

Assessment Guidance for Students

RM/BSc (Hons) Midwifery 78 week programme

For each assessment you will be provided with assessment guidelines and marking criteria, available at <http://www.city.ac.uk/sonm/students/index.html>. It is your responsibility to read these and to take these to any tutorials where you will be discussing your assessment.

Format

For each assessment the format may vary so check the guidelines; however you are required to ensure the assessment is legible and is submitted with the correct marking record in an A4 plastic folder with a transparent front (**not a ring binder**), with the page headed *Assessment Submission* at the front. You are advised not to use a slide binder as papers can easily become detached.

Submission

The assessment should be handed in to the Student Helpdesk at West Smithfield or Whitechapel by the date specified on your Student Plan or by the Module/Theme Leader and Programme Director.

You are expected to keep a copy of your assessment when submitting.

Your results will be available after six weeks of submission (please refer to your Student Plan) and **it is your responsibility to check your results and to collect your work and marking records (where appropriate)**. You will be sent a letter if you fail an assessment. As soon as you receive this you should check the next re-sit/resubmission deadline with the Student Helpdesk.

Currently, you are only able to collect marked coursework from the Student Helpdesk on the West Smithfield site.

You are required to retain your assessments and marking records for the duration of the programme and may be required to submit all this for the final qualification Assessment Board.

It is a requirement that the front submission sheet is included with all appropriate assessments and that it is completed.

Late submission

Un-negotiated late submission will be treated as non-submission and will automatically be awarded a fail (see *Extensions* policy).

Achieving a pass in assessments

You are required to achieve a minimum of 40% in each assessment with a pass mark, and a pass in those that have pass/fail criteria.

Failure to achieve a pass mark for an assessment

You will be offered study skills support to enable resubmission/re-sitting of the assessment on an agreed date but it is your responsibility to organise this. Please contact the School's Study Skills Co-ordinator to arrange this on 0207 040 0246.

Only two attempts are allowed at any assessment unless extenuating circumstances are granted (see *Extenuating Circumstances Policy*) **except for the Record of Achievement in Practice/Portfolio of Practice (see specific details below)**. A pass at second attempt will be awarded only the minimum pass mark. Failure to achieve a pass at second attempt will lead to failure of the module and may result in withdrawal from the programme.

For the Record of Achievement in Practice/Portfolio of Practice only **one** attempt is allowed for the submission of the Portfolio Activities. Only two attempts are allowed for the written component of the Portfolio unless there are extenuating circumstances (see *Extenuating Circumstances Policy*). A pass at second attempt will be awarded only the minimum pass mark. Failure to achieve a pass at either of these will lead to failure of the module and may result in withdrawal from the programme.

When resubmitting any assessment please include at the back of the folder the first attempt submission and marking record. Failure to submit this will lead to a delay in your work being marked.

Assessment Policies

There are a range of assessment policies and these are designed to help you know what to do when you need an extension or you have problems. It is your responsibility to ensure you read these.

Guidance for Preparing and Marking Assessments
(Assessment Criteria & Feedback Working Group, June 2009)

Class – Degree	Class – Diploma	%	Alphabetical ¹	Literary	Description	
1	Distinction	85-100	A	A+	Outstanding	Work that demonstrates a comprehensive knowledge of the subject area and addresses the learning outcomes/assessment criteria in full. Where relevant, it will show evidence of independent reading, thinking and analysis. It will be well-constructed and demonstrate a professional approach to academic practice. It will be of a professional standard.
		75-84		A	Excellent	Work that demonstrates strong knowledge of the subject area and addresses the learning outcomes/assessment criteria well. Where relevant, it will show evidence of wide and comprehensive reading. It will be clearly written and adhere to the principles of good academic practice.
		70-74		A-		
2:1	Merit	67-69	B	B+	Very good	Work that demonstrates a sound level of knowledge of the subject area and makes a good attempt to address the learning outcomes/assessment criteria, realising all to some extent and most well. Where relevant, there will be evidence of thorough research of the topic(s). It will be well-structured and logically written and will demonstrate good academic practice.
		64-66		B		
		60-63		B-		
2:2	Pass	57-59	C	C+	Good	Work that demonstrates knowledge of the subject area and attempts to address the learning outcomes/assessment criteria, realising all to some extent and some well but perhaps also including irrelevant or underdeveloped material. Where relevant, answers will provide some evidence of analysis but may be largely descriptive. It will have structure but this may not always be clear. Attempts to demonstrate academic practice will be evident.
		54-56		C		
		50-53		C-		
3	Pass	47-49	D	D+	Satisfactory	Work that demonstrates basic knowledge of the subject area and provides some level of response to the learning outcomes/assessment criteria but only realises these outcomes and criteria to some extent and may not include important elements or information that is completely accurate. Where relevant, development of ideas is limited. Expression and structure will lack clarity and evidence of academic practice will be limited.
		44-46		D		
		40-43		D-		
Fail	Fail	37-39	E	E+	Poor	Unsatisfactory work that demonstrates very limited knowledge of the subject area and does not succeed in grasping the key issues. Learning outcomes/assessment criteria will not be realised. There will be no real development of ideas and few sources will be used or used correctly. Presentation is confused or incoherent.
		34-36		E		
		30-33		E-		
		15-30	F	F	Very poor	Work that demonstrates no real knowledge of the subject area and which demonstrates a totally inadequate attempt to address the learning outcomes/assessment criteria.
		0-15				

¹ The smaller divisions (A+, A, A- etc) are usually used by performing arts students

	CERTIFICATE LEVEL 1	DIPLOMA LEVEL 2	DEGREE LEVEL 3	MASTERS LEVEL M
Presentation of Work	Clearly presented work. Logically developed. Grammar and spelling correct. Referencing accurate and complete using a recognised system of referencing.	Clearly presented work. Logically developed. Grammar and spelling correct. Referencing accurate and complete using a recognised system of referencing.	Clearly presented work. Logically developed. Grammar and spelling correct. Referencing accurate and complete using a recognised system of referencing.	Clearly presented work. Logically developed. Grammar and spelling correct. Referencing accurate and complete using a recognised system of referencing.
Demonstration of Knowledge and understanding	Able to recall facts and outline the meaning of these. Some reference to appropriate theory.	Discusses theory and is able to develop an argument. There is analysis of theory. Can provide rationale for use of theory and is able to problem solve. Discusses relevance of research. Able to outline health care agenda.	Analyses and evaluates theory. Is able to provide rationale based upon relevant theory. Is able to problem solve using theory creatively for solutions. Can apply research and proposes areas where research might assist in development. Discusses health care agenda and role to meet this.	Evaluates and synthesises theory to use or develop new knowledge. Rationale for actions is based on theory and logic. Problem solving activities are creative inferring new knowledge. Undertakes research. Contributes to health care agenda through suggestions of need for clients.
Relevance to Practice	Is able to make reference to practice examples that are appropriate. Demonstrates some knowledge of policies. Can outline need for team working and professional characteristics. All discussion of care demonstrates safety.	Discusses practice examples and relates theory to these. Is able to identify previous practice experience, which is relevant. Analyses policies and their application to practice. Discusses team working and strengths of this. Is able to consider professional behaviour and roles. All discussion of care demonstrates safety and knowledge of risks and benefits.	Relates theory to practice and evaluates the application of this theory. Draws upon previous experiences of practice and where appropriate demonstrates specialist knowledge. Is able to evaluate the relevance of policy and suggest changes to policy. Evaluates team working and considers how to enhance this. Discusses professional roles and boundaries. All discussion of care demonstrates safety and actions to limit risks and enhance benefits to clients.	Applies theory to practice evaluating the relevance of this theory. Uses previous experience and specialist knowledge. Is able to propose new policies or protocols. Is able to suggest actions that might advance practice. Evaluates team working and each member's role to develop an effective team. Evaluates professional behaviour and where boundaries may change.
Use of Literature	Able to identify some literature that is relevant to support discussion.	Uses a range of literature to support discussion demonstrating some analysis of this. Depth and breadth of reading is shown.	Literature supports actions and demonstration of evaluation of this. Depth and breadth of reading is shown with evaluation and application.	Depth and breadth of reading is evident with synthesis of this. Able to propose areas of omission in the literature where new knowledge is needed. All discussion of care demonstrates safety and actions to prevent risks.
Reflection	Able to identify areas of personal achievement and areas to develop. Self aware but lacks some confidence.	Able to reflect on personal performance and indicate achievements as well as areas to develop. Able to suggest some actions for development. Self aware and confident used by others for support.	Able to reflect on personal performance and indicate strengths. Able to identify areas for development and plans to achieve this. Able to reflect on peers' performance and suggest actions for future development. Self aware and confident seen by others as guide.	Critically evaluates personal performance with a view to continuous development and seeks opportunities to achieve this. Can reflect on peers' performance and is able to discuss continued development and propose plans to achieve this. Self aware and confident seen by others as expert and advisor.