**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** |
| LO1. Demonstrate and apply a systematic understanding of the fundamental technical concepts and principles relevant to your project. | The work makes demonstrable correct use of concepts and principles from the literature and/or prior OU study. | The use of concepts and techniques is sound and any misunderstandings are minor. | Comprehension and use of concepts and principles is less secure and there are several identifiable errors in the work that need correcting. | Comprehension and use of concepts and principles is insecure and there are many errors to be corrected. | Very little evidence that concepts and principles are understood. |
| LO2. Identify and refine the goals and content of your project. | Describes and justifies any refinements to the project aims and objectives. Sound evaluation of risks in light of experience so far. | Describes refinements to the project aims and objectives with some justification. Amends plan appropriately. Some risks considered. | Refinements proposed may be too modest or too radical. Rationale for changes is not always clear. Risks not always realistically assessed. | As Grade 3 but does not make adequate refinement in light of progress so far. Formulates new plan in a generic or ‘rote’ fashion. Nominal treatment of risks, if at all. | Makes inappropriate changes, perhaps even for the sake of ‘form’. The revised plan is not well formulated and risks are not considered. |
| LO3. Identify, list and justify the resources, skills and activities needed to carry out the project successfully. Identify and address any associated risks.  LO4. Gather, analyse and evaluate relevant information to complete the project successfully.  LO6. Make effective use of a variety of information sources including the internet, demonstrating awareness of the credibility of the source. | Has identified the resources, skills and activities, the timely availability of which is essential. Has continued to find relevant material, from a range of sources, clearly showing an understanding of the credibility and significance of the source of information. Effectively and succinctly identifies how they can contribute to the work to be done. | Has missed at most a couple of less important resources, skills and activities. The quality or relevance of the sources of information may be more diverse and credibility and authority of some of the sources may be less clear. How they relate to the project may be less clear. | Has missed an important and obvious resource, activity or skill.  The relevance, credibility or authority of many of the sources of information is unclear. | Identifies only ‘routine’ resources, skills and activities. Very few additional sources of information have been identified or sources may be lacking relevance, credibility and/or authority. They may be out of date. They may bear only general relevance to the project. Sources mainly based on OU modules. | Has still not developed an adequate list of key resources, skills and activities. Sources of information are very general, have little credibility or authority and it is not clear that they contribute at all to the work to be done. |
| LO7. Communicate information, ideas, problems and solutions clearly. | A very clear, readable piece of work. Makes good use of language, diagrams, tables, etcetera, where necessary. Few or no spelling or grammatical errors. | A clear, readable piece of work. Makes use of language, diagrams, tables, etcetera, where necessary. Few spelling or grammatical errors. | Readable work with some issues in the appropriate choice or use of communication methods. | The basic ideas have been communicated, but not using the best methods and often unclearly. | The basic ideas to communicate have not been presented in a comprehensible manner. Inappropriate use of diagrams, tables, etcetera. |
| LO8. Learn independently and reflect on what has been done, with a view to improving skills and knowledge.  LO11. Analyse a practical problem and devise and implement a solution, building on the knowledge and skills developed throughout your earlier OU studies and experience. | Clearly identifies examples of how they work effectively and factors that frustrate effective work. Is clear about how factors impeding effective work can be addressed. Has successfully undertaken purposeful project work that addresses one or more of the core aspects of the problem and its solution. | Identifies some examples of how they work effectively and factors that frustrate effective work. Less clear about how they will respond. Has progressed with project work addressing a valuable but more routine aspect of the project without addressing the heart of the solution. | Some evidence of reflection on effective and ineffective ways of working. Work may be either inappropriately ambitious or appropriately focused but underdeveloped. | Finds it difficult to identify factors that lead to effective or ineffective working. Some project work undertaken but it may be underdeveloped or have focused on issues that are very peripheral to the successful outcome of the project. | Very limited evidence of self-awareness in relation to effective or ineffective working. 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 project work has been undertaken. |
| LO9. Plan and organise your project work appropriately, and keep systematic records of plans, progress and outcomes. | Makes an accurate assessment of progress in relation to the original plan. Understands what has gone well and what has not gone to plan and, more importantly, why. Considers when the assessment of risks has been good or weak. | Makes an accurate assessment of progress in relation to the original plan. Identifies things that have gone well and some things that have not gone to plan, but is not always clear why. Some consideration of how effective the risk assessment has been. | As for Grade 2 but the review is less accurate, perhaps a degree of ‘denial’ about what has not gone so well. | The review is formulaic. Few lessons are drawn. | Inaccurate review that doesn’t recognise when things have gone well or not. |