

ASSESSMENT CRITERIA

**For written assignments, video assignments and
audio-visual presentations at levels 1, 2 & 3**

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Assessment Criteria Grids

This document contains the Assessment Criteria Grids referred to in the *LAU Student, Module, and Programme Handbooks*.

Your assignment feedback will carry an indicative classification

(see far right hand column )

Actual marks are not given until the *Module Assessment Board (MAB)* has met at the end of each module.

| | | |
|----------------|-----------------------|----------------|
| 80 - 90 | <i>Excellent Pass</i> | |
| 70 - 79 | <i>Very Good Pass</i> | I |
| 60 - 69 | <i>Good Pass</i> | II (i) |
| 50 - 59 | <i>Sound Pass</i> | II (ii) |
| 40 - 49 | <i>Pass</i> | III |
| 20 - 39 | <i>Fail</i> | |

Assignments may be judged a fail grade if dangerous/unsafe practice is demonstrated

Assessment

This document contains level definitions and assessment criteria marking grids (for written assignments, video assignments and audio-visual presentations at levels 1, 2 and 3). It is also available via the LAU website at:

< www.lau.org.uk/training/forms/ >

Formative assessment

This is where a mark is given for a piece of work together with comments on specific areas so that you can reflect on what do you well and what could be improved. Marks given for formative assessment are not included in the overall module/programme mark.

Summative Assessment

Unlike formative assessment which gives an indication of your progress so far, all summative assessment/examination is evaluated and graded and will form part of your final module/programme mark.

Standard of Work

Modules are assigned levels based on their academic content which also indicates the standard and quality of work that is required. Important distinctions between levels are the amount of study time, the amount of set reading, and assessment requirements. Leeds Addiction Unit offers modules at Levels One, Two and Three. The standard of work that is needed to be successful is expected to be commensurately higher at Level Three than at Level Two and Level One. Definitions of each level are given below. If you need further clarification regarding this issue please contact the training office.

Level Definitions

Level One

Students will demonstrate:

- Knowledge of the underlying concepts and principles associated with their area of study, and an ability to evaluate and interpret these within the context of that area of study
- An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject of study

Students will be able to:

- Evaluate the appropriateness of different approaches to solving problems related to their area of study
- Communicate the results of their study accurately and reliably, and with structured and coherent arguments
- Undertake further training and develop new skills within a structured and managed environment

Students will have:

- Qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility

Level Two

Students will demonstrate:

- Knowledge and critical understanding of the well-established principles of their area of study, and the way in which these principles have developed

- The ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of these principles in an employment context
- Knowledge of the main methods of enquiry in their subject and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- An understanding of the limits of their knowledge, and how this influences analysis and interpretations based on that knowledge

Students will be able to:

- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
- Undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations

Students will have:

- Qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making

Level Three

Students will demonstrate:

- A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline
- An ability to deploy accurately established techniques of analysis and

enquiry within a discipline

- Conceptual understanding that enables the student:
 - To devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of a discipline, and
 - To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- An appreciation of the uncertainty, ambiguity and limits of knowledge
- The ability to manage their own learning and to make use of scholarly reviews and primary sources (e.g., refereed articles and/or original materials appropriate to the discipline).

Students will be able to:

- Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and initiate and carry out projects
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete) to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem
- Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences

Students will have:

- Qualities and transferable skills necessary for employment requiring
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable contexts, and
 - the learning ability needed to undertake appropriate further training of a professional or equivalent nature

Level 1

Assessment Criteria for:
Video Assignments
Written Assignments
Record of Learning Achievement [RLA]
Audio-Visual (A-V) Presentations

Assessment Criteria Grid for Level 1 Video Assignments

| Level 1 | Presentation | Structure and content of session | Application of knowledge | Application of skills | Analysis Report |
|--|--|--|---|--|--|
| 80% -90% Class I Excellent Pass | Clear and jargon free language used throughout. Empathetic and eliciting style client engaged and responsive. Elicits new material and change to client's perspective | Excellent demonstration of setting up, delivering and ending the session. Purpose of session is discussed clearly and session aims fully achieved. Session is balanced and empathy is continually demonstrated | Confident handling of the techniques and strategies and comprehensive demonstration of the specific area of knowledge being applied | Creative use and wide range of skills; addresses problems and achieves a marked shift in behaviour; qualities of a safe and effective practitioner | Reflects on practice in the required format. Recognises own strengths and weaknesses within the context of practice. Evidence of reading and well referenced |
| 70% -79% Class I Very Good Pass | Clear and jargon free language used throughout. Empathetic and eliciting style. Client engaged and responsive. Elicits some new material and some change to client's perspective | Good demonstration of setting up, delivering and ending the session. Purpose of the session is discussed clearly. Session aims fully achieved. Session is balanced and empathy is clearly demonstrated. | Good range of techniques and strategies used with confidence, and in depth demonstration of the specific area of knowledge being applied. | Good and wide use of skills. Addresses problems and achieves appreciable shift in behaviour. Qualities of a safe and effective practitioner. | Reflects on practice in the required format. Recognises own strengths and weaknesses. Evidence of reading and referencing. |
| 60% -69% Class II (i) Good Pass | Clear and jargon free language used throughout. Empathetic and eliciting style. Client engaged and responsive. | Clear demonstration of setting up, delivering and ending the session. Purpose of session discussed, session aims fully achieved. Session is balanced and empathy demonstrated. | Good range of techniques and strategies used; clear demonstration of the specific area of knowledge. | Wide use of skills; addresses problems in some depth; some behaviour change effected. Qualities of a safe and effective practitioner. | Reflects on issues in practice in the required format. Evidence of some background reading and referencing. |
| 50% -59% Class II (ii) Sound Pass | Clear and jargon free language used throughout. Empathetic and eliciting style. Client engaged. | Adequate demonstration of setting up, delivering and ending the session. Purpose of session is discussed and session aims mainly achieved. Session mostly focuses on the issues; mainly empathetic. | Some use of techniques and strategies and demonstration of the specific area of knowledge. | Satisfactory use of skills; addresses some problems and demonstrates qualities of a safe practitioner. | Describes reflection on practice within limits as appropriate |
| 40% - 49% Class III Pass | Some clear and jargon free language. Non-verbal communication is mainly consistent with effective therapeutic style. Some engagement achieved. | Basic demonstration of setting up, delivering and ending the session. Minimal definition and discussion of purpose of session. Most session aims achieved; basic focus on issues. Some display of empathy. | Limited use of techniques and strategies and demonstration of some specific knowledge being applied. | Basic use of skills; addresses some problems and demonstrates qualities of a safe practitioner. | Recounts experience with limited reflection. |
| 20%-39% Fail | Inappropriate use of language and tone of voice. Sarcastic and judgemental attitude shown. No engagement achieved. | No evidence of structure to the session. Inadequate definition and discussion of session purpose. Session aims are not achieved. No focus on relevant issues. No empathy displayed. | No evidence of techniques and strategies used; no demonstration of applying specific area of knowledge. | No skills used; no behaviour change effected and unsafe practices adopted. | Inaccurate account of the key moments. Dangerous/unsafe practice displayed in written work. |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Assessment Criteria Grid for Level 1 Written Assignments

| Level 1 | Knowledge & Understanding | Analysis: Synthesis/Creativity | Evaluation | Communication & Presentation: Sources of Information | Self Appraisal: Reflection on Practice (as appropriate) |
|--|--|---|---|---|--|
| 80% -90% Class I Excellent Pass | Excellent knowledge and understanding of basic concepts to interpret the underlying concepts and principles. | Excellent coherent and evidence-based argument presented. Can identify some novel/original aspects of and perspectives on the subject | Demonstrates ability to evaluate different perspectives and expand ideas | Clear concise presentation. Key reference sources used Beginning to use relevant primary reference sources. Academic style of referencing | Reflects on practice in the required format. Recognises own strengths and weaknesses within the context of practice. |
| 70% -79% Class I Very Good Pass | Demonstrates detailed knowledge and understanding of basic concepts. | Very good use of theory: basic concepts well integrated. Coherent, evidence-based argument presented. | Very good clear discussion of ideas, which are well focused and supported by relevant literature. | Very good presentation. Academic style of writing. Academic style of referencing. Evidence of wide reading. | Reflects on practice in the required format. Recognises own strengths and weaknesses. |
| 60% -69% Class II (i) Good Pass | Displays understanding of knowledge base. Good use of terminology. | Evidence of accurate and relevant principles discussed with clarity. Simple argument presented | Able to develop ideas and discuss some relevant issues. | Key relevant principles/ theory identified and described in a clear and accurate manner. Evidence of wide reading; correct referencing. | Reflects on issues in practice in the required format. |
| 50% -59% Class II (ii) Sound Pass | Demonstrates a factual knowledge of concepts. Uses appropriate terminology. | Begins to discuss using given classifications/ principles. Description is comprehensive and accurate; recognises novel/original perspectives. | Can collect and collate ideas and information in a predictable and standard format. | Presentation clear and concise. Adequate structure. Uses evidence from appropriate sources. Appropriate referencing. | Describes reflection on practice within limits as appropriate. |
| 40% - 49% Class III Pass | Facts, concepts identified. Some understanding displayed. Basic description of subject. | Key or relevant principles/theory identified and described in a clear and accurate manner. | Categorises ideas/ information in a structured format. | Clear and concise, appropriate structure. Some references used. Relevant content evident | Recounts experience with limited reflection. |
| 20%-39% Fail | Facts inaccurate. Little evidence of understanding of subject base. Inadequate display of knowledge. | Lacks description of KEY concepts: ideas presented inaccurately. | Lacks focus or structure in describing ideas. Content, lacking or superficial. | Poor structure and lack of coherence limits integrity of assignment. Lacks evidence of reading. Poor expression of ideas. | Dangerous/unsafe practice displayed in written work. |

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Assessment Criteria Grid for Level 1 Record of Learning Achievements [RLAs]

| | |
|---|---|
| Level 1 | <div style="border: 1px solid black; padding: 20px; margin: auto; width: 60%;"> <p style="text-align: center;">See: <i>Assessment Criteria for:</i> Level 1 Written Assignments</p> </div> |
| 80% -90% Class I Excellent Pass | |
| 70% -79% Class I Very Good Pass | |
| 60% -69% Class II (i) Good Pass | |
| 50% -59% Class II (ii) Sound Pass | |
| 40% - 49% Class III Pass | |
| 20%-39% Fail | |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Assessment Criteria Grid for Level 1 Audio-Visual (A-V) Presentations

| Level 1 | Audio-visual medium (Poster, slides etc.) | Knowledge & Understanding | Analysis: Synthesis Creativity | Evaluation | Communication & Presentation: Sources of Information | Self Appraisal: Reflection on Practice |
|--|--|--|---|---|---|--|
| 80% -90% Class I Excellent Pass | Text clear and visually stimulating. Good range of key reference sources used. Graphics enhance text. Text summarises the topic effectively and creatively | Excellent knowledge and understanding of topic and underpinning basic concepts | Excellent coherent and evidence-based argument presented. Can identify some novel/original aspects of and perspectives on the subject | Demonstrates ability to evaluate different perspectives and expand ideas | Excellent presentation Clear introduction and conclusion. Clearly audible and well paced. Time management excellent. Response to questions shows depth of understanding. | Reflects on practice in the required format. Recognises own strengths and weaknesses within the context of practice. |
| 70% -79% Class I Very Good Pass | Text clear and attracts attention. Good range of key reference sources used. Use of some graphics to support text. Very good summary of topic | Demonstrates detailed knowledge and understanding of basic concepts. | Very good use of theory: basic concepts well integrated. Coherent, evidence-based argument presented. | Very good clear discussion of ideas, which are well focused and supported by relevant literature. | Very good presentation Clear introduction and conclusion Time management good Response to questions demonstrates understanding of topic. Audible and well paced | Reflects on practice in the required format. Recognises own strengths and weaknesses. |
| 60% -69% Class II (i) Good Pass | Text clear and attracts attention. Key references identified. Graphics limited but support text. Good summary of topic | Displays understanding of knowledge base. Good use of terminology. | Evidence of accurate and relevant principles discussed with clarity. Simple argument presented | Able to develop ideas and discuss some relevant issues. | Good presentation Key relevant ideas identified and described in a clear and accurate manner. Audible with good pace Response to questions shows some understanding | Reflects on issues in practice in the required format. |
| 50% -59% Class II (ii) Sound Pass | Text clear but does not attract attention Limited use of key references. Graphics limited and do not support text but not distracting Adequate summary of topic. | Demonstrates a factual knowledge of concepts. Uses appropriate terminology. | Begins to discuss using given classifications/ principles. Description is comprehensive and accurate; recognises novel/original perspectives. | Can collect and collate ideas and information in a predictable and standard format. | Satisfactory presentation Some key ideas identified Introduction and conclusion May be brief/rushed. At times audibility problematic Minor errors in responses to questions | Describes reflection on practice within limits as appropriate. |
| 40% - 49% Class III Pass | Text cluttered affecting clarity. Minimal key references. Graphics distracting or missing. Poor summary of topic | Facts, concepts identified. Some understanding displayed. Basic description of subject. | Key or relevant principles/theory identified and described in a clear and accurate manner. | Categorises ideas/ information in a structured format. | Fair presentation. Some structure evident but lacks precision in language used. Some mistakes evident. Poor response to questions. Not well paced. Frequent problems with audibility and clarity | Recounts experience with limited reflection. |
| 20%-39% Fail | Text not clear and does not attract attention. No key reference sources. No use of graphics to support text or very distracting. Poor structure | Facts inaccurate. Little evidence of understanding of subject base. Inadequate display of knowledge. | Lacks description of key concepts: ideas presented inaccurately. | Lacks focus or structure in describing ideas. Content, lacking or superficial. | Poor structure and does not address topic. Poor or incorrect response to questions. Pace too slow or too fast. Under or over time. Problems with audibility throughout. | Dangerous/unsafe practice displayed work. |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Level 2

Assessment Criteria for:
Video Assignments
Written Assignments
Audio-Visual (A-V) Presentations

Assessment Criteria Grid for Level 2 Video Assignments

| Level 2 | Presentation | Structure and content of session | Application of knowledge | Application of skills | Analysis Report |
|--|--|--|---|---|---|
| 80% -90% Class I Excellent Pass | Clear, precise and everyday use of language throughout; verbal and non-verbal presentation consistent with effective therapeutic style; high level of engagement achieved. | Excellent demonstration of setting up, delivering and ending the session. Purpose of session is discussed comprehensively and session aims fully achieved. Session is balanced and empathy is continually demonstrated | Confident handling of the techniques and strategies and comprehensive demonstration of the specific area of knowledge being applied | Extensive and creative use of skills; addresses problems in great depth and achieves a significant shift in behaviour; qualities of a safe and effective practitioner | Extensive and accurate description of the key moments of the session; in depth, critical reflection of practice and learning points fully discussed, evidence of wide reading and well referenced |
| 70% -79% Class I Very Good Pass | Clear, precise and everyday use of language throughout; verbal and non-verbal presentation consistent with effective therapeutic style; good engagement achieved. | Good demonstration of setting up, delivering and ending the session. Purpose of the session is discussed extensively. Session aims fully achieved. Session is balanced and empathy is clearly demonstrated. | Confident handling of the techniques and strategies and in depth demonstration of the specific area of knowledge being applied | Good and wide use of skills. Addresses problems in depth, achieves considerable shift in behaviour, qualities of a safe and effective practitioner. | Clear and accurate description of the key moments of the session; critical reflection of practice and learning points discussed; evidence of wide reading and well referenced |
| 60% -69% Class II (i) Good Pass | Clear, precise and everyday use of language; verbal and non-verbal presentation consistent with effective therapeutic style and engagement achieved | Clear demonstration of setting up, delivering and ending the session. Purpose of session discussed in depth, session aims fully achieved. Session is balanced and empathy clearly demonstrated. | Wide range of techniques and strategies; clear demonstration of the specific area of knowledge. | Wide use of skills; addresses problems in some depth; some behaviour change effected, qualities of a safe and effective practitioner. | Competent description of the key moments of the session; contains some critical reflection of practice and learning points; evidence of reading and well referenced |
| 50% -59% Class II (ii) Sound Pass | Clear and everyday use of language in the main; non-verbal presentation is mainly consistent with effective therapeutic style and some rapport achieved | Adequate demonstration of setting up, delivering and ending the session. Purpose of session is discussed and session aims mainly achieved. Session mostly focuses on the issues; mainly empathetic. | Some use of techniques and strategies and demonstration of the specific area of knowledge. | Satisfactory use of skills; addresses problems and demonstrates qualities of a safe practitioner. | Satisfactory description of the key moments of the session; limited critical reflection of practice and learning points; evidence of some background reading and referencing |
| 40% - 49% Class III Pass | Some clear and everyday use of language; non-verbal presentation is mainly consistent with effective therapeutic style; some engagement achieved | Basic demonstration of setting up, delivering and ending the session. Minimal definition and discussion of purpose of session. Some session aims achieved; basic focus on issues. Some display of empathy. | Basic use of techniques and strategies and demonstration of specific knowledge being applied. | Basic use of skills; addresses some problems and demonstrates qualities of a safe practitioner. | Basic description of the key moments of the session; no critical reflection of practice, basic reading and referencing |
| 20%-39% Fail | Inappropriate use of language and non-verbal communication; presentation is inconsistent with effective therapeutic style; little or no engagement achieved | No evidence of structure to the session. Inadequate definition and discussion of session purpose. Session aims are not achieved. No focus on relevant issues. No empathy displayed. | Inadequate use of techniques and strategies; little or no demonstration of applying specific area of knowledge. | Inadequate use of skills, no behaviour change effected and unsafe practices adopted. | Inadequate and inaccurate description of the key moments of the session; contains no critical reflection of practice; no evidence of reading or referencing |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Assessment Criteria Grid for Level 2 Written Assignments

| Level 2 | Knowledge & Understanding | Analysis: Synthesis/Creativity | Evaluation | Communication & Presentation: Sources of Information | Self Appraisal: Reflection on Practice (as appropriate) |
|--|--|---|---|---|--|
| 80% -90% Class I Excellent Pass | Excellent knowledge and understanding of a range of aspects of subject area including interpretation and application of knowledge | Ability to present an effective argument and logical analysis of information, founded on authoritative sources. | Ability to identify a range of valid perspectives. Some discrimination of perspectives. | Excellent communication of ideas within a coherent structure. Data collected from a wide range of sources | Evaluates personal strengths and weaknesses. Ability to justify the validity of decisions made in the context of practice. |
| 70% -79% Class I Very Good Pass | Demonstrates detailed knowledge and understanding of a range of aspects of subject area. Good interpretation and application of principles | Ability to make reasoned argument and analyse information. | Ability to select and evaluate relevant issues. Begins to demonstrate critical skills | Fluent communication within a coherent structure. Good use of mainly primary and seminal sources | Can evaluate personal strengths and weaknesses. Reflects on practice as appropriate |
| 60% -69% Class II (i) Good Pass | Detailed knowledge of subject area with application and understanding. Grasps underlying concepts | Clear discussion of a range of information and analysis of some issues | Evidence of evaluative skills and ability to recognise the significance of findings | Communicates well in a written format providing sound evidence of relevant reading. Well structured presentation | Reflects on practice as appropriate. Insight into application |
| 50% -59% Class II (ii) Sound Pass | Acceptable knowledge base. Awareness of variety of ideas/framework and application. Demonstrates understanding. Relevant issues selected.. | Some discussion of a range of information. Application of major theories and comparison of methods. Can consider a reasoned argumen | Can select appropriate techniques of evaluation and evaluate the relevance and significance of data | Uses referenced literature appropriately. Some primary sources identified | Reflects on practice as appropriate. Knows personal limitations |
| 40% - 49% Class III Pass | Knowledge present but not developed. Basic understanding present of concepts. Important issues outlined.. | Some discussion of issues raised. Mainly descriptive. Lacks depth and breadth. | Evaluation attempted but poorly expressed and remains underdeveloped | Structure and presentation evident but limited. Mainly secondary sources used. Appropriate referencing techniques evident | Reflection given but brief and lacks detail. Safety displayed |
| 20%-39% Fail | Knowledge unclear, inaccurate. Lacks understanding. Lacks precision of language and terminology. | No evidence of discussion attempted within the text. Anecdotal evidence presented. Substantial omissions, inaccurate. | Poor focus. Lack of evaluation. Insights unsupported. Sweeping statements. | Poor presentation/structure haphazard. Inadequate referencing. Does not answer question. | No evidence of reflection. Dangerous/unsafe practice displayed in written work |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Assessment Criteria Grid for Level 2 Audio-Visual (A-V) Presentations

| Level 2 | Audio-visual medium (Poster, slides etc.) | Knowledge & Understanding | Analysis: Synthesis Creativity | Evaluation | Communication & Presentation | Self Appraisal: Reflection on Practice |
|--|--|--|---|--|--|--|
| 80% -90% Class I Excellent Pass | Text clear and visually stimulating. Good range of key reference sources used. Graphics enhance text. Text summarises the topic effectively and creatively | Excellent knowledge and understanding of a range of aspects of subject area including interpretation and application of knowledge. | Ability to present an effective argument and logical analysis of information, founded on authoritative sources | Ability to identify a range of valid perspectives. Some discrimination of perspectives | Excellent presentation Clear introduction and conclusion. Clearly audible and well paced Time management excellent Response to questions shows depth of understanding. | Evaluates personal strengths and weaknesses. Ability to justify the validity of decisions made in the context of practice. |
| 70% -79% Class I Very Good Pass | Text clear and attracts attention. Good range of key reference sources used. Use of some graphics to support text. Very good summary of topic | Demonstrates detailed knowledge and understanding of a range of aspects of subject area. Good interpretation and application of principles | Ability to make reasoned argument and analyse information. | Ability to select and evaluate relevant issues. Begins to demonstrate critical skills. | Very good presentation Clear introduction and conclusion Time management good Response to questions demonstrates understanding of topic. Audible and well paced | Can evaluate personal strengths and weaknesses. Reflects on practice as appropriate. |
| 60% -69% Class II (i) Good Pass | Text clear and attracts attention. Key references identified. Graphics limited but support text. Good summary of topic | Detailed knowledge of subject area with application and understanding. Grasps underlying concepts. | Clear discussion of a range of information, and analysis of some issues. | Evidence of evaluative skills and ability to recognize the significance of findings. | Good presentation Key relevant ideas identified and described in a clear and accurate manner. Audible with good pace Response to questions shows some understanding | Reflects on practice as appropriate. Insight into application. |
| 50% -59% Class II (ii) Sound Pass | Text clear but does not attract attention Limited use of key references. Graphics limited and do not support text but not distracting Adequate summary of topic. | Acceptable knowledge base. Awareness of variety of ideas/frameworks and application. Demonstrates understanding. Relevant issues selected. | Some discussion of a range of information. Application of major theories and comparison of methods. Can consider a reasoned argument. | Can select appropriate techniques of evaluation and evaluate the relevance and significance of data. | Satisfactory presentation Some key ideas identified Introduction and conclusion May be brief/rushed. At times audibility problematic Minor errors in responses to questions | Reflects on practice as appropriate. Knows personal limitations. |
| 40% - 49% Class III Pass | Text cluttered affecting clarity. Minimal key references. Graphics distracting or missing Poor summary of topic | Knowledge present but not developed. Basic understanding present of concepts. Important issues outlined. | Some discussion of issues raised. Mainly descriptive. Lacks depth and breadth. | Evaluation attempted but poorly expressed and remains undeveloped. | Fair presentation. Some structure evident but lacks precision in language used. Some mistakes evident. Poor response to questions Not well paced. Frequent problems with audibility and clarity | Reflection given but brief and lacks detail. Safety displayed. |
| 20%-39% Fail | Text not clear and does not attract attention. No key reference sources. No use of graphics to support text or very distracting. Poor structure | Knowledge unclear, inaccurate. Lacks understanding. Lacks precision of language and terminology. | No evidence of discussion attempted within the text. Anecdotal evidence presented. Substantial omissions. Inaccurate | Poor focus. Lack of evaluation. Insights unsupported. Sweeping statements. | Poor structure and does not address topic. Poor or incorrect response to questions. Pace too slow or too fast. Under or over time. Problems with audibility throughout. | No evidence of reflection. Dangerous/unsafe practice displayed in written work. |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Level 3

Assessment Criteria for:
Video Assignments
Written Assignments
Audio-Visual (A-V) Presentations

Assessment Criteria Grid for Level 3 Video Assignments

| Level 3 | Presentation | Structure and content of session | Application of knowledge | Application of skills | Analysis Report |
|--|--|---|---|--|---|
| 80% -90% Class I Excellent Pass | Clear, precise and everyday use of language throughout; verbal and non-verbal presentation consistent with effective therapeutic style; high level of engagement achieved. | Comprehensive introduction, content and summary; precise time-keeping, consistent focus. Delivers, in depth, all components of the session and aims comprehensively met, continual demonstration of empathy | Displays in-depth knowledge and applies it throughout the session. Independent judgement shown. Communicates complex ideas clearly and succinctly | Confident and creative handling of techniques and strategies. Extensive, creative and effective use of skills. Addresses problems in great depth and achieves a significant shift in behaviour | In depth and comprehensive analysis of the session, its key moments and critical reflection of practice. Fully and creatively discusses learning points. Application of theory to practice amply demonstrated. Evidence of wide reading and well referenced |
| 70% -79% Class I Very Good Pass | Clear, precise and everyday use of language throughout; verbal and non-verbal presentation consistent with effective therapeutic style; good engagement achieved. | Thorough introduction, content and summary; good time-keeping, consistent focus. Delivers all components of the session and aims, consistent demonstration of empathy | Displays comprehensive knowledge and applies it, demonstrates ability to communicate complex ideas | Confident handling of techniques and strategies. Uses a broad range of skills. Addresses problems in depth. Achieves considerable shift in behaviour | Thorough analysis of the session; its key moments and critically evaluates practice. Learning points creatively discussed. Application of theory to practice demonstrated, evidence of wide reading. Accurate use of references |
| 60% -69% Class II (i) Good Pass | Clear, precise and everyday use of language; verbal and non-verbal presentation consistent with effective therapeutic style and engagement achieved | Introduction, content and summary; good time-keeping, consistent focus, connections between parts. Delivers most components of the session in some depth and aims met, mainly demonstrates empathy | Displays knowledge and applies it, demonstrates ability to communicate some complex ideas | Uses a range of skills relevant to the learning outcomes. Some behaviour change effected. Clear evidence of safe and effective practitioner | Competent analysis of the session and its key moments. Critically evaluates practice and learning points discussed. Application of theory to practice evidence of reading. Good use of references |
| 50% -59% Class II (ii) Sound Pass | Clear and everyday use of language in the main; non-verbal presentation is mainly consistent with effective therapeutic style and some rapport is achieved | Identifiable component parts; good flow, kept to time limits. Delivers most components of the session and aims largely met, some demonstration of empathy | Displays some knowledge and applies it, demonstrates ability to communicate ideas | Uses a satisfactory range of skills relevant to learning outcomes; evidence of safe practitioner | Some analysis, but essentially descriptive account of the session and its key moments. Some critical evaluation and application of theory to practice. Evidence of background reading. Some referencing |
| 40% - 49% Class III Pass | Some clear and everyday use of language; verbal and non-verbal communication is generally consistent with a good therapeutic style; some engagement achieved | Some identifiable component parts; some flow, timing within 10% of limits. Delivers some components of the session and aims partially met, limited demonstration of empathy | Minimal level of accurate knowledge demonstrated and applied; some ability to communicate ideas | Uses a minimum acceptable range of skills. Limited behaviour change effected. Safe practitioner | Descriptive account of the session and its key moments. Little or no critical evaluation of practice. Adequate reading and some referencing |
| 20%-39% Fail | Inappropriate use of language and non-verbal communication; presentation is inconsistent with good therapeutic style; little or no engagement achieved | No identifiable structure. Fails to deliver sufficient components of the session and aims not met. No statement or achievement of aims; no demonstration of empathy | Unclear and inaccurate knowledge of the subject and inability to communicate ideas | No evidence of skills. No behaviour change effected and unsafe practices adopted. | Inaccurate or inadequate description of session and its key moments. Contains no analysis of practice or critical reflection. Limited reading and poor referencing |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Assessment Criteria Grid for Level 3 Written Assignments

| Level 3 | Knowledge & Understanding | Analysis: Synthesis/Creativity | Evaluation | Communication & Presentation: Sources of Information | Self Appraisal: Reflection on Practice (as appropriate) |
|--|--|---|--|--|---|
| 80% -90% Class I Excellent Pass | Demonstrates a conceptual understanding which enables the development and sustaining of coherent argument. Displays comprehensive knowledge which demonstrates good use of enquiry | Ability to analyse problems in novel ways from a range of different viewpoints. Accurate analysis of data and information. Some transfer of knowledge into new contexts | Demonstrates excellent ability to evaluate theory, process, solutions and outcomes. Considers reliability of evidence. Thorough investigation of contradictory information | Excellent ability to structure a coherent presentation of complex issues in a clear and concise manner. Literature used is of scholarly reviews and primary nature | Demonstrates recognition of own limitations. Competently reflects on the appropriateness of theory practice and outcomes. Appropriately challenges received opinion |
| 70% -79% Class I Very Good Pass | Demonstrates coherent and comprehensive subject knowledge. Demonstrates a conceptual understanding of a broad range issues relating to the subject | Ability to analyse new/abstract data and situations. Demonstrates originality of thought.. | Very good evaluation and critical review skills. Can investigate contradictory information | Good ability to structure a coherent presentation dealing with complex issues. Extensive reading and application to sources of literature | Reflects on the appropriateness of theory, practice and outcomes. Demonstrates recognition of own limitations |
| 60% -69% Class II (i) Good Pass | Depth of knowledge of subject area. Appropriate use of relevant conceptual framework(s), facts, principles and theories | Ability to use new or abstract information to analyse situations. Uses a range of principles appropriate to subject. Some originality and logical argument | Reviews evidence supporting conclusions/recommendations and investigates contradictory information. Able to reframe arguments | Communicates in a concise way in formal styles of academic work. Debates and produces report in an academic format. Uses relevant literature to good effect | Ability to reflect on and apply new insights into practice. Demonstrates recognition of own limitations |
| 50% -59% Class II (ii) Sound Pass | Demonstrates acceptable knowledge of concepts, principles, facts and theories. Appropriate and relevant knowledge base evident. | Capacity to analyse concepts and reframe arguments. Analyses results and implications. Evidence of critical thought. | Questions theory and practice. Reasoned argument. Evaluates evidence and makes some recommendations | Well structured essay. Arguments clearly expressed. Appropriate use of references | Insight into practice and reflection. Recognises personal limitations. |
| 40% - 49% Class III Pass | Minimum acceptable level of knowledge of concepts, principles, facts and theories of subject area | Some integration of concepts, facts, principles, theories and arguments. Brief critical review of main issues. Demonstrates a reasoned if superficial argument | Awareness of evaluation/review and implications at a basic level. Evaluates evidence in some concepts | Structured argument, showing some clarity of expression. References evident and appropriate | Reflects on practice. Begins to recognise personal limitations. Safety displayed |
| 20%-39% Fail | Lacks clear knowledge of subject. Presentation of KEY facts superficial. Lacks focus. Inaccuracies evident. | Little analysis or ability to critique arguments. No evidence of discussion of concepts. No integration of theories | Lacks insight into review process. Little evidence of reasoned argument | Poor presentation. Poorly developed argument. Limited reading. Does not address question. Unsupported opinions | No reflection on practice evident. Dangerous/unsafe practice displayed in written work |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Assessment Criteria Grid for Level 3 Audio-Visual (A-V) Presentations

| Level 3 | Audio-visual medium (Poster, slides etc.) | Knowledge & Understanding | Analysis: Synthesis Creativity | Evaluation | Communication & Presentation | Self Appraisal: Reflection on Practice |
|--|--|--|---|---|--|--|
| 80% -90% Class I Excellent Pass | Text clear and visually stimulating. Good range of key reference sources used. Graphics enhance text. Text summarises the topic effectively and creatively | Demonstrates a conceptual understanding which enables the development and sustaining of coherent argument. Displays comprehensive knowledge which demonstrates good use of enquiry | Ability to analyse problems in novel ways from a range of different viewpoints. Accurate analysis of data and information. Some transfer of knowledge into new contexts | Demonstrates excellent ability to evaluate theory, process, solutions and outcomes. Considers reliability of evidence. Thorough investigation of contradictory information. | Excellent presentation Clear introduction and conclusion. Clearly audible and well paced Time management excellent Response to questions shows depth of understanding. | Demonstrates recognition of own limitations. Competently reflects on the appropriateness of theory, practice and outcomes. Appropriately challenges received opinion |
| 70% -79% Class I Very Good Pass | Text clear and attracts attention. Good range of key reference sources used. Use of some graphics to support text. Very good summary of topic | Displays coherent and comprehensive subject knowledge. Demonstrates a conceptual understanding of a broad range of issues relating to the subject. | Ability to analyse new/abstract data and situations. Demonstrates originality of thought. | Very good evaluation and critical review skills. Can investigate contradictory information. | Very good presentation Clear introduction and conclusion Time management good Response to questions demonstrates understanding of topic. Audible and well paced | Reflects on the appropriateness of theory, practice and outcomes. Demonstrates recognition of own limitations. |
| 60% -69% Class II (i) Good Pass | Text clear and attracts attention. Key references identified. Graphics limited but support text. Good summary of topic | Depth of knowledge of subject area. Appropriate use of relevant conceptual framework(s), facts, principles and theories. | Ability to use new or abstract information to analyse situations. Uses a range of principles appropriate to subject. Some originality and logical argument. | Reviews evidence supporting conclusions/ recommendations and investigates contradictory information. Able to reframe arguments. | Good presentation Key relevant ideas identified and described in a clear and accurate manner. Audible with good pace Response to questions shows some understanding | Ability to reflect on and apply new insights to practice. Demonstrates recognition of own limitations |
| 50% -59% Class II (ii) Sound Pass | Text clear but does not attract attention Limited use of key references. Graphics limited and do not support text but not distracting Adequate summary of topic. | Demonstrates acceptable knowledge of concepts, principles, facts and theories. Appropriate and relevant knowledge base evident. | Capacity to analyse concepts and reframe arguments. Analyses results and implications. Evidence of critical thought. | Questions theory and practice. Reasoned argument given. Evaluates evidence and suggests some recommendations. | Satisfactory presentation Some key ideas identified Introduction and conclusion May be brief/rushed. At times audibility problematic Minor errors in responses to questions | Insight into practice and reflection. Recognises personal limitations |
| 40% - 49% Class III Pass | Text cluttered affecting clarity. Minimal key references. Graphics distracting or missing Poor summary of topic | Minimum acceptable level of knowledge of concepts, principles, facts and theories of subject area. | Some integration of concepts, facts, principles, theories and arguments. Brief critical review of main issues. Demonstrates a reasoned if superficial argument. | Awareness of evaluation/ review and implications at a basic level. Evaluates evidence in some concepts. | Fair presentation. Some structure evident but lacks precision in language used. Some mistakes evident. Poor response to questions Not well paced. Frequent problems with audibility and clarity | Reflects on practice. Begins to recognise personal limitations. Safety displayed |
| 20%-39% Fail | Text not clear and does not attract attention. No key reference sources. No use of graphics to support text or very distracting. Poor structure | Lacks clear knowledge of subject. Presentation of KEY facts superficial. Lacks focus. Inaccuracies evident. | Little analysis or ability to critique arguments. No evidence of discussion of concepts. No integration of theories. | Lacks insight into review process. Little evidence of reasoned argument or arguments unsupported. | Poor structure and does not address topic. Poor or incorrect response to questions. Pace too slow or too fast. Under or over time. Problems with audibility throughout | No reflection on practice evident. Dangerous/unsafe practice displayed in work. |

The assignment may be judged a fail grade if dangerous/unsafe practice is demonstrated

Leeds Addiction Unit Assessment Criteria

assessment_criteria.pdf

an electronic copy of this document is also available at:
www.lau.org.uk/training/forms/

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