

**Wales Institute for Work-based Learning
Level 5 - 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.

At this level learners are not fully autonomous but are able to take responsibility for their own learning with some direction. They are expected to show an increasingly detailed theoretical knowledge of the subject within a more general intellectual context, and to demonstrate this through forms of expression which are more than merely descriptive or imitative. Learners are expected to demonstrate analytical skills in terms both of problem identification and resolution, and to develop their skill sets as required.

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 and articulately expressed and showing a high level of understanding. Relevant theories are analysed and related appropriately to the study. Excellent intellectual skills. Excellent range of sources used and correctly referenced using standard processes. Very well presented and appropriately styled and structured. Very good range of vocabulary utilised and applied at the correct level.
60 - 69%	Very good knowledge base; explores and analyses the subject and its theory with some originality, detail and autonomy. Very good intellectual skills. Very good management of learning with consistent self-direction. Structured and mainly accurate expression, with good use of language that is subject and level appropriate.
50 – 59%	Good knowledge base that begins to explore and analyse the theory of the discipline. Acceptable level of intellectual skills. Good use of learning resources. Acceptable structure and accuracy in expression. Language is generally appropriate for the subject and level.

40 – 49%	Basic knowledge base with some omissions and/or lack of a theoretical dimension. Some difficulties with intellectual skills. Largely imitative and descriptive, and lacking analysis. Basic use of learning resources with little self-direction. Some difficulty with structure and accuracy of expression.
0 – 39% (Fail)	Inadequate knowledge base with lack of understanding of discipline and its dimensions. Very weak intellectual skills. Wholly imitative and descriptive. Inadequate use of learning resources with no ability to direct own learning. Major problems with structure and accuracy of expression.