## GENERIC ASSESSMENT CRITERIA

**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 basic underlying concepts and | Major gaps in knowledge and understanding of the basic underlying concepts and | Gaps in knowledge of the basic underlying concepts and principles, with flawed or | Limited knowledge and understanding of the basic underlying concepts and | Knowledge of the basic underlying concepts and principles is accurate with a | Competent knowledge of the basic underlying concepts and principles. Exhibits very | Excellent knowledge and understanding of the basic underlying concepts and | Exceptional, detailed knowledge and understanding of the basic underlying |

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| principles of a subject.) | principles of the subject matter. Inclusion of irrelevant material. Substantial inaccuracies. | superficial understanding. Some significant inaccuracies and/or irrelevant material. | principles within the subject area. Some elements may be missing. | good understanding of the field of study but lacks depth and/or breadth. | good understanding. | principles of the subject. | 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. |
| **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. | Rudimentary application of taught, basic methods, materials, tools and/or techniques but without consideration and | An adequate awareness and mostly appropriate application of basic methods, materials, tools and/or techniques. Basic | A good and appropriate application of basic methods, materials, tools and/or techniques. Clear appreciation of the context of | A very good application of a range of basic methods, materials, tools and/or techniques. Very good consideration of the context of | An advanced application of a range of taught, basic methods, materials, tools and/or techniques. The context of the application is well considered, | Exceptional levels of application and deployment skills in particular practical contexts. Outstanding identification of |

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| | Very weak evidence of different approaches to problem-solving in particular contexts. | competence. Flawed appreciation of the context of the application. Weak evidence of different approaches to problem-solving in particular contexts. | 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. | the application. Good evidence of different approaches to problem-solving in particular contexts and proposes mostly appropriate solutions. | the application. Very good evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions. | and insightful. Excellent evidence of different approaches to problem-solving in particular contexts and proposes appropriate solutions. | 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 coherent arguments; the qualities needed for employment requiring the exercise of some personal responsibility within a structured and managed environment.) | Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. Very weak use of language and/or very inappropriate 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. | 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. 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 | Mostly ordered presentation and structure in which relevant ideas / concepts are reasonably expressed. Work may lack coherence and/or accuracy in places. Can 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 | 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 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. | Work is accurate, coherent, fluent, well-structured and organised. Can work effectively independently and/or as part of a team, with very good contribution to group activities. Demonstrates very good skills for employment requiring the exercise of some personal responsibility, with just occasional minor weakness. | Work is coherent, very fluent and is presented professionally. Can work effectively independently and/or as part of a team, with an excellent contribution to group activities. Demonstrates excellent skills for employment requiring the exercise of some personal responsibility with an appetite for further development. | Work is accurate, exceptionally coherent, very fluent and presented well. Can work effectively independently and/or as part of a team, with an 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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| | | personal responsibility. | weakness. | | | | |

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