Marking Criteria Guidance

The Faculty marks across a range of criteria on a scale that is consistent across all levels of study. The level of achievement required of students to achieve a mark in any grade boundary differs by level study.

Under this system, an essay that received a first class mark at level 4 would not receive a first class mark if submitted at level 5. This system is designed to reflect the development of students' capabilities and skills throughout their degrees.

Certain types of assessment have their own specified marking criteria, outlined below.

For the return of work students will see a grading rubric from TurnItIn which provides generic feedback in each category according to level. The rubric will replace the more generalised overall summary written feedback that has been provided in the past.

The grading rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark. As such categories are defined on an F-A+ scale to help give guidance in determining a numerical mark.

Students will also receive comments on up to 3 areas on which to improve, as well as comments on the text.

The categories of achievement in each aspect are as follows:

Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding

The aims of the marking criteria outlined below represent outstanding achievement at Level 7 in all areas.

Inclusion of source/primary material (S)	The work makes reference to a range source/primary materials relevant to the piece of work.

Inclusion of modern scholarship (MS)	The work demonstrates awareness of appropriate scholarly developments over time and inclusion of up to date material, and takes into account interdisciplinary, theoretical or methodological concerns.
Critical Engagement with source/primary material (CE1)	The work demonstrates critical in-depth discussion of a range of relevant sources and material; is fully aware of the nature of the evidence available; takes into account the original text/objects, where appropriate critically discusses scholarship on the relevant primary material(s).
Critical Engagement with Scholarship (CE2)	The work demonstrates a consistently critical attitude to scholarship; provides an engaged and informed discussion of relevant debates and schools of thought; demonstrates clear and relevant engagement with theoretical approaches and models; provides (a) statement(s) of own position in relation to scholarship.
Argument (Argue)	The work presents a clear and coherent argument/inquiry that is developed on the basis of critical examination of the evidence and that takes into account modern scholarship.
Structure (Struc)	The work has a clear, coherent and appropriate structure which contextualises, supports and demonstrates its argument
Relevance (Rel)	The work clearly and specifically relates throughout to the question attempted or the title of the work, and there are no unjustified digressions and no inclusion of irrelevant or tangential material.
Analytical Approach (AA)	The work has a well thought out and justified analytical approach consistently applied throughout, taking into account the relevant scholarly approaches and evidence. The whole of the work represents an in depth evaluation of the issues and material under discussion.
Referencing (Ref)	There is inclusion of consistent referencing at all relevant points throughout the work. The use of footnotes is supported by automatic footnotes in Microsoft Word (or relevant word processing program).
Readability, Coherence, and Written Style (RCWS)	The work achieves excellent clarity allowing the reader to focus on content; achieves stylistic excellence; there are no proof reading errors; achieves a tone appropriate for the type of communication.

Adherence to guidelines (AG)	The work adheres to: the subject referencing guidelines; the word limit and publication of word count; the individual module guidance on spacing e.g. margin font type spacing.

Essays and Essay Based Exams

Level 5 Marking Criteria (Essay/Essay Based Exam)							
	1-29	30-39	40-49	50-59	60-69	70-79	80+
Inclusion of source/primary material (S)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Inclusion of modern scholarship (MS)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Critical Engagement with source/primary material (CE1)		Effort At	Very Limited	Adequate	Good	Very Good	Very Good
Critical Engagement with Scholarship (CE2)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Argument (Argue)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Structure (Struc)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Relevance (Rel)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Analytical Approach (AA)			Effort At	Very Limited	Limited	Adequate	Good
Referencing (Ref)	Effort At	Very Limited	Limited	Adequate	Good	Very Good	Excellent

Readability, Coherence, and Written Style (RCWS)	Very Limited	Limited	Some	Adequate	Good	Very Good	Excellent
Adherence to guidelines (AG)	Limited	Adequate	Good	Very Good	Excellent	Outstanding	Outstanding

Additional Criteria for other types of assessment

Presentations have a set of criteria additional to that of a normal essay or exam.

Presentations	
Engagement with Audience (EA)	The presenter(s) achieve highly effective audience engagement throughout.
Presentational Aids (PA)	The presenter(s) achieve excellent and interactive use of presentational aids.
Time Keeping (TK)	The presentation does not deviate from the specified time limit.

Level 5 Presentation	1-29	30-39	40-49	50-59	60-69	70-79	80+
Engagement with Audience (EA)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding

Presentational Aids (PA)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding
Time Keeping (TK)	Very Limited	Limited	Adequate	Good	Very Good	Excellent	Outstanding

Posters

Posters have a set of criteria additional to that of an individual written or oral piece of work.

Visual Presentation (VP)	Stylistically excellent visual presentation supporting the structure of the argument with appropriate visual material included in a visually pleasing fashion.
Visual Structure (VS)	A clear and coherent structure within individual posters and across poster exhibitions which supports the argument; specifically contextualising the argument; conclusion which clearly states the outcomes of the work and concludes the argument

Level 5 Posters	1-29	30-39	40-49	50-59	60-69	70-79	80+
Visual Structure (VS)		Effort At	Very Limited	Limited	Adequate	Good	Very Good
Visual Presentation (VP)	Very Limited	Limited	Some	Adequate	Good	Very Good	Excellent