### PBL Critique Feedback Form (Year 1)

|  |  |  |  |
| --- | --- | --- | --- |
| **Student ID** |  | **Overall grade** |  |

**Marker’s comments:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Assessment criteria** | **Fail** | **Low Pass** | **Pass** | **Distinction** | **Comments**  |
| Key texts clearly summarised |  |  |  |  |  |
| Clear reporting of source texts and location within wider psychological theory and literature  |  |  |  |  |  |
| Presentation and use of evidence with a view to its strengths and weaknesses |  |  |  |  |  |
| Consideration of the source texts and related theory to applied setting  |  |  |  |  |  |
| Writing and presentation[[1]](#footnote-1) |  |  |  |  |  |
| APA guidelines followed |  |  |  |  |  |
| References – accuracy and completeness |  |  |  |  |  |

**Development points and conclusion:**

1. The course expects all assignments to reach a good standard of spelling, punctuation, grammar (SPAG) and APA guidelines, and failure to reach this standard as indicated on the feedback sheet for the essay and the academic critiques will result in the overall assignment of any assignment originally meriting a Distinction or a Pass grade achieving a lower grade. For example, an assessment marked as a PASS but failing the criteria set for APA and/or SPAG would be awarded a LOW PASS. If an assignment is marked overall at Low Pass, but also fails on any of standard of writing, APA or SPAG, it will not automatically be lowered to an overall fail grade, but the feedback will note the need for improvement in the failed criterion/criteria. [↑](#footnote-ref-1)