



# KMS 113 Higher Education Assessment Policy and Procedure

## University Centre Kingston Maurward

### Summary:

This policy sets out our approach to the Assessment of Higher Education (levels 4 and above) at University Centre Kingston Maurward. It has three main functions;

- To set out the expectations and practices for Higher Education assessment;
- To provide a concise summary of assessment policy for staff and students
- To set out the procedure for assessment including the guiding principles of assessment and the codes of practice for marking.

It is intended to be the main assessment reference point for the University Centre in relation to OU Validated Degree Programmes. For other validating bodies additional reference should be made to the assessment procedure webpages of the validating bodies.

### Authority:

The is approved by the Higher Education Academic Board and the Quality and Standards Committee of the Kingston Maurward Corporation in accordance with the Corporation’s Standing Orders.

<b>Document Management, Approvals &amp; Review:</b>		
Title	<b>Higher Education Assessment Policy and Procedure</b>	
Manager	Deputy Principle Kingston Maurward College	
Approvals (Committee)	Higher Education Academic Board	
Approvals (Board)	Quality and Standards Committee (Corporation)	
Next Review Due	Three years	



# Contents

1	Purpose .....	1
2	Scope.....	1
3	Context: Expectations and Practices for Assessment .....	2
	Expectations for Standards .....	2
	Expectations for Quality.....	2
	Core Practices for Standards.....	2
	Common Practice for Standards .....	3
	Core Practices for Quality .....	3
	Common Practices for Quality .....	3
4	Policy Statement for Students .....	3
	Types of Assessment.....	3
	Submission .....	4
	Assessment of coursework .....	4
	Assessment of work-based learning .....	4
	Assessment of presentations.....	4
	Marking and Feedback on Assessments .....	5
	Minimum Pass Mark (Degree Programmes).....	5
	Overall Module Mark (Degree Programmes) .....	5
	Resits of Assessments .....	5
	Compensation.....	6
	Extensions and Extenuation Circumstances .....	6
	Penalties for late submission or non-submission of work.....	6
	Plagiarism and Academic Misconduct .....	6
	Word Count.....	7
	Determination of progression and awards .....	8
	Rules for determining degree classification, and for the award of honours, distinction, and merit, as applicable.....	8
	Appeals.....	9
5	Guiding Principles of Assessment .....	9
	Principle 1: Assessment methods and criteria are aligned to learning outcomes and teaching activities .....	9
	Principle 2: Assessment is reliable, consistent, fair and valid.....	10
	Principle 3: Assessment design is approached holistically. ....	10
	Principle 4: Assessment is inclusive and equitable. ....	11
	Principle 5: Assessment is explicit and transparent.....	11

Principle 6: Assessment and feedback is purposeful and supports the learning process .....	12
Principle 7: Assessment and Feedback are Timely .....	13
Principle 8: Assessment is Appropriate and Manageable .....	13
Principle 9: Assessment Supports Student Development.....	14
Principle 10: Assessment Encourages Academic Integrity.....	14
6 Work Based Learning (WBL) .....	15
Phases of Activity .....	15
Submission of work.....	16
7 Assessment Process .....	16
8 Awarding process.....	18
9 Assessment Marking Practice .....	19
Introduction .....	19
Principles for Marking.....	19
Processes of Marking .....	19
Briefings and Assessment Criteria .....	20
Generic grading criteria .....	20
Marking Schemes.....	20
First marking .....	21
Anonymous marking.....	21
Internal Moderation .....	21
Second marking.....	22
Second marking of dissertations and final year projects at level 6 .....	22
External moderation of marks .....	23
10 Review of Policy .....	23
Appendices.....	24
Generic Grading Criteria: .....	24
Level 4 Generic Grading Criteria .....	25
Level 5 Generic Grading Criteria .....	35
Level 6 Generic Grading Criteria .....	46

# 1 Purpose

- 1.1 This strategy sets out our approach to the Assessment of Higher Education (levels 4 and above) at University Centre Kingston Maurward.
- 1.2 It has three main functions;
  - To set out the expectations and practices for Higher Education assessment;
  - To provide a concise summary of assessment policy for staff and students
  - To set out the procedure for assessment including the guiding principles of assessment and the codes of practice for marking.
- 1.3 It is intended to be the main assessment reference point for the University Centre in relation to OU Validated Degree Programmes. For other validating bodies reference should be made to the assessment procedure webpages of the validating bodies.
- 1.4 This document is supported by, and should be read in conjunction with, the UCKM Policies on:
  - [HE Academic Appeals](#)
  - [HE Extenuating Circumstances](#)
  - [HE Recognition of Prior Learning \(RPL\)](#)

# 2 Scope

- 2.1 The primary purpose of Higher Education Assessment is to enable students to develop and demonstrate their full potential.
- 2.2 Effective HE assessment is expected to:
  - Provide an objective measure of a student's achievements against the learning outcomes of modules;
  - Enable students to demonstrate that they have fulfilled the intended aims and learning outcomes of the programme of study;
  - Assist student learning by providing appropriate feedback on performance;
  - Provide a reliable and consistent basis for the recommendation of an appropriate award;
  - Assist staff in evaluating the effectiveness of their teaching;
  - Be informed by reflection, consideration of professional practice and subject-specific and educational scholarship;
  - Promote equality of opportunity.

- 2.3 The day to day responsibility for assessment lies collectively with the programme teams.

### **3 Context: Expectations and Practices for Assessment**

#### Expectations for Standards

- 3.1 This policy sits within the context of the UK Quality code for Higher Education including the Advice and Guidance on Assessment, published by the Quality Assurance Agency. See:

<https://www.qaa.ac.uk/quality-code> and

<https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/assessment>

- 3.2 The expectation of this code is that the academic standards of courses fully meet the requirements of the relevant national qualifications framework.
- 3.3 Assessment ensures that the qualifications are awarded only to those students who meet specified learning outcomes. Learning outcomes are specified for each course, which are consistent with the relevant national qualification frameworks' descriptors, and assessment determines whether each student has achieved them.
- 3.4 The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.
- 3.5 Assessment regimes include processes ensuring the qualifications awarded by a degree-awarding body are consistent with the standards recognised within the sector and continue to be so over time. This consistency is important for the value of a qualification and the trust stakeholders place in it.

#### Expectations for Quality

- 3.6 It is expected that:
- (a) Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.
- And
- (b) From admission through to completion, all students are provided with the information and support that they need to succeed in and benefit from higher education.

#### Core Practices for Standards

- 3.7 The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualification frameworks.
- 3.8 The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

- 3.9 Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.
- 3.10 The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

#### Common Practice for Standards

- 3.11 The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

#### Core Practices for Quality

- 3.12 The provider designs and/or delivers high-quality courses.
- 3.13 The provider has sufficient appropriately qualified and skilled staff to deliver a high quality academic experience.

#### Common Practices for Quality

- 3.14 The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- 3.15 The provider's approach to managing quality takes account of external expertise.
- 3.16 The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

## **4 Policy Statement for Students**

- 4.1 The HE Assessment Policy is one of a group of policy and regulatory documents relating to assessment, it is important that you read it in conjunction with the following documents:
- [HE Extenuating Circumstances Policy](#)
  - [HE Academic Misconduct Policy](#)
  - [OU UCKM Academic Regulations \(Open University students only\)](#)
  - Academic Regulations and policies of other Partner Universities (Non-Open University Students only) – Please also refer directly to these universities websites.

#### Types of Assessment

- 4.2 Assessment can take the form of coursework, exam or presentation. For the majority of programmes, we use coursework to assess your performance throughout the year, please check your Programme Handbook for more

information on the assessment structure for each module as shown on the Programme Specification and each Module specification. In order to receive your award, you are generally expected to achieve a minimum of 40% in assessed work.

- 4.3 The precise type of assessment you will undertake varies from module/unit to module/unit.
- 4.4 Your lecturers will give you clear guidance about the methods used, and they could include, but are not limited to, any of the following:
- Coursework: research journals, reports, reviews, essays, reflective logs, case studies
  - Examinations: In-class tests, formal observations
  - Student presentations
  - Individual and group project work
  - Time-constrained assessments
- 4.5 Whatever method is adopted, you will be given a clear assessment brief, so that you know exactly what is expected.

#### Submission

- 4.6 You will be given a deadline for every assessment, and you must hand your work in by that date or you may receive a penalty. The exact date and time of submission deadlines can be found in the assessment brief.

#### Assessment of coursework

- 4.7 Coursework-based assessments should be submitted via Turnitin UK unless outlined otherwise in the assessment brief, you will then receive a digital receipt via email.

#### Assessment of work-based learning

- 4.8 Work-based learning opportunities (placements) are assessed through reflective 'work placement diaries' and at times, through formal presentations and/or observations.

#### Assessment of presentations

- 4.9 All presentation materials (PowerPoint presentations / PDF documents) must be submitted at the same time.
- 4.10 Where presentations take place over a number of days, to ensure there is not an unfair advantage of the latter presentations all work is submitted at the same time and normally, closed groups of staff and/or peers make up the audience of the presentations.



### Marking and Feedback on Assessments

- 4.11 A module will comprise of formal 'summative' assessment(s). You will be briefed about the criteria used to assess your assessments, as well as be given the hand-in dates, and guidance on how to submit them and assessment activities, all of which are outlined in each individual assessment brief.
- 4.12 As you work through the module, your tutors may review assessed work that you have in progress and provide informal 'formative' feedback on it. Or you may be set specific 'formative' work to do for this purpose which will build towards the final 'summative' assessment. The feedback will help you refine your work prior to the formal submission of any summative assessments, thereby giving you every opportunity to achieve your full potential.
- 4.13 Written or audio feedback will be completed by the marker for each summative assessment and given to you so that you know how you have done and how to improve. The mark awarded will provide an overall picture of your performance.
- 4.14 The timeline for receiving marks and feedback is 20 working days after the assessment submission deadline.
- 4.15 Please note that, until the Award Board confirms your marks, all marks are provisional. All marking and feedback of assessments follow strict internal and external quality assurance and moderation processes. For further information on these processes, please to Section 7 of this refer document.

### Minimum Pass Mark (Degree Programmes)

- 4.16 The minimum pass mark for modules and assessments that you will undertake is 40%.
- 4.17 However, please refer to the relevant academic regulations in relation to compensation rules that might, in certain circumstances, apply.

### Overall Module Mark (Degree Programmes)

- 4.18 An overall mark for each module is calculated on the basis of an average of marks for every assessed piece of work you submit.
- 4.19 Each piece of work will be weighted, so some may make a larger contribution to your overall mark for a module than others. These weightings can be found on each individual assessment brief and on the Module Specification in the Programme Handbook.

### Resits of Assessments

- 4.20 If you fail an assessment or module/unit, you may be able to re-sit the failed assessments, retake the module/unit or be compensated.
- 4.21 For OU validated Programmes: Please refer to the [OU UCKM Academic Regulations](#) for further information and guidance.

## Compensation

- 4.22 At the discretion of the Higher Education Board of Examiners, a student who has failed a module but has shown strength in other areas may be awarded compensation credits for the module provided:
- The student has achieved a mark of not less than 35% for the module for which compensation is being considered.
  - The student has attempted all prescribed elements of the module.
  - For a single Programme of study (Single Honours) no more than 40 credits or two modules may be compensated whichever is the lesser.
  - No more than 40 compensation credits will be awarded at each level.
  - When compensation credits are awarded, the mark gained in the module will stand and will be used for classification of the award where appropriate.
- 4.23 Compensation credits will allow a student to progress to the next level without the need for further resits, or to gain an award, as appropriate, without repetition or interruption.

## Extensions and Extenuation Circumstances

- 4.24 It is important that you have a good reason if you require an extension for a piece of coursework or miss an examination.
- 4.25 Extensions cannot be granted by your lecturers or the Programme Leader. Instead, you must submit an Extenuating Circumstances form, with valid independent evidence to support your case. It will then be considered by a panel, who will reach a judgment. The HE Extenuating Circumstances Policy should be referred to for further details and guidance.

## Penalties for late submission or non-submission of work

- 4.26 If you are late or fail to submit an assignment, a penalty may be applied.
- 4.27 If you have valid Extenuating Circumstances, you may be granted an extension to the published deadline and a new deadline set.
- 4.28 For OU Programmes any coursework submitted after the deadline has passed will incur a deduction of marks, with the following penalties in place:  
Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. For coursework that is late by 7 or more working days, the submission will be refused and receive a mark of 0.
- 4.29 Please refer to the OU-UCKM Academic Regulations (Open University students only) for further information and guidance.

## Plagiarism and Academic Misconduct

- 4.30 Plagiarism not only refers to copying work from another student or author. It also refers to copying creative work, audio-visual material, software

programmes and written work. It includes the unacknowledged use of other authors' concepts, theories, research findings or novel ideas.

- 4.31 A clear acknowledgement of the source of your material is required for any direct usage of written material, and includes material from electronic academic journals, downloaded documents or another person's website. You must seek permission if you wish to use artwork, graphics or other images you find on the Internet. Always assume that copyright applies even if the website is in another country.
- 4.32 Examples of plagiarism include:
- Submitting work that is drawn in whole, or in part, from other sources without appropriate acknowledgement
  - Submitting work that has been prepared by someone else, purchased or otherwise, and passing it off as your own
  - Submitting work that is identical or very similar to work submitted by other students
  - Submitting work that has already been submitted elsewhere
- 4.33 Turnitin is an internet-based tool that compares documents to see if there is any matching content, thereby helping you avoid inadvertent plagiarism. It checks your submission against other documents on the internet, as well as journal articles and previously submitted work.
- 4.34 Failure to correctly acknowledge sources in your work is considered academic misconduct.
- 4.35 Committing academic misconduct could result in formal investigation and penalties. Academic misconduct includes plagiarism, self-plagiarism, collusion, contact cheating and any other activity that could provide you with an unfair advantage such as the use of Artificial Intelligence (AI) generated content.
- 4.36 Please refer to the HE Academic Misconduct Policy for further information and guidance.

### Word Count

- 4.37 In an assessment, the word count includes everything in the main body of the text (including main and sub-headings, tables, citations, quotes, lists, etc). The contents page, list of references/bibliography, appendices, footnotes and end notes are not included in the word count unless it is clearly stated in the Programme Handbook that the module/unit is an exception to this rule.
- 4.38 Appendices should be kept to a minimum and only contain reference materials illustrating and supporting arguments fully made in the main body of the work. Any other materials included in appendices, except where specifically requested in the assessment brief, will not be marked.

- 4.39 Word limits are set for each piece of graded assessment coursework and detailed in the assessment brief. These restrictions are in place to maintain equity between students completing the same assessment and to encourage succinct and clear writing.

#### Determination of progression and awards

- 4.40 At the end of each academic year, a **Board of Examiners** (in its capacity as an awards board) meets to discuss modules/units and individual student marks to determine progression and award recommendations. Once this has taken place, you will receive a full transcript containing your approved and final marks for the year, and notification of your progression onto the next stage of study or award achieved.
- 4.41 In your final year, this transcript will tell you the grade you have been awarded for your whole programme of study and your degree classification, where applicable.
- 4.42 For OU Validated Programmes:
- All progression and award recommendations are made to The Open University's Module Results Approval and Qualifications Classification Panel (MRAQCP) for them to ratify. The Panel is responsible for approving recommendations for module results and the award and classification of qualifications.
  - All results will only be finalised once they have been conferred and ratified by the OU's MRAQCP. You will receive your transcripts after the MRAQCP has ratified the recommendations.
- 4.43 Please refer to the OU UCKM Academic Regulations for further information and guidance.

#### Rules for determining degree classification, and for the award of honours, distinction, and merit, as applicable.

- 4.44 Rules for determining degree classification, and for the award of honours, distinction, and merit, as applicable can be found in the relevant Academic Regulations for your degree programme.
- 4.45 For OU Programmes the award you receive will depend upon the amount of modules completed, and how many credits you accrue as a result. The qualifications available are:

Qualification	FHEQ Qualification Level	Overall Number of Credits required for award
Certificate of Higher Education	Level 4	120
Foundation Degree	Level 5	240

Non-Honours Bachelor's Degree	Level 6	300
Bachelor's Degree with Honours	Level 6	360

4.46 You will receive a classification that reflects your overall performance in your certificate or degree. The classifications at each level are:

Overall Mark	Certificate of Higher Education	Foundation Degrees	Bachelors Degrees
0% - 39%	Fail	Fail	Fail
40% - 49%	Pass	Pass	Third (3rd)
50% - 59%	Pass	Pass	Lower Second (2.2)
60% - 69%	Merit	Merit	Upper Second (2.1)
70% - 100%	Distinction	Distinction	First (1st)

4.47 Please refer to the OU UCKM Academic Regulations (Open University students only) for further information and guidance.

### Appeals

4.48 If you are concerned about the marks or grade awarded for a particular assessment or module, you must follow the procedure and timescales for appeals set out in the [UCKM HE Academic Appeals Policy](#).

## **5 Guiding Principles of Assessment**

### Principle 1: Assessment methods and criteria are aligned to learning outcomes and teaching activities

5.1 Assessment tasks will primarily reflect the nature of the discipline or subject but will also ensure that students have the opportunity to develop a range of generic skills and capabilities.

5.2 Assessment should be appropriate to the type of learning being assessed and should always be linked to specific learning outcomes as confirmed in the approved programme and module specifications.

5.3 The Course / Module Leader must ensure that:

- Assignments have been designed to reflect the broader aims of the programme as stated in the Programme Specification (these in turn will reflect the subject benchmark and broader generic skills)
- The assignment brief will clearly specify the module/unit learning outcomes that are being assessed

- The assessment criteria are appropriate to the level of study (as shown in the approved wording of the learning outcomes at each level, which are based on the Framework for Higher Education Qualifications published by the Quality Assurance Agency)

Principle 2: Assessment is reliable, consistent, fair and valid

- 5.4 Reliability and consistency refers to the need for assessment to be accurate and repeatable.
- 5.5 This requires clear and consistent processes for the setting, marking, grading and moderation of assignments.
- 5.6 The Course / Module Leader must ensure that:
- The results fairly reflect the student's performance.
  - A repeat of assessment will produce a similar result or performance
- 5.7 Fair assessment means that all students are clear about what they are being assessed on and how they are going to be assessed.
- 5.8 The Course / Module Leader must ensure that:
- Students are provided with an easy to understand assignment brief or other form of assessment with a marking criterion in advance for coursework (and that this is approved by the External Examiner)
  - Staff and students are clear about what is expected, the weightings, level, the deadline for submission and how you will assess the relevant learning outcomes and related points being assessed.
- 5.9 Validity (how well a test measures what it claims to measure) ensures that assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes. All staff engaged in assessment will be competent to undertake their roles and responsibilities.
- 5.10 The Course / Module Leader must ensure that:
- The assessment tasks actually test what you want the students to know.
  - All the module learning outcomes are assessed in one way or another.
  - Assessment is broadly balanced across the learning outcomes.
  - Are staff appropriately qualified / experienced.

Principle 3: Assessment design is approached holistically.

- 5.11 Assessment is designed 'top down' - beginning with the award, then going down into module level (where appropriate).
- 5.12 Assessment design considers all modes of course delivery and environment, including where employers may be involved in assessment for work-based learning programmes.

- 5.13 Variety in modes of assessment meets a need, based on academic judgement, and is not just for the sake of variety. Variety helps develop a range of skills and competencies and assesses a range of learning styles. It is therefore expected that there will be some variety in assessment methods used, appropriate to the learning being assessed. This variety should ensure that inclusivity is also planned for and addressed. However, the variety itself should not become a barrier to learning. Assessment design needs to develop across stages as the student develops, as well as levels of study, as part of the overarching award design process and on an ongoing basis.
- 5.14 The Course / Module Leader must ensure that:
- The assessment is appropriate to the programme and module learning outcomes.
  - There is appropriate variety in assessment tools that enables the development of a range of skills and competencies.
  - The assessment develops in level and expectation across the stages of the programme in line with the learning outcomes (based on the Framework for Higher Education Qualifications levels).
  - The variety of assessment selected gives all students the opportunity to demonstrate their capabilities.

Principle 4: Assessment is inclusive and equitable.

- 5.15 Through inclusive assessment design and individual reasonable adjustments (where appropriate) assessment will provide every student with an equal opportunity to demonstrate their achievement, with no group disadvantaged. In designing assessments, the needs of students are considered, including those studying at different locations, from different cultural/educational backgrounds, with additional learning needs, or with protected characteristics.
- 5.16 Assessment procedures and methods should be flexible enough to allow adjustments to overcome any substantial disadvantage that individual students could experience.
- 5.17 The Course / Module Leader must ensure that:
- The assessment methods, materials and examination processes are fair regardless of gender, race, disability, age, educational background, cultural background, wealth and sexuality.

Principle 5: Assessment is explicit and transparent

- 5.18 Clear, accurate, consistent and timely information on assessment tasks and procedures is made available to students, staff and other external assessors or examiners. Feedback on assessments explicitly relates to the stated learning outcomes and assessment criteria, and students have the necessary support to understand and interpret assessment criteria and how these are used to enable staff to recognise differential student achievement.

- 5.19 The Course / Module Leader must ensure that:
- All involved (students, examiners, employers) understand the assessment purposes and processes.
  - Students shall receive clear, detailed briefs

Principle 6: Assessment and feedback is purposeful and supports the learning process

- 5.20 To deliver this principle requires that all assessment relates directly to course aims and learning outcomes, that it reflects the nature of the discipline or subject and ensures that students have opportunities to develop a range of knowledge, skills and attributes.
- 5.21 Further, that assessment is fit for purpose and methods are valid in measuring achievement against learning outcomes.
- 5.22 Such assessment enables students to benchmark their current level of knowledge or skills, identify areas for improvement and make judgements about the overall progress made. The feedback given is an integral part of the assessment process and students are entitled to feedback on all (submitted) formative and summative assessment tasks to assist in improving their assessment practices. The nature, extent and timing of feedback for each assessment task should be clear to students in advance.
- 5.23 Feedback (including 'feed-forward') reflects attainment relevant to learning outcomes and marking criteria for the assessment task. Feedback on assessment builds on dialogue and opportunities for students to reflect on their learning. The teaching and assessment strategy progressively enhances students' assessment literacy to enable them to increasingly regulate their own learning and performance.
- 5.24 Programme leaders and their teams must ensure that constructive and timely feedback is provided to students on assessed work (normally within four working weeks) in order to promote effective learning and facilitate improvement.
- 5.25 Feedback should be based on clear assessment criteria and it should be sufficient to provide students with an understanding of the way the mark was derived, and the extent to which the learning outcomes have been met. In addition, it should enable students to see clearly how to develop their work further (i.e. feed-forward).
- 5.26 The Course / Module Leader must ensure that:
- The feedback is precise and detailed enough to guide future learning
  - The language used is positive and constructive.
  - The feedback is given as soon after the submission as possible and prior to the next piece of work being submitted.



### Principle 7: Assessment and Feedback are Timely

- 5.27 Assessment tasks and feedback should be timed appropriately to promote student learning and facilitate improvement. Students are given sufficient time and opportunity to engage in learning and teaching activities that build their capacity for assessment. A holistic view of assessment deadlines can help to ensure that they are timed appropriately, to avoid over-burdening students.
- 5.28 The assessor(s) will return marked assessed work to students within a four working week period, unless otherwise agreed with them. This is to ensure that feedback comments are provided in sufficient time to enable students to enhance their performance in subsequent assessment tasks.
- 5.29 To that end the Course / Module Leader must ensure that:
- The timing of assessment will promote learning and enable improvement.

### Principle 8: Assessment is Appropriate and Manageable

- 5.30 The scheduling, amount and weighting of assessment types must be appropriate to the level of the award, the programme of study and the delivery mode.
- 5.31 The scheduling of assignments and the amount of assessed work required provides a reliable and valid profile of achievement without overloading students or staff involved in the assessment process.
- 5.32 Assessments must be manageable by the student – that is the requirements must take into account the notional learning hours for any given unit of study. Further, the spread, number and methods of assessment are considered with other, concurrent modules in mind to ensure that the burden of assessment is not excessive. For example, an overview of assessment deadlines across the course of study is taken to avoid 'bunching' where possible, given students' choice around modules. The scheduling of assessment must be such that students have adequate time to reflect on learning before being assessed, and that they can benefit from feedback.
- 5.33 To that end the Course / Module Leader must ensure that:
- The work can be completed in the time available and within existing constraints (facilities, numbers etc)
  - Students are not over-assessed – the burden of assessment must not be excessive and that the burden is similar across courses / modules at the same level.
  - The staff resources are available to mark the assessments and ensure the return of feedback to students in the allocated time whilst maintaining quality standards.

## Principle 9: Assessment Supports Student Development

- 5.34 Students are given opportunities to develop assessment literacy, practise subject-related skills and knowledge, engage with content and develop the competencies required to meet learning outcomes. This often involves formative assessment opportunities. Students are provided with appropriately timed feedback that is understandable, constructive and helps them meet their developmental needs.
- 5.35 Formative and summative assessment will be incorporated into programme stages to ensure that the purposes of assessment are adequately addressed. Assessment will fall into one or more of the following categories:
- Diagnostic assessment, which provides an indicator of a learner's aptitude and readiness for a programme of study and identifies possible learning problems or study needs.
  - Formative assessment, which is designed to provide learners with feedback on progress and informs development.
  - Summative assessment, which provides a measure of achievement or failure in respect of a learner's performance in relation to the intended learning outcomes of a programme of study.
- 5.36 Any one assessment task may combine two or more of these types of assessment.
- 5.37 Programme teams are expected to include formative as well as summative assessment so that students are able to benefit from such developmental activities and feedback.
- 5.37 To that end the Course / Module Leader must ensure that:
- Both types of assessment are included in the module
  - The formative assessment is designed and timed so that it helps students to improve their summative assessments

## Principle 10: Assessment Encourages Academic Integrity

- 5.38 Assessment should be designed to minimise opportunities for students to commit academic misconduct, including plagiarism, self-plagiarism, collusion, contact cheating and any other activity that could provide an unfair advantage to a student such as the use of Artificial Intelligence (AI) generated content.
- 5.39 Wherever possible, a suitable variety of assessment methods should be used, to minimise the availability of opportunities for students to incorporate plagiarised work by another author, or previous work by the student, either within the level of study or across levels.
- 5.40 Advice to students relating to academic integrity and avoidance of academic misconduct should be made accessible in the handbooks and through the learning material provided by the KMC Learning Resources

Centre (LRC). Use of this material is to be actively promoted by teaching and LRC staff.

- 5.41 The Course / Module Leader must ensure that:
- Students are actively engaged in understanding what constitutes academic misconduct
  - Students are directed to learning support materials through active engagement exercises.

## 6 Work Based Learning (WBL)

- 6.1 Work based learning should be regarded as learning that is integral to a Higher Education programme and demonstrated through engagement with a workplace environment and the assessment of reflective practice.
- 6.2 Authentic and innovative work-based learning is an integral part of Programmes and their design; WBL enables learners to take on appropriate role(s) within the workplace, giving them the opportunity to learn and apply the skills and knowledge they have acquired as an integrated element of the programme.
- 6.3 WBL involves the development of higher-level learning within both the institution and the workplace. It should be a two-way process, where the learning in one environment is applied to the other. Work-based learning can be achieved through many forms, including full-time and part-time work, integrated work placements, and real work environments.
- 6.4 Programmes may incorporate work related learning either through a specific module or through integration into other modules as appropriate to assist in the delivery, assessment and enhancement of the curriculum.
- 6.5 Like all assessed elements Work Based Learning requires the identification and achievement of defined and related learning outcomes.
- 6.6 For further information and the context of specific Work Based learning activities please see the Work Based Learning Handbooks (OU 16-13).

### Phases of Activity

- 6.7 The UCKM policy is defined in relation to three phases of activity associated with the preparation for the work based learning activity, undertaking the activity, and evaluation of it at its completion.
- 6.8 **Preparation** – the key stakeholders involved will be prepared for the work-related activities by receiving verbal and / or written briefings to set out the expectations of the activity, the relationship to the programme's curriculum, health and safety and legislative requirements relevant to the sector e.g. safeguarding, and evaluation of the activity and its relationship to assessment.

- 6.9 The form of assessment should be clarified at this stage and the student must be fully aware of the assessment requirements and deadlines for submission. Further the student must be made aware of the support arrangements for both the WBL and the completion of the assessed work.
- 6.10 **Undertaking the Activity** – The student will be expected to keep a record of the work-related activity and reflective thoughts and actions taken. He / she will liaise with an appropriate workrelated activity coordinator to establish working practices and monitor progress.
- 6.11 **On Completion of the Activity** – the student will be debriefed and complete the reflective record, which may be in the form of a personal / professional development plan, with an evaluation of the activities undertaken. This evaluation may involve key stakeholders, where appropriate, such as other students, placement provider representative, the work-related activity coordinator, members of the public, or others receiving a service. The evaluation will inform assessment of the relevant module(s).

#### Submission of work

- 6.12 It is the student's responsibility to ensure that the correct assessment work/assignment is submitted in the correct way, this includes if the submission is on an electronic system. The student should double check this on the day of submission.

## **7 Assessment Process**

- 7.1 This process describes the authoring, verification, marking, feedback, moderation and review of programme assessments including coursework and examinations.
- 7.2 This process employs a series of standardised assessment and verification (AV) documents (see Appendices) in the production and verification of these assessments, including:
- AV1. Assessment Briefing and Grading Criteria template
  - AV2. Internal / External Assessment Verification template
  - AV3. Second Marking / Internal Moderation Assessment Decisions template
  - AV4. Module Review and Module Leader Comments template
- 7.3 Following this process ensures programme assessments are reliable, consistent, fair and valid, whilst maintaining security and integrity.

7.4 Specific role holders have overall responsibility for different stages of the Assessment Process, outlined here:

Stage	Description	Role holder responsible	Other role holders involved
Stage 1	Authoring	Module Leader	Programme Leader and other assessment authors
Stage 2a	Verification of Assessment	Programme Leader & Internal Verifier	Programme Leader and External Examiner
Stage 2b	Reauthoring	Module Leader	Programme Leader and other assessment authors.
Stage 3	Authorisation	Programme Leader	
Stage 4	Release	Module Leader	
Stage 5:	Submission	Student	
Stage 6	Marking and Feedback	Module Leader	Other module assessors
Stage 7	Compiling Sample	Module Leader	Other module assessors
Stage 8a	Second marking (internal)	Module Leader	Internal Verifier
Stage 8b	Remarking	Programme Leader	Programme Leader and other module assessors
Stage 9	Collating marks	Module Leader	
Stage 10	Marking moderation (external)	Programme Leader	External Examiner and HE Team

Key points for Stages 1 to 4:

- The assessment briefing (AV1) and internal verification of each assessment (AV2) is written and completed by the programme team, taking into account any relevant previous feedback from External Examiners and College Partners.
- The assessment briefing (AV1) is reviewed by the Internal Verifier and External Examiner to ensure that they are reliable, fair, valid, and consistent with the learning outcomes and assessment criteria.
- The assessment briefing (AV1) and internal verification (AV2) documents are stored in a secure online repository.
- The secure online repository e.g. a restricted section of a VLE, employs automated document versioning tracking and auditing to monitor access and changes.
- If the assignment is an exam, the printed exam papers are securely stored in the Exam Office, following the standard BTC exams policy and procedures.

## 8 Awarding process

- 8.1 The following table and diagram outlines the awarding process from mark collation to College Partner award data conferral.
- 8.2 The “awarding process” is a linear process and is tabulated below.
- 8.3 Specific role holders hold overall responsibility for different stages of the Awarding Process, and these responsibilities are shown at the relevant stages.

Stage	Activity	Description	Role holder responsible	Other role holders involved
1	Mark Collection	The marks are added to the front sheet (spreadsheet) or Markbook by the programme team responsible for managing a programme's grades. (Assessment Process Stage 9)	Module Leader	Programme Leader
2	Marksheet Storage	These front-sheets are securely stored on an access restricted platform e.g. Microsoft Teams or SharePoint. (Assessment Process Stage 9)	HE Team	Programme Leader
3	Board of Examiners Papers	The Award Board papers are added to the Award Board Team's folder by the HE Team, with access restricted to only those who will be attending the Award Board meeting.	HE Team	Programme Leader
4	Award Document Transfer	Once the documents are completed they are uploaded to the University Partner's secure file-sharing system e.g. ZendTo	HE Team	
5	Ratification	The documents are then considered by the relevant committee, who ratify the award and provide permission for the transcripts to be released and for the College to produce the certificates.	College Partner	HE Team
6	Award Certification	The award certificates are then sent to the HE Team who will check that they are correct and provide them to	HE Team/ College Partner	Marketing Team

		students at the graduation ceremony or send them out if the student is unable to attend.		
--	--	--	--	--

## 9 Assessment Marking Practice

### Introduction

- 9.1 The 10 UCKM assessment principles are described in Section 5 of this Policy (above).
- 9.2 It is made clear that reliability is a core principle for assessment. This means that the outcomes of assessment for a student should be fair and justifiable. It assumes that if the marking process is repeated, a student can expect to receive a similar result. We know this is difficult to ensure when dealing with multiple markers and a very diverse student body and so, the code of practice for marking is designed to ensure that each student's work is considered appropriately and to minimise the possibility of unfair outcomes for students.
- 9.3 This approach also protects and supports staff who are responsible for making judgements about the quality of student work. Finally, it is a way of ensuring and maintaining academic standards at UCKM.

### Principles for Marking

- 9.4 The minimum standard which all UCKM programmes (regardless of form of delivery) must adopt is that all work which contributes to a final award should be subject to an element of independent internal scrutiny that seeks to contribute to consistency in marking standards and practices across a subject area / programme.
- 9.5 "Marking" is a process indivisible from assessment. It is embedded within particular disciplines, and thus the marking process for any particular piece of student work needs to be understood within that context.
- 9.6 In some cases it can be argued that marking represents an objective summary of a student's performance as compared to an established answer set. In these cases, it is possible to construct a detailed marking scheme outlining "correct" or "model" answers to set questions. At other times marking involves the exercise of academic and / or professional judgement of student performance against broad marking criteria.

### Processes of Marking

- 9.7 Programmes will adopt a combination of the following processes to ensure marking standards are reliable.

## Briefings and Assessment Criteria

- 9.8 All assignments must be accompanied by a briefing for the students and assessment criteria to indicate the standards required to pass and grading criteria for different categories of pass marks. All staff involved in marking should have access to these.
- 9.9 Programme teams are expected to use clear assessment criteria and marking schemes as these are key factors in assuring that marking is carried out fairly and consistently and that marks are awarded appropriately.

## Generic grading criteria

- 9.10 In response to good practice in the sector, feedback from External Examiners and University Partners, and a desire to provide clarity to students on how they can obtain higher marks, University Centre Kingston Maurward has adopted generic HE grading criterion that were originally produced by Canterbury Christ Church University and which have subsequently been adopted by a number of University Centres.
- 9.11 These criteria outline the standards and expectations that will be used to evaluate and grade student work, and provide detailed guidance on how students can improve their performance and achieve higher marks.
- 9.12 The purpose of generic grading criteria is to provide guidance and clarity to students, tutors, and other stakeholders on the standards and expectations that will be used to evaluate and grade student work. These criteria are used to ensure that student work is consistently and fairly evaluated across different courses and programmes. They include specific performance indicators and benchmarks, such as the level of critical thinking, analysis, and evaluation required to achieve a certain grade, or the level of proficiency in English spelling and grammar that is expected of students at each level (see Appendices).
- 9.13 The generic grading criteria are also designed to comply with the Office for Students' requirements in relation to English spelling and grammar. By providing clear, concise, and transparent information on the grading criteria it helps to ensure that students have the necessary skills and knowledge to succeed in their studies, and that they are able to demonstrate their proficiency in English spelling and grammar.
- 9.14 The generic grading criteria should be used to produce the specific assessment grading criteria and marking schemes outlined in the assessment briefing. The generic grading criteria does not replace the need for assessment grading criteria to be included within the assessment briefing document(s).

## Marking Schemes

- 9.15 It is the formal responsibility of the Programme and Module Leader(s) to ensure that the scheme is accurate, transparent, and available to students



and markers in a timely fashion. Marking schemes should be available to external examiners as part of their consideration of academic standards on the modules for which they have responsibility.

### First marking

- 9.16 All assignments will be first marked. Wherever possible, assignments will be marked anonymously. In some circumstances this may not be practical because the assessment method involves direct contact between the student and the examiner.

### Anonymous marking

- 9.17 Anonymous marking is defined as where an assessment is marked without the student's name or identity being made known to the marker. Anonymous marking provides reassurance for students and staff against the perception of discrimination and bias entering the assessment process and ensures students are treated equally.
- 9.18 In a number of areas anonymous marking is not possible, for example in programmes where assessment methods include performance, practical work, presentations, fieldwork, placements, clinical skills and team or group assessments.
- 9.19 Anonymous marking will be adopted for all formal written examinations scripts, in class tests and multiple choice questions.
- 9.20 Anonymous marking will be adopted for summative assessed coursework and other forms of assessment. The exception will be where the nature of the assessment involves direct contact between student and examiner and therefore the identity of the student is known.

### Internal Moderation

- 9.21 Moderation involves a review of assignments within a module by an independent UCKM internal moderator. Normally the internal moderation process will sample up to 20% of a module's assignments (with a minimum of 10) in order to satisfy the moderator that there is consistency and fairness. Selection should ensure there is a representative sample of:
- assignments from all elements of the module (i.e. coursework element and exam element)
  - A sample of top, middle and bottom of the marked work
  - All borderlines and fails
- 9.22 Moderators should pay particular attention to, and may need to sample more than 20% where for example there are:
- new modules
  - assignments are taught or assessed by staff new to HE or to the course

- 9.23 Where a Module Leader has collated marks from a number of assessors and moderated these to a common standard he/she may ask the moderator to review the process.
- 9.24 When a moderator has concerns they will have a conversation with the Module Leader and may suggest a review and revision of marks.
- 9.25 All moderation activities should be recorded with the moderator and Module Leader's comments, and be available to external examiners, and at subject assessment panels.
- 9.26 If, following discussions with the Module Leader a moderator has serious concerns that marking is substantially out of line, the moderator will report this to the Programme Leader who may appoint an independent academic to undertake second marking.
- 9.27 Any RPL decisions taken should be internally moderated to ensure that there is a consensus of opinion on whether or not the RPL application is valid. RPL decisions are a form of assessment. Please refer to the RPL Policy for further clarification.

#### Second marking

- 9.28 Second marking involves sampling and remarking the work.
- 9.29 See below for the special case of level 6 final year projects and dissertations for which all work must be second marked.
- 9.30 When second marking, assignments will normally be second marked unseen (the second marker will have no knowledge of the first marker's results). The outcome of this process will be *either* confirmation of the first marker's judgement without need for a meeting *or* a discussion to resolve the differences between the two markers. This may lead to a wider review (moderation) of the marks of the whole cohort where the markers do not agree. All second marking should be evidenced on the record sheets for the assignment and made available to external examiners and at Subject Assessment Panels/Award Assessment Boards.
- 9.31 Where two markers cannot agree a final mark, a panel of three, including the Curriculum Manager or their nominee and the External Examiner will determine the final mark and will inform the Award Assessment Board of their decision.

#### Second marking of dissertations and final year projects at level 6

- 9.32 All level 6 final year dissertations and projects will be independently second marked by a UCKM examiner. Marking will normally be unseen (the second marker will have no knowledge of the first marker's results). The outcome of this process will be *either* confirmation of the first marker's judgement without need for a meeting *or* a discussion between markers to resolve the differences between the two markers.

- 9.33 Where first and second markers cannot agree, a third marker will be assigned. Marking will normally be unseen (the third marker will have no knowledge of the first and second marker's results).
- 9.34 All marking should be evidenced on the record sheets for dissertations and final year projects and made available to external examiners and at subject assessment panels.

#### External moderation of marks

- 9.35 Following internal moderation, all assessment that contributes towards an award must be moderated by an external examiner. The sample selected for external moderation should normally include all summative work for an agreed selection of students from a given cohort, based on the marks agreed by the internal examiners.
- 9.36 The sample presented to the external examiner from which they can choose should include any Recognition of Prior Learning (RPL) as RPL decisions are a form of assessment. Please refer to the [RPL Policy for more information](#).
- 9.37 In order to ensure consistency and fairness to students, any amendment to the marks of the sample as a result of external moderation must be applied to the rest of the cohort.
- 9.38 The Programme Leader and Module Leaders should consider any comments made by External Examiners and use this as part of their annual review to drive improvement and enhancement. These recommendations should be reflected in their annual report.

## **10 Review of Policy**

- 6.1 This policy will be reviewed every three years or as required.
- 6.2 Revisions require the approval of the Higher Education Academic Board and The Open University.
- 6.3 Any changes will be reported to the Quality and Standard Committee of the Corporation of Kingston Maurward (Board of Governors) who maintain an overview of HE academic activity within UCKM.

## Appendices

<b>A</b>	<b>Level Four Generic Grading Criteria</b>	<b>p. 26</b>
<b>B</b>	<b>Level Five Generic Grading Criteria</b>	<b>p. 36</b>
<b>C</b>	<b>Level Six Generic Grading Criteria</b>	<b>p. 47</b>
<b>D</b>	<b>Assessment Briefing and Grading Criteria</b>	<b>p. 61</b>

### Generic Grading Criteria:

The following appendices set out the generic grading criteria employed by UCKM. These are based on those originally produced by Canterbury Christ Church University and subsequently used by a number of institutions in the west and south west.

These form the basis for the creation of the individual programme Assessment Briefing and Assessment Criteria (see above)

## Level 4 Generic Grading Criteria

In accordance with the Framework for Higher Education Qualifications published by the Quality Assurance Agency (FHEQ), at the end of Level 4 students will be expected to have a sound 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 take 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.

Level 4 Generic Grading Criteria							
Percentage	86 – 100 %	70 – 85 %	60 – 68 %	50 – 58 %	40 – 48 %	30 – 38 %	0 – 28 %
Learning outcomes	Met in an outstanding manner	Met in an excellent manner	Met in a very good manner	Met in a good manner	Met in a basic manner	Not met	Clearly not met
<b>Foundation Degree</b>	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
<b>Bachelors Degree</b>	1 <sup>st</sup> Class	1 <sup>st</sup> Class	2:1 (Second Class Upper Division)	2:2 (Second Class Lower Division)	3 <sup>rd</sup> Class	Fail	Fail
Presentation and Style							
<b>Coherence and organisation of assessment</b>	Strong logical organisation and coherence enhances fulfilment of the assessment objectives.	Demonstrates logical organisation and coherence.	Demonstrates sound, thoughtful organisation.	Demonstrates Generally sound, conventional organisation.	Shows limited Organisation.	Poorly resented and structured but partially understandable	Disorganised and/or incoherent.
<b>Clarity of expression (incl. accuracy, spelling, grammar, punctuation)</b>	Fluent writing style appropriate to the assessment. Grammar and spelling accurate.	Language fluent. Grammar and spelling mainly accurate.	Language generally fluent. Grammar and spelling mainly accurate.	Meaning clear, but language not always fluent. Grammar and/or spelling contain errors.	Generally understandable, but language contains errors which detract from the argument.	Meaning often unclear and/or frequent errors in grammar and/or spelling	Meaning unclear. Poor spelling, grammar and punctuation

<b>Communication and presentation (appropriate to discipline)</b>	Effective communication which demonstrates a strong understanding of the discipline.	Good communication in a format appropriate to the discipline.	Communication is effective and in a format appropriate to the discipline.	Communication is generally effective and shows awareness of the discipline's academic style.	Generally clear but limited evidence of discipline's academic style.	Communication is unstructured and unfocused and/or in a format inappropriate to the discipline	Communication is disorganised and/or incoherent and/or shows no understanding of the discipline.
<b>Presentation (visual)</b>	Message is presented clearly and imaginatively with strong visual impact.	Presentation is clear and has strong visual impact.	Presentation is clear and has some visual impact	Presentation has a generally sound structure and visual tools are used effectively.	Visual aspect and/or structure of presentation is adequate but limited.	Presented in a Disorganised manner. Lacks appropriate support from visual tools.	Presentation is disorganised and/or incoherent and/or medium is non-visual.
<b>Presentation (oral)</b>	Presentation is well structured, engaging and confident. Audibility and pace are excellent	Presentation is wellstructured and Engages the audience. Pace and audibility are very good	Presentation is well structured and attempts to engage the audience. Pace and audibility are effective.	Presentation has a generally sound structure. Pace and audibility are satisfactory most of the time	Pace, audibility and/or structure of presentation are adequate but limited.	Delivery is disorganised and/or pace and audibility are poor.	Presentation is not understandable and/or inaudible and/or not an oral presentation.
<b>Conforming to Instructions</b>							
<b>Attention to purpose</b>	Addresses the full purpose of the assessment with some creativity.	Addresses the full purpose of the assessment.	Addresses the main purpose of the assessment effectively.	Generally addresses the main purpose of the assessment	Some of the work is focused on the aims and themes of the assessment.	Mostly fails to address the task set	Fails to address the task set.
<b>Referencing</b>	Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach appropriate to the discipline. Entries in the bibliography /reference list are accurate/ appropriate.	Attempts to follow systematic approach to the citation of sources, appropriate to the discipline. Entries in the bibliography/ reference list are generally accurate/ appropriate	Some attempt to cite sources in the text but contains inaccuracies, inconsistencies and/or omissions. Integration between text and reference list is inconsistent. Entries in the bibliography/ reference list contain some errors	Citations of sources in the text are inconsistent, inaccurate and/ or incomplete. Entries in the bibliography/ reference list are incomplete and/or absent.	Little or no acknowledgement of sources of information in text and/or reference list.

<b>Clarity of objectives and focus of work</b>	Defines appropriate Objectives in detail and addresses them comprehensively.	Outlines appropriate objectives and addresses them in a manner which gives a clear focus to the work.	Outlines appropriate objectives and addresses them in a manner which gives a clear focus to the work.	Outlines some appropriate objectives and addresses them in a manner which gives a general focus to the work	Uses generalised Objectives to provide adequate but limited focus to the work.	Objectives are not appropriate and/or clearly identified.	No objectives are identified and lacks focus
<b>Addressing the question(s)</b>	Addresses the purpose of the question(s) in depth and with some creativity.	Addresses the purpose of the question(s) clearly and comprehensively.	Addresses the purpose of the question(s) clearly.	Makes a sound attempt at addressing the question(s).	Makes an adequate attempt at addressing the question(s), but with some digression	Some knowledge displayed but not clearly linked to the question(s).	Does not address the question(s).
<b>Content and Knowledge</b>							
<b>Content and range of knowledge displayed</b>	Demonstrates a detailed, systematic, in- depth, theoretically informed knowledge base, with some appreciation of the provisional nature of knowledge	Demonstrates a detailed, systematic knowledge base, both theoretical and/or substantive.	Demonstrates a good factual and/or conceptual knowledge base and uses appropriate terminology.	Demonstrates a sound factual and/or conceptual knowledge base and uses appropriate terminology.	Evidence of some knowledge of topic and use of appropriate terminology. May contain some errors and/or omissions.	Significant gaps in knowledge and/or misuse of terminology	Little or no relevant knowledge included.
<b>Use of literature / evidence of reading</b>	Evidence of broad and/or in-depth independent reading from appropriate sources. Clear, accurate, systematic application of material, with effective critical appraisal	Evidence of independent reading from a fairly wide range of appropriate sources. Clear, accurate, systematic application of material. Shows developing ability to appraise material critically.	Evidence of independent reading from a range of appropriate sources. Literature well applied and shows some critical insight.	Evidence of some independent reading from appropriate sources. Sound application of literature.	Evidence of reading from appropriate sources. Literature is presented in a descriptive way.	Very limited evidence of reading and/or inappropriate sources used and/or engagement with the literature very superficial	Little or no relevant engagement with the literature.
<b>Quality of sources used</b>	Significant use made of primary sources in	Uses a balanced combination of primary and higher	Mostly uses higher quality secondary	Mostly uses appropriate secondary sources,	Uses appropriate secondary sources	Makes some use of appropriate sources, but	Uses unreliable and/or

	conjunction with high quality secondary sources.	quality secondary sources.	sources, with some use of primary sources.	with some limited use of primary sources		also draws upon unreliable and/or inappropriate sources.	inappropriate sources
<b>Knowledge and application of theory</b>	Demonstrates a detailed, accurate, systematic theoretical understanding. Appropriately selected theoretical knowledge integrated into the overall assessment task	Shows a systematic and accurate understanding of key theories, which are consistently and appropriately applied within the context of the assessment task.	Shows an accurate understanding of key theories, which are appropriately applied within the context of the assessment task.	Sound descriptive knowledge of key theories with some appropriate application.	Selection of theory is satisfactory but application and/or understanding limited.	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding very limited.	Absence of relevant theoretical content and/or use of theory.
<b>Thinking / Analysis / Conclusion</b>							
<b>Conclusions</b>	Conclusions are well developed, analytical, use appropriate forms of conceptualisation, and show some originality. They are thoroughly grounded in theory / evidence / literature. They form an integrated part of the overall argument / discussion.	Conclusions show critical insight and development of thinking. They relate clearly and logically to evidence / theory / literature.	Logical conclusions are drawn which show some critical insight and are clearly derived from evidence / theory / literature.	Generally sound conclusions are drawn which are supported by evidence / theory / literature.	Some relevant conclusions are drawn which are derived from limited understanding of evidence / theory / literature.	Limited or ineffective attempt to draw together arguments.	Lack of conclusions, or unsubstantiated / invalid conclusions drawn.
<b>Analysis</b>	Makes excellent use of a range of relevant analytic techniques. Is able to apply these to new and/or abstract information and	Makes very good use of established techniques of analysis relevant to the discipline. Shows developing ability to compare alternative	Makes effective use of established techniques of analysis relevant to the discipline. Shows some awareness of alternative theories / analytic	Makes fair / conventional use of established techniques of analysis, relevant to the discipline.	Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline.	Attempts at analysis ineffective and/or uninformed by the discipline.	Lacks any analysis.



	situations. Shows well developed ability to compare alternative theories / analytic approaches (where relevant).	theories / analytic approaches (where relevant)	approaches (where relevant).				
<b>Critical reasoning</b>	Well-developed, theoretically / conceptually informed critical thinking is consistently integrated into the work. Shows ability to evaluate theories / concepts /assumptions / data.	Demonstrates considerable critical insight and ability to contrast alternative positions through the use of theory.	Demonstrates critical insight and some ability to contrast alternative positions through the use of theory.	Demonstrates some conventional critical insight and recognises alternative positions.	Demonstrates limited critical insight. Some recognition of alternative positions.	Critical thought / analysis very limited and / or incoherent.	No evidence of critical thought.
<b>Methodologies</b>							
<b>Selecting research methods (Relationship between method chosen and the nature of the inquiry)</b>	The process and rationale for selection of one from several methodologies is effectively explored to collect information from self-determined sources	Methodology selected is effective and appropriate to the aims and objectives of the task and a good rationale for its selection is provided.	Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones.	Methodology used is appropriate to the task and brief rationale offered makes reference to established guidance.	Choice of methodology is generally appropriate to the task with a limited rationale offered.	Choice of methodology and relationship to information / data being collected is confused and unhelpful.	Issue of methodology not addressed and/or inappropriate methodology used and/ or little planning used to complete the task
<b>Applying / theorising</b>	Information / data is organised using appropriate structures and processes to construct emergent knowledge/ideas which address existing questions.	Information / data is organised using structures and processes provided to reorganise existing knowledge in standard formats to answer given question(s).	Information / data is organised using structures and processes provided to answer given question(s).	Information / data is collected and analysed to form valid conclusion(s).	Some attempt is made to collect and analyse information/data to form valid conclusion(s).	Incomplete attempt to formulate conclusion(s) based on the information gathered.	Information / data is poorly organised and is not analysed to develop conclusion(s) or generate valid ideas.
<b>Evaluation of process</b>	Evaluates information /	Effectively evaluates	Effectively evaluates	Shows sound, basic evaluation of the	Shows limited evaluation of the	Evaluation of process	Limited or no attempt

<b>and the quality of information and/or data developed</b>	data and the inquiry process comprehensively using appropriate criteria some of which are self-determined.	information / data and the inquiry process, including critique of the techniques used.	information / data and the inquiry process using prescribed guidelines.	inquiry methodology and information / data generated.	inquiry methodology and information / data generated	and the information / data is incomplete.	to evaluate either process or outcomes
<b>Practical / Interpersonal Skills</b>							
<b>Work within a framework of professional values / code of conduct</b>	Develops specific objectives which are achievable, consistent with professional values / code of conduct and appropriate to the clientele	Develops objectives which are consistent with professional values / code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values / code of conduct and generally appropriate to the clientele.	Uses objectives which are consistent with professional values / code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability.	Objectives used show an awareness of the needs of clients and professional values / code of conduct but these are sometimes inconsistently reconciled.	Inadequate attempt to ascertain needs of clientele and develop a workable brief. Limited use of professional values / code of conduct frameworks.	No attempt to ascertain needs of clientele and develop a workable brief. Fails to work within the prescribed professional values / code of conduct framework
<b>Information gathering / processing</b>	Selects highly relevant information. Demonstrates understanding of the complexity of the information and processes it effectively.	Selects appropriate information and processes it effectively.	Selects mostly appropriate information and processes it adequately.	Selects some appropriate information and processes it adequately.	Selects some appropriate information but processed it with limited success.	Random information gathering. Inappropriate use of processing tools.	Fails to collect appropriate data in any systematic way.
<b>Creative process</b>	Creative work shows highly-developed technique in the service of a lively creative imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with	Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results. Personal style makes its mark on models and moulds influences with originality and style.	Creative works shows interesting imagination and technique. Processes involved have creative application and outcomes. Personal style makes its mark at times in work which shows some original application and adaptation of models.	Creative work shows a basic level of imagination and technique. Processes involved have little creative consequence. Personal style is lacking in favour of work which is derivative in origin.	Creative work shows a basic level of imagination and technique. Processes involved are not evident and personal style is lacking.	Undeveloped ideas and/or work with little creativity or technique. Minimal personal style or skill; little insight gained into effective working processes.	No evidence of progression. Skills and techniques remain undeveloped. No evidence of creativity or innovation.

	originality, flair and style.						
<b>Performance</b>	Highly focused, convincing performance demonstrating communication, commitment and thorough understanding of style with careful attention to detail, displaying consistently high level of technical ability and interpretive skills. Improvised passages are creative, stylistically assured and considered. Performance well prepared, assured and thoroughly persuasive. Stage craft presentation of a very high standard.	Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. Improvised passages show a sound understanding of style. Well-rehearsed. Stage craft presentation of a good standard.	Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. Improvised passages show a sound understanding of style. Well-rehearsed. Stage craft presentation of a good standard.	Performance that reasonably demonstrates communication, commitment and understanding of the genre but with limited attention to detail and technical ability. Improvised passages show some understanding of style. Limited confidence and attention given to presentation.	Performance that mostly demonstrates communication, commitment and understanding of the genre but with little attention to detail and displaying a low level of technical ability. Improvised passages show little understanding of style. Lacks confidence and little attention given to presentation.	Performance in which communication and commitment are lacking and little consideration paid to style. Technical ability weak. Improvised passages show poor understanding and appropriateness. Performance is unconvincing, displaying little evidence of preparation. Stage conduct barely addressed, inappropriate, and /or unacceptable.	Performance in which fluency and focus is prevented by lack of technical control. No evidence of understanding of style or conventions of performance within it. Under-rehearsed and lacks confidence which detracts. Presentation has not been addressed.
<b>Form and content in a practical context</b>	Demonstrates an ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Experiments with conventional forms. Work shows clear evidence of intellectual	Evidence of critically relating theory to practice. Demonstrates well developed ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of some creativity. Technically	Beginning to evidence some awareness of the relationship between theory and practice. Work tends to be conventional but show good ability to relate form and content. Some aspects of creativity	Evidence of an appropriate relationship between form and content. Limited presence of creativity. Moderate degree of technical and professional competence.	Some evidence of understanding the relationship between form and content. Limited degree of technical and professional competence and creativity.	Little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is technically poor	Neglects to address the brief in any acceptable way.

	rigour and/or creativity. Technically and professionally competent.	and professionally competent in most respects.	present. Structure and content are relevant and approaching technical and professional competence throughout.				
<b>Reflection (including self-criticism / awareness)</b>	Confidently reflects on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to interrogate received opinion, prejudices and value sets operating.	Able to evaluate own strengths and weaknesses and shows developing understanding of criteria for judgements. Prepared to question received opinion, prejudices and value sets operating.	Demonstrates a degree of autonomy and independence in evaluating / monitoring own contribution	Is largely dependent on criteria set by others. Recognises own strengths and weaknesses.	Dependent on criteria set by others. Begins to recognise own strengths and weaknesses.	Limited self-awareness leading to poor judgement.	Distorted self-criticism leading to inaccurate view of the situation.
<b>Reflective practice</b>	Analyses personal contribution and that of others to practice through reflection and develops ideas of possibility and consequence through diversifying experience.	Evaluates personal contribution and that of others to practice and develops plans of action.	Able to evaluate own practice and that of others using a number of frames of reference. Considers alternative future actions.	Interpretation of practice draws on a number of frames of reference which inform decisions about further action	Able to interpret own practice and that of others using prescribed frameworks. Identifies some further actions	Limited interpretation of own practice and that of others restricting further action.	Incomplete interpretation of practice leading to insufficient action.
<b>Independence / autonomy (including planning and managing learning)</b>	Identifies learning needs by actively seeking out feedback from a range of sources and makes effective use of available resources.	Identifies learning needs and follows activities to improve performance. Is autonomous in straightforward learning tasks.	Shows a degree of autonomy and independence in planning learning and identifying appropriate learning resources.	Largely works independently. Accesses and uses a range of learning resources and support.	Undertakes clearly directed work independently. Uses the standard learning resources.	Demonstrates limited ability to work independently, needing significant guidance on methods and resources.	Unable to work independently, needing significant guidance on methods and resources.
<b>Self-presentation / interpersonal skills</b>	Adopts an effective style of self-presentation,	Demonstrates flexibility in the style of presentation and interpersonal skills	Can adopt both a formal and informal style and uses basic interpersonal	Adopts both a formal and informal style and uses basic	Shows awareness of different styles of self-presentation and is willing to use	Limited self-awareness and /or interpersonal	No obvious self awareness and/or interpersonal skills.

	employing a range of interpersonal skills consistent with the individual's aims and appropriate to the setting(s).	adopted which are appropriate to the setting(s).	skills appropriately.	interpersonal skills but not always matching the needs of the situation	them in different situations.	skills.	
<b>Time management / self management</b>	Meets deadlines. Plans well ahead. Sets self determined targets and contingency plans allowing sufficient time to receive and act on guidance.	Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work.	Makes plans and implements them in a satisfactory manner to meet deadlines	Meets important deadlines. Exhibits some limited evidence of planning	Deadlines are acknowledged and time allocated is appropriate but not always adhered to.	Little evidence of attention to deadlines and time management.	Rarely meets deadlines. Appears unable to make and implement plans.
<b>Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)</b>	Effectively uses a range of networking skills within a learning or professional group. Addresses conflict. Seeks to promote relationships which serve the group needs	Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate	Meets obligations to others (tutors and/or peers) providing contributions to support shared objectives. Recognises and assesses alternative options.	Shows awareness of the need for adopting a range of responses to interact effectively. Contributes effectively to group aims	Uses basic interactive skills appropriately to contribute to the group aims.	Avoids working with others or does not contribute effectively to the group.	Does not contribute or disrupts the group.
<b>Critical review (to be used in peer assessment)</b>	Assesses / evaluates the work of others using a range of criteria. Provides rationale for judgements and offers specific insights into how work could be developed.	Assesses / studies the work of others and judges against existing criteria, indicating possibilities for improvement.	Examines work of others and identifies its strengths and weaknesses using existing criteria.	Comments in general terms on the work of others.	Comments on the work of others using prescribed formats.	Demonstrates limited ability to make reasoned comment on the work of others.	Appears unable to make reasoned comment on the work of others.
<b>Initiative (taking action, independence)</b>	Uses imagination in assessing the needs of a situation and develops an underlying series of actions to achieve goals. If in a group	Effectively assesses the needs of a situation and takes independent action necessary to achieve goals. If in a group setting,	Assesses the needs of a situation and takes action towards achieving goals. If in a group setting, shows some awareness of the	Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting,	Will act independently when selecting alternative strategies from those provided. If in a group setting,	Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, fails to take	Appears unable to undertake tasks beyond those prescribed. If in a group setting, fails to take a account of

	setting, takes account of the needs and views of others	recognises the needs and views of others.	needs and views of others	shows limited awareness of the needs and views of others.	shows limited awareness of the needs and views of others.	account of the needs and views of others.	the needs and views of others
<b>Decision making</b>	Uses a range of appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision / choice / outcome.	Uses appropriate information to evaluate options. Selection of final outcome clearly derived from evaluation.	Uses available information to evaluate possible options. Final decision is clear and linked to the evaluation.	Recognises benefits and disadvantages of some possible options but provides limited clarity on rationale for final decision.	When decisions are made, a limited <b>but</b> tenable, rationale for decisions is provided.	Rationale behind the final outcome or choice is unclear or untenable.	Final outcome or choice is unclear or absent.

# Level 5 Generic Grading Criteria

In accordance with the FHEQ, 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 will have learned to apply those concepts and principles more widely outside the context in which they were first studied. They will have knowledge of the main methods of enquiry in the subject area, and ability to critically evaluate 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 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.

Level 5 Generic Grading Criteria							
Percentage	86 – 100 %	70 – 85 %	60 – 68 %	50 – 58 %	40 – 48 %	30 – 38 %	0 – 28 %
Learning outcomes	Met in an out-standing manner	Met in an excellent manner	Met in a very good manner	Met in a good manner	Met in a basic manner	Not met	Clearly not met
<b>Foundation Degree</b>	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
<b>Bachelors Degree</b>	1 <sup>st</sup> Class	1 <sup>st</sup> Class	2:1 (Second Class Upper Division)	2:2 (Second Class Lower Division)	3 <sup>rd</sup> Class	Fail	Fail
Presentation and Style							
<b>Coherence and organisation of assessment</b>	Strong organisation and coherence clearly enhance the work.	Demonstrates logical organisation and coherence which enhances fulfilment of the assessment objectives.	Demonstrates logical organisation and coherence.	Demonstrates sound, conventional organisation	Shows limited organisation.	Poorly presented and structured but partially understandable	Disorganised and/or incoherent.
<b>Clarity of expression (incl. accuracy, spelling, grammar, punctuation)</b>	Well-developed writing style, appropriate to assessment, which enhances the argument. Grammar and spelling accurate.	Fluent writing style appropriate to the assessment. Grammar and spelling accurate.	Language fluent. Grammar and spelling mainly accurate.	Meaning clear, but language not always fluent. Grammar and/or spelling contain errors.	Generally understandable, but language contains errors which detract from the argument.	Meaning often unclear and/or frequent errors in grammar and/or spelling.	Meaning unclear. Poor spelling, grammar and punctuation.

<b>Communication and presentation (appropriate to discipline)</b>	Excellent communication which demonstrates a sophisticated understanding of the discipline.	Effective communication which demonstrates a clear understanding of the discipline	Good communication in a format appropriate to the discipline.	Communication is generally effective and in a format appropriate to the discipline	Generally clear but limited evidence of discipline's academic style.	Communication is unstructured and unfocused and/or in a format inappropriate to the discipline.	Communication is disorganised and /or incoherent and/or shows no understanding of the discipline
<b>Presentation (visual)</b>	Creative presentation with strong visual impact which enhances the message.	Message is presented clearly and imaginatively with visual impact.	Presentation is clear and has good visual effect.	Presentation has a sound structure and some visual impact.	Visual aspect and /or structure of presentation is adequate but limited.	Presented in a Disorganised manner. Lacks appropriate support from visual tools.	Presentation is disorganised and/ or incoherent and/or medium is non-visual.
<b>Presentation (oral)</b>	Presentation is well structured, imaginative and engaging. Audibility and pace are appropriate to audience and used with good effect to enhance the presentation.	Presentation is well structured and engaging. Audibility and pace are appropriate to audience.	Clearly structured and addressed to audience. Pace and audibility are good.	Presentation has a sound structure. Pace and audibility are satisfactory most of the time	Pace, audibility and/or structure of presentation are adequate but limited.	Delivery is disorganised and /or pace and audibility are poor	Presentation is not understandable and/or inaudible and/or not an oral presentation.
<b>Conforming to Instructions</b>							
<b>Attention to purpose</b>	Addresses the purpose of the assessment comprehensively and with some creativity.	Addresses the full purpose of the assessment effectively.	Addresses the main purpose of the assessment effectively.	Addresses the main purpose of the assessment.	Some of the work is focused on the aims and themes of the assessment.	Mostly fails to address the task set.	Fails to address the task set.
<b>Referencing</b>	Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach,	Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach,	Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach,	Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most	Sources of information acknowledged but integration between text and reference list is inconsistent. Attempts to follow systematic approach,	Some sources of information acknowledged but links between text and reference list unclear. Referencing does not follow a systematic	Little or no acknowledgement of sources of information in text and/or reference list.



	appropriate to the discipline. All elements of individual references are present.	appropriate to the discipline. All elements of individual references are present.	appropriate to the discipline. All elements of individual references are present.	elements of individual references are present.	appropriate to the discipline. Some elements of individual references may be incomplete and/or absent.	approach. Elements of individual references are incomplete and/or absent.	
<b>Clarity of objectives and focus of work</b>	Defines appropriate Objectives in detail and addresses them fully and with some creativity	Defines appropriate Objectives in detail and addresses them fully.	Defines appropriate objectives and addresses them consistently throughout the work.	Outlines appropriate objectives and addresses them in a manner which gives a focus to the work.	Uses generalised Objectives to provide adequate but limited focus to the work.	Objectives are not appropriate and /or clearly identified.	No objectives are identified and lacks focus.
<b>Addressing the question(s)</b>	Addresses the purpose of question(s) fully and with some creativity.	Demonstrates a detailed, coherent in-depth, theoretical and/or substantive knowledge base, with a developing appreciation of the provisional nature of knowledge.	Demonstrates a far-ranging, well-organised theoretical and/or substantive knowledge base, and some appreciation of the limits of knowledge.	Demonstrates a sound factual and /or conceptual knowledge base and uses appropriate terminology.	Evidence of adequate knowledge of topic and use of appropriate terminology.	Some relevant and/or required knowledge missing or confused and/or significant misuse of terminology.	Little or no relevant knowledge included.
<b>Content and Knowledge</b>							
<b>Content and range of knowledge displayed</b>	Demonstrates a comprehensive, detailed and in-depth knowledge base, the capacity to integrate theoretical and substantive knowledge, and a clear understanding of the limits to knowledge.	Demonstrates a detailed, coherent, in-depth, theoretical and/or substantive knowledge base, with a developing appreciation of the provisional nature of knowledge.	Demonstrates a far-ranging, well-organised theoretical and/or substantive knowledge base, and some appreciation of the limits of knowledge.	Demonstrates a sound factual and/or conceptual knowledge base and uses appropriate terminology.	Evidence of adequate knowledge of topic and use of appropriate terminology.	Some relevant and/or required knowledge missing or confused and/or significant misuse of terminology.	Little or no relevant knowledge included.
<b>Use of literature / evidence of reading</b>	Demonstrates broad and/or in-depth independent reading from	Evidence of broad and/or in-depth independent	Evidence of independent reading from a wide range of	Evidence of Independent reading from an appropriate	Limited evidence of independent reading.	Very limited evidence of independent reading and/or	Little or no evidence of engagement with relevant literature

	appropriate sources. Choice of sources enhances fulfilment of the assessment objectives. Clear, accurate, systematic application of material with developed and/or integrated critical appraisal.	reading from appropriate sources. Rationale for choice of sources clear. Clear, accurate, coherent application of material, with developing critical appraisal.	appropriate sources. Clear, accurate application of material. Shows some ability to appraise material critically.	range of sources. Sound application of literature.	Literature is presented in a descriptive way	inappropriate sources used and/or engagement with the literature very superficial	
<b>Quality of sources used</b>	Significant use made of primary sources, in conjunction with high quality secondary sources. Draws upon current research and/or advanced scholarship.	Good use made of primary sources in conjunction with high quality secondary sources. Draws upon current research and/or advanced scholarship.	Uses a balanced combination of primary and higher quality secondary sources.	Some sound use of primary sources, but generally reliant on secondary sources.	Mostly relies on secondary sources. Use of primary sources limited.	Some use of secondary sources, but also draws upon unreliable and/or inappropriate sources. Negligible use of primary sources.	Uses unreliable and/or inappropriate sources.
<b>Knowledge and application of theory</b>	Knowledge and understanding of theory are detailed and sophisticated. Appreciation of the limits of theory Demonstrated throughout the work. Approach to assessment task is clearly and appropriately theoretically informed	Demonstrates a detailed, accurate, theoretical understanding. Appropriately selected theoretical knowledge is applied to the overall assessment task.	Shows a good understanding of key theories, which are appropriately addressed within the context of the assessment task.	Sound descriptive knowledge of key theories with some appropriate application.	Selection of theory is satisfactory but application and/or understanding limited.	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and /or understanding very limited	Absence of relevant theoretical content and/or use of theory
<b>Thinking / Analysis / Conclusion</b>							
<b>Conclusions</b>	Conclusions well developed and show some	Conclusions well developed and	Conclusions show Some development	Sound conclusions are drawn which are clearly derived	Adequate conclusions are drawn which are	Limited or ineffective attempt to draw	Lack of conclusions, or unsubstantiated

	originality. They form an integrated part of the overall argument and/or discussion, reflecting a strong grasp of theory and/or evidence and/or literature and appropriate forms of conceptualisation.	analytical. They are thoroughly grounded in theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming a clear part of overall argument and/or discussion.	and critical insight, and relate clearly and logically to evidence and/or theory and/or literature.	from evidence and/or theory and/or literature.	derived from limited understanding of evidence and/or theory and/or literature.	together arguments.	and/or invalid conclusions drawn.
<b>Analysis</b>	Demonstrates a strong grasp of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows a developed appreciation of the limits and/or appropriate uses of particular analytic approaches.	Makes very good use of established techniques of analysis relevant to the discipline and applies these effectively. Shows developed ability to appraise alternative theories and/or analytic approaches (where relevant).	Makes good use of established techniques of analysis relevant to the discipline. Shows developing ability to compare alternative theories and/or analytic approaches (where relevant).	Makes fair and/or conventional use of established techniques of analysis, relevant to the discipline.	Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline	Attempts at analysis ineffective and/or uninformed by the discipline.	Lacks any analysis.
<b>Critical reasoning</b>	Well-developed, critical evaluation of theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assessment. Arguments are clear, coherent, tenable, and demonstrate some originality.	Developed, theoretically and /or conceptually informed critical thinking is integrated into the work. Arguments demonstrate the ability to evaluate theories and/or concepts and/or assumptions and /or data.	Demonstrates good critical insight and ability to contrast alternative positions through the use of theory.	Demonstrates conventional critical insight and ability to contrast alternative positions.	Demonstrates limited critical insight. Recognises alternative positions.	Critical thought and/or analysis very limited and/or incoherent.	No evidence of critical thought.

<b>Methodologies</b>							
<b>Selecting research Methods (Relationship between method chosen and the nature of the inquiry)</b>	Tenable, self-determined choice of methodology enables the effective collection and recording of information and /or data.	The process and rationale for selection of one from several methodologies is explored enabling the effective collection of information.	Methodology selected is effective and appropriate to the aims and objectives of the task and a rationale for its selection is provided.	Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones.	Methodology used is appropriate to the task and brief rationale offered makes reference to established guidance.	Choice of methodology and relationship to information and/or data being collected is confused and unhelpful.	Issue of methodology not addressed and /or inappropriate methodology used and/ or little planning used to complete the task
<b>Applying / theorising</b>	Information and/or data is synthesised to construct emergent ideas which seek to answer appropriately identified gaps in own or others' knowledge.	Information and/or data is organised using appropriate structures and processes to construct emergent knowledge and/or ideas which address existing question(s).	p data is organised using structures and processes provided to reorganise existing knowledge in standard formats to answer given question(s).	Information and/or data is organised using structures and processes provided to answer given question(s).	Information and/or data is collected and analysed to form valid conclusion(s).	Incomplete attempt to formulate conclusion(s) based on the information gathered	Information and/or data is poorly organised and is not analysed to develop conclusion(s) or generate valid ideas
<b>Evaluation of process and the quality of information and/or data developed</b>	Evaluates information and/or data and the inquiry process comprehensively using appropriate criteria that are largely self-determined.	Evaluates information and/or data and the inquiry process in detail using appropriate criteria some of which are self-determined	Effectively evaluates Information and / or data and the inquiry process, including critique of the techniques used.	Effectively evaluates information and /or data and the inquiry process using prescribed guidelines.	Shows basic evaluation of the inquiry methodology and / or data generated	Evaluation of process and the information and / or data is incomplete.	Limited or no attempt to evaluate either process or outcomes.
<b>Practical / Interpersonal Skills</b>							
<b>Work within a framework of professional values / code of conduct</b>	Develops specific, achievable objectives which show some creativity. Objectives are consistent with professional values /	Develops specific objectives which are mainly achievable, consistent with professional values/ code of conduct and appropriate to the clientele	Develops objectives which are consistent with professional values / code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values / code of conduct and generally appropriate to the clientele.	Uses objectives which are consistent with professional values / code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability.	Inadequate attempt to ascertain needs of clientele and develop a workable brief. Limited use of professional values / code of	No attempt to ascertain needs of clientele and develop a workable brief. Fails to work within the prescribed professional values / code of conduct framework.

	code of conduct and appropriate to the clientele					conduct frameworks.	
<b>Information gathering / processing</b>	Uses initiative to seek out new sources of information and organises it effectively. Demonstrates developing ability to evaluate the validity of complex information	Very good selection of information which is processed effectively. Demonstrates a developing understanding of the complexity of the information	Selects appropriate information and processes it effectively	Selects most appropriate information and processes it adequately	Selects some appropriate information and process some of it adequately.	Random information gathering. Inappropriate use of processing tools.	Fails to collect appropriate data in any systematic way.
<b>Creative process</b>	Creative work shows highly-developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style.	Creative work shows developed imagination and technique. Processes involved are manipulated to achieve creative results. Builds on models and moulds influences with originality and distinctive personal style.	Creative work shows developing imagination and technique. Processes involved are manipulated to achieve some creative results. Builds on models and moulds influences with some originality and emerging personal style.	Creative works shows some imagination and technique. Processes involved have creative application and outcomes. Personal style is evident at times in work which shows application and adaptation of models.	Creative work shows a basic level of imagination and technique. Processes involved have little creative consequence. Personal style is lacking in favour of work which is derivative in origin.	Undeveloped ideas and/or work with little imagination. Minimal personal style or skill; little insight gained into effective working processes.	No evidence of progression. Skills and techniques undeveloped. No evidence of creativity or innovation.
<b>Performance</b>	Compelling, communicative and accurate performance demonstrating a professional level of authority, thorough awareness of style, mastery of technical and interpretative issues. Improvisations are creative and	Highly focused, performance demonstrating communication, commitment and thorough understanding of style with careful attention to detail, displaying high level of technical ability. Improvised	Focussed performance demonstrating communication, commitment and a good understanding of the style with careful attention to detail, displaying a good level of technical ability.	Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a moderate level of technical ability. improvised	Performance that mostly demonstrates communication, commitment and understanding of the genre but with little attention to detail and displaying a low level of technical ability.	Performance in which communication and commitment are lacking and little consideration paid to style. Technical ability weak. Improvised passages show poor understanding and	Performance in which fluency and focus is prevented by lack of technical control. No evidence of understanding of style or conventions of performance within it.

	stylistically assured. Well-rehearsed and confident	passages are creative and stylistically correct. Performance presentation of a high standard.	Improvisation is stylistically correct. Performance well-prepared / rehearsed and focussed. Stage	passages show a sound understanding of style. Well-rehearsed. Stage craft.	Improved passages show little understanding of style. Lacks confidence and little attention given to stage craft.	appropriateness. Performance is unconvincing, displaying little evidence of inappropriate, and /or unacceptable.	Under-rehearsed and lacks confidence which detracts. Presentation has not been addressed.
<b>Form and content in a practical context</b>	Demonstrates a developed ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Clear awareness of and ability to experiment with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent throughout.	Demonstrates an ability to critically engage with theory and practice. Integrates creative strategies and interrelated forms and styles. Experiments with conventional forms. Work shows evidence of intellectual rigour and/or creativity Technically and professionally competent.	Evidence of relating theory to practice. Evidence of developing creativity. Demonstrates developing ability to analyse and experiment with relationships between form and content. Generally technically and professionally competent.	Some awareness of the relationship between theory and practice. Work tends to be conventional but shows ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout.	Evidence of some knowledge and understanding of the relationship between form and content. Limited degree of technical and professional competence.	Little or no evidence of an understanding of the relationship between form and content. Technically poor.	Neglects to address the brief in any acceptable way.
<b>Reflection (including self-criticism / awareness)</b>	Confidently evaluates actions and situations showing an awareness of own strengths and weaknesses which are clearly articulated, used and acted on. Questions received opinion, prejudices and value sets operating.	Reflects on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to question received opinion, prejudices and value sets operating	Evaluates own strengths and weaknesses and shows developing understanding of criteria for judgements. Demonstrates some willingness to question received opinion, prejudices and value sets operating,	Is largely dependent on criteria set by others. Recognises own strengths and weaknesses.	Dependent on criteria set by others. Begins to recognise own strengths and weaknesses.	Limited self-awareness leading to poor judgement.	Distorted self-criticism leading to inaccurate view of the situation.

<b>Reflective practice</b>	Analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Utilises imaginative thinking about potential alternatives and their implications for further practice in a range of contexts.	Analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences to develop appropriate actions.	Evaluates personal contribution and that of others to practice and develops plans of action.	Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions	Able to interpret own practice and that of others based on specific frames of reference. Identifies some further actions.	Limited interpretation of own practice and that of others restricting further action.	Incomplete interpretation of practice leading to insufficient action.
<b>Independence / autonomy (including planning and managing learning)</b>	Critically analyses feedback to identify areas of learning needing improvement. Manages own learning using a full range of resources.	Shows considerable ability to identify learning needs and to act independently to improve performance. Makes effective use of feedback and available learning resources.	Shows developing ability to identify learning needs and to act independently to improve performance. Is generally autonomous in utilising learning resources.	Able to work largely independently when undertaking directed work. Accesses and uses a range of learning resources and support.	Able to exercise some independence when undertaking clearly directed work. Uses the standard learning resources.	Demonstrates limited ability to work independently, needing significant guidance on methods and resources.	Unable to work independently.
<b>Self presentation / interpersonal skills</b>	Creative and confident self-presentation and well-developed interpersonal skills allow effective handling of situation(s).	Adopts an effective style of self-presentation, employing a range of interpersonal skills consistent with the individual's aims and appropriate to the setting(s).	Demonstrates some flexibility in the style of presentation and interpersonal skills adopted which are appropriate to the setting(s).	Can adopt both a formal and informal style and used basic interpersonal skills appropriately.	Demonstrates some ability to adopt both a formal and informal style and used basic interpersonal skills but not always matching the needs of the situation	Limited self-awareness and /or interpersonal skills.	No obvious self awareness and/or interpersonal skills
<b>Time management / self-management</b>	Meets deadlines. Time-Management and Planning strategies are used effectively to	Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans	Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work.	Makes plans and implements them in a satisfactory manner to meet deadlines.	Usually meets important deadlines. Exhibits limited evidence of planning.	Little evidence of attention to deadlines and time management.	Rarely meets deadlines. Appears unable to make and implement plans.

	enhance the quality of the work.	allowing sufficient time to receive and act on guidance.					
<b>Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)</b>	Demonstrates a flexible approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives.	Effectively uses a range of networking skills within a learning or professional group. Addresses conflict. Seeks to promote relationships which serve the group needs.	Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.	Meets obligations to others (tutors and/or peers) providing contributions to support shared objectives. Some awareness of alternative options.	Uses basic interactive skills appropriately to contribute to the group aims.	Avoids working with others or does not contribute effectively to the group.	Does not contribute or disrupts the group.
<b>Critical review (to be used in peer assessment)</b>	Demonstrates judgement and discrimination in utilising and providing different sources of feedback. Offers clear strategies for improvement.	Assesses and/or evaluates the work of others using a range of criteria. Provides rationale for judgements and offers specific insights into how work could be developed.	Assesses and/or studies the work of others and judges against existing criteria, indicating possibilities for improvement	Examines work of others and identifies its strengths and weaknesses using existing criteria.	Comments in general terms on the work of others.	Demonstrates limited ability to make reasoned comment on the work of others.	Appears unable to make reasoned comment on the work of others
<b>Initiative (taking-action, independence)</b>	Shows a creative approach to achieving goals in a manner appropriate to situation(s), If in a group setting, shows a developed appreciation of the needs and views of others.	Effectively assesses the needs of a situation and takes independent action to achieve goals. If in a group setting, takes account of the needs and views of others.	Assesses the needs of a situation and takes independent action towards achieving goals. If in a group setting, recognises the needs and views of others.	Shows developing ability to assess the needs of a situation and take-action towards achieving goals. If in a group setting, shows some awareness of the needs and views of others	Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows limited awareness of the needs and views of others	Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.	Appears unable to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.
<b>Decision making</b>	Uses a range of appropriate information, exercising autonomy and initiative when exploring options.	Uses a range of appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final	Uses appropriate information to evaluate options. Selection of final outcome clearly derived from evaluation.	Uses available information to evaluate possible options. Final decision is clear and linked to the evaluation. presentation of a	Recognises benefits and disadvantages of some possible options but provides limited clarity on rationale for final decision. presentation.	Rationale behind the final outcome or choice is unclear or untenable. preparation. Stage conduct barely addressed	Final outcome or choice is unclear or absent.



	Makes clear decisions which give due weight to alternatives. performance. Stage craft presentation of a very high standard.	decision/ choice /outcome. well prepared and assured. Stage craft	craft presentation of a good standard.	reasonable standard.			
--	---	---	--	----------------------	--	--	--

# Level 6 Generic Grading Criteria

In accordance with the FHEQ, at the end of Level 6 students should have coherent and detailed knowledge and 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 - to a problem. They should be able to communicate information, ideas, problems and solutions effectively to both specialist and non-specialist audiences.

Level 6 Generic Grading Criteria							
Percentage	86 – 100 %	70 – 85 %	60 – 68 %	50 – 58 %	40 – 48 %	30 – 38 %	0 – 28 %
Learning outcomes	Met in an outstanding manner	Met in an excellent manner	Met in a very good manner	Met in a good manner	Met in a basic manner	Not met	Clearly not met
<b>Foundation Degree</b>	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
<b>Bachelors Degree</b>	1 <sup>st</sup> Class	1 <sup>st</sup> Class	2:1 (Second Class Upper Division)	2:2 (Second Class Lower Division)	3 <sup>rd</sup> Class	Fail	Fail
Presentation and Style							
<b>Coherence and organisation of assessment</b>	Exceptional organisation and coherence clearly enhance the work.	Strong logical organisation and coherence enhances fulfilment of the assessment objectives	Demonstrates logical organisation and coherence.	Demonstrates sound, conventional organisation.	Shows limited organisation	Poorly presented and structured but partially understandable	Disorganised and/or incoherent.
<b>Clarity of expression (incl. accuracy, spelling, grammar, punctuation)</b>	Exceptional writing control, appropriate to assessment, which enhances the argument. Grammar and spelling accurate	Fluent writing style appropriate to the assessment. Grammar and spelling accurate.	Language fluent. Grammar and spelling mainly accurate.	Meaning clear, but language not always fluent. Grammar and/or spelling contain errors.	Generally understandable, but language contains errors which detract from the argument.	Meaning often unclear and/or frequent errors in grammar and/or spelling	Meaning unclear. Poor spelling, grammar and punctuation
<b>Communication</b>	Excellent	Effective	Good	Communication is	Generally clear but	Communication is	Communication is

<b>and presentation (appropriate to discipline)</b>	communication which demonstrates a sophisticated and full understanding of the discipline	communication which demonstrates a strong understanding of the discipline	communication in a format appropriate to the discipline.	generally effective and in a format appropriate to the discipline.	limited evidence of discipline's academic style.	unstructured and unfocused and/or in a format inappropriate to the discipline.	disorganised and/or incoherent and/or shows no understanding of the discipline
<b>Presentation (visual)</b>	Exceptional and Creative presentation with strong visual impact which enhances the message.	Message is presented clearly and imaginatively with visual impact.	Presentation is clear and has good visual effect.	Presentation has a sound structure and some visual impact.	Visual aspect and/or structure of presentation is adequate but limited.	Presented in a disorganised manner. Lacks appropriate support from visual tools	Presentation is disorganised and/or incoherent and/or medium is non-visual.
<b>Presentation (oral)</b>	Presentation is well structured, imaginative and engaging. Audibility and pace are appropriate to audience and used with good effect to enhance the presentation	Presentation is well structured and engaging. Audibility and pace are appropriate to audience.	Clearly structured and addressed to audience. Pace and audibility are good.	Presentation has a sound structure. Pace and audibility are satisfactory most of the time.	Pace, audibility and/or structure of presentation are adequate but limited.	Delivery is disorganised and/or pace and audibility is poor	Presentation is not understandable and/or inaudible and/or not an oral presentation.
<b>Conforming to Instructions</b>							
<b>Attention to purpose</b>	Addresses the purpose of the assessment comprehensively and imaginatively.	Addresses the full purpose of the assessment with some creativity.	Addresses the main purpose of the assessment effectively	Addresses the main purpose of the assessment.	Some of the work is focused on the aims and themes of the assessment	Mostly fails to address the task set	Fails to address the task set
<b>Referencing</b>	Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual	Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of	Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual	Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present.	Sources of information acknowledged but integration between text and reference list is inconsistent. Attempts to follow systematic approach, appropriate to the discipline. Some	Some sources of information acknowledged but links between text and reference list unclear. Referencing does not follow a systematic approach. Elements of individual references are	Little or no acknowledgement of sources of information in text and/or reference list.

	references are present.	individual references are present	references are present.		elements of individual references may be incomplete and/or absent.	incomplete and/or absent.	
<b>Clarity of objectives and focus of work</b>	Defines appropriate Objectives in detail and addresses them comprehensively and imaginatively.	Defines appropriate Objectives in detail and addresses them comprehensively.	Defines appropriate objectives and addresses them coherently throughout the work.	Outlines appropriate objectives and addresses them in a manner which gives a focus to the work.	Uses generalised Objectives to provide adequate but limited focus to the work.	Objectives are not appropriate and/or clearly identified.	No objectives are identified and lacks focus.
<b>Addressing the question(s)</b>	Addresses the purpose of question(s) comprehensively and with originality.	Addresses the purpose of the question(s) in detail and with some creativity.	Addresses the purpose of the question(s) clearly.	Makes a sound attempt at addressing the question(s).	Makes an adequate attempt at addressing the question(s), but with some digression.	Some knowledge displayed but not clearly linked to the question(s).	Does not address the question(s).
<b>Content and Knowledge</b>							
<b>Content and range of knowledge displayed</b>	Demonstrates an exceptionally comprehensive, detailed and in-depth knowledge base, the capacity to integrate theoretical and substantive knowledge, and a developed understanding of the limits to knowledge	Demonstrates a detailed, systematic, in-depth, theoretically informed knowledge base, with a clear appreciation of the provisional nature of knowledge.	Demonstrates a comprehensive, well-organised theoretical and/or substantive knowledge base, and a developing appreciation of the limits of knowledge.	Demonstrates a sound factual and/or conceptual knowledge base and uses appropriate terminology.	Evidence of adequate knowledge of topic and use of appropriate terminology.	Some relevant and/or required knowledge missing or confused and/or significant misuse of terminology.	Little or no relevant knowledge included.
<b>Use of literature / evidence of reading</b>	Demonstrates exceptionally broad and/or in-depth independent reading from appropriate sources. Choice of sources clearly	Evidence of broad and/or in-depth independent reading from appropriate sources. Rationale for choice of sources clear.	Evidence of independent reading from a wide range of appropriate sources. Clear, accurate, systematic	Evidence of independent reading from an appropriate range of sources. Sound application of literature	Limited evidence of independent reading. Literature is presented in a descriptive way.	Very limited evidence of independent reading and/or inappropriate sources used and/or engagement	Little or no evidence of engagement with relevant literature.

	enhances fulfilment of the assessment objectives. Clear, accurate, systematic application of material with well developed and/or integrated critical appraisal.	Clear, accurate, systematic application of material, with consistent, thorough critical appraisal.	application of material. Shows developing ability to appraise material critically.			with the literature very superficial	
<b>Quality of sources used</b>	Exceptional use made of primary sources, in conjunction with high quality secondary sources. Draws upon current research and / or advanced scholarship.	Significant use made of primary sources in conjunction with high quality secondary sources. Draws upon current research and / or advanced scholarship.	Uses a balanced combination of primary and higher quality secondary sources.	Some sound use of primary sources, but generally reliant on secondary sources	Mostly relies on secondary sources. Use of primary sources limited.	Some use of secondary sources, but also draws upon unreliable and / or inappropriate sources. Negligible use of primary sources.	Uses unreliable and / or inappropriate sources.
<b>Knowledge and application of theory</b>	Knowledge and understanding of theory are exceptionally detailed and sophisticated. Appreciation of the limits of theory demonstrated throughout the work. Approach to assessment task is clearly, appropriately and consistently theoretically informed.	Demonstrates a detailed, accurate, systematic theoretical understanding. Appropriately selected theoretical knowledge is integrated into the overall assessment task.	Shows a systematic and accurate understanding of key theories, which are appropriately applied within the context of the assessment task.	Sound descriptive knowledge of key theories with some appropriate application.	Selection of theory is satisfactory but application and/or understanding limited.	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding very limited.	Absence of relevant theoretical content and/or use of theory.
<b>Thinking / Analysis / Conclusion</b>							
<b>Conclusions</b>	Conclusions exceptionally well developed and	Conclusions well developed, analytical, and show	Conclusions show some development	Sound conclusions are drawn which are clearly derived	Adequate conclusions are drawn which are	Limited or ineffective attempt	Lack of conclusions, or unsubstantiated and/or invalid

	show considerable originality. They form an integrated part of the overall argument and/or discussion, reflecting commanding grasp of theory and/or evidence and/or literature and appropriate forms of conceptualisation	some originality. They are thoroughly grounded in theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming an integrated part of overall argument and/or discussion.	and critical insight and relate clearly and logically to evidence and/or theory and/or literature.	from evidence and/or theory and/or literature.	derived from limited understanding of evidence and/or theory and/or literature.	to draw together arguments	conclusions drawn.
<b>Analysis</b>	Demonstrates a command of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows an exceptional appreciation of the limits and/or appropriate uses of particular analytic approaches	Makes very good use of a range of relevant analytic techniques, and applies these to new and/or abstract information and situations. Shows well developed ability to compare alternative theories and/or analytic approaches (where relevant).	Makes good use of established techniques of analysis relevant to the discipline. Shows developing ability to compare alternative theories and/or analytic approaches (where relevant).	Makes fair and/or conventional use of established techniques of analysis, relevant to the discipline.	Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline.	Attempts at analysis ineffective and/or uninformed by the discipline.	Lacks any analysis.
<b>Critical Reasoning</b>	Sophisticated, critical evaluation of theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assessment. Arguments are clear, coherent, tenable, and demonstrate originality	Well developed, theoretically and/or conceptually informed critical thinking is consistently integrated into the work. Arguments demonstrate the ability to evaluate theories and/or concepts and/or data.	Demonstrates good critical insight and ability to contrast alternative positions through the use of theory.	Demonstrates conventional critical insight and ability to contrast alternative positions.	Demonstrates limited critical insight. Recognises alternative positions	Critical thought and/or analysis very limited and/or incoherent.	No evidence of critical thought

<b>Methodologies</b>							
<b>Selecting research methods (Relationship between method chosen and the nature of the inquiry)</b>	Convincing, self-determined choice of methodology enables the successful collection and recording of self-determined information and/or data.	The process and rationale for selection of one from several methodologies is thoroughly explored enabling the effective collection of information and/or data.	Methodology selected is effective and appropriate to the aims and objectives of the task and a good rationale for its selection is provided.	Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones.	Methodology used is appropriate to the task and brief rationale offered makes reference to established guidance.	Choice of methodology and relationship to information and/or data being collected is confused and unhelpful.	Issue of methodology not addressed and/or inappropriate methodology used and/ or little planning used to complete the task
<b>Applying / theorising</b>	Information and/or data is synthesised to construct emergent ideas which seek to answer self-identified gaps in own or others' knowledge.	Information and/or data is organised using self-selected structures and processes to construct emergent knowledge and/or ideas which address existing question(s).	Information and/or data is organised using structures and processes provided to reorganise existing knowledge in standard formats to answer given question(s).	Information and/or data is organised using structures and processes provided to answer given question(s)	Information and/or data is collected and analysed to form valid conclusion(s).	Incomplete attempt to formulate conclusion(s) based on the information gathered.	Information and/or data is poorly organised and is not analysed to develop conclusion(s) or generate valid ideas
<b>Evaluation of process and the quality of information and/or data developed</b>	Successfully evaluates information and/or data and the inquiry process comprehensively using appropriate criteria that are largely self-determined.	Evaluates information and/or data and the inquiry process comprehensively using appropriate criteria some of which are self-determined.	Effectively evaluates information and/or data and the inquiry process, including critique of the techniques used.	Effectively evaluates information and/or data and the inquiry process using prescribed guidelines.	Shows basic evaluation of the inquiry methodology and information and/or data generated.	Evaluation of process and the information and/or data is incomplete.	Limited or no attempt to evaluate either process or outcomes.
<b>Practical / Interpersonal Skills</b>							
<b>Work within a framework of professional values / code of conduct</b>	Develops specific, achievable objectives which show creativity. Objectives are fully consistent with professional values	Develops specific objectives which are achievable, consistent with professional values and/or code of conduct and appropriate to the	Develops objectives which are consistent with professional values and/or code of conduct and appropriate to the	Develops objectives which are consistent with professional values and/or code of conduct and generally	Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele.	Inadequate attempt to ascertain needs of clientele and develop a workable brief. Limited use of professional values	No attempt to ascertain needs of clientele and develop a workable brief. Fails to work within the prescribed professional values and/or code of

	and/or code of conduct and appropriate to the clientele.	clientele.	clientele	appropriate to the clientele.	Limited consideration of appropriateness and practicability.	and/or code of conduct frameworks.	conduct framework.
<b>Information gathering / processing</b>	Uses initiative to seek out new sources of information, evaluates their validity against existing information and organises them effectively	Selects highly relevant information. Demonstrates understanding of the complexity of the information and processes it effectively.	Selects appropriate information and processes it effectively.	Selects mostly appropriate information and processes it adequately.	Selects some appropriate information, and processes some of it adequately.	Random information gathering. Inappropriate use of processing tools.	Fails to collect appropriate data in any systematic way.
<b>Creative process</b>	Demonstrates strikingly innovative creative imagination to create a piece of work/performance art which reaches near professional levels in its application of creative methods and techniques, resulting in material which is consummately wellcrafted.	Creative work shows highly---developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style	Creative work shows welldeveloped imagination and technique. Processes involved are manipulated to achieve creative results. Builds on models and moulds influences with originality and distinctive personal style	Creative works shows imagination and technique. Processes involved have creative application and outcomes. Personal style is evident at times in work which shows some original application and adaptation of models.	Creative work shows a basic level of imagination and technique. Processes involved have little creative consequence. Personal style is lacking in favour of work which is derivative in origin.	Undeveloped ideas and/or work with little creativity or technique. Minimal personal style or skill; little insight gained into effective working processes.	No evidence of progression. Skills and techniques remain undeveloped. No evidence of creativity or innovation.
<b>Performance</b>	Compelling, communicative and precise performance demonstrating professional level of authority, thorough awareness of style, mastery of technical and interpretative issues. Improvisations are imaginative, creative and	Highly focused, convincing performance demonstrating communication, commitment and thorough understanding of style with careful attention to detail, displaying consistently high level of technical	Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying consistently high level of technical ability.	Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. Improvised passages show a	Performance that reasonably demonstrates communication, commitment and understanding of the genre but with little attention to detail and displaying a low level of technical ability. Improvised passages show little	Performance in which communication and commitment are lacking and little consideration paid to style. Technical ability weak. Improvised passages show poor understanding and appropriateness.	Performance in which fluency and focus is prevented by lack of technical control. No evidence of understanding of style or conventions of performance within it. Under-rehearsed and lacks confidence which detracts. Presentation has



	stylistically assured. Accurate, flexible, focused, well-rehearsed, convincing and precise performance. Stage craft presentation suitable for professional performance.	ability and interpretive skills. Improvised passages are creative, stylistically assured and considered. Performance well prepared, assured and thoroughly persuasive. Stage craft presentation of a very high standard.	Improvisation is stylistically correct and considered. Performance well-prepared and/or rehearsed, assured and focussed. Stage craft presentation of a high standard.	sound understanding of style. Well-rehearsed. Stage craft presentation of a good standard.	understanding of style. Lacks confidence and little attention given to presentation.	Performance is unconvincing, displaying little evidence of preparation. Stage conduct barely addressed, inappropriate, and /or unacceptable	not been addressed.
<b>Form and content in a practical context</b>	Demonstrates an exceptional ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles more widely. Clear awareness of and ability to experiment with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent throughout.	Demonstrates an ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Work shows clear evidence of intellectual rigour and/or creativity. Experiments with conventional forms. Technically and professionally competent.	Evidence of critically relating theory to practice. Demonstrates well developed ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of creativity. Technically and professionally competent in most respects.	Evidences some awareness of the relationship between theory and practice. Work tends to be conventional but shows good ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout.	Evidence of an appropriate relationship between form and content. Moderate degree of technical and professional competence. Limited presence of creativity.	Little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is technically poor.	Neglects to address the brief in any acceptable way.
<b>Reflection (including self-criticism / awareness</b>	Confidently evaluates actions and situations showing a sophisticated awareness of own	Confidently reflects on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to	Able to evaluate own strengths and weaknesses and shows developing understanding of criteria for judgements.	Is largely dependent on criteria set by others. Recognises own strengths and weaknesses.	Dependent on criteria set by others. Begins to recognise own strengths and weaknesses.	Limited self-awareness leading to poor judgement.	Distorted self-criticism leading to inaccurate view of the situation

	strengths and weaknesses which are clearly articulated, used and acted on. Interrogates received opinion, prejudices and value sets operating.	interrogate received opinion, prejudices and value sets operating.	Prepared to question received opinion, prejudices and value sets operating.				
<b>Reflective practice</b>	Consistently analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates reflexive awareness, articulating imaginative thinking about potential alternatives and their implications for further practice.	Analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts. Develops effective action plans	Evaluates personal contribution and that of others to practice and develops plans of action for.	Able to evaluate own practice and that of others using a number of frames of reference. Considers future Actions.	Able to interpret own practice and that of others based on specific frames of reference. Identifies some further actions.	Limited interpretation of own practice and that of others restricting further action.	Incomplete interpretation of practice leading to insufficient action.
<b>Independence / autonomy (including planning and managing learning)</b>	Within unfamiliar tasks, critically analyses feedback to identify areas of learning needing improvement. Manages own learning using a full range of resources which go beyond those readily available.	Identifies learning needs by actively seeking out feedback from a range of sources and makes effective use of available resources.	Identifies learning needs and acts independently to improve performance. Is autonomous in utilising learning resources.	Works independently. Accesses and uses a range of learning resources and support.	Undertakes clearly directed work independently. Uses the standard learning resources.	Demonstrates limited ability to work independently, needing significant guidance on methods and resources.	Unable to work independently, needing significant guidance on methods and resources.
<b>Self-presentation / interpersonal skills</b>	Creative and confident self presentation and sophisticated interpersonal skills	Adopts a confident style of self presentation, employing a range of interpersonal	Demonstrates flexibility in the style of presentation and interpersonal skills	Can adopt both a formal and informal style and uses basic interpersonal skills appropriately.	Demonstrates an ability to adopt both a formal and informal style uses basic interpersonal	Limited self awareness and/or interpersonal skills.	No obvious self awareness and/or interpersonal skills.

	allow effective management of the situation(s).	skills consistent with the individual's aims and appropriate to the setting(s).	adopted which are appropriate to the setting(s).		skills but not always matching the needs of the situation.		
<b>Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)</b>	Demonstrates a flexible and advanced approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives.	Uses a range of networking skills effectively within a learning or professional group. Negotiates and handles conflict seeking to establish relationships which serve the group needs.	Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.	Meets obligations to others (tutors and/or peers) providing contributions to support shared objectives. Recognises and assesses alternative options.	Uses basic interactive skills appropriately to contribute to the group aims.	Avoids working with others or does not contribute effectively to the group.	Does not contribute or disrupts the group.
<b>Critical review (to be used in peer assessment)</b>	Demonstrates judgement and discrimination in utilising and providing different sources of feedback. Offers clear strategies for improvement.	Assesses and/or evaluates the work of others using a range of criteria. Provides rationale for judgements and offers specific insights into how work could be developed.	Assesses and/or studies the work of others and judges against existing criteria, indicating possibilities for improvement.	Examines work of others and identifies its strengths and weaknesses using existing criteria.	Comments in general terms on the work of others.	Demonstrates limited ability to make reasoned comment on the work of others.	Appears unable to make reasoned comment on the work of others.
<b>Initiative (taking action, independence)</b>	Shows a creative, proactive and independent approach to achieving goals in a manner appropriate to situation(s). If in a group setting, shows a sophisticated appreciation of the needs and views of others.	Uses imagination to assess the needs of a situation and take independent actions to achieve goals. If in a group setting, takes account of the needs and views of others.	Effectively assesses the needs of a situation and takes independent action necessary to achieve goals. If in a group setting, recognises the needs and views of others.	Assesses needs of a situation and takes action towards achieving goals. If in a group setting, shows some awareness of the needs and views of others.	Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows limited awareness of the needs and views of others.	Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.	Appears unable to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.
<b>Decision making</b>	Uses a range of appropriate information, exercising autonomy	Uses a range of appropriate information to evaluate options	Uses appropriate information to evaluate options. Selection of final	Uses available information to evaluate possible options. Final	Recognises benefits and disadvantages of some possible	Rationale behind the final outcome or choice is unclear or untenable.	Final outcome or choice is unclear or absent.

	and initiative when exploring options. Makes clear decisions which give due weight to alternatives.	and applies clear criteria to demonstrate reasons for final decision and/or choice and/or outcome.	outcome clearly derived from evaluation.	decision is clear and linked to the evaluation.	options but provides limited clarity on rationale for final decision.		
<b>Time management / self-management</b>	Meets deadlines. Time management and planning strategies are used effectively to enhance the quality of the work.	Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance.	Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work.	Makes plans and implements them in a satisfactory manner to meet deadlines.	Usually meets important deadlines. Exhibits limited evidence of planning.	Little evidence of attention to deadlines and time management.	Rarely meets deadlines. Appears unable to make and implement plans.