

## GENERIC ASSESSMENT CRITERIA

### 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 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                                                                                                                                                                                                                                                  | MARGINAL FAIL                                                                                                                                                                                 | SATISFACTORY (Pass)                                                                                                                                                                                       | GOOD                                                                                                                                                                                                                                 | VERY GOOD                                                                                                                                                  | EXCELLENT                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                  | F                                                                                                                                                                                                                                                     | E                                                                                                                                                                                             | D                                                                                                                                                                                                         | C                                                                                                                                                                                                                                    | B                                                                                                                                                          | A                                                                                                                                                                                           |
| <b>Engagement with literature</b><br>(including current research, referencing, academic conventions and academic honesty) | 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 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 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. |
| <b>Knowledge and understanding</b><br>(A systematic, conceptual                                                           | Gaps in knowledge, with only superficial systematic understanding.                                                                                                                                                                                    | Limited knowledge and systematic understanding of the concepts                                                                                                                                | Knowledge is accurate and reasonably detailed. A systematic                                                                                                                                               | Knowledge has a well-defined focus, which is reasonably extensive,                                                                                                                                                                   | Excellent mastery of a complex and specialised area of knowledge. A                                                                                        | Exceptional mastery of a complex and specialised area of knowledge.                                                                                                                         |

| Level 7                                                                                                                                                                                                                                           | FAIL                                                                                                                                                                                                                                                      | MARGINAL FAIL                                                                                                                                                                                                                                       | SATISFACTORY (Pass)                                                                                                                                                                                                                            | GOOD                                                                                                                                                                                                                                                                        | VERY GOOD                                                                                                                                                                                                                                                                   | EXCELLENT                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                                          | F                                                                                                                                                                                                                                                         | E                                                                                                                                                                                                                                                   | D                                                                                                                                                                                                                                              | C                                                                                                                                                                                                                                                                           | B                                                                                                                                                                                                                                                                           | A                                                                                                                                                                                                                                                                                                              |
| 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) | Some significant inaccuracies and/or irrelevant material. No critical awareness of current problems, insights, or latest research within the discipline.                                                                                                  | 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.                                 | 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.                               | 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. | 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. | 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. |
| <b>Cognitive and intellectual skills</b><br>(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.)   | 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 | 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 | 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 | 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                                 | 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                                      | Exceptional critical evaluation/ critique of current research and methodologies, Proposes innovative hypotheses, where appropriate. Exemplary systematic and creative synthesis of complex issues.                                                                                                             |

| Level 7                                                                                                                                                                                                                                                                                                                     | FAIL                                                                                                                                                                                                                                                                                                                          | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                              | SATISFACTORY (Pass)                                                                                                                                                                                                                                                                                                              | GOOD                                                                                                                                                                                                                                                                                                           | VERY GOOD                                                                                                                                                                                                                                                                                                                                     | EXCELLENT                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                                                                                                                    | F                                                                                                                                                                                                                                                                                                                             | E                                                                                                                                                                                                                                                                                                                                          | D                                                                                                                                                                                                                                                                                                                                | C                                                                                                                                                                                                                                                                                                              | B                                                                                                                                                                                                                                                                                                                                             | A                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                                                                                                                                                                             | unsubstantiated opinions. Ideas sometimes illogical and contradictory.                                                                                                                                                                                                                                                        | support emerging judgements but these may be underdeveloped or with a little inconsistency / mis-interpretation. May assert rather than argue a case.                                                                                                                                                                                      | 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.                                                                                                                                              | (that may be incomplete)                                                                                                                                                                                                                                                                                       | incomplete information and make strong, persuasive, arguments and sophisticated judgements.                                                                                                                                                                                                                                                   | Ability to investigate contradictory or incomplete information and make strong, persuasive, arguments and sophisticated, nuanced, judgements. Potential for journal publication or doctoral research.                                                                                                                                             |
| <b>Practical skills</b><br>(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.) | 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- | 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 | 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 | 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 | 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 |

| Level 7                                                                                                                                                                                                                                                                                                                                                                                                             | FAIL                                                                                                                                                                                                                                                                                                                                                                                 | MARGINAL FAIL                                                                                                                                                                                                                                                                                                                                                                             | SATISFACTORY<br>(Pass)                                                                                                                                                                                                                                                                                                                                                                 | GOOD                                                                                                                                                                                                                                                                                                               | VERY GOOD                                                                                                                                                                                                                                                                                                                                                 | EXCELLENT                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Category                                                                                                                                                                                                                                                                                                                                                                                                            | F                                                                                                                                                                                                                                                                                                                                                                                    | E                                                                                                                                                                                                                                                                                                                                                                                         | D                                                                                                                                                                                                                                                                                                                                                                                      | C                                                                                                                                                                                                                                                                                                                  | B                                                                                                                                                                                                                                                                                                                                                         | A                                                                                                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                                                                                                                     | solving skills in complex and unpredictable contexts.                                                                                                                                                                                                                                                                                                                                | propose basic solutions without fully appreciating the complexity of unpredictable contexts.                                                                                                                                                                                                                                                                                              | complex and unpredictable contexts, with elements of originality.                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    | knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline.                                                                                                                                                                                                                                  | knowledge and techniques, and of how established techniques of enquiry create and interpret knowledge in the discipline with assimilation and development of cutting edge processes and techniques.                                                                                                                                        |
| <b>Transferable skills for life and professional practice</b><br>(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 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                                               | MARGINAL FAIL                                  | SATISFACTORY<br>(Pass)                  | GOOD | VERY GOOD                                                                                   | EXCELLENT                |
|----------|----------------------------------------------------|------------------------------------------------|-----------------------------------------|------|---------------------------------------------------------------------------------------------|--------------------------|
| Category | F                                                  | E                                              | D                                       | C    | B                                                                                           | A                        |
|          | 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. |