

**Marking grid: Capstone Project, Bachelor in Psychology**

**Assessment 1: Capstone Project Proposal (20%)**

	100-80%	79-70%	69-60%	59-50%	49-40%	39-30%	29-0%
	The work produced is exceptional in most/all aspects, substantially exceeding expectations for this level.	The work produced is of excellent quality, exceeding expectations for this level in many aspects.	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in several of them	The work produced meets all of the intended learning outcomes and exceeds the threshold expectations for this level in some of them.	The work produced meets all of the intended learning outcomes at, but rarely exceeding the threshold expectations for this level.	The work produced fails to meet all of the intended learning outcomes and is marginally inadequate for this level.	The work produced fails to meet all of the intended learning outcomes and is inadequate for this level.
<b>Knowledge and understanding I (20%).</b> The student is able to demonstrate a comprehensive knowledge and understanding of the main elements of a research proposal, as indicated in the guidelines.	<input type="checkbox"/> Demonstrates a knowledge and understanding of the main elements of a research proposal that substantially exceeds expectations for the level in many aspects.	<input type="checkbox"/> Demonstrates a knowledge an understanding of the main elements of a research proposal that exceeds expectations for the level in several aspects.	<input type="checkbox"/> Recognises and demonstrates clear knowledge and understanding of the main elements of a research proposal.	<input type="checkbox"/> Recognises and demonstrates basic knowledge and understanding of the main elements of a research proposal.	<input type="checkbox"/> Recognises the main elements of a research proposal.	<input type="checkbox"/> Presents occasional errors/omissions / misrecognitions of knowledge and understanding on the main elements of a research proposal.	<input type="checkbox"/> Fails to recognise the main elements of a research proposal.
<b>Knowledge and understanding II (20%).</b> The student is able to demonstrate a comprehensive knowledge and understanding of selected topic object of the Capstone Project.	<input type="checkbox"/> Accurately recounts a wide range of factual information on the selected topic, with many indications of greater breadth and depth of knowledge, beyond expectations for this level. <input type="checkbox"/> Demonstrates an understanding of the selected topic that substantially exceeds expectations for the level in many aspects.	<input type="checkbox"/> Accurately recounts a wide range of factual information of the selected topic, with several indications of greater breadth and some depth of knowledge. <input type="checkbox"/> Demonstrates an understanding of the selected topic that exceeds expectations for the level in several aspects.	<input type="checkbox"/> Accurately recounts a range of factual information on the selected topic, with occasional indications of greater breadth of knowledge. <input type="checkbox"/> Recognises and demonstrates a clear understanding of the selected topic.	<input type="checkbox"/> Recounts a satisfactory range of factual information on the selected topic. <input type="checkbox"/> Recognises and demonstrates a basic understanding of the selected topic.	<input type="checkbox"/> Recounts an acceptable range of factual information on the selected topic. <input type="checkbox"/> Recognises the fundamentals of the selected topic.	<input type="checkbox"/> Recounts a limited range of factual information on the selected topic, with some inaccuracies/omissions. <input type="checkbox"/> Presents occasional errors/omissions/misrecognitions on the selected topic.	<input type="checkbox"/> Presents substantial inaccuracies/omissions in factual information on the selected topic. <input type="checkbox"/> Fails to recognise the fundamentals of the selected topic.
<b>Cognitive skills (20%).</b> The student is able to demonstrate knowledge in a coherent and appropriate structure and organization, where the main points are developed logically.	Organisation and structure of information is exceptionally logical and convincing for work at this level.	Organisation and structure of information is consistently logical and convincing.	Information is organised and structured logically and clearly.	Information is clearly organised and structured.	Organisation and structure of information is generally clear.	Some errors in organisation and structure of information.	Information disorganised and unstructured.
<b>Academic skills I (20%).</b> The referenced sources are drawn from a wide range of reliable academic sources.	<input type="checkbox"/> The referenced sources are outstanding in terms of their reliability and in their range, with evidence of ability beyond expectations for this level.	<input type="checkbox"/> The referenced sources are excellent in terms of their reliability and in their range.	<input type="checkbox"/> The referenced sources are consistently reliable and drawn from a wide range of sources.	<input type="checkbox"/> The referenced sources are reliable and drawn from an appropriate range of sources.	<input type="checkbox"/> The referenced sources are reliable and drawn from an adequate range of sources, with occasional inconsistencies.	<input type="checkbox"/> There are some inconsistencies in the reliability of the referenced sources and/or the information is drawn from a limited range of sources.	<input type="checkbox"/> The referenced sources are not reliable, or the information is not drawn from any identifiable source.

<p><b>Academic skills II (5%).</b>  <b>The referenced sources are presented in accordance with Harvard Reference Style.</b></p>	<p>☐ The referenced sources are outstanding in their accuracy of referencing (Harvard Reference Style).</p>	<p>☐ The referenced sources are excellent in their accuracy of referencing (Harvard Reference Style).</p>	<p>☐ The referenced sources are systematically accurate in their referencing (Harvard Reference Style).</p>	<p>☐ The referenced sources are accurate in their referencing (Harvard Reference Style).</p>	<p>☐ The referenced sources are overall accurate in their referencing (Harvard Reference Style), with occasional inconsistencies/ minor errors.</p>	<p>☐ The referenced sources present limitations in its accuracy of referencing (Harvard Reference Style).</p>	<p>☐ Referencing is neither consistent nor accurate (Harvard Reference Style).</p>
<p><b>Communication skills (15%).</b>  <b>The student is able to communicate ideas fluently in written form and using an appropriate style of writing. This written presentation element requires students to be able to present an assignment that is correct in terms of spelling, grammar, and paragraphing.</b></p>	<p>☐ Communication of ideas in written form is outstanding in its fluency, stylistic appropriateness and correctness, with evidence of ability/creativity beyond expectations for this level.</p>	<p>☐ Communication of ideas in written form is excellent in its fluency, stylistic appropriateness and correctness.</p>	<p>☐ Communication of ideas in written form is consistently fluent, stylistically appropriate and correct.</p>	<p>☐ Communication of ideas in written form is fluent, in a stylistically appropriate format, and correct.</p>	<p>☐ Communication of ideas in written form is mostly fluent and in an acceptable style of writing, with occasional inconsistencies/ minor errors in style and correctness.</p>	<p>☐ Communication of ideas in written form sometimes is not fluent and not in an appropriate style of writing, with some inconsistencies/ errors in correctness.</p>	<p>☐ Communication of ideas in written form is not fluent and with significant errors in style, format or correctness.</p>