

**Wales Institute for Work-based Learning
Level 6 - Academic Skills**

Generic criteria is used to inform marking decisions made against specific module criteria. Higher education learners are expected to demonstrate academic skills in the presentation of their work, and this is implicit in the marks awarded for the modules they complete. The criteria given below sets out the standards of academic skills expected against each of the mark ranges as they apply to specific module criteria.

Note: The mark ranges refer to specific module criteria mark ranges, and the corresponding academic skills illustrate what is expected for marks to be awarded against the mark ranges. Clear feedback will be given to learners in relation to academic skills.

Level 6 is characterised by an expectation of learner's increasing autonomy in relation to their study and developing skill sets. They are expected to demonstrate problem solving skills, both theoretical and practical. This is supported by an understanding of appropriate theory; creativity of expression and thought based in individual judgement; and the ability to seek out, invoke, analyse and evaluate competing theories or methods of working in a critically constructive and open manner. Output should be articulate, coherent and skilled in the appropriate medium, with some learners producing original or innovative work in their specialism.

Learners are expected to demonstrate relevant study skills and competencies which are practical and transferable. They are expected to adhere to standard practice in terms of style and presentation and the correct use of sources and referencing. The required assessment needs to be sequenced and structured correctly and to address specific guidance e.g. word counts. The scope of reading undertaken should be greater than at previous levels and the vocabulary used must address content and be level appropriate.

Specific module mark range	
70%+	Excellent knowledge base that supports analysis, evaluation and problem-solving in theory and practice of discipline with some originality. Very good intellectual skills. Excellent management of learning, with degree of autonomy and research. Structured and creative expression. Very good practical, professional and problem-solving skills.
60 - 69%	Very good knowledge base that supports analysis, evaluation and problem-solving in theory and practice of discipline. Some originality evidenced. Good intellectual skills. Very good management of learning, with consistent self-directed research. Structured and accurate expression. Good practical, professional and problem solving skills.
50 – 59%	Good knowledge base that supports some analysis, evaluation and problem-solving in theory and practice of discipline. An acceptable level of intellectual skills. Good management of learning. Some autonomy in research but inconsistent. Structured and mainly accurate expression. Satisfactory practical, professional and problem-solving skills.

40 – 49%	Basic knowledge base with some omissions at the level of theoretical issues. Some difficulties with intellectual skills. Restricted ability to discuss theory and/or or solve problems. Basic use of learning resources with little autonomy. Some difficulty with structure and accuracy of expression, but some evidence of developing practical, professional and problem-solving skills.
0 – 39% (Fail)	Inadequate knowledge base; lack of understanding of discipline. Unable to discuss theory or solve problems in discipline. Inadequate use of learning resources. Failure to contribute. Major problems with structure and accuracy of expression. Very weak practical and professional skills. No ability to direct own learning.