

# Appendix I



## progress, assessment & feedback record

|                         |             |             |      |      |
|-------------------------|-------------|-------------|------|------|
| name (student/team)     |             | module code |      |      |
| project / assignment    |             | crit        | peer | self |
| module leader / tutor/s | week / date | tutor       | form | summ |

www.dmu.ac.uk  
 ■ student record  
 ■ tutor record

| tutor assessment & feedback |   | student assessment & feedback   |     |     |     |     |     |     |     |   |
|-----------------------------|---|---|-----|-----|-----|-----|-----|-----|-----|---|
|                             |   | A-B   | B-C | C-D | D-F | A-B | B-C | C-D | D-F |   |
| Design process              | 1 research around the subject                     | wide-ranging, innovative<br>thorough, relevant                                |     |     |     |     |     |     |     | single source or limited<br>irrelevant to subject                 |
|                             | 2 primary ideas & startpoints                     | wide-ranging, numerous, innovative<br>lateral thinking, questioning           |     |     |     |     |     |     |     | single or limited, predictable,<br>conventional                   |
|                             | 3 ideas development: testing, selection & editing | evidence of iterative process, intent<br>critical judgment & risk-taking      |     |     |     |     |     |     |     | poor critical judgment, cautious<br>little or no testing of ideas |
|                             | 4 refinement of final proposal                    | diligent, consistent, competent<br>credible, aesthetic, well-crafted          |     |     |     |     |     |     |     | lacking refinement, poor detailing<br>incompetent, inconsistent   |
|                             | 5 communication & fitness for purpose             | meaningful, relevant<br>aware of audience                                     |     |     |     |     |     |     |     | no significance or relevance<br>no audience empathy               |
|                             | use of media & materials                          | varied, risky, integrated in process<br>sensitive to material characteristics |     |     |     |     |     |     |     | superficial, insensitive, singular,<br>not integrated in process  |
|                             | presentation of outcomes                          | commitment, ownership<br>enthusiasm, professional quality                     |     |     |     |     |     |     |     | unengaging, indifferent<br>poor quality, verbally &/or visually   |
|                             | studentship & personal development                | self-challenging, pushing personal<br>boundaries, taking risks                |     |     |     |     |     |     |     | poor evidence of personal progress<br>low engagement & attendance |

|                  |       |         |
|------------------|-------|---------|
| strengths        | tutor | student |
| weaknesses       |       |         |
| course of action |       |         |

|               |                  |                 |                   |      |
|---------------|------------------|-----------------|-------------------|------|
| interim grade | final grade/mark | tutor signature | student signature | date |
|---------------|------------------|-----------------|-------------------|------|

**IMPORTANT** interim grades are only indicative and not a guarantee of final grade / mark