Student Written Assessment Guidelines

All of your work will be assessed against the learning outcome assessment criteria listed for that task in order to ensure that you have acquired the knowledge and skills to pass that unit. Students are therefore encouraged to **refer to the listed learning outcome assessment criteria to inform the content of their written and practical assignments, to ensure that they have covered and included all of the necessary information to pass that task.**

The learning outcomes and assessment criteria for the BWYQ Level 4 Diploma in Teaching Yoga (QCF) are listed in the Qualification Overview and Specification Handbook, against each task on the **assessment matrix** and on each assessment front sheet (AFS) in this booklet.

Essay Writing Standards: Guidance for Learners

Presentation

- Write out the full question for clarity and future reference.

- Use headers or footers for pagination, your name and assignment number.

- Incorporate a word count at the end of the assignment. Do not include the bibliography in the word count.

Fonts

- Use an easy-to-read sans serif font such as Calibri, Arial or Verdana. The use of informal fonts such as Comic Sans is not recommended except in special circumstances. (Some people with dyslexia find the use of comic sans helpful).

- Use the same font throughout your written work.

- Font size: 11 or 12 point is recommended for the body of text. Headings and titles can be a size or two larger.

- Avoid the use of underlining except when really necessary.

Spacing

- If possible, use line spacing 1.15 to 1.5 for the body of text as this makes the work easy to read.

- Use spaces after paragraphs and headings.

Spelling

Correct spelling is required. The occasional error will not be penalised but frequent errors and obvious lack of proof reading will result in referral of work for re-submission. It is recommended that Sanskrit terms and names frequently used are added to the spell checker.

Grammar and punctuation

Grammar is concerned with the correct structure of sentences. The intended meaning can be obscured if sentences are not grammatically correct. Each sentence should contain just one idea. It should start with a capital letter and conclude with a full stop or question mark. Beware of using exclamation marks as they signify the emotion of the writer. Beware of too many question marks. The writer's aim is to answer the question, not to ask the questions.

It is important to incorporate the correct use of: capital letters, commas, full stops, colons, semi colons and apostrophes in your written work. Use the spelling and grammar checking facility on your computer but be diligent in monitoring the suggested changes and be aware that computers tend to be set to American English by default.

For essays:

Structure

Most academic essays follow a structure that starts with an **introduction** followed by paragraphs forming the **body of the essay**, which elaborates on the introduction, and finishing with a **conclusion.** Not all assignments will fit exactly into this structure and you may find the use of headings and sub headings more appropriate on occasion.

Introduction

The introduction sets out the topic of the essay and summarises how the subject will be tackled. Key terms may be defined here. Quotations are not usually used at this point as the introduction is author's response to the topic not the view of others.

Main body / Development

The main points of the essay and supporting evidence are developed in a series of paragraphs.

It can be helpful to think of each paragraph as being a sub heading of the main title. Within each paragraph there should be one main idea which is often expressed in a topic sentence. Other sentences expand this idea by developing the argument or providing illustration. Words or phrases such as "however", "on the other hand" or "in conclusion" can carry the meaning forward from one paragraph to the next.

Conclusion

This is the summary of the discussion/arguments so far and a clear statement of conclusion if required. New ideas are not introduced at this stage. The conclusion gives the author the opportunity to summarise their findings and response to the initial question in a closing paragraph or statement.

Acknowledging our Sources

We must always acknowledge the sources we use giving an accurate record of what we have researched and the source of any quotation or idea we have used as part of our discussion.

1) Acknowledging an idea or concept in the body of our work
Often when we are explaining an idea as part of our discussion this will have been seen in book or handout etc. and we can simply acknowledge this by giving the explanation in our own words and then providing an acknowledgement in brackets at the end of the statement; here we must give the author, date and page number if relevant. This will then link up with the more complete reference in the bibliography at the end of the assignment.

For example:

It is difficult to stabilize the sacroiliac joint by strengthening the surrounding muscles as the only muscle to cross this joint is the piriformis muscle, which is very deep and short and therefore not easily strengthened. (Lasater, J. 2009, p84)

Alternatively we can give the source of the concept at the start of the explanation for instance for the above idea we could say:

According to Lasater (2009, p.84) it is difficult to stabilize the sacroiliac joint by strengthening the surrounding muscles as the only muscle to cross this joint is the piriformis muscle, and this muscle is very deep and short and therefore not easily strengthened.

Then later we will include the source book in the bibliography.

2) Use of Quotations
When writing a quote we would use quotation marks with the author, date and page number given in brackets afterwards. For a short quote we can simply give the quote within the body of our writing so for instance we could say:

Dharma is a core concept within the Bhagavad Gita. "Generally, dharma implies support from within: the essence of a thing, its virtue, that which makes it what it is." (Easwaran 2007 page 31) and when related to each individual it is that which we are born to be, whether it is to be a mother, a teacher or a healer.

For a longer quote of over 30 words or so we would need to write the quote on a separate line and slightly indent it, if possible, for example:

> " The word dharma means many things, but its underlying sense is 'that which supports', from the root *dhri*, to support, hold up or bear. Generally, dharma implies support from within: the essence of a thing, its virtue, that which makes it what it is." (Easwaran 2007 page 31)

The quotation must be written exactly as it is in the original and if a word is added it be must be highlighted by the use of square brackets i.e. [added] or if a word is omitted then we need to indicate this with the use of an ellipsis i.e. three dots …

When exploring a subject ensure you do not just give a series of quotes, rather you will need to use quotes as part of your discussion. Where relevant it is also very good if you can discuss what has been said in the quote.

3) Writing a Bibliography
We need to give our sources of reference in the alphabetical order of the author's surnames.

For books, record:
The author's or editor's name (or names)
The year the book was published
The title of the book
If it is an edition other than the first
The city the book was published in
The name of the publisher
The page reference

e.g. Stiles M. (2000) Structural Yoga Therapy, York Beach: Weber, p13

For journal articles record:
The author's name or names
The year in which the journal was published
The title of the article
The title of the journal
As much other information as you can about the journal, such as the volume and issue numbers
The page number/s of the article in the journal

e.g. Clark R. (2012) 'Warm-Up and Mobilisation: Yoga Warm-ups', Spectrum, Issue Autumn 2012, pp. 15-19

For electronic resources:
The name of the author (if known)
The date of the material published or updated (if known)
The title of the article
The type of media (email, forum, online)
The electronic address or email
The date you accessed the source

e.g. Swami Jnaneshvara Bharati (1998) Yoga Sutras of Patanjali: The 196 Sutras, (Online), www.swamij.com/yoga-sutras-list.htm (accessed 9 Oct 2012)

For course handouts:
Tutor name
Title of handout
Date given, if any

e.g. Beck, S, Major Joints of the Body, September 2015

Note: When researching for an assignment it is very good practice to keep a careful note of all material used because it becomes very challenging to find these sources again after some time has passed!

Essay Checklist (for optional use by learners)

Before submitting final draft use the checklist to see that requirements are met:

Topic	Considerations	Yes	No
Title	Have I written out the full question?		
Introduction:	Have I commented on the topic of the essay? E.g. what are the main issues?		
	Have I included which aspects I will be dealing with?		
Main Body	Does each paragraph have a clear purpose?		
	Is there enough explanation/ discussion?		
	Have I evidenced research/ reading/ critical analysis and thinking concerning the topic?		
Conclusion	Have I summarised the outcome of my research/ reading/ evaluation?		
	Have I revisited the question to ensure that I have answered it?		
	Have I offered succinct concluding thoughts and remarks?		
General	Have I analysed and answered the question asked?		
	Is there order and organisation of material?		
	Have I enough material as a whole?		
	Have I put in irrelevant material or unnecessary padding?		
	Have I been careful to distinguish between my ideas and those of other authors by citing and acknowledging all sources (including internet research)?		
	Have I added a complete bibliography of *all* sources including those not directly cited in the text?		
	Have I checked my spelling, grammar and punctuation?		
	Have I added the word count?		
	Have I used a sans serif plain font, size 11 or12? Have I spaces after paragraphs and headings?		
Header and/ or footer	Is my name, assignment number and page number on every page?		

Plagiarism and indiscriminate use of the internet

Plagiarism is defined as:

- Copying another person's ideas and/or works, whether intentional or not, in whole or in part, from a print or non-print source, and using those ideas or works as one's own.

- Deliberate and/or consistent lack of proper documentation and citation in the project or paper.

- Using text documentation that is not in the referencing of an assignment.

BWY wants its student teachers to develop their skills in research and presentation, evidencing an ability to study and critically evaluate a range of ideas. Assignments require you to research and pull together your thoughts from various sources and points of view without stealing the ideas of anyone else, presented in different texts.

Sometimes students do not realise that they are plagiarising and this can cause unnecessary distress. It is therefore very important that you check you are clear about the above definitions and follow the guidelines on how to write assignments set out here. Particularly in relation to citing and referencing sources so that you do not accidentally plagiarise another person's work.

Deliberate Plagiarism is unacceptable at any stage of the course, as it is simply cheating. It also detracts from the academic and personal development aspects of the course.

More details can be found in the BWYQ Plagiarism Guidelines and BWY Plagiarism policy, which also details how incidences of plagiarism will be dealt with. Student teachers should also familiarise themselves with the BWYT Malpractice and Maladministration Policy, delivered at induction and available from tutors.

Internet usage

A common cause of Plagiarism is cutting and pasting from the Internet. It is not acceptable to cut and paste chunks of information from Internet sources and present it as your own, nor is it acceptable to use another students' work as your own that may have been found on a website or elsewhere. All work must be cited, fully referenced and placed in quotation marks or set out as indented paragraphs.