**Table 5.1 Indicative marking scheme**

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|  |  |  | Grade (indicative %) |  |  |
| Learning outcome | **1**  **(85%+)**  **Distinction** | **2**  **(70–84%)** | **3**  **(55–69%)** | **4**  **(40–54%)** | **5**  **(0–39%)**  **Fail** |
| LO2. Identify and refine the goals and content of your project. | Clear title and description of the project. The nature of the problem is well defined. The boundaries of the project and the solution that will be delivered are clear. The proposal is realistic and achievable. | As for Grade 1 but the description is less clear and boundaries of the project and the solution to be delivered may be less well defined. | As for Grade 2 but the description tends towards the general and the scope of the problem may be unrealistically large or too narrow, to the extent that the delivered solution is unlikely to adequately address the problem. | The scope of the problem is unclear and it is not evident that the proposed work will address the problem adequately. | The project is very unclear and little progress has been made beyond identifying the topic area. A score of 0% indicates there has been no engagement or progress at all, beyond choosing a topic. |
| LO3. Identify, list and justify the resources, skills and activities needed to carry out the project successfully. Identify and address any associated risks. | Has identified key resources, the timely availability of which are essential to success. Has identified key skills and activities necessary for success. Has judged the risk (likelihood and impact) associated with both resources, skills and activities appropriately and has proposed appropriate measures to manage these risks. | Has missed at most a couple of less important resources, skills and activities and associated risks. | Has missed an important and obvious resource, skill and activity and associated risk or has underestimated the significance of one or more important risks and is thus proposing inadequate measures to manage them. | Considers only generic project resources, skills and activities and associated risks and offers ‘routine’ solutions that reflect a ‘tick-box’ approach to risk management. | Has not developed an adequate list of key resources, skills and activities needed plus an associated assessment of risk and how to manage them. |
| LO4. Gather, analyse and evaluate relevant information to complete the project successfully. | Has found and selected relevant and authoritative sources of information. An effective and succinct account of what has been found, clearly identifying how these relate to the work to be done. | The quality and/or relevance of the sources of information may be more diverse. How they relate to the project may be less clear. | As for Grade 2 but the quality, authority or relevance of the sources of information is uncertain, perhaps because of an over-reliance on search engines rather than libraries and academic publishers. | Very few sources have been identified or sources of information may be lacking relevance and/or authority. They may be out of date and may bear only general relevance to the project. Sources mainly based on OU modules. | Sources of information are very general and, although in the same area as the project, it is not clear that they can contribute at all to the work to be done. |
| LO7. Communicate information, ideas, problems and solutions clearly. | Clear, concise, structured communication using diagrams or other illustrations where appropriate. Opinions and judgements are always supported by relevant argument or evidence as appropriate. Written in a professional manner for an audience broadly knowledgeable in Computing and IT. Engaged in constructive and insightful project choice discussion with tutor. | Clear, concise, structured communication, using diagrams or other illustrations as appropriate. Opinions and judgements are sound, but are not always fully justified. Broadly successful in writing for audience. Contacted tutor in a timely manner with clearly expressed project idea(s). | Accessible communication style, perhaps lacking in structure. Perhaps misjudging audience by explaining common and familiar concepts. Contacted tutor with project idea(s) that required clarification by tutor. | Ineffective communication, inclusion of irrelevant material. The most important opinions and judgements are supported with some reasons, though these may not be entirely convincing. Perhaps requires a second reading to glean what is being said. Contacted tutor with project idea(s) that required considerable clarification by tutor. | Style obscures what is being conveyed, difficult to comprehend, little or rambling structure. Features opinion and anecdote rather than informed opinion and evidence. Requires a third reading or more. Did not contact tutor before submitting TMA or did contact tutor but with very few, if any, ideas. |
| LO8. Learn independently and reflect on what has been done, with a view to improving skills and knowledge. | Has undertaken useful exploratory work that addresses an important aspect of the problem on which the eventual solution depends heavily and which increases confidence that the anticipated deliverable will be achieved. Insightful review and reflection. Is implementing a strategy for developing the skills needed to complete project. | Exploratory work addresses a valuable but more routine aspect of the project.  Good review and reflection. Has started exploring one or more of the necessary skills. | Work has been inappropriately ambitious for this stage of the project. A variety of work including skills development has been initiated but some strands have been abandoned when further progress could have been readily made. Reflection is of limited value but is related to some aspect of the project. | Some exploratory work undertaken but it has focused on issues that are very peripheral to the successful outcome of the project. Reflection is limited and not well related to the project or not well focused on skills and risks. | Little or no work undertaken. Much or all of it may have very little relevance to the eventual solution/deliverable. A mark of 0% means no exploratory work has been undertaken. Reflection is missing or of little relevance. |
| LO9. Plan and organise your project work appropriately, and keep systematic records of plans, progress and outcomes. | Has selected an appropriate lifecycle for the project having considered all the alternatives in light of the characteristics of their specific project. Has given an appropriate schedule of future work that reflects their lifecycle and the characteristics of their chosen project. | Has chosen a plausible and appropriate approach or lifecycle model but may not have fully explained why they have dismissed leading alternatives. Schedule is realistic and reflects lifecycle. | Has chosen an adequate lifecycle model, though it may not be the most appropriate given the characteristics of the project. Has given less consideration than deserved to alternatives. Schedule has main elements but is underdeveloped or implausibly detailed. May not reflect lifecycle. | As for Grade 3 but there is only formulaic evaluation of alternatives based on ‘rote learning’ that doesn’t relate to the chosen project. A formulaic schedule that doesn’t effectively reflect the character of the project or the lifecycle. May just show a task list. | Has chosen an entirely inappropriate lifecycle model (or none at all). It may be too rigid for an uncertain and ill-defined problem domain or it may be inappropriately open-ended given a well-specified and well-understood project domain. Very undeveloped or highly implausible schedule.  Does not reflect lifecycle. |