

Assignment Evaluation Rubric

GC Academy Limited | BA in Media and Communication | MQF Level 6

Purpose and approved use

This rubric evaluates individual written assignments, including analytical essays, research papers and reports, against the approved module brief. It records evidence of knowledge, critical judgement, research, communication and application to media and communication practice. It supports students in understanding the expectations and assessors in explaining their marks.

Revision prepared 9 September 2026 | Institutional approval pending

Owner: Head of Institution. QA coordination: Head of Quality Assurance Office. Academic provisions are reviewed by the QA and Curriculum Committee and approved by the Academic Board under A17 and A18. Approval reference and effective date: _____.

The six criteria and their 20 / 25 / 20 / 15 / 10 / 10 weights follow Part A of the submitted June Assessment Rubrics for Assignments and Case Studies. This revision consolidates that assignment scheme for approval. The approved module brief identifies the controlling rubric version; conflicting earlier schemes are reconciled before release.

Assessment identification

Module title and code	_____	Student name or ID	_____
Assignment title and brief version	_____	Assessor	_____
Assessment component and module weight	_____	Attempt number	Initial 1 / Resit 2 / Resit 3
Required format and word or output limit	_____	Submission date and deadline	_____
Rubric version and release date	_____	Second academic design review	Name and date: _____
Head of Institution approval reference	_____	Approved adjustment reference	Restricted record / None: _____

Before the task is released

The educator completes the outcome mapping and checks the actual task against Section D11 of the programme application. A suitably qualified second academic reviews the design wherever possible. The Head of Institution records approval within the approved specification; material changes follow Academic Board approval. New task details in the September programme revision require academic approval before use.

Students receive the brief and rubric before undertaking the task, including output requirements, criteria, component weight, deadline, permitted sources and AI assistance, individual or group format, support, reassessment and appeal information. This rubric sets no universal word limit, new module component weight or automatic group-assessment requirement.

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Rubric criteria 1 to 3

Rate each criterion from 0 to 100, then calculate weighted points. Bands: Excellent 85 to 100; Very good 70 to below 85; Good 60 to below 70; Pass 51 to below 60; Fail below 51. Record the evidence and reasons. Both rubric pages form one scheme.

Criterion	Weight	Direct evidence to assess	Performance descriptors	Score
1 Understanding of topic and relevance to task	20%	Accuracy and depth of the concepts used. Relevance to the question and its scope. Identify the relevant module knowledge outcomes and the specific requirements addressed.	Excellent: Precise, integrated understanding; fully addresses the task. Very good: Strong understanding and a clear response; minor omissions. Good: Sound understanding; some limitations in depth or coverage. Pass: Essential concepts understood; core task adequately addressed. Fail: Key concepts or essential task requirements misunderstood.	___ % ___ /20
2 Analysis argumentation and critical thinking	25%	A reasoned argument, evaluation of evidence and alternatives, examined assumptions and justified conclusions. Identify where the student demonstrates independent analytical judgement.	Excellent: Evaluates alternatives and limitations; persuasive independent conclusions. Very good: Clear critical analysis; evidence supports the conclusions. Good: Relevant reasoning; some descriptive or underdeveloped parts. Pass: Basic but sufficient analysis and a supported conclusion. Fail: Little analysis; conclusions are unsupported or absent.	___ % ___ /25
3 Use of evidence sources and referencing	20%	Selection, credibility and critical integration of sources; research approach where required; traceable citations. Judge research quality and attribution, not a source count alone.	Excellent: Credible sources integrated critically; limitations and attribution addressed. Very good: Relevant evidence used effectively; references mostly accurate. Good: Adequate sources; integration or referencing is uneven. Pass: Essential claims supported; research or referencing is limited. Fail: Insufficient, inappropriate or untraceable supporting evidence.	___ % ___ /20

Integrity concerns follow A4 and the existing AI and Generative AI Guidance for Staff and Students. Assessors record the quality of the submitted evidence under the relevant criteria; a detection flag is not a finding of misconduct or an automatic mark penalty.

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Rubric criteria 4 to 6

Rate each criterion from 0 to 100, then calculate weighted points. Bands: Excellent 85 to 100; Very good 70 to below 85; Good 60 to below 70; Pass 51 to below 60; Fail below 51. Record the evidence and reasons. Both rubric pages form one scheme.

Criterion	Weight	Direct evidence to assess	Performance descriptors	Score
4 Structure coherence and clarity	15%	Logical organisation and progression of the argument. Connections between sections, focused introduction and conclusion, and clear signposting for the intended reader.	Excellent: Purposeful structure; fluent argument and effective synthesis. Very good: Clear, coherent organisation and logical progression. Good: Generally clear; some repetition or weak connections. Pass: Understandable sequence despite uneven organisation. Fail: Fragmented argument or essential sections missing.	___ % ___ /15
5 Application to practice and real world relevance	10%	Application of theory to a defined media issue, communication problem or professional context. Justify practical choices, implications or responses using relevant evidence.	Excellent: Insightful application; practical choices and implications evaluated. Very good: Effective application supported by relevant examples. Good: Relevant application; implications need development. Pass: A basic, defensible link between theory and practice. Fail: No meaningful or accurate application to practice.	___ % ___ /10
6 Academic writing presentation and technical accuracy	10%	Precise, readable language; appropriate terminology, grammar, spelling and formatting. Judge the communication requirements stated in the brief and apply approved adjustments.	Excellent: Precise professional writing and consistently accurate presentation. Very good: Clear writing; minor errors do not affect meaning. Good: Understandable; some language or technical weaknesses. Pass: Meaning is clear enough despite recurring errors. Fail: Persistent errors materially impede understanding.	___ % ___ /10

Weighted points = criterion rating x criterion weight / 100. Total the six weighted points to obtain the assignment mark out of 100. Example of calculation only: a rating of 80 for a 25% criterion contributes 20 points. Record any authorised rounding rule; this rubric introduces no compensation or mark cap.

The pass requirement is 51% for each assessment component, not 51% in every rubric criterion. The brief retains the approved component weights. For a written component worth 60% of a module, an assignment mark of 70 contributes 42 percentage points; the other required component must also be passed. This is an illustration, not a new module allocation.

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Learning outcome evidence and assessment result

Complete the first three columns before release and the final column during marking. Copy the exact relevant module outcome codes and wording from Section D3, and identify the contributing programme outcomes from B20 and D11. Add rows as needed. Assess only the outcomes assigned to this task.

Module outcome and contributing PLO	Task part and required individual evidence	Rubric criterion and expected standard	Work reference and attainment judgement with reason

Knowledge and interpretation are normally evidenced under criteria 1 and 3; analytical and applied judgement under 2 and 5; communication under 4 and 6. The actual mapping is task-specific. Where L-a reflection or D-a digital skills are assigned, identify the attributable revision, reflection, source or digital-work evidence. An essay alone does not demonstrate speaking, listening, collaboration or production performance.

Record “Achieved”, “Partly demonstrated” or “Not demonstrated” with the evidence and reason against the approved outcome standard. The overall mark is not automatic proof that every outcome or PLO is achieved. An outcome gap is referred for academic review under A18; the rubric creates no additional numerical outcome threshold.

Initial total	___ /100	Component pass requirement	51%
Second marker total	___ /100	Agreed moderated total	___ /100
Board of Examiners validated result	___ /100 Pass / Fail	Validation date and reference	_____
Status at feedback release	Provisional / Validated / Case pending	Remaining formal attempts	___ of three total
Reassessment or approved deferral	Decision / date / reference: _____	Authorised rounding or amendment	Rule / authority / calculation: _____

Criterion comments and supporting work references are retained with this record. LMS logs, time online, attendance and student confidence are contextual or indirect evidence; assess the student’s actual work and performance to judge attainment.

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Feedback moderation and record completion

Feedback is provided within 10 working days of submission under A18. It explains strengths, outcome-specific gaps and practical next steps. Clearly identify a provisional result. The Head of Institution monitors delays, arranges cover or corrective action, and ensures that the student receives an explanation and revised feedback date.

Feedback area	Assessor comments linked to criteria and work
Strengths and evidence	
Areas for improvement and outcome gaps	
Feedforward and reassessment guidance where applicable	

Final summative work receives second marking and moderation by a suitably qualified academic other than the first marker. Retain both judgements and the evidence-based resolution of differences. Unresolved differences go to an additional unconflicted academic designated by the Head of Institution and then to the Board of Examiners for validation. Declare conflicts before accepting the role.

An individual assignment remains individual unless a group format is academically approved. For approved group work, the brief identifies each student's attributable output, contribution record, reflection or questioning and the marking approach. Peer ratings, activity counts or a common product alone do not establish individual attainment. This rubric does not replace a practical, presentation or Final Project assessment specification.

Apply approved adjustments without changing assessed outcomes. Technical disruption and mitigating circumstances follow the published process. Reassessment uses equivalent outcomes and standards within the three total formal opportunities; formative practice is excluded. Integrity findings and appeals follow the independent routes in A4, A16 and A17.

Record or responsibility	Name date and evidence reference
First marker and feedback release	
Independent second marker and moderation outcome	
Unresolved difference or case referral if applicable	
Board of Examiners validation and student notification	

Retain the brief, rubric, outcome mapping, individual work, marks and amendment history, feedback, moderation, attempts, case decisions and validation securely under A25. Module review analyses criterion and outcome findings; actions and their effectiveness are followed through A18 and the Quality Enhancement Log. Record completed evidence when assessment takes place.