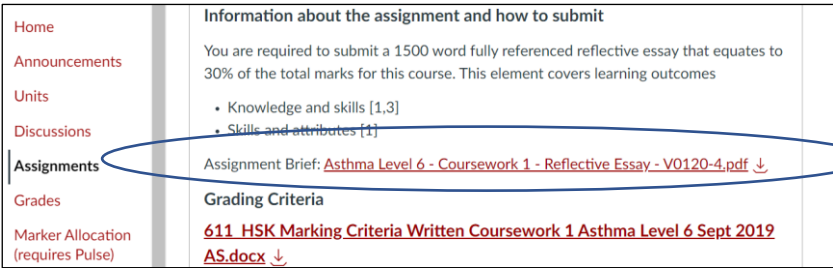


Marking Process Checklist

Here is a marking process checklist to support you in your role as a marker.

Action – Checklist	Example of screen shot/prompts – please ensure you apply to the course that you are marking for.
1. Download the assignment brief from canvas	

<p>2. You will need to mark the coursework in line with the learning outcomes identified in the assignment brief and marking grid. Please check that these correspond before starting to mark.</p>	<p>Marking Criteria and Feedback Form - Level 5 Written Coursework 2 Asthma</p> <p>Student Name or SRN Number (for anonymous marking):..... Module Title:..... Module Code:</p> <table border="1"> <tr> <td data-bbox="1144 296 1608 451"> <p>Learning Outcomes - Knowledge and understanding:</p> <p>2. Discuss the tools available to assess the impact of asthma on quality of life</p> <p>3. Evaluate current guidelines and evidence relating to the pharmacological and non-pharmacological management of people with asthma, to underpin decision making in a range of clinical situations including management of deteriorating asthma.</p> </td> <td data-bbox="1608 296 2136 451"> <p>Learning Outcomes - Skills and attributes:</p> <p>2. Discuss the key issues in the ongoing management of people with asthma and evaluate and modify care appropriately in response to such assessment.</p> <p>3. Evaluate the range of treatment options available for use in asthma management, including recognition of deteriorating asthma and recommend appropriate therapeutic interventions or referrals.</p> <p>4. Discuss the psychosocial impact of having asthma on the individual and their family and suggest strategies to support patients and families in self-management of their disease</p> </td> </tr> </table>	<p>Learning Outcomes - Knowledge and understanding:</p> <p>2. Discuss the tools available to assess the impact of asthma on quality of life</p> <p>3. Evaluate current guidelines and evidence relating to the pharmacological and non-pharmacological management of people with asthma, to underpin decision making in a range of clinical situations including management of deteriorating asthma.</p>	<p>Learning Outcomes - Skills and attributes:</p> <p>2. Discuss the key issues in the ongoing management of people with asthma and evaluate and modify care appropriately in response to such assessment.</p> <p>3. Evaluate the range of treatment options available for use in asthma management, including recognition of deteriorating asthma and recommend appropriate therapeutic interventions or referrals.</p> <p>4. Discuss the psychosocial impact of having asthma on the individual and their family and suggest strategies to support patients and families in self-management of their disease</p>																		
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<p>possible. This is so that the student/learner can see where the marking has been awarded and where they need to improve.</p>										
<p>6. Highlight the relevant grade descriptor for each criterion on the marking grid – Remember this should be in line with the annotated comments.</p>	<p>Markers: Select criteria appropriate to the</p> <table border="1" data-bbox="1153 363 1429 555"> <thead> <tr> <th data-bbox="1153 363 1288 416">Indicative classification ▶</th> <th data-bbox="1288 363 1400 416">1st Class Honours / Distinction</th> <th data-bbox="1400 363 1429 416">1st</th> </tr> </thead> <tbody> <tr> <td data-bbox="1153 416 1288 469">Descriptor ▶</td> <td data-bbox="1288 416 1400 469">Outstanding 90-100</td> <td data-bbox="1400 416 1429 469"></td> </tr> <tr> <td data-bbox="1153 469 1288 555">Structure and organisation 5</td> <td data-bbox="1288 469 1400 555">The structure, organisation and presentation of the work is exemplary throughout.</td> <td data-bbox="1400 469 1429 555">The org preffe</td> </tr> </tbody> </table>	Indicative classification ▶	1 st Class Honours / Distinction	1 st	Descriptor ▶	Outstanding 90-100		Structure and organisation 5	The structure, organisation and presentation of the work is exemplary throughout.	The org preffe
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<p>8. Confirm the learning outcomes have been achieved (delete yes or no as applicable). If the learning outcomes have not been met, a pass grade cannot be awarded.</p>	<table border="1" data-bbox="1153 684 1794 794"> <tr> <td data-bbox="1153 684 1556 722">Learning outcomes achieved:</td> <td data-bbox="1556 684 1794 722">Yes / No</td> </tr> <tr> <td data-bbox="1153 722 1556 761">Within word count limit:</td> <td data-bbox="1556 722 1794 761">Yes / No</td> </tr> <tr> <td data-bbox="1153 761 1556 794">Provisional weighted/overall mark (before application of penalties):</td> <td data-bbox="1556 761 1794 794">73</td> </tr> </table>	Learning outcomes achieved:	Yes / No	Within word count limit:	Yes / No	Provisional weighted/overall mark (before application of penalties):	73			
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<p>10. Identify and insert on the marking grid three strengths of the coursework submitted using three bullet points</p>	<p>Strengths _____</p> <p>Areas for development _____</p>									
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12. Check your annotations on the assignment match the marking grid comments	
13. Marking should reflect both developmental and positive comments	
14. Check the annotations match the grade descriptors from the marking grid.	For instance, if your annotated comments around referencing read “good – you have correctly referenced your work following the APA 7 TH edition” then your weighting on this part of the marking grid needs to also be highlighted as good.