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Appendix GA35

Assessment Marking Criteria for Taught Awards (Levels 3-7)

Introduction

The generic assessment criteria framework detailed below describes the type of learning that UWTSD and collaborative partner students are expected to demonstrate at each of the levels of higher education (HE) learning, including preparation for HE. The criteria have been developed for each level of study in accordance with the expectations of the QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014) and the Credit and Qualifications Framework for Wales (2009). This is in accord with the QAA Quality code indicator (revised, May 2018) that the provider uses 'assessment and classification processes that are reliable, fair and transparent'. The criteria are generic and applicable to a broad range of academic disciplines. Nevertheless, module tutors or discipline areas are encouraged to supplement the generic criteria with criteria specific to the particular assessment and subject.

The aims of the generic framework are to provide:

(i) a description of what a student needs to do to reach a particular classification category (pre-submission);

(ii) a reference point for articulating the standard of a student's work at a particular level of study (post-submission), thereby helping them to identify how they could improve their performance in the future;

(iii) an indication of the skills progression and development that students are expected to achieve throughout their programme of study;

(iv) a reliable, consistent, fair and transparent basis on which to base marking decisions.

The framework uses five skill categories of learning:

1. engagement with literature skills;
2. knowledge and understanding skills;
3. cognitive and intellectual skills;
4. practical skills; and
5. transferable skills for life and professional practice.

Each of the skills categories is mapped to the standard classification bands (e.g. 1st, 2.1, 2.2, or Pass, Merit, Distinction, etc.) to describe expected skills performance in each of the five categories for a particular classification band.

Using the Generic Criteria

Students' work should be assessed against published assessment criteria. The criteria describe key features and general characteristics of assessed work associated with a classification category for a specific level of study. When marking a student's work, tutors might find it useful to engage directly with the criteria and circle or highlight the level of achievement, as appropriate to the level, displayed within the work. So when considering referencing skills (within the *Engagement with Literature* category), tutors might circle '*Referencing may show minor inaccuracies or inconsistencies'*. When all relevant criteria are circled, this helps to identify the specific classification band.

However, generic criteria can provide only broad-based guidance for assessment. Often, students do not achieve a uniformly distinct skills performance that meets all of the expectations of a particular classification band and they may demonstrate stronger performance in relation to some assessment criteria than others. A useful principle when applying the criteria is to look for the 'best fit' classification. For example, a student assignment may display one or two of the characteristics in the 70-84% band and many characteristics within the 60-69% band, but may not quite achieve the standard of the 60-69% band in one or two areas. The best fit in that case is likely to be within the 60-69% classification.

However, it is important to recognise that tutors may 'weight' each of the skills categories differently, depending on the type of assessment. A highly practical assessment that requires students to demonstrate application of skills in practice is likely to have a relatively high proportion of marks allocated to the 'Practical Skills' category. A research-based essay that evaluates concepts is likely to have a relatively high proportion of marks allocated to the 'Cognitive and Intellectual Skills' category and possibly few, if any, marks for the 'Practical Skills' category. It is not a requirement that all categories of skill are assessed in each individual assessment.

Consider also that a single student assessment is highly unlikely to be complex enough to meet all of the stated criteria for a given level of attainment; each assessment does not need to evidence every criterion within a classification band in order for a student to gain marks in that band: the 'best fit' principle applies. Having achieved the full award at a given level, however, when all assessments are combined, students should have been able to demonstrate learning at the appropriate level in all of the skill categories.

Tutors should use the whole of the marking range, interpreting the criteria in the context of their discipline. The final mark for the work should always consider the published assessment criteria and will be matter of academic judgement. Where PSRB requirements or programme-specific requirements differ to the University norms, additional marking criteria should be provided to students.

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Level 3 (Foundation Year)
Provision at Level 3 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework for Wales (QCFW), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including referencing, academic conventions and academic honesty)	Limited evidence of reading and/or there is reliance on inappropriate sources. Limited engagement with information gained through class contact. Very poor use of referencing.	Poor engagement with literature and little or no evidence of wider reading. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Evidence of reading, but largely confined to information gained through class contact. Referencing may show inaccuracies and/or inconsistencies.	Engagement with an appropriate range of reading beyond information gained through class contact. Referencing may show minor inaccuracies or inconsistencies	Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies.	Critical engagement with a wide range of relevant reading. Consistently accurate application of referencing.	Exceptional critical engagement with a very wide range of relevant reading. Consistently accurate application of referencing.
Knowledge and understanding (Introductory factual, procedural and theoretical knowledge and understanding of the basic underlying concepts and principles of the	Weak and flawed introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s), for example with significant	Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s). There are inaccuracies, the inclusion of	Factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared	Good work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4,	Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being	High quality work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared	Exceptionally high quality work showing very detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
subject; some appreciation of the breadth of the field of study and the relevant terminology)	inaccuracies, the inclusion of a substantial amount of irrelevant material and/or absence of appropriate information / material.	irrelevant material and/or absence of appropriate information / material.	for study at Level 4. Narrow or misguided selection of some material, with elements missing or inaccurate.	but lacking depth and breadth.	well prepared for study at Level 4.	for study at Level 4.	most highly prepared for study at Level 4.
Cognitive and intellectual skills (Introductory evaluation; logic, argument and judgement within limited parameters; organisation of ideas and evidence; manage information and collect data from a range of straightforward sources; awareness of different perspectives or approaches within an area of study.)	Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. No attempt to manage/link information and ideas from straightforward sources. Fails to develop an argument or judgement within limited parameters. Little awareness of the different perspectives or approaches	Weak and at times flawed interpretation and evaluation of information and ideas. Limited attempt to manage/link information and ideas from very few straightforward sources resulting in descriptive work that develops a weak argument and/or judgement within limited parameters. Shows lack of awareness of the different perspectives or	A limited but adequate interpretation and evaluation of information and ideas. Some attempt to manage/link information and ideas from a few straightforward sources. Some attempt to develop an argument and judgement within limited parameters but work is largely descriptive with an uncritical acceptance of information/data. Shows emerging	Good interpretation and evaluation of information and ideas. Identifies links in information and ideas from a few straightforward sources to develop a mostly logical argument and judgement within limited parameters, though underdeveloped in places. Shows awareness of the different perspectives or approaches within the	Very good interpretation and evaluation of information and ideas. Identifies links in information and ideas from a variety of straightforward sources to develop a mostly coherent and logical argument and judgement within limited parameters. Work shows sound awareness of the different perspectives or approaches	Excellent interpretation and evaluation of information and ideas. Can identify, link and collate well information and ideas from a variety of straightforward sources. Capable of developing a very coherent, logical argument and judgement within limited parameters. Work shows strong awareness of the different perspectives or	Has developed a highly critical and evaluative approach to information and ideas for this level. Able to collate and categorise ideas and information with insight. Capable of developing a most coherent argument and judgement within limited parameters that is exceptional for this level of development. Work shows very strong awareness of

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	within the subject.	approaches within the subject	awareness of the different perspectives or approaches within the subject. Illogical arguments and judgements in places and with some inaccuracies.	subject. Minor inaccuracies	within the subject.	approaches within the subject.	the different perspectives or approaches within the subject.
Practical skills (Identify, select and use appropriate skills, methods and procedures to a well-defined problem and show emerging recognition of the complexity of associated issues; formulation of solutions to solve well-defined problems; use appropriate investigation to inform actions; review how effectiveness of methods and actions).	No evidence of ability to relate theory to practice. Tools, methods or techniques misapplied. Very weak skills in solving well-defined problems.	Little evidence of ability to relate theory to practice. Tools, methods or techniques mainly misapplied. Weak skills in solving well-defined problems.	Demonstrates a limited understanding of the application of knowledge in practice. Responses may not be fully appropriate and/or meaningful. Uses tools, methods or techniques to a limited extent or with some misapplication. Can propose basic solutions to well-defined problems without emergent	Reasonable attempt to apply theory in practical contexts. Responses are mostly appropriate and/or meaningful. Tools, methods or techniques used appropriately. Can propose mostly appropriate basic solutions to well-defined problems with some emergent recognition of the complexity.	Is able to apply knowledge of theory to practical contexts and generate a range of responses to given situations. Tools, methods or techniques used very well. Can propose appropriate solutions to well-defined problems with emergent recognition of the complexity.	Can generate a range of appropriate responses to given problems, some of which may be quite innovative for the level; good links between theory and practice. Excellent application of tools, methods or techniques. Can propose excellent solutions to well-defined problems with emergent	Can generate a range of effective responses to given problems, some of which may demonstrate innovation and considerable insight that are unusual at this level; exceptionally good links between theory and practice. Exceptional application of tools, methods or techniques. Can propose exceptional

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
			recognition of the complexity.			recognition of the complexity.	solutions to well-defined problems with emergent recognition of the complexity.
Transferable skills for life and professional practice (Complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate; clarity and effectiveness in presentation and organisation.)	Work is poorly structured, disorganised, inaccurate, incoherent, incomplete and/or confusingly expressed. Markedly poor use of language and/or medium of communication. Failure to work effectively as part of a group. No/few qualities and transferable skills required for employment are demonstrated.	Weak, disjointed structure. Material is incoherent or poorly expressed in places. Serious or extensive spelling and grammatical mistakes, very inappropriate style and/or weak use of the medium. Flawed approach to group work, meeting only partial obligations to others. Demonstrates limited qualities and transferable skills required for employment.	Mostly ordered presentation and structure though it may be weak and/or inconsistent in places and lacking in sequential development. Ideas / concepts are adequately expressed but with spelling / grammatical mistake. Mostly suitable use of the communication medium, though with room for improvement. Can work as part of a group, meeting most obligations to others but perhaps with	Mostly coherent, and organised work though structure may lack coherence in places and minor mistakes in the work may be evident. Ideas / concepts are clearly expressed using media appropriately. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates good qualities and transferable skills required for employment.	Structure is coherent, organised and logical showing progression and flow. Ideas / concepts are very clearly expressed using media appropriately. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates well the qualities and transferable skills required for employment.	Very well-organised work which develops flow and progression in a well-structured manner. Ideas / concepts are fluently expressed, using media very appropriately. Academic style indicates an appropriate level of academic maturity. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates a broad range of qualities and transferable	Exceptionally well-organised work which develops flow and progression in a well-structured manner. High level of fluency of expression throughout, using media well to enhance the work. Can work effectively independently and/or as part of a team, with an exceptional contribution to group activities. Demonstrates an excellent range of qualities and transferable skills required for employment.

Level 3	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD (Pass)	VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-39%***	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
			limited involvement in group activities. Demonstrates a few qualities and transferable skills required for employment.			skills required for employment.	

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Level 4
In accordance with the Framework for Higher Education Qualifications, at the end of Level 4 students will be expected to have demonstrated knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to evaluate different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. They will be able to undertake further training and develop new skills within a structured and managed environment and will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources but with some reliance on information gained through class contact. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts rather than other sources. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Generally sound referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding (Knowledge of the	Major gaps in knowledge and understanding of the basic	Gaps in knowledge of the basic underlying concepts and	Limited knowledge and understanding of the basic	Knowledge of the basic underlying concepts and	Competent knowledge of the basic underlying concepts and	Excellent knowledge and understanding of the basic	Exceptional, detailed knowledge and understanding of

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
basic underlying concepts and principles of a subject.)	underlying concepts and principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies.	principles, with flawed or superficial understanding. Some significant inaccuracies and/or irrelevant material.	underlying concepts and principles within the subject area. Some elements may be missing.	principles is accurate with a good understanding of the field of study but lacks depth and/or breadth.	principles. Exhibits very good understanding.	underlying concepts and principles of the subject.	the basic underlying concepts and principles
Cognitive and intellectual skills (Evaluate underlying concepts and principles of a subject and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements.)	Wholly or almost wholly descriptive work. Little or no evaluation of the underlying concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Minimal or no use of evidence to back up views.	Largely descriptive work, with superficial evaluation of the underlying concepts and principles. Weak interpretation of data, flawed development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at evaluation of the underlying concepts and principles, tending towards description. Can interpret qualitative and quantitative data but with some errors. Some evidence to support emerging arguments and judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation.	Good evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data, with minor errors. An emerging ability to use evidence to support the argument. Mostly valid arguments and logical judgements.	Sound evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately. Ability to devise arguments using evidence to make mostly appropriate and valid judgements.	Excellent evaluation of the underlying concepts and principles. Can interpret qualitative and quantitative data accurately and with some insight. Excellent ability to devise arguments using evidence and make appropriate and valid judgements.	Exceptional evaluation of the underlying concepts and principles based evidence. Outstanding interpretation of qualitative and quantitative data. Exceptional ability to devise arguments using evidence and make wholly appropriate and valid judgements.

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Practical skills (Different approaches to solving problems in particular contexts.)	Limited or no use of taught, basic methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Very weak evidence of different approaches to problem-solving in particular contexts.	Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts.	An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Can identify problems in particular contexts and propose basic alternative approaches or solutions though there may be errors.	A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions.	A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions.	Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of problems in particular contexts and formulation of wholly appropriate, thoughtful solutions / different approaches.
Transferable skills for life and professional practice (Communicate the results of their study/work accurately and reliably, and with structured and	Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate	Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly	Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can	Mostly coherent, organised and accurate work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of	Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good	Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent	Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an

Level 4	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.)	style. Failure to work effectively individual or as part of a group. Little or no evidence of the skills for employment requiring the exercise of some personal responsibility.	expressed. Weak use of language and/or inappropriate style. Flawed approach to individual or group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of some personal responsibility.	work as part of a group, meeting most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of some personal responsibility, with some areas of minor weakness.	a team, with clear contribution to group activities. Demonstrates the skills for employment requiring the exercise of some personal responsibility, with some areas of strength and some of minor weakness.	contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness.	contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development.	exceptional contribution to group activities. Demonstrates exceptional skills for employment requiring the exercise of some personal responsibility with an appetite for further development.

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Level 5
In accordance with the Framework for Higher Education Qualifications, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and of the way in which those principles have developed. They will have learned to apply those concepts and principles more widely outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context. They will have knowledge of the main methods of enquiry in the subject area, and ability to evaluate critically different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. They will be able to undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature. High-level referencing skills consistently applied.
Knowledge and understanding	Major gaps in knowledge with unsatisfactory,	Fragmentary knowledge, with only superficial	Limited but adequate knowledge and	Knowledge is reasonably detailed and	Knowledge is reasonably extensive.	Excellent, detailed knowledge and	Exceptionally detailed knowledge and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
(Sound knowledge and critical understanding of the well-established concepts and principles in their field of study; knowledge of the main methods of enquiry in the discipline.)	uncritical understanding of the subject matter. Much irrelevant material. Substantial inaccuracies. Significantly flawed understanding of the main methods of enquiry in the discipline.	critical understanding. Some significant inaccuracies and/or irrelevant material. Incomplete or partially flawed understanding of the main methods of enquiry in the discipline.	critical understanding of the well-established concepts and principles within the subject area, with a few gaps in the selection of material. A narrow critical understanding of the main methods of enquiry.	accurate. A good critical understanding of the well-established concepts and principles and the main methods of enquiry, with minor gaps in the selection of material.	Exhibits very competent critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. Breadth and depth of knowledge.	highly critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry.	outstanding critical understanding of the well-established concepts and principles of the subject and the main methods of enquiry. May go beyond established theories.
Cognitive and intellectual skills (Critical evaluation and analysis of concepts and principles; argument and judgement; the limits of their knowledge, and how this influences their analyses and interpretations.)	Wholly or almost wholly descriptive work. Little or no critical evaluation and analysis of concepts and principles. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations or opinion, made	Largely descriptive work, with superficial use of critical evaluation and analysis of concepts and principles. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and	Limited attempt at critical evaluation and analysis of concepts and principles, tending towards description. Some evidence to support arguments and judgements but these may be underdeveloped, with a little inconsistency / mis-interpretation or	Some critical evaluation and analysis of concepts and principles, though descriptive in parts. An emerging awareness the limits of their knowledge and ability to use evidence to support the argument though with some tendency to	Sound critical evaluation and analysis of concepts. Is selective in the range of evidence used and synthesises rather than describes. Ability to devise arguments that show awareness of different stances, and use evidence convincingly, to support	Excellent critical evaluation and analysis of concepts and principles leading to logical, evidence-based, reasoned arguments and judgements. Explicit recognition of other stances and a strong awareness of the limits of their knowledge.	Outstanding critical evaluation and analysis of concepts and principles. Uses evidence exceptionally well to connect ideas, and support highly logical and persuasive, arguments and judgements. Evidence of independent thought and

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	without use of any credible evidence.	unsubstantiated opinions. Ideas sometimes illogical and contradictory.	failure to fully recognise limits of knowledge.	assert/state opinion rather than argue on the basis of reason and evidence. Mostly valid arguments and logical judgements.	appropriate and valid judgements.	A capacity for independent thought and ability to 'see beyond the question', suggesting some grasp of the broader field and wider concepts.	ability to 'see beyond the question', suggesting a clear grasp of the broader field and wider concepts. Perceptive recognition of the limits of their knowledge, and how this influences their analyses and interpretations.
Practical skills (Apply underlying concepts and principles more widely outside the context in which they were first studied; use a range of established techniques; propose solutions to problems arising from analysis.)	Limited or no use of established methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making	Rudimentary application of established methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of	An adequate awareness and mostly appropriate application of established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in	A good and appropriate application of established methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to	A very good application of a range of established methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Consistent, accurate and logical application of	An advanced application of a range of established methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Consistent, accurate and logical application of theory to practice, making	Exceptional levels of application and deployment skills using established methods, materials, tools and/or techniques. Consistent, accurate and logical application of theory to practice, making highly developed links between

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	appropriate links between the two. Very weak problem-solving skills outside the context in which they were first studied.	theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills outside the context in which they were first studied.	practice, but not always making logical links between the two. Can identify problems and propose basic solutions outside the context in which they were first studied.	practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions outside the context in which they were first studied.	theory to practice, making appropriate links between the two. Can identify problems and propose appropriate solutions outside the context in which they were first studied. Evidence of some creativity.	well-developed links between the two. Can identify problems and propose excellent, creative solutions outside the context in which they were first studied.	the two. Can identify routine and non-routine problems and propose quite sophisticated, creative solutions outside the context in which they were first studied.
Transferable skills for life and professional practice (Effectively communicate in a variety of forms to specialist and non-specialist audiences; the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Failure to work effectively as part of a group. Little or no evidence of	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or	Can communicate in a suitable medium for the audience but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a group, meeting	Can communicate effectively in a suitable medium for the audience, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear	Can communicate well, confidently and consistently in a suitable medium for the audience. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities.	Can communicate professionally confidently and consistently in a suitable medium for the audience. Work is coherent, very fluent and is presented proficiently. Can work autonomously with initiative. Where relevant can work professionally within a team,	Can communicate with an exceptionally high level of professionalism, highly suitable for the audience. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well within a team, showing leadership skills.

Level 5	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	the skills for employment requiring the exercise of personal responsibility and decision-making.	inappropriate style. Flawed approach to group work, meeting only partial obligations to others. Limited evidence of the skills for employment requiring the exercise of personal responsibility and decision-making.	most obligations to others but perhaps with limited involvement in group activities. Demonstrates the basic skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of minor weakness.	contribution to group activities. Demonstrates the skills for employment requiring the exercise of personal responsibility and decision-making, with some areas of strength and some of minor weakness.	Demonstrates very good skills for employment requiring the exercise of personal responsibility and decision-making, with just occasional minor weakness.	showing leadership skills as appropriate, and meeting obligations. Demonstrates excellent skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.	Demonstrates exceptional skills for employment requiring the exercise of personal responsibility and decision-making and an appetite for further development.

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Level 6
In accordance with the Framework for Higher Education Qualifications, at the end of Level 6 students should have coherent and detailed knowledge and a systematic understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions. They will apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. They will have the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). They will demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including reading, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and weak use of referencing.	Engagement with a limited range of mostly relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor inaccuracies or inconsistencies.	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few inaccuracies or inconsistencies.	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

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Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Knowledge and understanding (Coherent and detailed knowledge and systematic understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline.)	Major gaps in knowledge and systematic understanding of the subject matter. Substantial inaccuracies. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No awareness of knowledge of the latest research and/or advanced scholarship within the discipline.	Limited knowledge and systematic understanding of the relevant concepts and principles within the subject area which to some limited extent, is informed by current research and scholarship.	Knowledge is reasonably detailed, accurate with a good systematic understanding of the field of study and to some extent, current research and scholarship.	Knowledge is reasonably extensive coherent and detailed. Exhibits very good understanding of the breadth and depth of established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent coherent and detailed knowledge and systematic understanding of the principles and theories of current research and scholarship. Clear awareness of challenges to established views and the limitations of the knowledge base.	Exceptionally coherent and detailed knowledge and systematic understanding of the principles and theories of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of the ambiguities and limitations of knowledge.
Cognitive and intellectual skills (Conceptual and critical thinking, analysis, synthesis and evaluation of research, assumptions, abstract concepts and data (that may be incomplete); logic,	Wholly or almost wholly descriptive work. Little or no analysis, synthesis or evaluation. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated	Largely descriptive work, with superficial use of critical evaluation. Weak development of arguments and judgements. Information accepted uncritically, uses generalised statements	Limited attempt at critical thinking, analysis, synthesis and evaluation, tending towards description. Some evidence to support emerging arguments and judgements but these may be	Some critical thinking, analysis, synthesis and evaluation. Can analyse new and/or abstract concepts and data without guidance. An emerging awareness of different stances and ability to use	Sound critical thinking, analysis, synthesis and evaluation demonstrating critical thinking. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance	Excellent critical thinking, analysis, synthesis and evaluation. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated	Exceptional critical thinking, analysis, synthesis and evaluation based on judiciously selected evidence. Ability to investigate contradictory or incomplete information and make strong,

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
argument and judgement.)	generalisations, made without use of any credible evidence.	made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	underdeveloped or with a little inconsistency / mis-interpretation. Asserts rather than argues a case.	evidence (that may be incomplete) to support the argument. Mostly valid arguments and logical judgements. Some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	of evidence (that may be incomplete) to make mostly appropriate and valid judgements.	judgements. Some evidence of independent thought and ability to 'see beyond the question', suggesting a grasp of the broader field and wider concepts.	persuasive, arguments and sophisticated, nuanced, judgements. Evidence of independent thought and ability to 'see beyond the question', suggesting an outstanding grasp of the broader field and wider concepts.
Practical skills (Apply/deploy accurately established tools and techniques; initiate and carry out projects; formulate solutions to solve problems in complex and unpredictable contexts.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to	An adequate awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in	A good and appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and	An advanced application of a range of methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Application and deployment extend beyond established conventions. Can identify complex	Exceptional levels of application and deployment skills in unpredictable, practical contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated solutions.

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
	Very weak problem-solving skills in complex and unpredictable contexts.	practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	practice, but not always making logical links between the two. Can identify problems and propose basic solutions in complex and unpredictable contexts without fully appreciating the complexity.	practice, making appropriate links between the two Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts.	unpredictable contexts. Evidence of some innovation and creativity.	problems and propose excellent solutions. Innovation and creativity evident.	Assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of initiative and personal responsibility; professional development; initiate and complete tasks and procedures: individually and/or collaboratively; use appropriate media to communicate effectively; fluency of expression; clarity and effectiveness	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities.	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities.	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with very good contribution to group activities. Demonstrates very good graduate	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate,	Can communicate with an exceptionally high level of professionalism. Work is exceptionally coherent, very fluent and is presented professionally. Can work exceptionally well and professionally within a team, showing advanced leadership skills. Demonstrates

Level 6	FAIL	MARGINAL FAIL	SATISFACTORY (3rd / Pass)	GOOD (2.2 / Pass)	VERY GOOD (2.1 / Merit)	EXCELLENT (1st / Distinction)	EXCEPTIONAL (1st / Distinction)
Category	**0-29%**	**30-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
in presentation and organisation.)	no evidence of the skills required in graduate employment.	independent initiative (or collaboration, if relevant). Limited evidence of the skills required in graduate employment.	Demonstrates the basic skills required in graduate employment, with some areas of minor weakness.	Demonstrates the skills required in graduate employment, with some areas of strength and some of minor weakness.	employment skills, with just occasional minor weakness.	managing conflict and meeting obligations. Demonstrates excellent graduate employment skills and an appetite for further development.	exceptional graduate employment skills and an appetite for further development.

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Level 7
In accordance with the Framework for Higher Education Qualifications, at the end of Level 7 students should be able to demonstrate: a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline or area of professional practice; a comprehensive understanding of techniques applicable to their own research or advanced scholarship; originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline; conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. They will demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level to continue to advance their knowledge and understanding, and to develop new skills to a high level. They will develop the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations/professional environments; and the independent learning ability required for continuing professional development.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Engagement with literature (including current research, referencing, academic conventions and academic honesty)	Little or no evidence of reading and/or reliance on inappropriate sources. Views and findings mostly unsupported and non-authoritative. Referencing conventions used incoherently or largely absent.	Poor engagement with essential reading. No evidence of wider reading. Reliance on inappropriate sources, and/or indiscriminate use of sources. Heavily reliant on information gained through class contact. Inconsistent and	Engagement with a very limited range of relevant and credible sources. Some omissions and minor errors. Referencing conventions evident though not always applied accurately or consistently.	Engagement with an appropriate range of research-informed literature, including sources retrieved independently. Some over-reliance on texts. Referencing may show minor	Engagement with a wide range of research-informed literature, including sources retrieved independently. Selection of relevant and credible sources. Very good use of referencing, with no/very few	Engagement with an extensive range of relevant and credible literature, informed by the latest research. Consistently accurate application of referencing.	Exceptional engagement with an extensive range of relevant and credible literature, informed by the latest research. High-level referencing skills consistently and professionally applied.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		weak use of referencing.		inaccuracies or inconsistencies.	inaccuracies or inconsistencies.		
Knowledge and understanding (A systematic, conceptual understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the discipline; a comprehensive understanding of techniques applicable to their own research)	Major gaps in knowledge and understanding of the subject matter is not systematic. Substantial inaccuracies. No awareness of current problems, insights or the latest research and/or advanced scholarship within the discipline.	Gaps in knowledge, with only superficial systematic understanding. Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.	Limited knowledge and systematic understanding of the concepts and principles within the subject area, which to some marginal extent, is informed by current research and scholarship. Some critical awareness of current problems and/or new insights, but often under-developed.	Knowledge is accurate and reasonably detailed. A systematic understanding of the field of study informed by, to some extent, current research and scholarship, A critical awareness of current problems and/or new insights though this may be under-developed occasionally.	Knowledge has a well-defined focus, which is reasonably extensive, coherent and detailed, with a critical awareness of current problems and/or new insights. Exhibits good understanding of the breadth and depth of contemporary and established views, and the work is, at least in part, well-informed by current research and scholarship.	Excellent mastery of a complex and specialised area of knowledge. A systematic, excellent understanding of the concepts of the subject informed by current research and scholarship. Highly critical awareness of current problems and/or new insights. A critical, awareness of how the boundaries of knowledge are advanced through research.	Exceptional mastery of a complex and specialised area of knowledge. An exceptionally critical awareness of current problems and/or new insights. An outstanding understanding of the concepts of the subject, well-informed by current research and scholarship. A critical, sophisticated and nuanced awareness of how the boundaries of knowledge are advanced through research.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Cognitive and intellectual skills (Critical evaluation of current research and methodologies and develop critiques of them and, where appropriate, to propose new hypotheses; make sound judgements in the absence of complete data.)	Wholly or almost wholly descriptive work. Little or no evaluation or critique or attempt at a systematic approach. Failure to develop arguments, leading to illogical or invalid judgements. Unsubstantiated generalisations, made without use of credible evidence.	Largely descriptive work, with superficial use of critical evaluation of research and methodologies. Absent or weak development of hypotheses and judgements. Information accepted uncritically, uses generalised statements made with scant evidence and unsubstantiated opinions. Ideas sometimes illogical and contradictory.	Limited attempt at critical evaluation/ critique of current research and methodologies, tending towards description. Limited attempt to propose new hypotheses. Can deal with complex issues but not systematically or creatively. Some evidence to support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.	Some critical evaluation/ critique of current research and methodologies, though slightly underdeveloped in places, Proposes adequate but limited new hypotheses, where relevant. Can deal with complex issues but not fully systematically or creatively. Ability to make judgements based on data (that may be incomplete) but with some tendency to assert/state opinion rather than argue on the basis of reason and evidence.	Sound critical evaluation/ critique of current research and methodologies, Proposes new hypotheses, where appropriate. Can deal with complex issues systematically and with some creativity. Ability to make sound judgements based on data (that may be incomplete)	Excellent critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Can synthesise complex issues systematically and creatively. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated judgements.	Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues. Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
Practical skills (Originality / creativity in the application of knowledge, tools and techniques and in tackling and solving problems in complex and unpredictable professional situations; practical use of established techniques of research and enquiry to create and interpret knowledge in the discipline.)	Limited or no use of methods, materials, tools and/or techniques. Little or no appreciation of the context of the application. Limited understanding of the application of theory to practice or making appropriate links between the two. Very weak problem-solving skills in complex and unpredictable contexts.	Rudimentary application of methods, materials, tools and/or techniques but without consideration and competence. Flawed appreciation of the context of the application. Weak understanding of the application of theory to practice, with only occasional evidence of making appropriate links between the two. Weak problem-solving skills in complex and unpredictable contexts.	An awareness and mostly appropriate application of well-established methods, materials, tools and/or techniques, with occasional errors. Basic appreciation of the context of the application. Theoretical knowledge and understanding applied in practice, but not always making logical links between the two. Can identify problems and propose basic solutions without fully appreciating the complexity of unpredictable contexts.	An appropriate application of standard methods, materials, tools and/or techniques. Clear appreciation of the context of the application. Mainly consistent, accurate and logical application of theory to practice, making appropriate links between the two. Can identify problems and propose mostly appropriate solutions in complex and unpredictable contexts, with elements of originality.	A very good application of a range of methods, materials, tools and/or techniques. Very good consideration of the context of the application, with perceptive insights. Can identify problems and propose appropriate solutions in complex and unpredictable contexts. Evidence of originality and creativity.	An advanced application of knowledge, methods, materials, tools and/or techniques. The context of the application is well considered, and insightful. Can identify complex problems and propose excellent solutions. An excellent grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret	Exceptional application skills in complex, unpredictable, contexts, drawing skilfully on the latest research within the discipline. Can identify complex problems and propose sophisticated, original solutions. An outstanding application of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
						knowledge in the discipline.	discipline with assimilation and development of cutting edge processes and techniques.
Transferable skills for life and professional practice (Exercise of self-direction, autonomy and personal responsibility; plan and implement tasks at a professional level; independent learning; use appropriate media to communicate effectively and professionally to a variety of audiences; fluency of expression; systematic approach; clarity and effectiveness in presentation and organisation.)	Communication medium is inappropriate or misapplied. Work is poorly structured, disorganised and/or confusingly expressed. Very weak use of language and/or very inappropriate style. Little or no evidence of autonomy (or collaboration, where relevant) in the completion of tasks. Little or no evidence of the skills required in professional, postgraduate employment.	Communication medium is poorly designed and/or not suitable for the audience. Work is poorly presented in a disjointed manner. It is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. Weak use of language and/or inappropriate style. Weak independent initiative (or collaboration, if relevant). Limited evidence of the skills	Can communicate in a suitable medium but with some room for improvement. Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence in places. Can work as part of a team, but with limited involvement in group activities. Demonstrates some but not all of the basic skills required in professional, postgraduate	Can communicate effectively in a suitable format, but may have minor errors. Mostly coherent, organised work, in a suitable structure and is for the most part clearly expressed. Can work effectively independently and/or as part of a team, with clear contribution to group activities. Demonstrates the skills required in professional, postgraduate employment, with some areas	Can communicate well, confidently and consistently in a suitable format. Work is coherent, fluent, well-structured and organised. Can work very well autonomously and/or as part of a team, with a good contribution to group activities. Demonstrates comprehensive professional, postgraduate employment skills.	Can communicate professionally confidently and consistently in a suitable format. Work is coherent, very fluent and is presented professionally. Can work autonomously with initiative. Where relevant can work professionally within a team, showing leadership skills as appropriate, managing conflict and meeting obligations. Demonstrates excellent	Can communicate with an exceptionally high level of professionalism. Work is remarkably coherent, very fluent and is presented professionally. Can work outstandingly well and professionally within a team, showing advanced leadership skills. Demonstrates exemplary professional, postgraduate employment skills and a strong appetite

Level 7	FAIL	FAIL	MARGINAL FAIL	SATISFACTORY (Pass)	GOOD to VERY GOOD (Merit)	EXCELLENT (Distinction)	EXCEPTIONAL (Distinction)
Category	**0-29%**	**30-44%**	**45-49%**	**50-59%**	**60-69%**	**70-84%**	**85-100%**
		required in professional, postgraduate employment.	employment, with some areas of minor weakness.	of strength and some of minor weakness.		professional, postgraduate employment skills and a strong appetite for further development.	for further development.

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