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Dear Realising Opportunities Student

You have informed us that you will be undertaking the Academic Assignment in order to fulfil the Academic Element of Realising Opportunities.

This guide contains the information you will need to get you started. The university that recruited you to the Realising Opportunities programme (your ‘host’ university) will be in touch shortly to arrange your tutorial support.

Prior to them contacting you, you should read this guide, continue completing the skills4uni online study skills module and work with your ementor. If you have not been contacted by your host university by June 2017 please contact the RO Central Team.

We hope you find this guide useful but if you have any questions please do not hesitate to get in touch.

Good luck with your assignment!

Best wishes
The RO Central Team

0191 208 8923
info@realisingopportunities.ac.uk
The Academic Assignment was really useful as it gave me an insight on what a university style essay should look like and what standard of work the University expects from you. I’m glad I did the Academic Assignment as when I got to University and I had to hand in my very first assignment, I felt confident about what to do and how to reference my work.

A Realising Opportunities Student
Section 1

The Academic Assignment 07
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The Academic Assignment

Academic Assignment Overview

The Academic Assignment is a compulsory part of your participation on the Realising Opportunities programme. It allows you to demonstrate your ability to understand, apply and analyse information - key skills required to be successful at a research intensive university.

An Academic Tutor from one of the Realising Opportunities Partner universities will support you through the completion of your work. You will receive tutorial assistance to help you establish your assignment, its structure and provide signposting to resources.

The Academic Assignment should be in a topic area that interests you or that you are considering applying for at university, and you can decide which topic you would like to work on. Your assignment title will be negotiated between yourself and your Tutor at your first meeting. Your assignment must be a new piece of work, and cannot be reworked from a school/college piece of work.

We have asked you to choose your own topic because we want to get a sense of your ability and interest in researching independently – that is without the direction that you might be used to in a school or college environment. We are looking to see evidence of you as a self-starter and for you to show initiative. You do not have to know the answers already. Education is about knowing where to look for the answers and developing the skills to interrogate the sometimes conflicting information that you find and to make conclusions yourself, based on the evidence available. Remember, your tutor will be available to help you achieve this.

You do not need to formulate an assignment title prior to your first meeting with your tutor but you must have an idea of the topic or subject area so please give this some thought. Information about developing your own question can be found in section 2 and you should complete this before your first tutorial.
Support Available

- You will be allocated an Academic Tutor from one of the Realising Opportunities Partner universities who will support the development of your assignment and assess your completed piece of work. You will be contacted by your host university to confirm the arrangements for meeting your tutor. If you have not been contacted by your host university by June 2017 please contact the RO Central Team.

- Completion of the skills4uni online study skills module, www.skills4uni.bham.ac.uk, will also provide valuable preparation for your assignment. It will give you information on how to plan and draft an essay (section 2), select useful and appropriate resources (section 3), and reference your sources (section 4). It is strongly recommended that you work through the study skills module before you meet your tutor.
There is a wide range of information to help you with your assignment on the Realising Opportunities e-mentoring portal which you can access via www.realisingopportunities.ac.uk. Bright Knowledge has a wealth of resources. The following articles and activities will help you get started:

- Top tips for independent learning
- How do I write a research essay?
- Researching essays – using sources
- Referencing explained
- Essay writing – linking words and phrases
Assessment of the Academic Assignment

Realising Opportunities Marking

- You will be given a mark of between 1 and 5 for each of the Learning Outcomes listed opposite.
- Scores for each Learning Outcome will be given in whole numbers only. The marks will be added together and divided by 8 to give the overall pass mark.
- You need to achieve a 3.5 or above overall to pass the Realising Opportunities Academic Assignment.
- Students scoring a 1 for any of the Learning Outcomes will not be able to pass the Academic Assignment.

### Tip

Refer to page 38 at the end of this guide for the full assessment matrix. This matrix will be used by your tutor to mark your work, and indicates how levels are awarded.

<table>
<thead>
<tr>
<th>Level</th>
<th>Description of progress towards achieving the level</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Learning outcome fully met and surpassed</td>
</tr>
<tr>
<td>4</td>
<td>Learning outcome met</td>
</tr>
<tr>
<td>3</td>
<td>Learning outcome partially met, but has left out some important elements</td>
</tr>
<tr>
<td>2</td>
<td>Learning outcome not met, but demonstrates some progress</td>
</tr>
<tr>
<td>1</td>
<td>Very little evidence of addressing the learning outcome</td>
</tr>
</tbody>
</table>
# RO Academic Assignment Learning Outcomes

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>1. Demonstrate knowledge and understanding of the topic, avoiding plagiarism.</td>
</tr>
<tr>
<td></td>
<td>2. Describe subject knowledge using a clear and logical structure and in an appropriate academic style.</td>
</tr>
<tr>
<td><strong>Intellectual Skills</strong></td>
<td>3. Explore a broad range of appropriate information, integrating material so the assignment flows in a coherent way (including figures, tables or equations where appropriate, eg. for science, maths and architecture assignments).</td>
</tr>
<tr>
<td></td>
<td>4. Select and summarise relevant arguments and reach appropriate conclusions in a balanced way.</td>
</tr>
<tr>
<td><strong>Practical Skills (Research Skills)</strong></td>
<td>5. Demonstrate ability to access, research and apply appropriate academic sources.</td>
</tr>
<tr>
<td></td>
<td>6. Demonstrate accurate citation and referencing skills.</td>
</tr>
<tr>
<td><strong>Transferable Skills</strong></td>
<td>7. Liaise appropriately with tutor in person, by email or by phone and responds positively to feedback.</td>
</tr>
<tr>
<td></td>
<td>8. Demonstrate use of appropriate ICT skills in presentation using the guidance provided, ensuring assignment is of appropriate length (1500-2000 words).</td>
</tr>
</tbody>
</table>
The Academic Assignment Format and Layout

The Academic Assignment should:

• be in the form of a **1500 - 2000 word document** dependent on the subject you are taking and the piece of work you produce, 2000 words being the maximum amount permitted (not including references, diagrams or tables)
• have all diagrams, images, tables and graphs clearly labelled and referenced in the main body of text.

All assignments should be:

• a **new original piece of work** and not something that has been used as part of another assignment
• **word processed**
• submitted via the Realising Opportunities online portal
• in a **font size of 11 or 12** and **line spacing of 1.5**.

You should pay particular attention to:

• your **style, spelling and grammar**
• ensuring you avoid extensive use of quotes from other sources. You should instead explain things in your own words to demonstrate your level of knowledge
• ensuring that your final submission **does not** have any Word “track changes” or “comments” left in it and that it is your final version
• the **referencing** of sources. Please see section 3 of this guide (page 28) for some information
• including the RO Academic Assignment **Cover Sheet** on the front of the Academic Assignment. This can be found on the **RO Academic Assignment discussion portal** and an outline of this is available at the end of this guide on page 37
Academic Assignment Submission

Your Academic Tutor will inform you of your deadline. You must submit your work via the RO online portal to your tutor. Late submissions may result in work not being marked at all and a fail given. Comments only will be provided to help your future development. You may submit your work early (before the deadline date).

Extensions
There will be no opportunity to extend the deadline date of your Academic Assignment. Should there be a serious circumstance that will prevent you from submitting your assignment you must inform your tutor and your host university as soon as possible. You can also contact the RO Central Team for support on info@realisingopportunities.ac.uk or by calling 0191 208 8923.
Academic Assignment Results

You will receive your mark and feedback in December 2017.
Getting Started with the Academic Assignment

Approaching your research

Before you meet your tutor for the first time, you should:

• Get on as far as you can with the skills4uni online study skills module, [www.skills4uni.bham.ac.uk](http://www.skills4uni.bham.ac.uk). It will give you information on how to plan and draft your work (step 2), select useful and appropriate resources (step 3), and reference your sources (step 4). Your ementor will offer you support with completing this, so please make sure you are in regular contact with them.

• Consider asking your ementor how they approach starting an assignment and what their top tip might be to help get you started. However, please remember your Academic Tutor is your key support for your assignment.

Tip

Look through section 2 of this guide, and complete the activity on developing your own question so that you have notes to take to your first tutorial.
Your First Tutorial

Your Academic Tutor will support you through tutorials either face to face or online. At your tutorials you will discuss with your tutor your subject interest, your assignment title and how you should approach the task of researching your initial ideas. Between tutorials you can keep in touch with your tutor and ask questions via the RO Academic Assignment discussion portal available at: realisingopportunities.co.uk/students

Your tutor will assist in answering any questions you have related to how you formulate and present your completed piece of work. Your first tutorial is also an opportunity for you to discuss any special circumstances or disabilities with your tutor who will be able to advise on any additional support that can be offered.

One of the learning outcomes is that you demonstrate your ability to communicate effectively with your tutor in person, by email, via the RO discussion portal or by phone and respond positively to feedback. It is important that you engage with your tutor and the feedback provided or your mark for this learning outcome may be affected.
Section 2

Preparing your Academic Assignment Question
Preparing your Academic Assignment Question

Your Academic Assignment Question

For your RO Academic Assignment, you will write your own question. We know that this is not easy, but we ask you to do this for several reasons:

- to give you the opportunity to research a topic you are really interested in
- to get a sense of your ability
- to see evidence of you as a self-starter who can show initiative.

This section will help you to get started with writing your own question. At your first meeting your tutor will give you advice and guidance on your question, and help you finalise it. Before this meeting, you should read through this section so you have a good idea of your topic area and a potential question to discuss with them. You don’t need to have your question set before you go to this first meeting, just have a good idea about what you might like to write about.
Getting Started with Writing your own Question

• First of all consider a subject area that you would like to focus on for your Academic Assignment – ideally this will be a subject area you would like to study at university or something related to this, for example History or Modern History.
• What particular topics in this subject area are you interested in? For example, World War I.
• Remember, your piece of work must not be something you have already submitted at school or college.

Write down your ideas. This could be in the form of a list, mind map or spider diagram – whatever you prefer:

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You will have a maximum of 2000 words for your assignment. Is this realistic for finding out what you want to know? Should you consider focusing your topic more? A single idea may be more effective than lots of different ones. For example, World War I is a very large topic area, so you might want to focus on its causes.

- Looking at the topics you have written down, start to think about what you would like to find out from writing your assignment. You don’t need to have the answer now, but what would you like to know more about? What would you like to investigate and analyse? For example, you might want to focus on the most significant cause of World War I.

Write down your ideas, carefully considering how many words you have.

____________________________________________________________________

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____________________________________________________________________
• What resources do you have available to you to help you research your topic? For example, your host university’s library, your school/college library and online resources.

• Consider the learning outcomes we are asking you to demonstrate with your assignment (in section 1 of this guide). Do you think that your topic area will allow you to demonstrate these?

• Now start thinking about forming your question and how you might actually phrase it. The grid below, from the University of Manchester, might help.

### University of Manchester, Making a Start Activity

<table>
<thead>
<tr>
<th>Action</th>
<th>Action</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account for</td>
<td>Analyse</td>
<td>Assess</td>
</tr>
<tr>
<td>Comment</td>
<td>Compare</td>
<td>Contrast</td>
</tr>
<tr>
<td>Consider</td>
<td>Criticise</td>
<td>Define</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Describe</td>
<td>Determine</td>
</tr>
<tr>
<td>Discuss</td>
<td>Do / does</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Examine</td>
<td>Explain</td>
<td>Find out</td>
</tr>
<tr>
<td>Illustrate</td>
<td>Investigate</td>
<td>Justify</td>
</tr>
<tr>
<td>Measure</td>
<td>Prove</td>
<td>Respond to</td>
</tr>
<tr>
<td>Record</td>
<td>Review</td>
<td>Should…</td>
</tr>
<tr>
<td>Summarise</td>
<td>To what extent…</td>
<td>What</td>
</tr>
<tr>
<td>When</td>
<td>Who</td>
<td>Why</td>
</tr>
</tbody>
</table>
**Write down** the sources that will allow you to research your topic. Are they available to you? How will you access them? Your tutor will also be able to help with information about sources.

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**Write down** how you think your topic may allow you to meet the learning outcomes. If there are any you are not sure about, make a note to ask your tutor.

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**Write down** some draft ideas for your question, using words from the grid opposite if you find it helpful.
• Is your question clear to you and your reader? Avoid using big words because you think they sound good.

• If you have included an explanation at the start of your question, make sure it is as clear and concise as possible. Is it vital to have this information? Make sure it doesn’t contain any trivial information.

• Negative questions can be hard to answer, for example “What factors were not important in the start of World War I?”

• **Good titles** generally pose a question or questions, and they invite consideration of a number of different evidence-based perspectives and arguments. Examples of good titles are:
  • Explore the strengths and weaknesses of Mendeleev’s Periodic Table and the impact it continues to have on chemical science.
  • How did Rosa Parks influence the civil rights movement?
  • Dreams: what is their purpose and what do they mean for us?

• **Poor titles** are often passive, do not pose real questions, and do not invite consideration of a number of competing perspectives. Examples of poor titles are:
  • Discuss the history of the Periodic Table
  • Psychology: approaches to abnormality
  • The causes and effects of the UK recession
Write down your thoughts on this. Do you think your question is clear and does it contain only vital information?
The academic assignment was extremely useful as it provided me with experience of writing an assignment completely independently, along with the use of footnotes and references.

A Realising Opportunities Student
Section 3

The Importance of Referencing your Sources
The Importance of Referencing your Sources

When completing your Academic Assignment you will need to reference your sources to demonstrate the difference between your own ideas and those of others. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. This includes not just written work but also music, images, computer code and ideas. It is important when you are writing your essay to be able to distinguish between your own thoughts and ideas and those that you have taken from a book, journal article, web page, friend or member of teaching staff.

To avoid plagiarism you should acknowledge where you have used:
• another person’s idea, opinion or theory
• facts, statistics, graphs, drawings etc not of your own making
• quotations or paraphrasing of another person’s spoken or written words.

Universities use computer software to ascertain whether you have plagiarised the work of others in the construction of your essay. As part of Realising Opportunities we want to highlight the issue of plagiarism to allow you to understand the importance of how to reference a document. If it is found that you have plagiarised any part of your essay you must rectify this prior to final submission. Failure to do so will result in you not being able to pass the Academic Assignment.

The information overleaf is from ‘Referencing Explained’ and is written by Brightside for the Knowledge Bank (the resource is on the RO ementoring portal) and can be found via the link below. You should view this information before making a start on your assignment.

www.brightknowledge.org/knowledge-bank/education-pathways/studying-at-university/referencing-explained
What is a Reference?

A reference – sometimes called a citation - is a note which shows the sources you have used when writing an essay or other piece of academic work. These sources could be books, journals or websites, or sometimes TV programmes or films. If you have quoted directly or used ideas found in any source, then you must reference it properly, otherwise you could be accused of plagiarism.

How to Make a Reference

There are two main ways of listing your references – a numeric system (sometimes called endnotes or footnotes) and in-text (sometimes called the Harvard system). Check with your Academic Tutor which referencing style they want you to use, since doing your references incorrectly will lose you marks. Most students add their references after they’ve written the rest of the essay, which is the easiest way to do it, but make sure you note down the details for all the sources you use as you go along. This will make compiling your reference list easier!
Numeric System

In the numeric system you put a number next to the words you want to reference. You then put all the details of your reference in a note at either the bottom of the page (a footnote) or at the end of the essay (an endnote). You won’t have to use both footnotes and endnotes, so you need to know which your tutor expects.

If, for example, you found a piece of research in a book called Why Referencing Is Important written by Mark Taylor and Paul Clarke that you use in the body of an essay, then you might write the following sentence:

Research has shown that 50% of students do not understand how to write a reference.

To reference this, you would first put a number next to the sentence, like this: Research has shown that 50% of students do not understand how to write a reference. (1)

The number refers to the endnote or footnote, where you will give the author, title and other details of the research. These details need to be written in a specific style and order, and are slightly different depending on whether you’re referring to a book, journal, website, or something that was broadcast. See how to list your references below.

If you’re using endnotes, you need to number every reference in the essay in order and list all the notes at the back. So, if you have 27 references in total you will number them (1) through to (27) and list all the notes at the back.

If you’re using footnotes, you need to insert a footnote at the end of each reference and indicate your sources throughout the essay at the bottom of that page.

Research has shown that 50% of students do not understand how to reference sources correctly. ¹

You can use Microsoft Word to help you manage footnotes and endnotes within your work.

In Microsoft 2013 you can choose the References tab along the ribbon at the top of your screen and use the Insert Footnote or Insert Endnote button in the Footnotes box.

When you click either of these buttons, a numerical reference will appear as superscript which will correspond to a footnote at the bottom of the page or an endnote at the end of your document. You can then type your reference/citation against the corresponding number at the bottom of the page or the end of your work and your reader will be able to use the numerical references in text to locate this.

This is a very useful tool as it will automatically respond to any changes you make to your work, ensuring that the numbers remain consecutive throughout your work and correspond correctly to a footnote or endnote.

Please be aware that if you delete a number within your text, the corresponding number at the bottom of your page/end of your work will also disappear (including any references you have typed against this number).

**In-text System**

In the in-text system, you put the author and the date of the research in brackets next to the sentence, instead of a number. A full stop should be used after the reference. For example: *Research has shown that 50% of students do not understand how to write a reference.* (Taylor, M & Clarke, P. 2011)

You would then list all the details in a list of references at the end of the essay. However, rather than write them out in the order you used them, as with footnotes and endnotes, you would list them alphabetically by author. The actual format in which you write your list of references is normally the same as the numeric system. See how to list your references on the next page.
How to List your References at the end of your Assignment

The information you need and the order you put it in for your list of references depends on what type of source it is. Books are one of the most common sources, and you would need to include the information below in your footnotes or endnotes.

You will be able to find most of these details in the publishing history at the front of the book.

**Author(s).** This should be written as the author’s surname in full, followed by their initials e.g. Taylor, M. If a book has more than one author, write their names in the order they are written on the book, not alphabetically e.g. Taylor, M & Clarke, P

**Year of publication.**

**Title.**

**Publisher.** This is the name of the company that published the book, and where they are based.

**Page numbers.** These are the pages in the book where the research you’re referencing is discussed.

Using the numeric system, your reference would look like this:


Using the in-text system, your reference at the end of the assignment would look like this:


**Tip**

NB Your Tutor might have a slightly different way of setting out your references. Some prefer bold type or italics for listing titles rather than the example above. Ask if they have a guide you can use so you know you’re setting them out correctly.
From researching and completing my academic assignment, it has cemented my chosen course for university.

Realising Opportunities Student
The Academic Assignment and your UCAS Personal Statement

By completing the Academic Assignment, you will develop skills invaluable for you at university such as the ability to:
• understand, apply and analyse information
• research a topic independently
• accurately reference your work.

As your result will not be available to you until December 2017, if you are applying through UCAS for entry in 2018 you may not be able to include that you have successfully completed your assignment on your UCAS application. You can, however, refer to the Academic Assignment in your personal statement as a way to demonstrate your development in the key skill areas above.

Make sure you give careful consideration to your university and course choices for your UCAS application bearing in mind you will not know whether you have successfully passed RO.
Next Steps

Your host university should be in touch soon to confirm the details of your Academic Tutor. In the meantime please ensure you:

☐ are familiar with this guide
☐ have completed the activity in section 2
☐ are working through the modules on skills4uni and are logging in once a week to speak with your ementor
RO Cover Sheet

You must download a copy of the coversheet from RO Academic Assignment discussion portal, complete it, and insert this at the front of your Academic Assignment.

The content of the coversheet is as follows:

REALISING OPPORTUNITIES ACADEMIC ASSIGNMENT SUBMISSION COVER SHEET

STUDENT NAME:

TITLE OF ASSIGNMENT:

NAME OF ACADEMIC TUTOR:

TUTOR’S UNIVERSITY:

WORD COUNT:

By submitting this Realising Opportunities Academic Assignment, I agree that the work submitted is entirely my own, is not plagiarised, and is an original piece of work that has not been submitted for any other assessment.

I agree that Realising Opportunities may use my work as sample to assist with training for future Academic Tutors. I understand that if my work is used, it will be made anonymous and that only the RO Central Team will know it is mine. YES / NO (please delete as appropriate)

Good luck with your assignment!
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Learning outcome fully met and surpassed</th>
<th>Learning outcome met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate your knowledge and understanding of the topic, avoiding plagiarism.</td>
<td>Extensive knowledge and excellent understanding of the topic area. Work is original and no evidence of plagiarism.</td>
<td>Good knowledge and a clear understanding of the topic area. Work is original and no evidence of plagiarism.</td>
</tr>
<tr>
<td>2. Describe subject knowledge using a clear and logical structure and in an appropriate academic style.</td>
<td>Very clear and logical structure. Written in an appropriate academic style. Negligible errors in spelling or grammar.</td>
<td>Clear and logical structure. Written generally in an appropriate academic style but may have minor errors in spelling or grammar.</td>
</tr>
<tr>
<td>3. Explore a broad range of appropriate information, integrating material so the assignment flows in a coherent way (inc figures, tables or equations where appropriate e.g. for science maths and architecture assignments).</td>
<td>Uses an extensive range of appropriate information. Integrates material very well into a piece of work which flows in a very coherent way. Appropriate use of figures, tables or equations to illustrate points.</td>
<td>Uses a good range of appropriate information. Integrates material into a piece of work which flows in a generally coherent way. Some use of figures, tables or equations to illustrate points.</td>
</tr>
<tr>
<td>4. Select and summarise relevant arguments and reach appropriate conclusions in a balanced way.</td>
<td>Well balanced coverage of a wide range of relevant arguments. Very clear, concise and appropriate conclusions drawn.</td>
<td>Generally balanced and good coverage of a range of relevant arguments. Appropriate conclusions drawn.</td>
</tr>
<tr>
<td>5. Demonstrate ability to access, research and apply appropriate academic sources.</td>
<td>Shows very good ability to access, research and apply appropriate academic sources very well.</td>
<td>Shows ability to access, research and apply appropriate academic sources well.</td>
</tr>
<tr>
<td>6. Demonstrate accurate citation and referencing skills.</td>
<td>Accurately cited and referenced.</td>
<td>Generally, accurately cited and referenced with only minor errors.</td>
</tr>
<tr>
<td>7. Liaises appropriately with tutor in person, by email or by phone and responds positively to feedback.</td>
<td>Student proactive in liaison with tutor. Responds positively to feedback.</td>
<td>Good liaison with tutor. Generally responds positively to feedback.</td>
</tr>
<tr>
<td>8. Demonstrate use of appropriate ICT skills in presentation using the guidance provided. Of appropriate length 1500-2000 words.</td>
<td>Excellent presentation including all elements detailed in guidance provided. Of appropriate length.</td>
<td>Good presentation including elements detailed in guidance provided but with minor omissions. Of appropriate length.</td>
</tr>
<tr>
<td>Learning outcomes partially met, but has left out some important elements</td>
<td>Learning outcome not met, but demonstrates some progress</td>
<td>Very little evidence of addressing learning outcome</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Score: 3</strong></td>
<td><strong>Score: 2</strong></td>
<td><strong>Score: 1</strong></td>
</tr>
<tr>
<td>Some knowledge and understanding of the topic area but with important omissions. Minor instances of plagiarism.</td>
<td>Some progress, but limited knowledge and understanding of the topic. Some evidence of plagiarism.</td>
<td>Very little progress in knowledge and understanding of the topic area. Clear evidence of extensive plagiarism.</td>
</tr>
<tr>
<td>Lacks consistent clarity in structure. Not always written in an appropriate academic style. May have errors in spelling or grammar.</td>
<td>Some progress, but little clarity in structure. Not written in an appropriate academic style. Errors in spelling or grammar.</td>
<td>Very little progress. Difficult to understand structure. Written in a non-academic style. Numerous errors in spelling or grammar.</td>
</tr>
<tr>
<td>Uses only a limited range of appropriate information. In places, material is reasonably integrated but the work often lacks a coherent flow. Some use of figures, tables or equations but not well used.</td>
<td>Some progress, but insufficient use of appropriate information. Lacks convincing integration and overall coherence. Few figures, tables or equation where these would have helped explain key points.</td>
<td>Very little progress. Uses inappropriate information. No integration and coherence. No figures, tables or equation where these were required by the discipline or subject matter.</td>
</tr>
<tr>
<td>Some balance, but limited coverage of relevant arguments. Some conclusions drawn, but not always appropriately.</td>
<td>Some progress, but insufficient coverage of relevant arguments. Conclusions drawn are often inappropriate.</td>
<td>Very little progress. No real coverage of relevant arguments. No meaningful conclusions.</td>
</tr>
<tr>
<td>Shows limited ability to access, research or apply academic sources, and some sources may not always be appropriate or academic.</td>
<td>Some progress, but demonstrates little ability to access, research or apply appropriate academic sources.</td>
<td>Very little progress. No real evidence of ability to access, research or apply appropriate academic sources.</td>
</tr>
<tr>
<td>Some serious errors in citation/referencing.</td>
<td>Some progress, but numerous and persistent errors in citation/referencing.</td>
<td>Very little progress. Citation/referencing largely absent.</td>
</tr>
<tr>
<td>Some liaison with tutor, fulfilling minimum requirements. Responds only in part to feedback.</td>
<td>Some progress, but little contact with tutor and is unresponsive to feedback.</td>
<td>Very little progress. No contact despite tutor requests. Does not engage with assignment discussions and does not respond to feedback.</td>
</tr>
<tr>
<td>Some demonstration of skills, but overall presentation does not meet guidance provided. May not be of appropriate length.</td>
<td>Some progress, but little demonstration of skills and overall presentation falls well short of guidance provided. Not of appropriate length.</td>
<td>Very little progress. Poor presentation of the assignment with disregard of guidance. Significantly outside appropriate length guidelines.</td>
</tr>
</tbody>
</table>
University of Birmingham
University of Exeter
Goldsmiths, University of London
King’s College London
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
Newcastle University
University of Sheffield
University of Sussex
University College London
University of Warwick
University of York

Contact
The RO Central Team co-ordinates the Programme on behalf of the RO Partner universities.

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