

HIGHER EDUCATION

ASSESSMENT POLICY AND PROCEDURE

Relevant to students studying a Higher National Certificates (HNC), Higher National Diplomas (HND) with Pearson or an Open University validated award

Students studying on a programme validated by University Centre Somerset please refer to the UCS Assessment Policy.

Students enrolled with any other partner university should refer to that university's policy.

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1 Introduction

- 1.1 This assessment policy for Higher Education programmes or Single Registerable Modules (SRM) (levels 4 and above) builds on the guidance contained within the general Bridgwater and Taunton College Assessment Framework and is the main reference point for University Centre Somerset (UCS) delivery at level 4 and above, including OU-validated and Pearson Higher National programmes/SRMs. For programmes/SRMs validated by the University of Plymouth, the University of the West of England and Oxford Brookes University, please refer to their websites for their assessment regulations which have to be followed.

2 Scope

- 2.1 This Policy sets out the primary purpose of Higher Education (HE) assessment at UCS.

Effective assessment enables students to develop and demonstrate their full potential. More specifically, UCS and its partner HE institutions/Awarding Organisations expect assessment to:

- Measure a student's achievements objectively 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.

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

Reference should also be made to [HE Recognition of Prior Learning \(RPL\) policy/procedure](#) which covers all forms of Accreditation of Prior Learning.

3 Context: Expectations and Practices for Assessment

Expectations for Standards

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

The Expectations for Standards stated in this guidance are:

- The academic standards of both courses and subsequent modules meet the requirements of the relevant national qualifications framework.
 - Assessment ensures that the credits/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.

- The value of credits/qualifications awarded to students at the point of accreditation and over time is in line with sector-recognised standards.
 - Assessment regimes include processes ensuring the credits/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 the accrued credits/qualification and the trust stakeholders place in it.

Expectations for Quality

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

Core Practices for Standards

- The provider ensures that the threshold standards for its credits/qualifications are consistent with the relevant national qualifications frameworks.
- The provider ensures that students who are awarded credits/qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.
- 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 SRMs/courses are delivered or who delivers them.
- The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

Common Practice for Standards

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

Core Practices for Quality

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

Common Practices for Quality

- The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
- The provider's approach to managing quality takes account of external expertise.
- 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

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 UCS 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](#)

4.1. Types of Assessment

Assessment can take the form of coursework, exam or presentation. For the majority of programmes/SRMs we use coursework to assess your performance throughout the year, please check your Programme/Module 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 credits/award, you are generally expected to achieve a minimum of 40% in assessed work or for Pearson courses, to pass each criteria.

The precise type of assessment you will undertake varies from module/unit to module/unit. 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

Whatever method is adopted, you will be given clear assessment briefs, so that you know exactly what is expected.

4.2. Submission

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.

4.3. Assessment of coursework

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.

4.4. Assessment of work-based learning

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

4.5. Assessment of presentations

All presentation materials (PowerPoint presentations / PDF documents) must be submitted at the same time.

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.

4.6. Marking and Feedback on Assessments

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.

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.

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.

The timeline for receiving marks and feedback is 20 working days after the assessment submission deadline.

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 refer to Section 5 of this document.

4.7. Minimum Pass Mark (Degree Programmes/SRMs)

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

Please note that modules studied as SRMs are **NOT** compensatable at element or module level

Please refer to the [OU UCS Academic Regulations \(Open University students only\)](#)

4.8. Overall Module Mark (Degree Programmes/SRMs)

An overall mark for each module is calculated on the basis of an average of marks for every assessed piece of work you submit.

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.

4.9. Resits of Assessments

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. For further information and guidance, please refer

to your relevant Awarding Organisation/Partner University Academic Regulations on their websites.

For OU Programmes: Please refer to the [OU UCS Academic Regulations \(Open University students only\)](#)

for further information and guidance.

4.10. Extensions and Extenuation Circumstances

It is important that you have a good reason if you require an extension for a piece of coursework or miss an examination.

Extensions cannot be granted by your lecturers or the Course 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.

4.11. Penalties for late submission or non-submission of work

If you are late or fail to submit an assignment, a penalty may be applied.

If you have valid Extenuating Circumstances, you may be granted an extension to the published deadline.

Please refer to your [Institutional Academic Regulations](#) for further information and guidance.

For OU Programmes:

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.

Please refer to the [OU UCS Academic Regulations \(Open University students only\)](#) for further information and guidance.

4.12. Plagiarism and Academic Misconduct

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.

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.

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

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.

Failure to correctly acknowledge sources in your work is considered academic misconduct. 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.

Please refer to the [HE Academic Misconduct Policy](#) for further information and guidance.

4.13. Word count

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.

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.

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.

4.14. Determination of progression and awards

At the end of each academic year, an Award Board meets to discuss modules/units and individual student marks to determine outcomes, and if applicable progression and award recommendations. Once this has taken place, for students studying full or part time 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 (if applicable). If studying a full degree programme, 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.

For students studying through an SRM mode of study you will receive a Certificate of Credit for individual modules which will highlight whether you have passed/failed the module(s). You will also receive an accompanying transcript which will contain your approved and final marks for the module(s) achieve.

For OU 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.

Please refer to the [OU UCS Academic Regulations \(Open University students only\)](#) for further information and guidance.

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

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.

For OU Programmes:

The award you receive will depend upon the amount of modules completed, and how many credits you accrue as a result. Here is a guide to the qualifications available:

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

You will receive a classification that reflects your overall performance in your certificate or degree. Please note that if studying through the mode of SRM's you will not receive a final award or classification upon completion of the module(s) undertaken.

Here's how classifications are set at each level:

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

Please refer to the [OU UCS Academic Regulations \(Open University students only\)](#) for further information and guidance.

4.16. Appeals

If you are concerned about the score awarded for a particular assessment or module/unit, you must follow the procedure and timescales for appeals set out in the [HE Academic Appeals policy](#).

5 Policy Statement for Staff

5.1 PART A – GUIDING PRINCIPLES OF ASSESSMENT

5.1.1. Assessment methods and criteria are aligned to learning outcomes and teaching activities.

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. 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.

Questions to ask yourself: *Have assignments 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 the SEEC generic skills)? Does the assignment brief clearly specify the module/unit learning outcomes that are being assessed? Are assessment criteria 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)?*

5.1.2. Assessment is reliable, consistent, fair and valid.

Reliability and consistency refers to the need for assessment to be accurate and repeatable. This requires clear and consistent processes for the setting, marking, grading and moderation of assignments. Questions to ask yourself: *Do the results reflect the student's performance? Would a repeat of assessment produce a similar result / performance?*

Fair assessment means that all students are clear about what they are being assessed on and how they are going to be assessed.

Questions to ask yourself: *Have you provided the students with an easy to understand assignment brief or other form of assessment with a marking criteria in advance for coursework (approved by your External Examiner), so that 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?*

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.

Questions to ask yourself: *Do the assessment tasks actually test what you want the students to know? Are all the module learning outcomes assessed in one way or another? Are staff appropriately qualified / experienced?*

5.1.3 Assessment design is approached holistically.

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

Questions to ask yourself: *Is the assessment appropriate to the programme and module learning outcomes? Is there appropriate variety that enables the development of a range of skills and competencies? Does the assessment develop 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)? Does the variety of assessment selected give all students the opportunity to demonstrate their capabilities?*

5.1.4 Assessment is inclusive and equitable.

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. Assessment procedures and methods should be flexible enough to allow adjustments to overcome any substantial disadvantage that individual students could experience.

Questions to ask yourself: *Are assessment methods, materials and examination processes fair regardless of gender, race, disability, age, educational background, cultural background, wealth and sexuality?*

5.1.5. Assessment is explicit and transparent

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.

Questions to ask yourself: *Do all involved (students, examiners, employers) understand the assessment purposes and processes? Do students receive clear, detailed briefs?*

5.1.6. Assessment and feedback is purposeful and supports the learning process

Assessment relates directly to course aims and learning outcomes, reflecting the nature of the discipline or subject and ensuring that students have opportunities to develop a range of knowledge, skills and attributes. Assessment is fit for purpose and methods are valid in measuring achievement against learning outcomes. Assessment enables students to benchmark their current level of knowledge or skills, identify areas for improvement and make judgements about the overall progress made. Feedback 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. 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.

Programme 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. 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 (ie feed-forward).

Questions to ask yourself: *Is feedback precise and detailed enough to guide future learning? Is the language used positive and constructive? Is feedback given as soon after the submission as possible and prior to the next piece of work being submitted?*

5.1.7. Assessment is timely

Assessment tasks and feedback are 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.

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.

Questions to ask yourself: *Have you planned the timing of assessment to promote learning and to enable improvement?*

5.1.8. Assessment is efficient and manageable

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.

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. Assessment requirements take into account the notional learning hours for any given unit of study. 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.

Questions to ask yourself: *Can the work be done in the time available and within existing constraints (facilities, numbers etc?) Are students over-assessed? Is the workload for staff achievable while maintaining standards?*

5.1.9. Students are supported and prepared for assessment

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.

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.

Any one assessment task may combine two or more of these types of assessment.

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.

Questions to ask yourself: *Are both types of assessment included in the module? Is formative assessment designed and timed so that it helps students to improve their summative assessments?*

5.1.10. Assessment encourages academic integrity

Assessment is 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. 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. Advice to students in the handbooks and through the HEADStart programme relating to academic integrity and avoidance of academic misconduct is made accessible and actively promoted by teaching and LRC staff, rather than simply being made available.

Questions to ask yourself: *How are you going to actively engage students in understanding what constitutes academic misconduct? Have you booked your students into the HEADStart sessions with the LRC as well as promoting this information yourself?*

5.1.11. Work Based Learning (WBL)

Refer to the HE WBL Policy [UCS \(somerset.ac.uk\)](https://www.somerset.ac.uk/ucsf/wbl-policy) for full details in relation to WBL. The following explanation is an overview of expectations on standard Foundation Degrees and Degrees. Reference should also be made the Foundation Degree Characteristics Statement (2015) published by the Quality Assurance Agency.

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. Learning and work are closely interlinked within Foundation

Degree programmes. Learning in the workplace can take many forms and serves a variety of purposes.

Authentic and innovative work-based learning is an integral part of Foundation Degrees and their design. It 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. It 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. Work based learning requires the identification and achievement of defined and related learning outcomes.

The work-based learning activity may be met by different means dependent on the opportunities available to the programme(s) and students at a period in time. For example, the activities might be met by a placement within the workplace, simulated projects, or realistic working environments. The activities selected will provide learners with opportunities to meet the relevant programme learning outcomes and benchmark requirements.

Each Foundation Degree incorporates work related learning either through a specific module or through integration into other modules as appropriate. Other programmes incorporate work related learning to assist in the delivery, assessment and enhancement of the curriculum.

Please note that for students studying through the mode of SRMs, that modules including elements of work-based learning cannot be studied as an SRM to ensure compliance and alignment to the Foundation Degree Characteristics Statement (2015) published by the Quality Assurance Agency.

Please refer to the [OU UCS Academic Regulations \(Open University students only\)](#) for further information and guidance.

The UCS 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.

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.

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 work-related activity coordinator to establish working practices and monitor progress.

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).

5.1.12. Submission of work

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

5.1.13. Assessment process

This process outlines the authoring, verification, marking, feedback, moderation and review of programme assessments including coursework and examinations. This process employs a series of standardised assessment and verification (AV) documents (see appendices 6.1 – 6.4) 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

Following this process ensures programme assessments are reliable, consistent, fair and valid, whilst maintaining security and integrity.

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

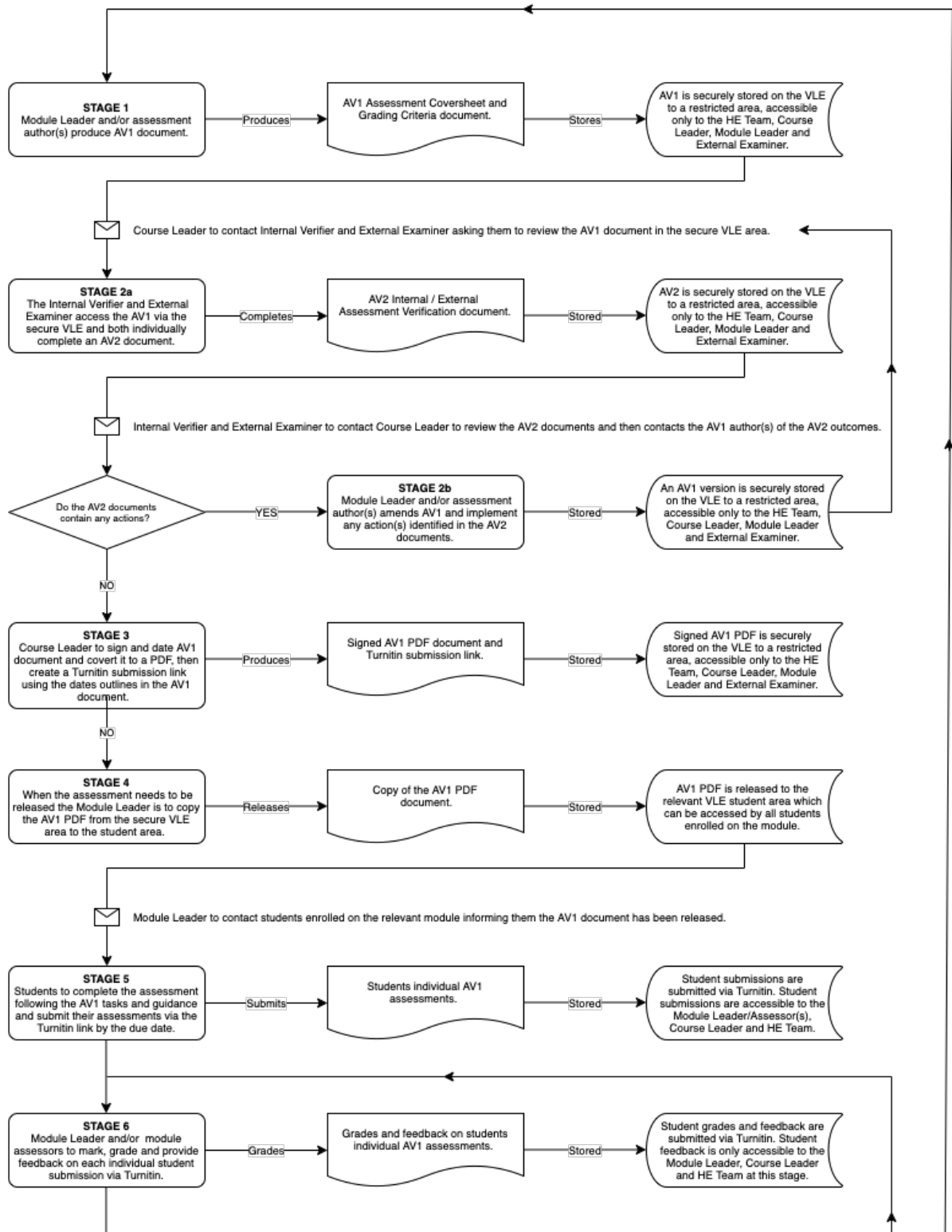
Stage #	Role holder responsible	Other role holders involved
Stage 1: Authoring	Module Leader	Course Leader and other assessment authors.
Stage 2a: Verification of Assessment	Course Leader	Internal Verifier, Course Leader and External Examiner.
Stage 2b: Reauthoring	Module Leader	Course Leader and other assessment authors.
Stage 3: Authorisation	Course 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) / IV	Module Leader	Internal Verifier.
Stage 8b: Remarking	Course Leader	Course Leader and other module assessors.
Stage 9: Collating marks	Module Leader	
Stage 10: Marking moderation (external)	Course Leader	External Examiner and HE Team.

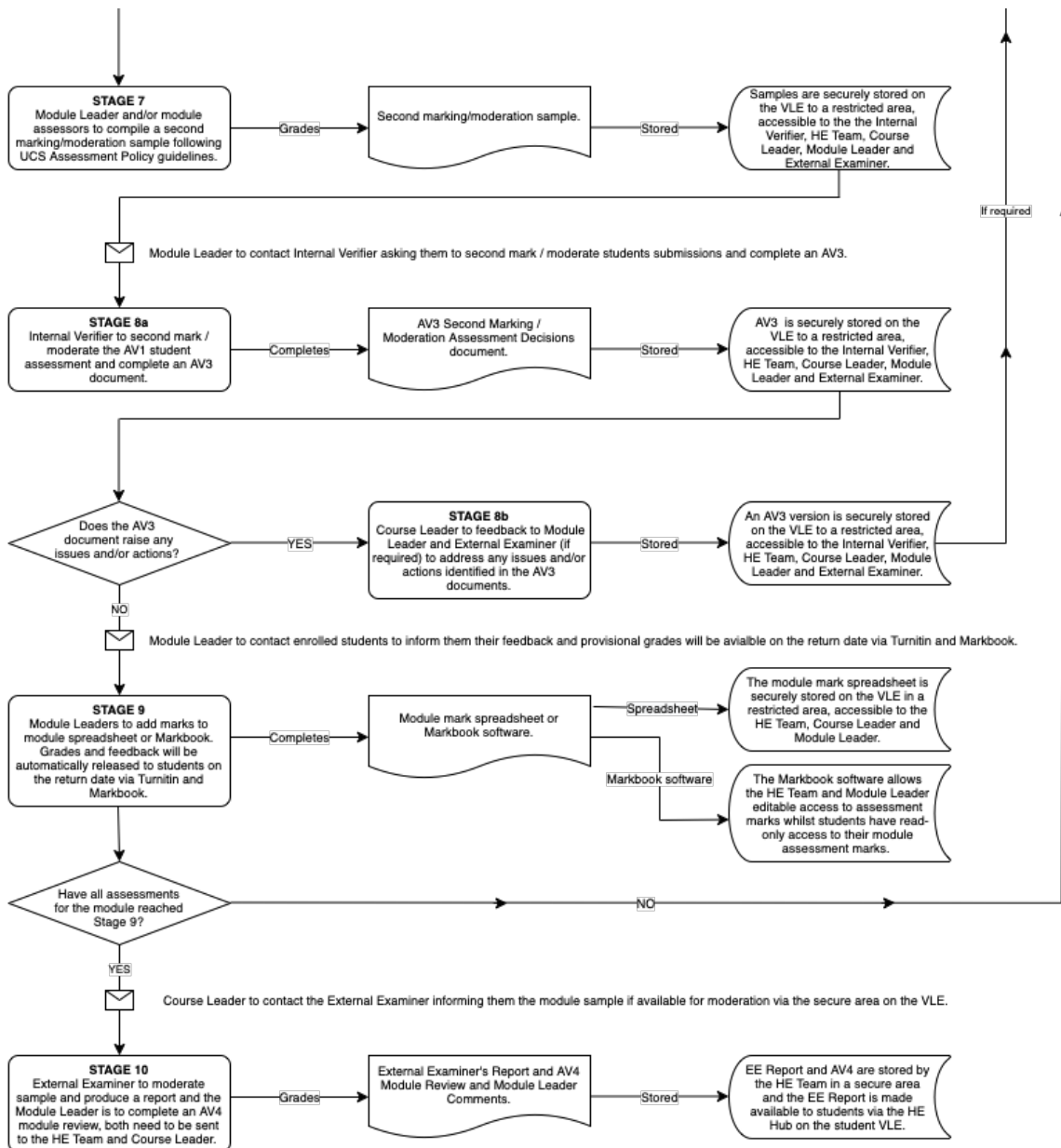
Key points for Stages 1 to 4:

- 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 University 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.

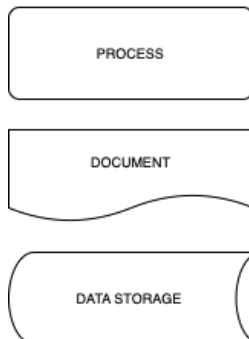
- The secure online repository e.g. a restricted section of a VLE, employs automated document versioning tracking and auditing to monitor access and changes.
- If the assignment is an exam, the printed exam papers are securely stored in the Exam Office, following the standard BTC exams policy and procedures.

The flow diagram below details the entire **assessment process** for all stages.





KEY



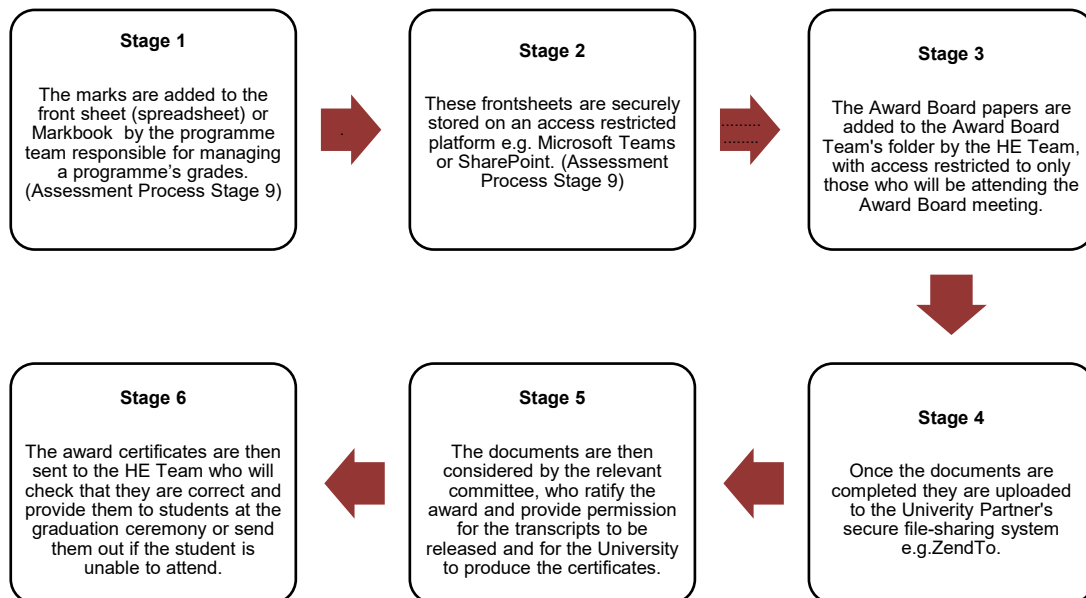
5.1.14 Awarding process

The following table and diagram outlines the awarding process from mark collation to University Partner award data conferral.

Specific role holders hold overall responsibility for different stages of the **Awarding Process**, outlined here:

Stage #	Role holder responsible	Other role holders involved
Stage 1: Mark Collection	Module Leader	Course Leader
Stage 2: Marksheet Storage	HE Team	Course Leader
Stage 3: Award Board Papers	HE Team	Course Leader
Stage 4: Award Document Transfer	HE Team	
Stage 5: Ratification	University Partner	HE Team
Stage 6: Award Certification	HE Team / University Partner	Marketing Team

The flow diagram below details the entire **awarding process** for all stages.



5.2 PART B – CODE OF PRACTICE FOR MARKING

5.2.1. Introduction

The UCS assessment principles are described in part A of this Policy. 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 large numbers of 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. It 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 UCS.

5.2.2. Principles

The minimum standard which all UCS programmes (regardless of site or 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. "Marking" is a process indivisible from assessment and embedded within particular disciplines, and thus the marking process for any particular piece of student work needs to be understood within that context. In some cases, 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.

5.2.3. Processes

Subject groups / programmes will adopt a combination of the following processes to ensure marking standards are reliable.

Briefings and assessment criteria

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.

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

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 Somerset has adopted a generic grading criteria that was produced by Canterbury Christchurch University and adapted by South Devon College in collaboration with a number of colleges. 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.

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 (see appendices 6.7 – 6.9).

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.

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), and should be used in instances where the Awarding Organisation does not have their own grading rubric/matrix that they require to be used when assessing validated programmes

Marking Schemes

It is the formal responsibility of the Course 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

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

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.

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.

Anonymous marking will be adopted for all formal written examinations scripts, in class tests and multiple choice questions.

Anonymous marking will be adopted for summative assessed coursework and other forms of assessment except where it is recognised that this is not practical because the nature of the assessment involves direct contact between student and examiner.

Internal Moderation

Moderation involves a review of assignments within a module by an independent UCS 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
- borderlines and fails

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

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.

When a moderator has concerns they will have a conversation with the Module Leader and may suggest a review and revision of marks.

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.

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 Course Leader who may appoint an independent academic to undertake second marking.

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

Second marking involves sampling and remarking the work.

See below for the special case of level 6 final year projects and dissertations for which all work must be second marked.

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.

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

All level 6 final year dissertations and projects will be independently second marked by a UCS 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.

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).

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

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.

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).

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.

The Course 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. Actions should be reflected in the Programme Action Plan.

Storage of Assessments


In line with Office for Students requirements, assessed work, IV/moderation/second marking records will be kept in a central location such as Teams/Sharepoint (NOT on individual personal One Drive folders) for a period of 6 years. This will be accessible in order to provide documentary evidence if audited/reviewed in relation to academic decision-making and grade inflation.

6 Review of Policy

- 6.1 This policy will be reviewed every three years or as required. Revisions require the approval of the Policy Review Group, a sub-committee of the Senate, the Senior Academic Authority for HE at UCS.

7 Appendices

7.1 AV1 Assessment Briefing and Grading Criteria template

 University Centre Somerset		
UNIVERSITY CENTRE SOMERSET		
[Programme/SRM Title and Academic Year]		
AV1 Assessment Briefing and Grading Criteria		
Qualification		Module Code and Title
Student Name and Number		Module Tutor
Date Issued	Submission Date	Return Date
[DD/MM/YYYY] 12:00	[DD/MM/YYYY] 15:00	[DD/MM/YYYY] 12:00
Assessment Number	[X of X]. This assessment is worth [XX]% of the overall module.	
Assessment Type		
Assessment Title	Title	
Module Learning Outcomes <i>To achieve the outcomes the evidence must show that the student is able to:</i>		Task no.
[XX]	[Module outcome description here]	[X]
[XX]	[Module outcome description here]	[X]
Word Count of Submission		
Student Declaration		
<p>Engaging in academic misconduct is strictly prohibited under the UCS Academic Misconduct Policy. This includes committing plagiarism, engaging in collusion, falsifying information, utilising essay mills, or any other activity that could provide an unfair advantage such as the use Artificial Intelligence (AI) generated content.</p> <p>Through submitting this assessment through Turnitin you agree that the work was prepared entirely by yourself in accordance with the UCS HE Assessment Policy, UCS Academic Misconduct Policy and/or the relevant University Partner policies where these take precedence UCS (somerset.ac.uk).</p>		

Assessment Feedback

All feedback for this assessment will be provided through Turnitin in accordance with the grading criteria below on the given return date.

Assessment Task(s)

Task no.	Task details
[X]	[As an assessment author, insert detailed information on the task requirements, this task should be linked to the marking scheme and grading criteria below. Students should be able to easily identify how each task is being assessed.]
[X]	[As an assessment author, insert detailed information on the task requirements, this task should be linked to the marking scheme and grading criteria below. Students should be able to easily identify how each task is being assessed.]

Sources of Information

[As an assessment author, insert useful publications, websites, etc. that could assist the students with this assessment]

Submission Requirements

1. Check the grading criteria below to ensure your assessment document meets the demands of the above task(s).
2. If the assessment contains any practical work, place any relevant additional files (i.e. software) in to a folder and zip-up the entire folder into a single zip file.
3. Name the assessment document and any relevant ZIP file using the following format:
MODULE_CWX_StudentNumber_FirstName_LastName.docx/zip
 (replace the *placeholders* with module code, coursework number, your student number, first and last name respectively)
4. Go to Turnitin and use the upload facility to submit your assessment and any required ZIP file to the relevant module. There is no need to submit this assessment brief.

IMPORTANT INFORMATION

- Please stay within the limits of the word count stated at the top of assessment brief. Any additional content over the word count limit (plus or minus 10%) will be disregarded and not be assessed at all.
- All work should be submitted online via Turnitin.
- Please ensure that you submit your assessment on the right submission slot for each module.
- It is your responsibility to check that you can access Turnitin and the VLE (Blackboard/Teams) properly. If your College student account is locked, please contact IT Helpdesk via 01823 366 354 or email them to ITHelpdesk@btc.ac.uk and request to have your account unlocked, but please ensure you allow plenty of time to do this, do not leave everything until the day of your deadline.
- If there are circumstances where you need to submit your assessment other than online, please discuss your needs with the module tutor and alternative arrangements could be made so that you can submit your coursework within the set deadline.
- Remember, it is your responsibility to ensure you upload the correct document for assessment.

Assessment briefing converted to PDF

Course Leader signature		Date	Click here to enter a date.
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Numeric Grade	Descriptor (Class/Grade)	Assessment Grading Criteria				
		[Enter Criteria Description]	[Enter Criteria Description]	[Enter Criteria Description]	[Enter Criteria Description]	[Enter Criteria Description]
86-100%	Met in an outstanding manner (1 st /Distinction)	[Enter description]	[Enter description]	[Enter description]	[Enter description]	[Enter description]
70-85%	Met in an excellent manner (1 st /Distinction)	[Enter description]	[Enter description]	[Enter description]	[Enter description]	[Enter description]
60-68%	Met in a very good manner (2.1/Merit)	[Enter description]	[Enter description]	[Enter description]	[Enter description]	[Enter description]
50-58%	Met in a good manner (2.2/Pass)	[Enter description]	[Enter description]	[Enter description]	[Enter description]	[Enter description]
40-48%	Met in a basic manner (3 ^d / Pass)	[Enter description]	[Enter description]	[Enter description]	[Enter description]	[Enter description]
30-38%	Not met (Fail)	[Enter description]	[Enter description]	[Enter description]	[Enter description]	[Enter description]
0 – 28%	Clearly not met (Fail)	[Enter description]	[Enter description]	[Enter description]	[Enter description]	[Enter description]

These grading criteria should be completed in reference to the UCS Generic Grading Criteria.

6.2 AV2 Internal / External Assessment Verification template



University
Centre
Somerset

UNIVERSITY CENTRE SOMERSET

[Programme/SRM Title and Academic Year]

AV2 Internal / External Assessment Verification

Programme and Verifier Details

Programme Title(s) and Awarding Body:	
Assessment Author(s):	
Verifier Name:	
Internal or External Verification:	
Module Code and Title:	
Module Leader:	
Assessment Number and Title:	
Module Outcomes Assessed:	

Verifier Checklist	Y/N
Are the qualification and module details accurate?	<input type="checkbox"/>
Are clear deadlines for assessment given?	<input type="checkbox"/>
Is the time frame of an appropriate duration?	<input type="checkbox"/>
Are the tasks included relevant and contextual to the module outcomes?	<input type="checkbox"/>
Are the Learning Outcomes to be addressed stated accurately?	<input type="checkbox"/>
Does each task have a relevance and context to the grading criteria assessed?	<input type="checkbox"/>
Do the tasks meet the assessment requirements of the assessment?	<input type="checkbox"/>
Is it clear what evidence the student needs to generate?	<input type="checkbox"/>
Is it likely to generate evidence that is reliable, valid and sufficient?	<input type="checkbox"/>
Overall, is the assessment fit for purpose?	<input type="checkbox"/>

If 'No' is recorded the verifier must recommend actions detailing the issues to be addressed. The author(s) and the verifier must then confirm that any action has been undertaken and that the assessment brief is authorised for use before the brief is issued to students.

General comments and any actions to be taken (where appropriate)

--

Have all outstanding actions been addressed in the comments section above.	□
--	---

Assessment cover sheet authorised for use			
--	--	--	--

Verifier signature		Date	Click here to enter a date.
Module Leader signature		Date	Click here to enter a date.
Course Leader signature		Date	Click here to enter a date.

6.3 AV3 Second Marking / Internal Moderation Assessment Decisions template



University
Centre
Somerset

UNIVERSITY CENTRE SOMERSET

[Programme/SRM Title and Academic Year]

AV3 Second Marking / Moderation Assessment Decision

Note: Internal moderation process will sample 20% of a module's assignments (with a minimum of 10)

Second Marking / Internal Moderation Assessment Decisions

Programme Title(s) and Awarding Body:					
Assessor Name:					
Second Marker / Moderator Name:					
Module Title:					
Assessment Number and Title:					
Assessment Type:	Coursework	<input checked="" type="checkbox"/>	Exam	<input type="checkbox"/>	[other] <input type="checkbox"/>
Assessment Weighting:					%

70 + or UPPER BAND and any borderline student(s) - add rows as appropriate.

Student Name & Number	Assessor Grade	Submission Moderated?	Feedback Moderated?	Grade Moderated?	Grade Agreed?
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the quality of work and feedback, if the grade is agreed or not, and a justification.					

50 - 69 or MIDDLE BAND and any borderline student(s) - add rows as appropriate.

Student Name & Number	Assessor Grade	Submission Moderated?	Feedback Moderated?	Grade Moderated?	Grade Agreed?
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment on the quality of work and feedback, if the grade is agreed or not, and a justification.					
40 - 49 GRADE or LOWER BAND and any borderline student(s) - add rows as appropriate.					
Student Name & Number	Assessor Grade	Submission Moderated?	Feedback Moderated?	Grade Moderated?	Grade Agreed?
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the quality of work and feedback, if the grade is agreed or not, and a justification.					
0 -39 FAIL and any borderline student(s) - add rows as appropriate.					
Student Name & Number	Assessor Grade	Submission Moderated?	Feedback Moderated?	Grade Moderated?	Grade Agreed?
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Please comment on the quality of work and feedback, if the grade is agreed or not, and a justification.					
General comments and any actions to be taken (where appropriate)					
Provisional grades to be released to students?					<input type="checkbox"/>
Second Marker/ Moderator Signature			Date	Click here to enter a date.	
Module Leader signature			Date	Click here to enter a date.	

6.4 AV4 Module Review template



University
Centre
Somerset

UNIVERSITY CENTRE SOMERSET

[Programme/SRM Title and Academic Year]

AV4 Module Review and Module Leader Comments

Programme and Module Details	
Programme Title(s) and Awarding Body:	
Module Leader:	
Module Code:	
Module Title:	
Review Checklist	Y/N
Have the action(s) from the previous module review been addressed?	<input type="checkbox"/>
Have the students enrolled on the module given feedback?	<input type="checkbox"/>
What method to gather to student feedback was employed?	
Module Leader comments on actions from previous module review	
Module Leader comments for current academic year	
Aspects of the module that went well in relation to teaching, learning and assessment; student feedback; management and administration.	

Any problems encountered, whether they are short/long-term issues and how they were resolved.			
Suggested action(s) to take forward into the next delivery of the module.			
Suggested action(s) to take forward into the overall Programme Action Plan.			
Module review completed and shared with the HE Team			
Module Leader signature		Date	Click here to enter a date.
Course Leader signature		Date	Click here to enter a date.

6.5 Assessment schedule template

Assessment Schedule - [Academic Year]

Programme Number & Title

[Awarding Body and Programme(s) Titles]

Week N°	Module	Module Tutor	1 19 September 2023	2 26 September 2023	3 03 October 2023	4 10 October 2023	5 17 October 2023	6 24 October 2023	7 31 October 2023	8 07 November 2023	9 14 November 2023	10 21 November 2023	11 28 November 2023	12 05 December 2023	13 12 December 2023	14 19 December 2023	15 26 December 2023	16 02 January 2024	17 09 January 2024	18 16 January 2024	19 23 January 2024	20 30 January 2024	21 06 February 2024	22 13 February 2024	23 20 February 2024	24 27 February 2024	25 05 March 2024	26 12 March 2024	27 19 March 2024	28 26 March 2024	29 02 April 2024	30 09 April 2024	31 16 April 2024	32 23 April 2024	33 30 April 2024	34 07 May 2024	35 14 May 2024	36 21 May 2024	37 28 May 2024								
[Module Code - Module Title]	[Tutor Name]			[EXAMPLE CW1]																																											
[Module Code - Module Title]	[Tutor Name]																																														
[Module Code - Module Title]	[Tutor Name]																																														
[Module Code - Module Title]	[Tutor Name]																																														
[Module Code - Module Title]	[Tutor Name]																																														

6.6 Assessment second marking and assessment verification plan template

[Awarding Body and Programme(s) Titles] Second Marking and Moderation Plan and Tracker [Academic Year]

Module Name	Module Assessor	Second Marker	External Examiner	Assessment authored	Assessment verified (interally)	Assessment verified (externally)	Assessment marked and graded	Sample collated on secure VLE	Second Marker / Moderation Complete	EV Moderation Complete
[MODULE CODE] - [Module Title]										
[Assessment 1 - Title]	[Name]	[Name]	[Name]							
[Assessment 2 - Title]	[Name]	[Name]	[Name]							
[MODULE CODE] - [Module Title]										
[Assessment 1 - Title]	[Name]	[Name]	[Name]							
[Assessment 2 - Title]	[Name]	[Name]	[Name]							
[MODULE CODE] - [Module Title]										
[Assessment 1 - Title]	[Name]	[Name]	[Name]							
[Assessment 2 - Title]	[Name]	[Name]	[Name]							
[MODULE CODE] - [Module Title]										
[Assessment 1 - Title]	[Name]	[Name]	[Name]							
[Assessment 2 - Title]	[Name]	[Name]	[Name]							
[MODULE CODE] - [Module Title]										
[Assessment 1 - Title]	[Name]	[Name]	[Name]							
[Assessment 2 - Title]	[Name]	[Name]	[Name]							
[MODULE CODE] - [Module Title]										
[Assessment 1 - Title]	[Name]	[Name]	[Name]							
[Assessment 2 - Title]	[Name]	[Name]	[Name]							

University Centre Somerset has adopted the following Generic Grading Criteria based on and with thanks to the Canterbury Christ Church University and reviewed by colleges in the South West of England. This Generic Grading Criteria should be used in producing assessment grading criteria within individual assessment briefing documents

6.7 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
PRESENTATION AND STYLE							
Coherence and organisation of assessment	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 presented and structured but partially understandable.	Disorganised and/or incoherent.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	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.
Communication and presentation (appropriate to discipline)	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Presentation (visual)	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.
Presentation (oral)	Presentation is well structured, engaging and confident. Audibility and pace are excellent.	Presentation is well-structured 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.
CONFORMING TO INSTRUCTIONS							
Attention to purpose	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.
Referencing	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.
Clarity of objectives and focus of work	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 clear focus to the work.	Outlines some appropriate objectives and addresses them in a manner which gives a general focus to	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
				the work.			
Addressing the question(s)	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).
CONTENT AND KNOWLEDGE							
Content and range of knowledge displayed	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.
Use of literature / evidence of reading	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Quality of sources used	Significant use made of primary sources in conjunction with high quality secondary sources.	Uses a balanced combination of primary and higher quality secondary sources.	Mostly uses higher quality secondary sources, with some use of primary sources.	Mostly uses appropriate secondary sources, with some limited use of primary sources.	Uses appropriate secondary sources.	Makes some use of appropriate sources, but also draws upon unreliable and/or inappropriate sources.	Uses unreliable and/or inappropriate sources.
Knowledge and application of theory	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.
THINKING / ANALYSIS / CONCLUSION							
Conclusions	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.
Analysis	Makes excellent use of a range of relevant analytic techniques. Is able to apply these to	Makes very good use of established techniques of analysis relevant to the discipline. Shows	Makes effective use of established techniques of analysis relevant to the discipline. Shows some awareness of alternative	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
	new and/or abstract information and situations. Shows well developed ability to compare alternative theories / analytic approaches (where relevant).	developing ability to compare alternative theories / analytic approaches (where relevant).	theories / analytic approaches (where relevant).				
Critical reasoning	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.
METHODOLOGIES							
Selecting research methods (Relationship between method chosen and the nature of the inquiry)	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Applying / theorising	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.
Evaluation of process and the quality of information and/or data developed	Evaluates information / data and the inquiry process comprehensively using appropriate criteria some of which are self-determined.	Effectively evaluates information / data and the inquiry process, including critique of the techniques used.	Effectively evaluates information / data and the inquiry process using prescribed guidelines.	Shows sound, basic evaluation of the inquiry methodology and information / data generated.	Shows limited evaluation of the inquiry methodology and information / data generated.	Evaluation of process and the information / data is incomplete.	Limited or no attempt to evaluate either process or outcomes.
PRACTICAL / INTERPERSONAL SKILLS							
Work within a framework of professional values / code of conduct	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.
Information gathering / processing	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Creative process	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 originality, flair and style.	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Performance	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.	Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying consistently high level of technical ability. Improvisation is stylistically correct and considered. Performance well-prepared / rehearsed, assured, and focussed. Stage craft presentation of a 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 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.
Form and content in a practical context	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 rigour and/or creativity. 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 some creativity. Technically and professionally competent in most respects.	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 present. Structure and content are relevant and approaching technical and professional competence throughout.	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.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Reflection (including self-criticism / awareness)	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.
Reflective practice	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.
Independence / autonomy (including planning and managing learning)	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.
Self presentation / interpersonal skills	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 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 uses basic interpersonal skills appropriately.	Adopts both a formal and informal style and uses basic interpersonal skills but not always matching the needs of the situation.	Shows awareness of different styles of self-presentation and is willing to use them in different situations.	Limited self awareness and /or interpersonal skills.	No obvious self awareness and/or interpersonal skills.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Time management / self management	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.
Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)	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.
Critical review (to be used in peer assessment)	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.
Initiative (taking action, independence)	Uses imagination in assessing the needs of a situation and develops an underlying series of 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 the 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.	Will act independently when selecting alternative strategies from those provided. 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.
Decision making	Uses a range of appropriate information	Uses appropriate information to evaluate	Uses available information to evaluate possible	Recognises benefits and disadvantages of	When decisions are made, a limited, but	Rationale behind the final outcome or choice	Final outcome or choice is unclear or absent.

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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
	to evaluate options and applies clear criteria to demonstrate reasons for final decision / choice / outcome.	options. Selection of final outcome clearly derived from evaluation.	options. Final decision is clear and linked to the evaluation.	some possible options but provides limited clarity on rationale for final decision.	tenable, rationale for decisions is provided.	is unclear or untenable.	

6.8 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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
PRESENTATION AND STYLE							
Coherence and organisation of assessment	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.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	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.
Communication and presentation (appropriate to discipline)	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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Presentation (visual)	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.
Presentation (oral)	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.
CONFORMING TO INSTRUCTIONS							
Attention to purpose	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.
Referencing	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 references are present.	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. 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 elements of individual references may be incomplete and/or absent.	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 incomplete and/or absent.	Little or no acknowledgement of sources of information in text and/or reference list.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Clarity of objectives and focus of work	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.
Addressing the question(s)	Addresses the purpose of question(s) fully and with some creativity.	Addresses the purpose of the question(s) in detail.	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).
CONTENT AND KNOWLEDGE							
Content and range of knowledge displayed	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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Use of literature / evidence of reading	Demonstrates broad and/or in-depth independent reading from appropriate sources. Choice of sources enhances fulfilment of the assessment objectives. Clear, accurate, systematic application of material with developed and/or integrated critical appraisal.	Evidence of broad and/or in-depth independent reading from appropriate sources. Rationale for choice of sources clear. Clear, accurate, coherent application of material, with developing critical appraisal.	Evidence of independent reading from a wide range of appropriate sources. Clear, accurate application of material. Shows some ability to appraise material critically.	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 with the literature very superficial.	Little or no evidence of engagement with relevant literature.
Quality of sources used	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.
Knowledge and application of theory	Knowledge and understanding of theory are detailed and sophisticated. Appreciation of the limits of theory demonstrated	Demonstrates a detailed, accurate, theoretical understanding. Appropriately selected theoretical knowledge is applied to the	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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
	throughout the work. Approach to assessment task is clearly and appropriately theoretically informed.	overall assessment task.					
THINKING / ANALYSIS / CONCLUSION							
Conclusions	Conclusions well developed and show some 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.	Conclusions well developed and 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.	Conclusions show some development and critical insight, and relate clearly and logically to evidence and/or theory and/or literature.	Sound conclusions are drawn which are clearly derived from evidence and/or theory and/or literature.	Adequate conclusions are drawn which are derived from limited understanding of evidence and/or theory and/or literature.	Limited or ineffective attempt to draw together arguments.	Lack of conclusions, or unsubstantiated and/or invalid conclusions drawn.
Analysis	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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Critical reasoning	Well-developed, critical evaluation of theories and/or concepts and/or assumptions and/or data which informs the overall approach taken	Developed, theoretically and/or conceptually informed critical thinking is integrated into the work. Arguments demonstrate the	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.
	to the assessment. Arguments are clear, coherent, tenable, and demonstrate some originality.	ability to evaluate theories and/or concepts and/or assumptions and/or data.					
METHODOLOGIES							
Selecting research methods (Relationship between method chosen and the nature of the inquiry)	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.
Applying / theorising	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).	Information and/or data is organised using structures and processes provided to reorganise existing knowledge in standard formats to answer 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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Evaluation of process and the quality of information and/or data developed	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 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.
PRACTICAL / INTERPERSONAL SKILLS							
Work within a framework of professional values / code of conduct	Develops specific, achievable objectives which show some creativity. Objectives are consistent with professional values / code of conduct and appropriate to the clientele.	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 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.
Information gathering / processing	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 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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Creative process	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.
Performance	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 stylistically assured. Well-rehearsed and confident	Highly focused, performance demonstrating communication, commitment and thorough understanding of style with careful attention to detail, displaying high level of technical ability. Improvised passages are creative and stylistically correct. Performance presentation of a high standard.	Focused performance demonstrating communication, commitment and a good understanding of the style with careful attention to detail, displaying a good level of technical ability. Improvisation is stylistically correct. Performance well-prepared / rehearsed and focussed. Stage	Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a moderate level of technical ability. Improvised passages show a sound understanding of style. Well-rehearsed. Stage craft	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	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 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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Form and content in a practical context	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.
Reflection (including self-criticism / awareness)	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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Reflective practice	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.
Independence / autonomy (including planning and managing learning)	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.
Self presentation / interpersonal skills	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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Time management / self management	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.
Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)	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.
Critical review (to be used in peer assessment)	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.
Initiative (taking action, independence)	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	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	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.

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 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
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
	others.			others.			
Decision making	Uses a range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions which give due weight to alternatives. performance. Stage craft presentation of a very high standard.	Uses a range of appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision/choice/outcome. well prepared and assured. Stage craft	Uses appropriate information to evaluate options. Selection of final outcome clearly derived from evaluation. craft presentation of a good standard.	Uses available information to evaluate possible options. Final decision is clear and linked to the evaluation. presentation of a reasonable standard.	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. Stage conduct barely addressed,	Final outcome or choice is unclear or absent.

6.9 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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
PRESENTATION AND STYLE							
Coherence and organisation of assessment	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.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation)	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.

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Communication and presentation (appropriate to discipline)	Excellent communication which demonstrates a sophisticated and full understanding of the discipline.	Effective communication which demonstrates a strong 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.
Presentation (visual)	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.
Presentation (oral)	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.
CONFORMING TO INSTRUCTIONS							
Attention to purpose	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.

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Referencing	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 references are present.	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. 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 elements of individual references may be incomplete and/or absent.	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 incomplete and/or absent.	Little or no acknowledgement of sources of information in text and/or reference list.
Clarity of objectives and focus of work	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.
Addressing the question(s)	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).
CONTENT AND KNOWLEDGE							

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Content and range of knowledge displayed	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.
Use of literature / evidence of reading	Demonstrates exceptionally broad and/or in-depth independent reading from appropriate sources. Choice of sources clearly enhances fulfilment of the assessment objectives. Clear, accurate, systematic application of material with well developed and/or integrated critical appraisal.	Evidence of broad and/or in-depth independent reading from appropriate sources. Rationale for choice of sources clear. Clear, accurate, systematic application of material, with consistent, thorough critical appraisal.	Evidence of independent reading from a wide range of appropriate sources. Clear, accurate, systematic application of material. Shows developing ability to appraise material critically.	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 with the literature very superficial.	Little or no evidence of engagement with relevant literature.

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Quality of sources used	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.
Knowledge and application of theory	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.

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
THINKING / ANALYSIS / CONCLUSION							
Conclusions	Conclusions exceptionally well developed and 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.	Conclusions well developed, analytical, and show 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.	Conclusions show some development and critical insight and relate clearly and logically to evidence and/or theory and/or literature.	Sound conclusions are drawn which are clearly derived from evidence and/or theory and/or literature.	Adequate conclusions are drawn which are derived from limited understanding of evidence and/or theory and/or literature.	Limited or ineffective attempt to draw together arguments.	Lack of conclusions, or unsubstantiated and/or invalid conclusions drawn.
Analysis	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.

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Critical reasoning	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 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.
METHODOLOGIES							
Selecting research methods (Relationship between method chosen and the nature of the inquiry)	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.

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Applying / theorising	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
Evaluation of process and the quality of information and/or data developed	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.
PRACTICAL / INTERPERSONAL SKILLS							
Work within a framework of professional values / code of conduct	Develops specific, achievable objectives which show creativity. Objectives are fully consistent with professional values and/or code of conduct and appropriate to the clientele.	Develops specific objectives which are achievable, consistent with professional values and/or code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele.	Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Limited consideration of appropriateness and	Inadequate attempt to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks.	No attempt to ascertain needs of clientele and develop a workable brief. Fails to work within the prescribed professional values and/or code of conduct framework.

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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
					practicability.		
Information gathering / processing	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.
Creative process	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 well-crafted.	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 well-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 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.

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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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Performance	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 stylistically assured. Accurate, flexible, focused, well- rehearsed, convincing and precise performance. Stage craft presentation suitable for professional performance.	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.	Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying consistently high level of technical ability. Improvisation is stylistically correct and considered. Performance well-prepared and/or rehearsed, assured and focussed. Stage craft presentation of a 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 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 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 within it. Under-rehearsed and lacks confidence which detracts. Presentation has not been addressed.
Form and content in a practical context	Demonstrates an exceptional ability to critically engage with theory and practice. Synthesises creative strategies and	Demonstrates an ability to critically engage with theory and practice. Synthesises creative strategies	Evidence of critically relating theory to practice. Demonstrates well developed ability to analyse, synthesise	Evidences some awareness of the relationship between theory and practice. Work tends to be	Evidence of an appropriate relationship between form and content. Moderate degree of technical and	Little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is	Neglects to address the brief in any acceptable way.

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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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
	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.	and interrelated forms and styles. Work shows clear evidence of intellectual rigour and/or creativity. Experiments with conventional forms. Technically and professionally competent.	and experiment with relationships between form and content. Good evidence of creativity. Technically and professionally competent in most respects.	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.	professional competence. Limited presence of creativity.	technically poor.	
Reflection (including self-criticism / awareness)	Confidently evaluates actions and situations showing a sophisticated awareness of own strengths and weaknesses which are clearly articulated, used and acted on. Interrogates received opinion, prejudices and value sets operating.	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.	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.

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Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
Reflective practice	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.
Independence / autonomy (including planning and managing learning)	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.
Self presentation / interpersonal skills	Creative and confident self presentation and sophisticated interpersonal skills allow effective	Adopts a confident style of self presentation, employing a range of interpersonal skills consistent	Demonstrates flexibility in the style of presentation and interpersonal skills adopted which are	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 skills but not always	Limited self awareness and/or interpersonal skills.	No obvious self awareness and/or interpersonal skills.

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Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
	management of the situation(s).	with the individual's aims and appropriate to the setting(s).	appropriate to the setting(s).		matching the needs of the situation.		
Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)	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.
Critical review (to be used in peer assessment)	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.
Initiative (taking action, independence)	Shows a creative, proactive and independent approach to achieving goals in a manner appropriate	Uses imagination to assess the needs of a situation and take independent 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	Assesses needs of a situation and takes action towards achieving goals. If in a group setting, shows some	Where goals and methods are defined, will undertake tasks requiring some independence. If in a	Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the	Appears unable to undertake tasks beyond those prescribed. If in a group setting, fails to take account of

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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
Bachelors classification	1 st class	1 st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3 rd Class	Fail	Fail
	to situation(s), If in a group setting, shows a sophisticated appreciation of the needs and views of others.	setting, takes account of the needs and views of others.	group setting, recognises the needs and views of others.	awareness of the needs and views of others.	group setting, shows limited awareness of the needs and views of others.	needs and views of others.	the needs and views of others.
Decision making	Uses a range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions which give due weight to alternatives.	Uses a range of appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision and/or choice and/or 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.	Rationale behind the final outcome or choice is unclear or untenable.	Final outcome or choice is unclear or absent.
Time management / self management	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.