistencies/inaccuracies in use of Harvard system	Wide range of sources. Effective use of references to support work. Very few inconsistencies/inaccuracies in use of Harvard system	Very wide range of sources. Effective use of references to support and enhance work. Minor inconsistencies/inaccuracies in use of Harvard system	Very wide range of sources. Detailed, effective use of references to support and enhance work. No inconsistencies/inaccuracies in use of Harvard system

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Reporting of results	<p>No presentation of results</p> <p>No data analysis.</p>	<p>Very poor presentation of results</p> <p>Presentation & data analysis extremely limited. Major omissions and/or totally incorrect presentation and statistical analysis.</p>	<p>Poor presentation of results.</p> <p>Some attempt to present results and/or data analysis but simplistic, wrong, and with major elements missing. Little relevant statistical analysis.</p>	<p>Limited presentation of results.</p> <p>Insufficient and/or inappropriate presentation of numeric data, and some incorrect statistical analyses, with no associated information. Many omissions, errors or lack of clarity.</p>	<p>Adequate presentation of results.</p> <p>Some inappropriate presentation of numeric data AND choice of statistical analyses with some associated information missing. Some omissions, errors, or lack of clarity exist.</p>	<p>Reasonable presentation of results.</p> <p>Some inappropriate presentation of numeric data OR choice of statistical analyses with a few areas of associated information missing. A few errors or lack of clarity.</p>	<p>Good presentation of results.</p> <p>Presentation of numeric data and choice of statistical analyses mostly correct with minor omissions, errors or lack of clarity.</p>	<p>Very good presentation of results.</p> <p>Presentation of numeric data and choice of statistical analyses correct with minor omissions or lack of clarity.</p>	<p>Excellent presentation of results.</p> <p>Clearly presented numeric data, with appropriate analyses conducted and with excellent interpretations of the results made.</p>	<p>Exceptional presentation of results.</p> <p>Outstanding and original depiction of analyses and interpretations, including statement of associated information (test used, level of significance, and result, analyses clearly defined)</p>

Appendix 4: example of a Marking Grid

Describe the correct radiographic technique for this radiographic examination. 20%

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Knowledge	Extremely poor demonstration of background knowledge	Very little background knowledge demonstrated	Little background knowledge demonstrated	Demonstrates some knowledge of subject area but with major inaccuracies/misconceptions	Demonstrates adequate knowledge of subject area but limited in depth and/or breadth	Demonstrates fair knowledge of subject area. Few limitations in depth and/or breadth	Demonstrates good knowledge of subject area in depth and breadth	Demonstrates very good knowledge of subject area in depth and breadth	Demonstrates excellent knowledge of subject area in depth and breadth	Demonstrates outstanding and comprehensive level of knowledge

Explain the relevance of professional legislation and guidance to this examination 10%

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Cognitive processes & Professionalism	<p>No relevant knowledge of professional & statutory body codes of practice.</p> <p>No evidence of problem solving.</p>	<p>Very little knowledge of professional & statutory body codes of practice.</p> <p>No meaningful problem solving.</p>	<p>Poor knowledge of professional & statutory body codes of practice.</p> <p>Some attempt at problem solving.</p>	<p>Limited knowledge of professional & statutory body codes of practice.</p> <p>Very limited attempt at problem solving, unable to identify key issues.</p>	<p>Adequate knowledge of professional & statutory body codes of practice with some misconceptions.</p> <p>Problem solving evident but limited, key issues identified with some misconceptions/inaccuracies.</p>	<p>Fair demonstration of knowledge of professional & statutory body codes of practice</p> <p>Problem solving evident but limited in depth and/or breadth. Few misconceptions</p>	<p>Good demonstration of knowledge of professional & statutory body codes of practice</p> <p>Clear, in-depth problem solving evident. Appropriate interpretation of information.</p>	<p>Very good demonstration of knowledge of professional & statutory body codes of practice</p> <p>Clear, in-depth problem solving evident with evidence of considering issues from multiple perspectives. Good interpretation of information.</p>	<p>Excellent demonstration of knowledge of professional & statutory body codes of practice</p> <p>Excellent level of problem solving with some evidence of analysis. Excellent interpretation of information.</p>	<p>Outstanding application of knowledge of professional & statutory body codes of practice</p> <p>Outstanding level of problem solving with evidence of analysis. Outstanding interpretation of information.</p>

Outline the patient care required during the examination 10%

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Cognitive processes & Knowledge	Extremely poor demonstration of background knowledge No evidence of problem solving.	Very little background knowledge demonstrated. No meaningful problem solving.	Little background knowledge demonstrated. Some attempt at problem solving.	Demonstrates some knowledge of subject area but with major inaccuracies/misconceptions. Very limited attempt at problem solving, unable to identify key issues.	Demonstrates adequate knowledge of subject area but limited in depth and/or breadth. Problem solving evident but limited, key issues identified with some misconceptions/inaccuracies.	Demonstrates fair knowledge of subject area. Few limitations in depth and/or breadth. Problem solving evident but limited in depth and/or breadth. few misconceptions	Demonstrates good knowledge of subject area in depth and breadth. Clear, in-depth problem solving evident. Appropriate interpretation of information.	Demonstrates very good knowledge of subject area in depth and breadth. Clear, in-depth problem solving evident with evidence of considering issues from multiple perspectives. Good interpretation of information.	Demonstrates excellent knowledge of subject area in depth and breadth. Excellent level of problem solving with some evidence of analysis. Excellent interpretation of information.	Demonstrates outstanding and comprehensive level of knowledge. Outstanding level of problem solving with evidence of analysis. Outstanding interpretation of information.

Explain the normal radiographic anatomy demonstrated, and the appearances of possible pathologies associated with this examination 20%

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Knowledge	Extremely poor demonstration of background knowledge	Very little background knowledge demonstrated	Little background knowledge demonstrated	Demonstrates some knowledge of subject area but with major inaccuracies/misconceptions	Demonstrates adequate knowledge of subject area but limited in depth and/or breadth	Demonstrates fair knowledge of subject area. Few limitations in depth and/or breadth	Demonstrates good knowledge of subject area in depth and breadth	Demonstrates very good knowledge of subject area in depth and breadth	Demonstrates excellent knowledge of subject area in depth and breadth	Demonstrates outstanding and comprehensive level of knowledge

Evaluate the images using relevant image appraisal criteria.30%

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Cognitive processes & Knowledge	<p>Extremely poor demonstration of background knowledge.</p> <p>No evidence of problem solving.</p>	<p>Very little background knowledge demonstrated.</p> <p>No meaningful problem solving.</p>	<p>Little background knowledge demonstrated.</p> <p>Some attempt at problem solving.</p>	<p>Demonstrates some knowledge of subject area but with major inaccuracies/misconceptions.</p> <p>Very limited attempt at problem solving, unable to identify key issues.</p>	<p>Demonstrates adequate knowledge of subject area but limited in depth and/or breadth.</p> <p>Problem solving evident but limited, key issues identified with some misconceptions/inaccuracies.</p>	<p>Demonstrates fair knowledge of subject area. Few limitations in depth and/or breadth.</p> <p>Problem solving evident but limited in depth and/or breadth. Few misconceptions</p>	<p>Demonstrates good knowledge of subject area in depth and breadth.</p> <p>Clear, in-depth problem solving evident. Appropriate interpretation of information.</p>	<p>Demonstrates very good knowledge of subject area in depth and breadth.</p> <p>Clear, in-depth problem solving evident with evidence of considering issues from multiple perspectives. Good interpretation of information.</p>	<p>Demonstrates excellent knowledge of subject area in depth and breadth.</p> <p>Excellent level of problem solving with some evidence of analysis. Excellent interpretation of information.</p>	<p>Demonstrates outstanding and comprehensive level of knowledge.</p> <p>Outstanding level of problem solving with evidence of analysis. Outstanding interpretation of information.</p>

Presentation and referencing 10%

	Extremely poor	Very poor	Poor	Unsatisfactory	Adequate	Fair	Good	Very Good	Excellent	Outstanding
	1-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100
Referencing and using evidence & Communication	<p>Little discernable structure Extremely poor progression and clarity Extremely poor use of language and grammar.</p> <p>Work not referenced</p>	<p>Little discernable structure Very poor progression and clarity Very poor use of language and grammar.</p> <p>Inappropriate sources Very poor use of references to support work. Extensive inconsistencies/inaccuracies in the use of Harvard system</p>	<p>Little discernable structure Poor progression and clarity Poor use of language and grammar.</p> <p>Inappropriate sources Poor use of references to support work. Numerous inconsistencies/inaccuracies in use of Harvard system</p>	<p>Disorganised, lacks logical progression Inconsistencies/inaccuracies in the use of language/grammar.</p> <p>Narrow/inappropriate range of sources Very limited use of references to support work. Inconsistent/inaccurate use of Harvard system</p>	<p>Appropriate academic style, limited in relation to logical progression, structure and clarity Inconsistencies/inaccuracies in the language/grammar.</p> <p>Adequate range of sources Limited use of references to support work Inconsistent/inaccurate use of Harvard system</p>	<p>Appropriate academic style, with logical progression, structure and clarity Some inconsistencies/inaccuracies in the use of language/grammar.</p> <p>Fair range of sources Uses references to support work Inconsistent/inaccurate use of Harvard system</p>	<p>Good academic style with logical progression, structure and clarity Ideas well expressed Few inconsistencies/inaccuracies in language/grammar.</p> <p>Wide range of sources Good use of references to support work Few inconsistencies/inaccuracies in use of Harvard system</p>	<p>Work presented to a high standard. Very good academic style with logical progression, structure and clarity Ideas very well expressed Very few inconsistencies/inaccuracies in language/grammar.</p> <p>Wide range of sources Effective use of references to support work Very few inconsistencies/inaccuracies in use of Harvard system</p>	<p>Work presented to a very high standard. Excellent academic style with logical progression, structure and clarity Ideas very well expressed No inconsistencies/inaccuracies in language/grammar.</p> <p>Wide range of sources Effective use of references to support and enhance work. Minor inconsistencies/inaccuracies in use of Harvard system</p>	<p>Work presented to a very high standard Outstanding scholarly style No inconsistencies/inaccuracies in language/grammar.</p> <p>Wide range of sources Detailed, effective use of references to support and enhance work. No inconsistencies/inaccuracies in use of Harvard system</p>

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Developed in consultation with Suzanne Waugh and Julian Robinson, Study Skills Consultants, Student Life, University of Salford

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