

University Assessment Criteria for different assessment types

January 2019 (revised following ADC feedback)

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University Assessment Criteria – Coursework essays: FHEQ Levels 3 to 6

Description of the assessment criteria used:

Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Knowledge and comprehension of the subject or field of enquiry	Analysis, synthesis, creativity, deployment of structured reasoning supported by evidence; focus on topic, critical reflection and drawing conclusions	Including use of relevant literature, academic writing, academic integrity, appropriate academic conventions including referencing protocols and adherence to word-length or time limits	Including research-related skills, and communicating findings in a style appropriate for a given audience and context	Including skills in creativity, digital practices, working with others and as part of a group, presentation skills, project management skills and acting on critical reflection of own practice

University Assessment Criteria – Coursework Essays - FHEQ Level 3

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29 : Fail	No evidence of the defined areas of the knowledge base. Demonstrates no awareness of current areas of debate in the field.	No evidence of ability to relate principles and concepts to underlying theoretical frameworks and approaches. No evidence of analytical ability using pre-defined principles and criteria.	No evidence of reading and information research. No evidence of ability to communicate information in appropriate format e.g. writing, verbal.	No evidence of ability to collect information in order to inform solutions to standard problems in familiar contexts.	No evidence of ability to undertake clearly defined tasks. No evidence of ability to work as a member of a group, meeting obligations of others and modifying responses appropriately. No evidence of ability to self-reflect and undertake guided development activity.
30-39 : Fail	Insufficient understanding of the defined areas of the knowledge base. Insufficient awareness of current areas of debate in the field.	Insufficient ability to relate principles and concepts to underlying theoretical frameworks and approaches. Insufficient analytical ability using pre-defined principles and criteria.	Insufficient evidence of reading and information research. Insufficient evidence of ability to communicate information in appropriate format e.g. writing, verbal.	Insufficient evidence of ability to collect information in order to inform solutions to standard problems in familiar contexts.	Insufficient evidence of ability to undertake clearly defined tasks. Insufficient evidence of ability to work as a member of a group, meeting obligations of others and modifying responses appropriately. Insufficient evidence of ability to self-reflect and undertake guided development activity.
40-49 : Pass (3rd) (Threshold)	Basic understanding of the defined areas of the knowledge base. Demonstrates basic awareness of current areas of debate in the field.	Basic ability to relate principles and concepts to underlying theoretical frameworks and approaches. Basic analytical ability using pre-defined principles and criteria.	Basic evidence of reading and information research. Basic evidence of ability to communicate information in appropriate format e.g. writing, verbal.	Basic evidence of ability to collect information in order to inform solutions to standard problems in familiar contexts.	Basic evidence of ability to undertake clearly defined tasks. Basic evidence of ability to work as a member of a group, meeting obligations of others and modifying responses appropriately. Basic evidence of ability to self-reflect and undertake guided development activity.
50-59 : Pass (2.2)	Reasonable understanding of the defined areas of the knowledge base. Demonstrates reasonable awareness of current areas of debate in the field.	Reasonable ability to relate principles and concepts to underlying theoretical frameworks and approaches. Reasonable analytical ability using pre-defined principles and criteria.	Reasonable evidence of reading and information research. Reasonable ability to communicate information in appropriate format e.g. writing, verbal.	Reasonable evidence of ability to collect information in order to inform solutions to standard problems in familiar contexts.	Reasonable evidence of ability to undertake clearly defined tasks. Reasonable evidence of ability to work as a member of a group, meeting obligations of others and modifying responses appropriately. Reasonable evidence of ability to self-reflect and undertake guided development activity.
60-69:	Good understanding of the	Good ability to relate principles	Good evidence of reading and	Good evidence of ability to	Good evidence of ability to

Pass (2.1)	defined areas of the knowledge base Demonstrates a good awareness of current areas of debate in the field.	and concepts to underlying theoretical frameworks and approaches. Good analytical ability using pre-defined principles and criteria.	information research. Good evidence of ability to communicate information in appropriate format e.g. writing, verbal.	collect information in order to inform solutions to standard problems in familiar contexts.	undertake clearly defined tasks. Good evidence of ability to work as a member of a group, meeting obligations of others and modifying responses appropriately. Good evidence of ability to self-reflect and undertake guided development activity.
70-79: Pass (1st)	Very good understanding of the defined areas of the knowledge base. Demonstrates a very good awareness of current areas of debate in the field.	Very good ability to relate principles and concepts to underlying theoretical frameworks and approaches. No evidence of analytical ability using pre-defined principles and criteria.	Very good evidence of reading and information research. Very good evidence of ability to communicate information in appropriate format e.g. writing, verbal.	Very good evidence of ability to collect information in order to inform solutions to standard problems in familiar contexts.	Very good evidence of ability to undertake clearly defined tasks. Very good evidence of ability to work as a member of a group, meeting obligations of others and modifying responses appropriately. Very good evidence of ability to self-reflect and undertake guided development activity.
80-100: Pass (1st)	Excellent understanding of the areas of the knowledge base Demonstrates an excellent awareness of current areas of debate in the field.	Excellent ability to relate principles and concepts to underlying theoretical frameworks and approaches Excellent analytical ability using pre-defined principles and criteria	Excellent evidence of reading and information research. Excellent evidence of ability to communicate information in appropriate format e.g. writing, verbal.	Excellent evidence of ability to collect information in order to inform solutions to standard problems in familiar contexts.	Excellent evidence of ability to undertake clearly defined tasks. Excellent evidence of ability to work as a member of a group, meeting obligations of others and modifying responses appropriately. Excellent evidence of ability to self-reflect and undertake guided development activity.

University Assessment Criteria – Coursework Essays - FHEQ Level 4

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding. Significant inaccuracies.	Brief and irrelevant. Descriptive. Only personal views offered. Unsubstantiated generalisations. Little or no attempt to draw conclusions.	No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored.	E&R skills; Very little or no evidence of ability to undertake research-related tasks even with external guidance. Communication of the task is inappropriately pitched for the context and audience.	Very little evidence of the required skills in any of the skills areas.
30-39: Fail	Gaps in knowledge and superficial understanding. Some inaccuracies.	For the most part descriptive. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity.	Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly.	E&R skills; Limited evidence of ability to undertake straightforward E&R tasks even with external guidance. Communication of the task may have some merit but is inappropriately pitched for the context and audience.	Limited evidence of skills in the range identified for the assessment at this level. Significant weaknesses evidence, which suggest that the candidate is not on course to gain the necessary for professional-level employment.
40-49: Pass (3rd) (Threshold)	Broadly accurate knowledge and understanding of the material. Some elements missing and flaws evident.	Some awareness of issues. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions	Threshold level. Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses.	E&R skills: Some evidence of ability to collect appropriate information and undertake straightforward research tasks with external guidance. Can communicate in a range of formats, including orally, at a standard appropriate for the discipline and professional-level employment but with evident weaknesses.	Can generally work professionally and effectively with others as a member of a group, and meet most obligations to others (e.g. to peers and tutors). Some evidence of ability to apply methods appropriately to address a well-defined problem . Able to recognise own strengths and weaknesses in relation to professional, digital and practical skills, identified by others, but lacks insight in some areas.
50-59: Pass (2.2)	Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident.	Issues identified within given areas. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound.	E&R skills: Can collect and interpret appropriate information and undertake straightforward research tasks with external guidance. Can communicate in a range of formats, including orally, at a standard appropriate for the discipline and professional-level employment.	Can work professionally and effectively with others as a member of a group, and meet most obligations to others (e.g. to peers and tutors). Can apply methods accurately to address a well-defined problem , and begin to appreciate the complexity of the issues in the discipline. Able to evaluate own strengths and weaknesses in relation to professional, digital and practical skills identified by others.
60-69: Pass (2.1)	Good, consistent knowledge and understanding of the material, main concepts and key theories at this level.	Good analytical ability. Acknowledgement of views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions.	E&R skills: Can collect and interpret appropriate information and successfully undertake straightforward research tasks with limited external guidance. Can communicate well and consistently in a range of formats, including orally	Can work professionally and very effectively with others as a member of a group, and meet most obligations to others (e.g. to peers and tutors). Can apply methods accurately to address a well-defined problem , appreciating the complexity of the issues in the discipline. Able to take initiative in evaluating own strengths

				appropriate for the discipline and professional-level employment.	and weaknesses in relation to professional, digital and practical skills identified by others
70-79: Pass (1st)	Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base.	Very good analysis throughout. Perceptive and persuasive points made within given area. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence.	Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions.	E&R skills: Can collect and interpret appropriate information and successfully undertake research tasks with a degree of autonomy. Can communicate very effectively in a range of formats, including orally, appropriate for the discipline and professional-level employment.	Can work professionally and very effectively with others as a member of a group, showing leadership skills where appropriate, and meet all obligations to others (e.g. peers & tutors). Can apply methods accurately and very effectively to address a well-defined problem , appreciating the complexity of the issues in the discipline. Able to demonstrate insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.
80-100: Pass (1st)	Highly detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge.	Strong conclusions. Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions.	Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions.	E&R skills: Can collect and interpret appropriate information and successfully undertake research tasks with autonomy and exceptional success. Can communicate highly effectively in a range of formats, including orally, appropriate for the discipline and professional-level employment.	Can work professionally and exceptionally well with others as a member of a group, showing leadership skills, negotiating and meeting all obligations to others (e.g. peers & tutors). Can apply methods accurately and very effectively to address a well-defined problem , appreciating the complexity of a range of issues. Able to demonstrate insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.

University Assessment Criteria – Coursework Essays - FHEQ Level 5

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29 : Fail	Major gaps in knowledge and understanding. Significant inaccuracies.	Unsubstantiated generalizations, made without use of any credible evidence. Lack of logic, leading to unsupported conclusions or missing conclusions. Lack of analysis and relevance.	No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely ignored.	Little or no evidence of the required skills in any of the areas identified for assessment at this level.	Little or no evidence of the required skills in any of the areas identified for assessment at this level.
30-39 : Fail	Gaps in knowledge and superficial understanding. Some inaccuracies.	Views/findings largely irrelevant, illogical or contradictory. Generalisations/statements made with scant evidence. Conclusions lack relevance and/or validity.	Evidence of little reading appropriate for this level and/or indiscriminate use of sources. Academic conventions used weakly.	Limited evidence of skills of research and enquiry in the range identified for assessment at this level. Significant weaknesses evident in several areas.	Limited evidence of skills in the range identified for assessment at this level. Significant weaknesses evident in key areas.
40-49 : Pass (3rd) (Threshold)	Satisfactory knowledge and understanding of the material, of established principles of area(s) of study, and of the way in which those principles have been developed.	Awareness of main issues. Structure of argument effective, but with some gaps or weaknesses. Some evidence provided to support findings, but not always consistent. Some relevant conclusions.	Evidence of reading relevant sources, with some appropriate linking to given text(s). Academic conventions evident and largely consistent, with minor weaknesses.	E&R skills: Some evidence of ability to collect and interpret appropriate data/information and undertake research tasks with limited external guidance. Can communicate findings in a range of formats, including orally, appropriate to the discipline(s), but with some weaknesses.	Can work with others as a member of a group, meeting most obligations to others, modifying responses appropriately. Can identify key areas of problems and generally choose appropriate methods for their resolution. Able to recognise own strengths and weaknesses in relation to professional and practical skills, but with limited insight in some areas.
50-59 : Pass (2.2)	Broad knowledge and understanding of the material, of established principles of area(s) of study, and of the way in which those principles have been developed.	Issues identified and critically analysed within given areas. An awareness of different stances and ability to use evidence to support argument. Ability to apply concepts and principles outside context of study context. Generally sound conclusions.	Knowledge and analysis of a range of literature beyond core text(s). Literature used accurately and analytically. Academic skills generally sound.	E&R skills: Can undertake research-like tasks, drawing on a range of sources, with limited external guidance. Can communicate effectively and confidently in a range of formats, including orally, appropriate to the discipline(s) and audience(s).	Can work effectively with others as a member of a group, meeting obligations to others, modifying responses appropriately. Can identify key areas of problems and choose appropriate methods for their resolution in a considered manner. Able to evaluate own strengths and weaknesses in relation to professional and practical skills, and to develop own evaluation criteria.
60-69 : Pass (2.1)	Very good knowledge and understanding of the material, of established principles of area(s) of	Good level of analysis and synthesis. An awareness of different stances and ability to use	Knowledge of the field of literature used consistently to support findings. Research-informed	E&R skills: Can successfully complete research-like tasks, drawing	Can work very effectively and confidently with others as a member of a group,

	study, and of the way in which those principles have been developed.	evidence convincingly to support argument. Ability to apply concepts/principles effectively beyond context of study. Valid conclusions.	literature integrated into the work. Very good use of academic conventions.	on a range of sources, with limited external guidance. Can communicate well, confidently and consistently in a range of formats, including orally, appropriate to the discipline(s). Can adapt style to different audiences.	meeting obligations to others, modifying responses appropriately. Can identify key areas of problems and choose, with autonomy, appropriate methods for their resolution in a considered manner. Able to take initiative in evaluating own strengths and weaknesses in relation to professional and practical skills identified by others and develop and effectively apply own evaluation criteria.
70-79 : Pass (1st)	Excellent knowledge and understanding of the material, the main concepts/ theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge.	Excellent analysis and synthesis. A range of perceptive points made within given area for this level of study. Arguments logically developed, supported by relevant evidence. Acknowledgement of other stances. Strong conclusions.	Critical engagement with a range of reading. Knowledge of research-informed literature embedded in work. Consistently accurate use of academic conventions.	E&R skills: Can successfully complete research-like tasks, drawing on a range of sources, with a significant degree of autonomy. Can communicate very effectively and confidently in a range of formats, including orally, appropriate to the discipline(s) and different audiences.	Can work very effectively with others as a member of a group, showing leadership skills where appropriate. Can identify key areas of problems confidently and choose, with autonomy and notable effectiveness, appropriate methods for their resolution. Able to show insight and autonomy in evaluating own strengths and weaknesses re professional and practical skills, showing excellent judgement.
80-100 : Pass (1st)	Exceptional knowledge and understanding of the material, the main concepts/ theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge.	Exceptional analysis and synthesis are consistent features. Perceptive, logically connected points made throughout the work within an eloquent, balanced argument. Evidence selected judiciously analysed. Persuasive conclusions.	Exceptionally wide range of relevant literature evaluated and used critically to inform argument, balance discussion and/or inform problem-solving. Accurate and assured use of academic conventions.	E&R skills: Evidence of exceptional success in undertaking a range of research-like tasks with high degree of autonomy for the level. Can communicate highly effectively, with diverse audiences, in a wide range of formats, including orally, as appropriate to the context.	Can work exceptionally well with others as a key member of a group, showing leadership skills where appropriate, meeting obligations to others. Can identify key areas of problems confidently and choose, with autonomy and exceptional effectiveness, appropriate methods for their resolution. Able to show insight and autonomy in evaluating own strengths and weaknesses , showing outstanding judgement.

University Assessment Criteria – Coursework Essays - FHEQ Level 6

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. Poor communication of ideas.	Little evidence of reading. Views and findings unsupported and non-authoritative. Academic conventions largely ignored.	Little or no evidence of the required skills in any of the graduate skills identified in the programme specification at this level.	Little or no evidence of the required skills in any of the areas identified for assessment at this level.
30-39: Fail	Gaps in knowledge and superficial understanding. Some significant inaccuracies.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Academic conventions used inconsistently.	Limited evidence of the research skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not yet gained the research skills required for postgraduate study.	Limited evidence of the graduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for graduate-level employment.
40-49: Pass (3rd) (Threshold)	Satisfactory understanding of key aspects of field of study; coherent knowledge, at least informed by current research and scholarly activity in the subject discipline.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions.	References to a range of relevant sources. Some omissions and minor errors. Academic conventions evident and largely consistent, with minor lapses.	E&R skills: Can competently undertake reasonably straightforward research tasks with minimum guidance, but with minor weaknesses. Can communicate in a range of formats, including orally, at a standard appropriate for graduate-level employment, and with limited weaknesses.	Can generally work effectively within a team , negotiating in a professional manner and managing conflict. Is largely confident and effective in identifying and defining complex problems and applying knowledge and methods to their solution. Able to recognise own strengths and weaknesses in relation to graduate employment, with minor areas of weakness.
50-59: Pass (2.2)	Systematic understanding of the field(s) of study, as indicated by relevant subject bench mark statements for the final degree programme.	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Academic skills consistently applied.	E&R skills: Can competently undertake reasonably straightforward research tasks with minimum guidance. Can communicate effectively in a range of formats, including orally, at a standard appropriate for graduate-level employment. Adopts style and register appropriate for audience.	Can consistently work effectively within a team , negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining complex problems and applying knowledge and methods to their solution. Able to evaluate own strengths and weaknesses in relation to graduate employment.
60-69: Pass (2.1)	Good knowledge and understanding of the field(s) of study, as indicated by relevant subject bench mark statements for the final degree programme.	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of	Good knowledge, analysis and evaluation of a range of research-informed literature, including sources	E&R skills: Can successfully complete a range of research-like tasks, including evaluation, with very limited external	Can consistently work very well within a team , leading & negotiating in a professional manner and managing conflict. Is confident and flexible in identifying

		evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.	retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied.	guidance. Can communicate well, confidently and consistently in a range of formats, including orally, at a standard appropriate for graduate-level employment. Adopts style and register to engage audience(s).	and defining a range of complex problems and applying knowledge and methods to their solution. Able to take initiative in evaluating own strengths and weaknesses in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary.
70-79: Pass (1st)	Excellent knowledge and understanding of the material, the main concepts/ theories of the discipline. Clear awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions.	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied.	E&R skills: Can very successfully complete a range of research-like tasks, including evaluation, with a significant degree of autonomy. Can communicate professionally and confidently in a range of formats for diverse audiences, at a high standard appropriate for graduate-level employment.	Can work professionally within a team , showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in autonomously defining a range of complex problems and applying knowledge and methods to solution. Shows insight and autonomy in evaluating own strengths and weaknesses and developing professional and practical skills needed for graduate-level employment.
80-100: Pass (1st)	Exceptionally knowledge and understanding of the material, the main concepts/ theories of the discipline. Awareness of the ambiguities and limitation of knowledge.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied.	E&R skills: Impressive ability to draw on own research, and that of others, to formulate meaningful research questions. Exceptionally successful in a wide range of research tasks, including evaluation, with a high degree of autonomy. Can communicate findings with real professionalism, adapting style easily for given audiences.	Can work exceptionally well and professionally within a team , showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems . Outstanding ability to evaluate own strengths and weakness , showing outstanding attributes for graduate-level employment.

University Assessment Criteria – Coursework Essays - FHEQ Level 7

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
0-39: Fail	Demonstrates little knowledge or understanding of the field. Demonstrates significant weaknesses in the knowledge base, and/or simply reproduces knowledge without evidence of understanding.	Very little or no critical ability. Poor, inconsistent analysis.	Failure to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field References to literature/evidence and use of academic conventions are flawed, and/or inconsistent Argument absent, or lacking any clarity and/or logic.	Demonstrates little or no skill in selected techniques applicable to own research or advanced scholarship. Lacks any understanding of how established techniques of research and enquiry are used to create and interpret knowledge.	Significant weaknesses evident in key areas such as communication, problem-solving and project management. Inability to adapt. Inability to work flexibly, independently and/or as part of a team.
40-49: Fail	Demonstrates knowledge of the field and awareness of current evidence and issues, but with some notable weaknesses Lacks knowledge and understanding of some key areas.	Some appropriate analysis, but some significant inconsistencies which affect the soundness of argument and/or conclusions. Demonstrates very limited critical ability.	Can evidence and discuss/apply examples of literature relating to current research but lacks critical engagement. References to appropriate literature/evidence and use of academic conventions are insufficient and/or inconsistent. Argument is attempted, but lacks in clarity and/or logic.	Demonstrates some skill in selected techniques applicable to own research or advanced scholarship, but with significant areas of weakness. Lacks sufficient understanding of how established techniques of research and enquiry are used to create and interpret knowledge.	Demonstrates generally effective employability skills, including communication and problem-solving, but with some problematic areas of weakness. Limited ability to adapt. Ability to work flexibly, independently and/or as part of a team, but with areas of weakness.
50-59: Pass	Demonstrates a sound knowledge and understanding of material within a specialised field of study. Demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted.	Provides evidence of relevant and sound analysis within the specialised area, with some ability to evaluate critically. Is able to analyse complex issues and make appropriate judgements.	Can evaluate critically examples of literature relating to current research and advanced scholarship in the field. Makes consistently sound use of appropriate academic conventions and academic honesty. Able to communicate argument, evidence and conclusions clearly to specialist and non-specialist audiences.	Demonstrates understanding of and skills in selected techniques applicable to own research or advanced scholarship. Shows some originality in the application of knowledge, and some understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.	Shows a consistently good level of employability skills, including team working, project management, IT/computer literacy, creativity and flexibility. Demonstrates capabilities to support effective communication in a range of complex and specialised contexts. Shows consistent ability in tackling and solving demanding problems. Can plan and direct own learning. Demonstrates ability to advance own knowledge and understanding, and to develop new skills. Demonstrates the independent learning ability required for continuing professional development.
60-69: Pass (with Merit)	Produces work with a well-defined focus. Demonstrates a systematic knowledge, understanding and critical awareness of current problems and/or new insights, much of which is at, or informed	Is able to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Is able to deal with complex issues both systematically and creatively, making	Is able to evaluate critically a range of literature relating to current research and advanced scholarship in the discipline. Makes consistently good use of appropriate academic conventions and academic honesty. Able to communicate very effectively arguments, evidence and	Displays a comprehensive understanding of and skills in techniques applicable to own research or advanced scholarship. Shows originality in the application of knowledge, together with a good understanding of how established techniques of	Shows a high level of employability skills, including team working, project management, IT/computer literacy, creativity and flexibility. Demonstrates very effective communication in a range of complex and specialised contexts. Demonstrates self-direction and some originality in tackling and solving demanding problems. Can act autonomously in planning and implementing tasks at a professional or equivalent level. Demonstrates the skills and

	by, the forefront of the academic discipline, field of study or area of professional practice.	sound judgements in the absence of complete data.	conclusions to specialist and non-specialist audiences.	research and enquiry are used to create and interpret knowledge in the discipline.	attitudes needed to advance own knowledge and understanding, and to develop new skills. Demonstrates the independent learning ability required for continuing professional development.
70-79: Pass (with Distinction)	Produces work of exceptional standard, reflecting outstanding knowledge and understanding of material. Displays exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field.	Shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses. Is able to deal with a range of complex issues both systematically and creatively, making excellent judgements in the absence of complete data.	Is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline. Makes consistently excellent use of appropriate academic conventions and academic honesty. Able to communicate at a very high level arguments, evidence and conclusions to specialist and non-specialist audiences.	Employs advanced skills to conduct research and, where appropriate, advanced technical or professional activity, accepting accountability for related decision making. Displays an exceptional grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge, and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline	Shows a very high level of employability skills, including team working/leadership, project management, IT/computer literacy, creativity and flexibility. Demonstrates very high level communication skills in a range of complex contexts, and ability to write at publishable standard. Demonstrates autonomy and notable originality in tackling and solving demanding problems. Shows a high level of consistency and autonomy in planning and implementing tasks at a professional or equivalent level. Demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills to a high level. Demonstrates the independent learning ability required for continuing professional development.
80-100: Pass (with Distinction)	Produces work of exceptional standard with clear potential for publication, reflecting outstanding knowledge and understanding of material. Displays exceptional mastery of a complex and specialised area of knowledge and skills, critical insight into leading-edge thought, and advances new conceptual understandings.	Shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses and/or methodological approaches. Is able to deal with a range of complex issues both systematically and creatively, making excellent judgements in the absence of complete data.	Is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline. Makes consistently excellent use of appropriate academic conventions and academic honesty. Able to communicate at a very high level arguments, evidence and conclusions to specialist and non-specialist audiences. Skills are commensurate with published peer-reviewed literature.	Demonstrates very highly developed research skills across a range of appropriate technical and professional domains. Displays an exceptional grasp of techniques applicable to own research or advanced scholarship. Shows originality in application of knowledge, and outstanding understanding of how established techniques of enquiry create and interpret knowledge in the discipline to a level commensurate with published peer-review literature.	Shows a clear readiness for employment through exceptional skills in areas including team working/leadership, project management, IT/computer literacy, creativity and flexibility. Demonstrates very high level communication skills in a range of complex contexts, and ability to write at publishable standard or commensurate with professional practice. Demonstrates very high autonomy and notable originality in tackling and solving demanding problems. Shows an exceptional level of consistency and autonomy in planning and implementing tasks at a professional or equivalent level. Demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills to a high level. Demonstrates the independent learning ability required for continuing professional development.

University Assessment Criteria – Examination essays: FHEQ Levels 4 to 6

Description of the assessment criteria used:

Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Knowledge and comprehension of the subject or field of enquiry	Analysis, synthesis, creativity, deployment of structured reasoning supported by evidence; focus on topic, critical reflection and drawing conclusions	Including use of relevant literature, academic writing, academic integrity, appropriate academic conventions including referencing protocols and adherence to word-length or time limits	Including research-related skills, and communicating findings in a style appropriate for a given audience and context	Including skills in creativity, digital practices, working with others and as part of a group, presentation skills, project management skills and acting on critical reflection of own practice

(Note: There are no Level 3 examination essay criteria)

University Assessment Criteria – Examination Essays - FHEQ Level 4

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Essay does not address the question set, or does not contain evidence of any relevant knowledge or understanding. If knowledge and understanding shown it is significantly inaccurate and / or misunderstood.	No evidence of thought or evidence of drawing effective conclusions from the essay set.	Unacceptably written and presented with no evidence of reading. Largely incomprehensible.	Little or no evidence of the required skills in any of the areas identified for assessment at this level.	No evidence of ability to independently recall and deploy key facts or ideas in time-constrained environment.
30-39: Fail	Essay partly addresses the question set using highly limited evidence. Limited knowledge and understanding is shown which is largely flawed or irrelevant. Substantial misunderstandings of the topic.	Very little evidence of thought or evidence of drawing effective conclusions from the essay set.	Poorly written and presented with no evidence of reading. Some aspects incomprehensible.	Limited evidence of skills of research and enquiry in the range identified for assessment at this level. Weaknesses evident in several areas of communication.	Significant weaknesses evident in ability to independently recall and deploy key facts and ideas in time-constrained environment.
40-49: Pass (3rd) (Threshold)	Essay begins to address the question set using evidence which is adequate but often incomplete or limited. Arguments are largely superficial and response lacks structure.	Basic evidence of developing an argument, although may be flawed and / or lacking focus. Conclusions not supported well by arguments given.	Writing and presentation skills are weak although largely comprehensible. No evidence of reading.	E&R skills: Some evidence of collecting and interpreting appropriate literature. Can communicate in writing although substantially limited by ineffective tone / style and, where appropriate, poor or ineffective supporting materials (e.g. diagrams, tables etc.)	Weak ability to independently recall and deploy key facts and ideas in time-constrained environment. Weak ability to plan effective response and manage time during exam, with shortcomings evident.
50-59: Pass (2.2)	Essay generally addresses the question set using evidence which covers most of the required topic areas. Understanding is generally sound; shortcomings are relatively minor. Essay is structured in a broadly appropriate manner.	Some evidence of developing an argument, although may be flawed and / or lacking focus in places. Conclusions partly supported by arguments given.	Writing and presentation skills are generally adequate and largely comprehensible. References to reading weak or scarce; largely routine recall of key texts or theories but some errors.	E&R skills: Reasonable evidence of collecting and interpreting appropriate literature. Can communicate in writing although limited tone / style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) which lack clarity or value to the essay.	Reasonable ability to independently recall and deploy key facts and ideas in time-constrained environment. Reasonable ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits.
60-69: Pass (2.1)	Essay effectively addresses question set using evidence which covers the required topic areas well. Understanding is good, with few shortcomings. The essay is soundly structured.	Evidence of developing a good argument, with only minor flaws; arguments are sustained and focussed. Conclusions well supported by arguments given.	Writing and presentation skills are good. Evidence of effective reading of routine or standard texts and theories, effectively referenced according to convention.	E&R skills: Good evidence of collecting and interpreting appropriate literature. Can communicate in writing in a generally effective way, using appropriate tone / style and, where appropriate, supporting materials (e.g. diagrams, tables	Good ability to independently recall and deploy key facts and ideas in time-constrained environment. Good ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits.

				etc.) which add value to the essay.	
70-79: Pass (1st)	Essay precisely addresses the question set, using a complete range of evidence relating to the topic area. Understanding is very good. The essay is structured effectively.	Evidence of developing a strong argument, flaws are largely absent. Arguments are sustained and focussed throughout. Effective conclusions which are well supported by arguments given.	Writing and presentation skills are very good. Evidence of effective reading of texts and theories beyond routine or standard sources. Effectively and accurately referenced according to convention.	E&R skills: Very good evidence of collecting and interpreting appropriate literature. Can communicate in writing effectively, using well-chosen tone / style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) which add value to the essay.	Very good ability to independently recall and deploy key facts and ideas in time-constrained environment. Very good ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits.
80-100: Pass (1st)	Essay addresses the answer comprehensively, showing evidence of using reading to develop knowledge beyond that taught on the topic. The structure is highly effective and clear.	An insightful and thoughtful argument is developed. Arguments are sustained and focussed throughout. Effective conclusions which are very well supported by arguments given.	Writing and presentation skills are very good. Evidence of wide reading of texts and theories beyond routine or standard sources. Fully and accurately referenced according to convention.	E&R skills: Excellent evidence of collecting and interpreting appropriate literature. Can communicate in writing very effectively, using highly-effective tone / style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) of very high quality.	Excellent ability to independently recall and deploy key facts and ideas in time-constrained environment. Excellent ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits.

University Assessment Criteria – Examination Essays - FHEQ Level 5

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Essay does not address the question set, or does not contain evidence of any relevant knowledge or understanding. If knowledge and understanding shown it is largely inaccurate and / or misunderstood.	Very little evidence of thought or evidence of drawing effective conclusions from the essay set.	Unacceptably written and presented with no evidence of reading. Largely incomprehensible.	Little or no evidence of the required skills in any of the areas identified for assessment at this level.	Little or no evidence of ability to independently recall and deploy key facts or ideas in time-constrained environment.
30-39: Fail	Essay partly addresses the question set using limited evidence. Limited knowledge and understanding is shown which is largely flawed or irrelevant. Substantial misunderstandings of the topic.	Little evidence of thought or evidence of drawing effective conclusions from the essay set.	Poorly written and presented with no evidence of reading. Some aspects incomprehensible.	Limited evidence of skills of research and enquiry in the range identified for assessment at this level. Weaknesses evident in several areas of communication.	Significant weaknesses evident in ability to independently recall and deploy key facts and ideas in time-constrained environment. Weak ability to plan effective responses and manage time during exam, with shortcomings evident.
40-49: Pass (3rd) (Threshold)	Essay begins to address the question set using evidence which is basic. Arguments are generally superficial and the response lacks structure.	Basic evidence of developing an argument, although may be flawed and / or lacking focus. Conclusions poorly supported by arguments given.	Writing and presentation skills are weak although largely comprehensible. No evidence of reading.	E&R skills: Some evidence of collecting and interpreting appropriate literature. Can communicate in writing although limited by ineffective tone / style and, where appropriate, poor or ineffective supporting materials (e.g. diagrams, tables etc.).	Weak ability to independently recall and deploy key facts and ideas in time-constrained environment. Some ability to plan effective response and manage time during exam, although essay(s) may be incomplete and / or evidently rushed.
50-59: Pass (2.2)	Essay generally addresses the question set using evidence which covers most of the required topic areas. Understanding is generally sound; shortcomings are relatively minor. Essay is structured in a broadly appropriate manner.	Evidence of developing an argument, although may be flawed and / or lacking focus in places. Conclusions are generally successful at drawing together ideas, and are supported by the arguments given.	Writing and presentation skills are generally adequate and largely comprehensible. References to reading weak or scarce; largely routine recall of key texts or theories but some errors.	E&R skills: Reasonable evidence of collecting and interpreting appropriate literature. Can communicate in writing using an appropriate tone and style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) add value to the essay.	Reasonable ability to independently recall and deploy key facts and ideas in time-constrained environment. Reasonable ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits, with little evidence of rushing or incompleteness.
60-69: Pass (2.1)	Essay effectively addresses question set using evidence which covers the required topic areas well. Understanding is good, with only minor shortcomings. The	Evidence of a good argument which is sustained and focussed. Conclusions are clear and insightful and show evidence of synthesising perspectives well.	Writing and presentation skills are good. Evidence of detailed reading of routine or standard texts and theories, effectively referenced according to	E&R skills: Strong evidence of collecting and interpreting appropriate literature. Can communicate in writing in an effective way, using	Good ability to independently recall and deploy key facts and ideas in time-constrained environment. Good ability to plan effective response and

	essay is soundly structured.	Conclusions are well supported by arguments given.	convention.	appropriate tone / style and, where appropriate, clear and effective supporting materials (e.g. diagrams, tables etc.) that are well integrated into the essay.	manage time during exam, with evidence of completing essays within exam time limits.
70-79: Pass (1st)	Essay precisely addresses the question set, using a complete range of evidence relating to the topic area. Understanding is very good. The essay is structured effectively.	A sustained, insightful and clear argument; sustained and focussed throughout. Conclusions are insightful and thoughtful, and are well supported by arguments given.	Writing and presentation skills are very good. Clear evidence of effective reading of texts and theories beyond routine or standard sources, showing the ability to independently research topics. Effectively and accurately referenced according to convention.	E&R skills: Very good evidence of collecting and interpreting appropriate literature. Can communicate in writing effectively, using a highly effective tone / style and, where appropriate, very clear and effective supporting materials (e.g. diagrams, tables etc.) that are well integrated into the essay.	Very good ability to independently recall and deploy key facts and ideas in time-constrained environment. Very good ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits. No evidence of rushing to complete. Evidence of perfecting (e.g. proof reading, adding material) if necessary within time limit to enhance quality.
80-100: Pass (1st)	Essay addresses the answer comprehensively, showing evidence of using reading to develop knowledge beyond that taught on the topic. The structure is highly effective and clear.	Arguments are very insightful, and may show innovative or novel ideas and insights. Highly effective conclusions which are very well supported by arguments given.	Writing and presentation skills are very good. Clear evidence of effective reading of texts and theories beyond routine or standard sources, showing the ability to independently research topics and select literature appropriately. Fully and accurately referenced according to convention.	E&R skills: Excellent evidence of collecting and interpreting appropriate literature. Can communicate in writing very effectively using highly-effective tone / style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) are excellent and are very well integrated into the essay.	Excellent ability to independently recall and deploy key facts and ideas in time-constrained environment. Excellent ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits. Evidence of perfecting (e.g. proof reading, adding material) if necessary within time limit to enhance quality.

University Assessment Criteria – Examination Essays - FHEQ Level 6

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Essay partly or ineffectively addresses the question set, or does not contain evidence of relevant knowledge or understanding. Where knowledge and understanding shown it is largely superficial.	Little evidence of thought or evidence of drawing effective conclusions from the essay set.	Poorly written and presented with no evidence of reading. Largely incomprehensible.	Little evidence of the required skills in any of the areas identified for assessment at this level.	Little or no evidence of ability to independently recall and deploy key facts or ideas in time-constrained environment.
30-39: Fail	Essay partly addresses the question set using limited evidence. Limited knowledge and understanding is shown which is largely flawed or irrelevant. Significant misunderstandings of the topic.	Weak evidence of thought or evidence of drawing effective conclusions from the essay set.	Poorly written and presented with no evidence of reading. Generally comprehensible.	Limited evidence of skills of research and enquiry in the range identified for assessment at this level. Weaknesses evident in several areas of communication.	Weak ability to independently recall and deploy key facts and ideas in time-constrained environment. Weak ability to plan effective responses and manage time during exam, with shortcomings evident.
40-49: Pass (3rd) (Threshold)	Essay largely addresses the question set using evidence which is basic. Arguments are weak with little or no critique. The essay lacks structure.	Basic evidence of developing an argument, although may lack focus. Conclusions are not well supported by arguments given.	Writing and presentation skills are weak. No evidence of effective reading.	E&R skills: Some evidence of collecting and interpreting appropriate literature. Can communicate in writing although limited by ineffective tone / style and, where appropriate, poor or ineffective supporting materials (e.g. diagrams, tables etc.).	Acceptable ability to independently recall and deploy key facts and ideas in time-constrained environment. Some ability to plan effective response and manage time during exam, although essay(s) may be incomplete and / or evidently rushed.
50-59: Pass (2.2)	Essay addresses the question set using evidence which covers most of the required topic areas. Understanding is generally sound, although the critique may be weak; shortcomings are relatively minor. Essay is structured in a broadly appropriate manner.	Evidence of developing a generally sustained argument. Conclusions are successful at drawing together ideas, and are supported by the arguments given.	Writing and presentation skills are adequate. References to reading focus on routine recall of key texts or theories; only basic analysis or insight into published literature.	E&R skills: Reasonable evidence of collecting and interpreting appropriate literature. Can communicate in writing using an appropriate tone and style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) add value to the essay.	Good ability to independently recall and deploy key facts and ideas in time-constrained environment. Reasonable ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits, with little evidence of rushing or incompleteness.
60-69: Pass (2.1)	Essay effectively addresses question set using evidence which covers the required topic areas well. The essay demonstrates a very good critical understanding of the topic, with very few	Evidence of a strong argument which is sustained and focussed. Conclusions are clear and insightful and show evidence of synthesising perspectives well. Conclusions are well supported by	Writing and presentation skills are adequate. References to reading show detailed routine recall of key texts or theories; and use of other published literature.	E&R skills: Strong evidence of collecting and interpreting appropriate literature. Can communicate in writing in an effective way, using appropriate tone / style and,	Very good ability to independently recall and deploy key facts and ideas in time-constrained environment. Very good ability to plan effective response and manage

	shortcomings or errors. The essay is clearly and effectively structured.	arguments given.		where appropriate, clear and effective supporting materials (e.g. diagrams, tables etc.) that are well integrated into the essay.	time during exam, with evidence of completing essays within exam time limits.
70-79: Pass (1st)	Essay precisely addresses the question set, using a complete range of evidence relating to the topic area. The essay demonstrates significant depth of critical understanding. The essay is structured effectively.	A sustained, insightful and clear argument; sustained and focussed throughout. Conclusions are insightful and thoughtful, and are well supported by arguments given. The essay may demonstrate new or innovative syntheses relating to the topic set.	Writing and presentation skills are very good. Clear evidence of effective reading of texts and theories beyond routine or standard sources, showing the ability to independently research topics and select literature appropriately. Effectively and accurately referenced according to convention.	E&R skills: Very good evidence of collecting and interpreting appropriate literature. Can communicate in writing effectively, using a highly effective tone / style and, where appropriate, very clear, innovative and effective supporting materials (e.g. diagrams, tables etc.) that are well integrated into the essay.	Excellent ability to independently recall and deploy key facts and ideas in time-constrained environment. Excellent ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits. No evidence of rushing to complete. Evidence of perfecting (e.g. proof reading, adding material) if necessary within time limit to enhance quality.
80-100: Pass (1st)	Essay addresses the answer comprehensively, showing evidence of using reading to develop knowledge beyond that taught on the topic. Understanding is deep and critical. The structure is highly effective and clear.	Arguments are very insightful, and may show innovative or novel ideas and insights. Highly effective conclusions which are very well supported by arguments given. The essay demonstrates new and innovative syntheses relating to the topic set.	Writing and presentation skills are outstanding. Clear evidence of effective and detailed reading of texts and theories beyond routine or standard sources, showing the ability to independently research topics and select literature appropriately. Referencing is very accurate and fully according to convention.	E&R skills: Excellent evidence of collecting and interpreting appropriate literature. Can communicate in writing very effectively using highly-effective tone / style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) are excellent and are very well integrated into the essay.	Outstanding ability to independently recall and deploy key facts and ideas in time-constrained environment. Excellent ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits. Evidence of perfecting (e.g. proof reading, adding material) if necessary within time limit to enhance quality.

University Assessment Criteria – Examination Essays - FHEQ Level 7

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-39: Fail	Essay only partly addresses the question set using limited evidence. Limited knowledge and understanding is shown which is often flawed. Misunderstandings of the topic.	Weak evidence of synthesising arguments to make effective conclusions.	Writing and presentation skills are weak. No evidence of effective reading.	Limited evidence of skills of research and enquiry in the range identified for assessment at this level. Weaknesses evident in several areas of communication.	Weak ability to independently recall and deploy key facts and ideas in time-constrained environment. Weak ability to plan effective responses and manage time during exam, with shortcomings evident.
40-49: Fail	Essay generally addresses the question set using evidence which is sufficiently basic and / or flawed not be passable. Arguments are generally weak with little critique. The essay lacks structure.	Evidence of developing an argument, although may lack focus. Conclusions partly supported by arguments given.	Writing and presentation skills are sufficiently flawed to be unpassable. Reading generally limited to partial engagement with key texts.	E&R skills: Evidence of independently collecting and interpreting appropriate literature. Can communicate in writing although limited by ineffective tone / style and, where appropriate, poor or ineffective supporting materials (e.g. diagrams, tables etc.).	Acceptable ability to independently recall and deploy key facts and ideas in time-constrained environment. Some ability to plan effective response and manage time during exam, although essay(s) may be incomplete and / or evidently rushed.
50-59: Pass	Essay addresses the question set using evidence which covers the majority of the required topic areas. Understanding is generally sound and there is evidence of a good level of academic critique. There is evidence of originality of thought. Essay is well structured.	A sustained argument and evidence of synthesising ideas. Conclusions are successful at drawing together ideas, and are supported by the arguments given.	Writing and presentation skills are good. References are mainly focussed on generalist or key texts which are used largely effectively to support the arguments.	E&R skills: Good evidence of independently collecting and interpreting appropriate literature. Can communicate in writing effectively using an appropriate tone and style and, where appropriate, supporting materials (e.g. diagrams, tables etc.) add value to the essay.	Good ability to independently recall and deploy key facts and ideas in time-constrained environment. Reasonable ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits, with little evidence of rushing or incompleteness.
60-69: Pass (with Merit)	Essay effectively addresses question set using well-chosen evidence which covers the required topic areas comprehensively. There is a strong and detailed critical understanding of the topic. There is good evidence of originality of thought. The essay is clearly and effectively structured.	Evidence of a strong and insightful argument, which is clearly focussed on the topic. Conclusions are clear and insightful and show strong evidence of synthesising perspectives well. Conclusions are very well supported by arguments given. The essay may demonstrate new or innovative syntheses relating to the topic set.	Writing and presentation skills are very good. References used show detailed understanding of generalist or key texts, which are used largely effectively to support the arguments. There is evidence of critically integrating material from other sources.	E&R skills: Very good evidence of independently collecting and interpreting appropriate literature. Can communicate in writing in an effective way, using appropriate tone / style and, where appropriate, clear and effective supporting materials (e.g. diagrams, tables etc.) that are well integrated into the essay.	Very good ability to independently recall and deploy key facts and ideas in time-constrained environment. Very good ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits.
70-79: Pass (with Merit)	Essay precisely addresses the question set, using a complete	A very well sustained, highly insightful and exceptionally clear	Writing and presentation skills are very good. References used show	E&R skills: Excellent evidence of independently	Excellent ability to independently recall and

Distinction)	range of evidence relating to the topic area. The essay demonstrates significant depth of critical understanding and substantial originality of thought. The essay is structured effectively.	argument. Conclusions are highly insightful. The essay demonstrates new or innovative syntheses relating to the topic set.	detailed understanding of texts beyond the range of generalist texts, and the ability to independently and critically understand other relevant literature.	collecting and interpreting appropriate literature from a wide range of relevant sources. Can communicate in writing effectively, using a highly developed tone / style and, where appropriate, very clear, innovative and effective supporting materials (e.g. diagrams, tables etc.) that are well integrated into the essay.	deploy key facts and ideas in time-constrained environment. Excellent ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits. No evidence of rushing to complete. Evidence of perfecting (e.g. proof reading, adding material) if necessary within time limit to enhance quality.
80-100: Pass (with Distinction)	Essay addresses the answer comprehensively with a high-level of original thinking and a sustained and in-depth critique. The structure is highly effective and clear.	An essay with an exceptionally clear and insightful argument with significant innovation of thought and synthesis of ideas.	Writing and presentation skills are outstanding. References used show highly detailed understanding of texts beyond the range of generalist texts, and the ability to independently and critically understand other relevant literature in substantial detail.	E&R skills: Outstanding evidence of independently collecting and interpreting appropriate literature from a wide range of relevant sources. Can communicate in writing effectively, using a highly developed tone / style and, where appropriate, very clear, innovative and effective supporting materials (e.g. diagrams, tables etc.) that are well integrated into the essay.	Outstanding ability to independently recall and deploy key facts and ideas in time-constrained environment. Excellent ability to plan effective response and manage time during exam, with evidence of completing essays within exam time limits. Evidence of perfecting (e.g. proof reading, adding material) if necessary within time limit to enhance quality.

University Assessment Criteria – Coursework Reports: FHEQ Levels 3 to 7

Description of the assessment criteria used:

Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Knowledge and comprehension of the subject or field of enquiry	Analysis, synthesis, creativity, deployment of structured reasoning supported by evidence; focus on topic, critical reflection and drawing conclusions	Including use of relevant literature, academic writing, academic integrity, appropriate academic conventions including referencing protocols and adherence to word-length or time limits	Including research-related skills, and communicating findings in a style appropriate for a given audience and context	Including skills in creativity, digital practices, working with others and as part of a group, presentation skills, project management skills and acting on critical reflection of own practice

University Assessment Criteria – Reports - FHEQ Level 3

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding. Significant inaccuracies.	Brief and irrelevant. Descriptive. Language and structure inappropriate or inadequate. Only personal views offered. Unsubstantiated generalisations. Incomplete or incoherent use of statistics. Little or no attempt to draw conclusions.	No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely ignored. Referencing substantially inaccurate.	E&R skills; Very little or no evidence of ability to undertake research-related tasks even with external guidance. Communication of the task is inappropriately pitched for the context and audience.	Very little evidence of the required skills in any of the skills areas. No evidence of self-reflection and no understanding of requirements to develop professional skills demonstrated.
30-39: Fail	Gaps in knowledge and superficial understanding. Some inaccuracies.	For the most part descriptive. Language and structure poor or inappropriate. Views/ findings sometimes illogical or contradictory. Use of statistics is inaccurate or inappropriately applied. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity.	Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly and referencing generally inaccurate or incomplete.	E&R skills; Limited evidence of ability to undertake straightforward E&R tasks even with external guidance. Communication of the task may have some merit but is inappropriately pitched for the context and audience. Use of supporting material (diagrams, graphs, tables and other formats where appropriate) limited, absent or poorly designed.	Limited evidence of skills in the range identified for the assessment at this level. Significant weaknesses evidence, which suggest that the candidate is not on course to gain the necessary for professional-level employment. Little evidence of self-reflection and limited understanding of requirements to develop professional skills.
40-49: Pass (Threshold)	Basic knowledge and understanding of the material. Some elements missing and flaws evident.	Some awareness of issues. Sense of argument emerging though not completely coherent. Language and structure adequate but with significant flaws. Where appropriate, statistical analysis is basic and may have some errors in application or interpretation. Some evidence to support views, but not always consistent. Some relevant conclusions	Threshold level. Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident, but with weaknesses in the accuracy of referencing.	E&R skills: Some evidence of collecting and interpreting appropriate literature and / or data and undertaking straightforward research tasks with external guidance. Can communicate in writing although the style of writing and use of supporting material (diagrams, graphs, tables and other formats where appropriate) are not completely appropriate for the discipline and professional-level employment.	Where appropriate, work with others or alone using limited creativity and basic problem-solving skills. Able to show basic insight in understanding own strengths and weaknesses in relation to professional, digital and practical skills.
50-59: Pass	Reasonable knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident.	Issues identified within given areas. Language and structure generally appropriate. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Where appropriate,	Knowledge of core text(s). Literature used accurately but descriptively. Academic skills generally sound. Referencing accurate generally and carried out according to conventions.	E&R skills: Can collect and understand appropriate literature and / or data and undertake straightforward research tasks with some external guidance. Can communicate in writing	Where appropriate, work professionally and well with others or alone using some creativity and problem-solving skills and showing some initiative. Reasonable ability to self-reflect in relation to

		statistical analysis is generally appropriate and interpreted correctly. Broadly valid conclusions.		reasonably effectively, with some use of diagrams, graphs, tables and other formats where appropriate at a standard generally appropriate for the discipline and professional-level employment.	professional, digital and practical skills.
60-69: Pass	Good knowledge and understanding of the main concepts and key theories at this level.	Good ability to relate principles and concepts to underlying theoretical frameworks and approaches. Language and structure appropriate. Good analytical ability using pre-defined principles and criteria.	Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions, including referencing.	E&R skills: Can develop and successfully apply a strategy to acquire data and / or literature with limited external guidance. Can communicate in writing effectively, using diagrams, graphs, tables and other formats where appropriate, in a manner appropriate for the discipline and professional-level employment.	Where appropriate, work professionally and well with others or alone using creativity and problem-solving skills and initiative. Able to demonstrate insight in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.
70-79: Pass	Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base.	Very good ability to relate principles and concepts to underlying theoretical frameworks and approaches. Language and structure clear and appropriate. Perceptive and persuasive points made within given area, using statistical analysis where appropriate with excellent accuracy. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed.	Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Accurate use of academic conventions including referencing.	E&R skills: Excellent strategy used to search literature and to acquire information or data. Style is carefully chosen and very well developed for the intended audience. Can communicate in writing very effectively, using diagrams, graphs, tables and other formats where appropriate, in a manner appropriate for the discipline and professional-level employment.	Where appropriate, work professionally and very well with others or alone using creativity and developed problem-solving skills and initiative. Able to demonstrate insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.
80-100: Pass	Excellent understanding of the areas of the knowledge base. Demonstrates a detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge.	Strong conclusions. Very good language and a very clear structure. Logical, articulate analysis a consistent feature, using statistical analysis where appropriate with exceptional accuracy. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions.	Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Data and/or sources of evidence used and presented convincingly and very effectively. Consistently accurate and assured use of academic conventions including referencing.	E&R skills: Exceptional strategy used to search literature and to acquire information or data. Style is exceptionally well developed for the intended audience. Can communicate in writing highly effectively, using diagrams, graphs, tables and other formats where appropriate, in a manner appropriate for the discipline and professional-level employment.	Where appropriate, work professionally and exceptionally well with others or alone using creativity and highly developed problem-solving skills and initiative. Able to demonstrate insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.

University Assessment Criteria – Reports - FHEQ Level 4

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding. Significant inaccuracies.	Brief and irrelevant. Descriptive. Language and structure inappropriate or inadequate. Only personal views offered. Unsubstantiated generalisations. Incomplete or incoherent use of statistics. Little or no attempt to draw conclusions.	No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely ignored. Referencing substantially inaccurate.	E&R skills; Very little or no evidence of ability to undertake research-related tasks even with external guidance. Communication of the task is inappropriately pitched for the context and audience.	Very little evidence of the required skills in any of the skills areas. No evidence of self-reflection and no understanding of requirements to develop professional skills demonstrated.
30-39: Fail	Gaps in knowledge and superficial understanding. Some inaccuracies.	For the most part descriptive. Language and structure largely inappropriate or inadequate. Views/ findings sometimes illogical or contradictory. Use of statistics is inaccurate or inappropriately applied. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity.	Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly and referencing generally inaccurate or incomplete.	E&R skills; Limited evidence of ability to undertake straightforward E&R tasks even with external guidance. Communication of the task may have some merit but is inappropriately pitched for the context and audience. Use of supporting material (diagrams, graphs, tables and other formats where appropriate) limited, absent or poorly designed.	Limited evidence of skills in the range identified for the assessment at this level. Little evidence of self-reflection and limited understanding of requirements to develop professional skills.
40-49: Pass (3rd) (Threshold)	Broadly accurate knowledge and understanding of the material. Some elements missing and flaws evident.	Some awareness of issues. Language and structure poor or confused. Sense of argument emerging though not completely coherent. Where appropriate, statistical analysis is basic and may have some errors in application or interpretation. Some evidence to support views, but not always consistent. Some relevant conclusions	Threshold level. Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses in the accuracy of referencing.	E&R skills: Some evidence of collecting and interpreting appropriate literature and / or data and undertaking straightforward research tasks with external guidance. Can communicate in writing although the style of writing and use of supporting material (diagrams, graphs, tables and other formats where appropriate) are not completely appropriate for the discipline and professional-level employment.	Where appropriate, work others or alone using limited creativity and basic problem-solving skills. Able to show basic insight in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.
50-59: Pass (2.2)	Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident.	Issues identified within given areas. A generally appropriate structure but basic and sometimes inappropriate language. An emerging awareness of different stances and ability to use evidence to support a coherent	Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound. Referencing generally accurate and according conventions.	E&R skills: Can collect and interpret appropriate literature and / or data and undertake straightforward research tasks with some external guidance. Can communicate in writing	Where appropriate, work professionally and well with others or alone using some creativity and problem-solving skills and showing some initiative. Able to show some insight in evaluating own

		argument. Where appropriate, statistical analysis is generally appropriate and interpreted correctly. Broadly valid conclusions.		reasonably effectively, with some use of diagrams, graphs, tables and other formats where appropriate at a standard generally appropriate for the discipline and professional-level employment.	strengths and weaknesses in relation to professional, digital and practical skills.
60-69: Pass (2.1)	Good, consistent knowledge and understanding of the main concepts and key theories at this level.	Good analytical ability. Acknowledgement of views of others. Generally well-structured and uses appropriate language. Where appropriate, statistical analysis is accurate and interpreted accurately. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions, including referencing.	E&R skills: Can develop and successfully apply a strategy to acquire data and / or literature with limited external guidance. Can communicate in writing effectively, using diagrams, graphs, tables and other formats where appropriate, in a manner appropriate for the discipline and professional-level employment.	Where appropriate, work professionally and well with others or alone using creativity and problem-solving skills and initiative. Able to demonstrate insight in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.
70-79: Pass (1st)	Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base.	Very good analysis throughout. Language and structure are good. Perceptive and persuasive points made within given area, using statistical analysis where appropriate with excellent accuracy. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence.	Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions including referencing.	E&R skills: Excellent strategy used to search literature and to acquire information or data. Style is carefully chosen and very well developed for the intended audience. Can communicate in writing very effectively, using diagrams, graphs, tables and other formats where appropriate, in a manner appropriate for the discipline and professional-level employment.	Where appropriate, work professionally and very well with others or alone using creativity and developed problem-solving skills and initiative. Able to demonstrate insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.
80-100: Pass (1st)	Highly detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge.	Strong conclusions. Very well written with a very clear structure. Logical, articulate analysis a consistent feature, using statistical analysis where appropriate with exceptional accuracy. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions.	Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Data and/or sources of evidence used and presented convincingly and very effectively. Consistently accurate and assured use of academic conventions including referencing.	E&R skills: Exceptional strategy used to search literature and to acquire information or data. Style is exceptionally well developed for the intended audience. Can communicate in writing highly effectively, using diagrams, graphs, tables and other formats where appropriate, in a manner appropriate for the discipline and professional-level employment.	Where appropriate, work professionally and exceptionally well with others or alone using creativity and highly developed problem-solving skills and initiative. Able to demonstrate insight and autonomy in evaluating own strengths and weaknesses in relation to professional, digital and practical skills.

University Assessment Criteria – Reports - FHEQ Level 5

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding. Significant inaccuracies.	Unsubstantiated generalizations, made without use of any credible evidence. Very poor structure and language. Lack of logic, leading to unsupported conclusions or missing conclusions. Lack of analysis and relevance.	No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely ignored.	Little or no evidence of the required skills in any of the areas identified for assessment at this level.	Little or no evidence of the required skills in any of the areas identified for assessment at this level.
30-39: Fail	Gaps in knowledge and superficial understanding. Some inaccuracies and little or no reference to their development and / or limitations.	Views/findings largely irrelevant, illogical or contradictory. Very poor structure and language. Generalisations/statements made with scant evidence. Statistical analysis incorrect or absent. Conclusions lack relevance and/or validity.	Evidence of little reading appropriate for this level and/or indiscriminate use of sources. Academic conventions used weakly.	Limited evidence of skills of research and enquiry in the range identified for assessment at this level. Weaknesses evident in several areas.	Limited evidence of skills in the range identified for assessment at this level. Weaknesses evident in key areas.
40-49: Pass (3rd) (Threshold)	Satisfactory knowledge and understanding of the material, of established principles of area(s) of study. Some weaknesses in understanding the development and / or limitations of those principles.	Awareness of main issues. Structure of argument effective, but with some gaps or weaknesses. Language is adequate but limited in effectiveness. Some evidence provided to support findings, but not always consistent. Statistics, where appropriate, are attempted but may be incomplete, inaccurate or misunderstood. Some relevant conclusions.	Evidence of reading relevant sources, with some appropriate linking to given text(s). Academic conventions evident and largely consistent, with minor weaknesses. Referencing lacks accuracy and consistency.	E&R skills: Some evidence of ability to collect and interpret appropriate data/information and undertake research tasks with limited external guidance. Can communicate in writing that is suited to the intended audience to a reasonable extent. Where appropriate, writing is usually supplemented by diagrams, graphs, tables and other materials of adequate quality that broadly support the arguments.	Can work with others as a member of a group, meeting most obligations to others, modifying responses appropriately. Can identify key areas of problems and generally choose appropriate methods for their resolution. Able to recognise own strengths and weaknesses in relation to professional and practical skills, but with limited insight in some areas.
50-59: Pass (2.2)	Broad knowledge and understanding of the material, of established principles of area(s) of study, and of the way in which those principles have been developed and / or challenged by others.	Issues identified and critically analysed within given areas. Broadly adequate structure and language throughout. An awareness of different stances and ability to use evidence to support argument. Ability to apply concepts and principles outside context of study context. Statistics, where appropriate, are generally applied well. Generally sound conclusions.	Knowledge and analysis of a range of literature beyond core text(s). Literature used accurately and analytically. Academic skills generally sound. Referencing is broadly accurate and consistent throughout.	E&R skills: Can complete research-like tasks, drawing on a range of sources, with external guidance. Can communicate reasonably well in writing that is generally suited to the intended audience. Where appropriate, writing is usually supplemented by diagrams, graphs, tables and other materials of generally good quality that broadly support	Where appropriate, work professionally and generally well with others or alone . Can identify key areas of problems and choose generally appropriate methods for their resolution. Able to show some insight and autonomy in evaluating own strengths and weaknesses , showing reasonable judgement.

<p>60-69: Pass (2.1)</p>	<p>Good knowledge and understanding of the material, of established principles of area(s) of study, and of the way in which those principles have been developed and / or challenged by others.</p>	<p>Good level of analysis and synthesis. Clearly structured with good use of language. An awareness of different stances and ability to use evidence convincingly to support argument. Statistics, where appropriate, are used with good levels of clarity and accuracy. Ability to apply concepts/principles effectively beyond context of study. Valid conclusions.</p>	<p>Knowledge of the field of literature used consistently to support findings. Research-informed literature integrated into the work. Good use of academic conventions. Referencing is highly accurate and consistent throughout.</p>	<p>the arguments. E&R skills: Can successfully complete research-like tasks, drawing on a range of sources, with limited external guidance. Can communicate effectively in writing that is very well suited to the intended audience. Where appropriate, writing is supplemented by diagrams, graphs, tables and other materials of good quality that support the arguments well.</p>	<p>Where appropriate, work professionally and exceptionally well with others or alone. Can identify key areas of problems confidently and choose, appropriate methods for their resolution. Able to show insight and autonomy in evaluating own strengths and weaknesses, showing good judgement.</p>
<p>70-79: Pass (1st)</p>	<p>Excellent knowledge and understanding of the material, the main concepts / theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge. Excellent understanding of the ways in which principles have developed and / or been challenged by others.</p>	<p>Excellent analysis and synthesis. A range of perceptive points made within given area for this level of study. Very clearly structured with excellent use of language. Arguments logically developed, supported by relevant evidence. Statistics, where appropriate, are used with excellent levels of clarity and accuracy. Acknowledgement of other stances. Strong conclusions.</p>	<p>Critical engagement with a range of reading. Knowledge of research-informed literature embedded in work. Consistently accurate use of academic conventions. Referencing is highly accurate and consistent throughout.</p>	<p>E&R skills: Can successfully complete research-like tasks, drawing on a range of sources, with a significant degree of autonomy. Can communicate highly effectively in writing that is very well suited to the intended audience. Where appropriate, writing is supplemented by diagrams, graphs, tables and other materials of excellent quality that fully support the arguments.</p>	<p>Where appropriate, work professionally and exceptionally well with others or alone. Can identify key areas of problems confidently and choose, with autonomy and effectiveness, appropriate methods for their resolution. Able to show insight and autonomy in evaluating own strengths and weaknesses, showing excellent judgement.</p>
<p>80-100: Pass (1st)</p>	<p>Exceptional knowledge and understanding of the material, the main concepts/ theories at this level. Awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge. Exceptional understanding of the ways in which principles have developed and / or been challenged by others.</p>	<p>Exceptional analysis and synthesis are consistent features. Very clearly structured with excellent use of language. Perceptive, logically connected points made throughout the work within an eloquent, balanced argument. Statistics, where appropriate, are used with exceptional clarity and accuracy. Evidence selected judiciously analysed. Persuasive conclusions.</p>	<p>Exceptionally wide range of relevant literature evaluated and used critically to inform argument, balance discussion and/or inform problem-solving. Accurate and assured use of academic conventions. Referencing is highly accurate and consistent throughout.</p>	<p>E&R skills: Evidence of exceptional success in undertaking a range of research-like tasks with high degree of autonomy for the level. Can communicate highly effectively in writing that is very well suited to the intended audience. Where appropriate, writing is supplemented by diagrams, graphs, tables and other materials of exceptional quality that fully support the arguments.</p>	<p>Where appropriate, work professionally and exceptionally well with others or alone. Can identify key areas of problems confidently and choose, with autonomy and exceptional effectiveness, appropriate methods for their resolution. Able to show insight and autonomy in evaluating own strengths and weaknesses, showing outstanding judgement.</p>

University Assessment Criteria – Reports - FHEQ Level 6

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies in the core knowledge.	Unsubstantiated generalisations, made without use of any credible evidence. Inadequate or inappropriate structure and language. Lack of logic, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. Poor communication of ideas.	Little evidence of reading. Views and findings unsupported and non-authoritative. Academic conventions largely ignored.	Little or no evidence of the required skills in any of the graduate skills identified in the programme specification at this level.	Little or no evidence of the graduate skills identified in the programme specification.
30-39: Fail	Gaps in core knowledge and superficial understanding of the field(s) of study. Some inaccuracies.	Some evidence of analytical intellectual skills, but for the most part descriptive. Basic structure and language. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Significant errors or omissions in statistics or their interpretations. Conclusions lack relevance.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Academic conventions used inconsistently and significant weaknesses in referencing.	Limited evidence of the research skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not yet gained the research skills required.	Limited evidence of the graduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for graduate-level employment.
40-49: Pass (3rd) (Threshold)	Satisfactory understanding of key aspects of field(s) of study; coherent knowledge, at least informed by current research and scholarly activity in the subject discipline.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Adequate structure and language. Some evidence to support findings/views, but evidence not consistently interpreted. Statistics when used show areas of weakness. Some relevant conclusions.	References to a range of relevant sources. Some omissions and minor errors. Academic conventions evident and largely consistent, with minor lapses. Referencing conventions generally followed although some minor weaknesses.	E&R skills: Can competently undertake reasonably straightforward research tasks with minimum guidance, but with minor weaknesses. Can communicate in writing at a standard appropriate for graduate-level employment, and with limited weaknesses. Work is generally presented effectively, with minor areas of weakness in supporting graphs, tables and other resources.	Where appropriate, can generally work effectively within a team , negotiating in a professional manner and managing conflict. Is largely confident and effective in identifying and defining complex problems and applying knowledge and methods to their solution. Able to recognise own strengths and weaknesses in relation to graduate employment, with minor areas of weakness.
50-59: Pass (2.2)	Systematic understanding of the field(s) of study. Core knowledge of the main principles are understood.	Evidence of some logical, analytical thinking and synthesis. Clear structure and good use of language. Can analyse new and/or abstract data and situations without guidance. Use of statistical analysis and accurate reporting of statistics where appropriate. An emerging awareness of different stances and ability to use evidence to	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Academic skills consistently applied. Referencing conventions generally followed accurately.	E&R skills: Can competently undertake reasonably straightforward research tasks with minimum guidance. Can communicate effectively in writing, at a standard appropriate for graduate-level employment. Adopts style and register appropriate for audience. Work is presented effectively, embedding graphs, tables and other resources when	Where appropriate, can consistently work effectively within a team , negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining complex problems and applying knowledge and methods to their solution. Able to evaluate own strengths and weaknesses in relation to

		support the argument. Valid conclusions.		required.	graduate employment.
60-69: Pass (2.1)	Good knowledge and understanding of the field(s) of study. Core knowledge is understood fluently and is supported by broader understanding relevant to the field(s) of study.	Sound, logical, analytical thinking, synthesis and evaluation. Structure and language are good. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Independent use of statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.	Good knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied. Referencing conventions followed accurately and consistently throughout.	E&R skills: Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can communicate well in writing and at a standard appropriate for graduate-level employment. Adopts style and register to engage audience(s). Work is presented effectively and professionally, embedding graphs, tables and other resources effectively when required.	Where appropriate, can consistently work very well within a team , leading & negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining a range of complex problems and applying knowledge and methods to their solution. Able to take initiative in evaluating own strengths and weaknesses in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary.
70-79: Pass (1st)	Excellent knowledge and understanding of the material, the main concepts/ theories of the discipline. Clear awareness of the limitation of their knowledge, and how this influences any analyses and interpretations based on that knowledge.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. Very well structured and well-chosen language. High quality analysis, developed independently or through effective collaboration. Independent use of advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions.	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied. Referencing conventions followed accurately and consistently throughout.	E&R skills: Can very successfully complete a range of research-like tasks, including evaluation, with a significant degree of autonomy. Can communicate in writing professionally and confidently for diverse audiences, at a high standard appropriate for graduate-level employment. Work is presented very effectively and professionally, embedding high quality graphs, tables and other resources effectively when required.	Where appropriate, can work professionally within a team , showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in autonomously defining a range of complex problems and applying knowledge and methods to solution. Shows insight and autonomy in evaluating own strengths and weaknesses and developing professional and practical skills needed for graduate-level employment.
80-100: Pass (1st)	Exceptional knowledge and understanding of the material, the main concepts/ theories of the discipline. Exceptional and critical awareness of the ambiguities and limitation of knowledge, and a very strong understanding of how this influences any analyses and interpretations based on that knowledge.	Exceptional work; judiciously selected and evaluated evidence. Very clear language and structure. Very high quality analysis, developed independently or through effective collaboration. Independent use of advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied. Referencing conventions followed accurately and consistently throughout.	E&R skills: Impressive ability to draw on own research, and that of others, to formulate meaningful research questions. Exceptionally successful in a wide range of research tasks, including evaluation, with a high degree of autonomy. Can communicate findings with real professionalism, adapting writing style easily for given audiences. Presentation of work of an extremely high quality, embedding high quality graphs, tables and other resources effectively when required.	Where appropriate, can work exceptionally well and professionally within a team , showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems . Outstanding ability to evaluate own strengths and weakness , showing outstanding attributes for graduate-level employment.

University Assessment Criteria – Reports - FHEQ Level 7

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-39: Fail	Gaps in systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Some inaccuracies in the understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Some evidence of analytical intellectual skills, but for the most part descriptive. Language and structure inappropriate. Gaps in evidence of using ideas at a high level of abstraction. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Significant errors or omissions in statistics or their interpretations. Conclusions lack relevance. Gaps in critical responses to theoretical discourses	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Gaps in evidence of substantial investigations to address areas of theory or practice. Academic conventions used inconsistently and significant weaknesses in referencing.	Limited evidence of the research skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not yet gained the research skills required. Limited ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Limited evidence of the postgraduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for postgraduate employment. Limited evidence of adaptation of making connections between known and unknown areas. Limited identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
40-49: Fail	Unsatisfactory systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Unsatisfactory understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Unsatisfactory evidence to support findings/views, but evidence not consistently interpreted. Language and structure inappropriate. Unsatisfactory of using ideas at a high level of abstraction. Unsatisfactory critical responses in theoretical discourses. Statistics when used show areas of weakness. Some relevant conclusions.	References to a few relevant sources. Some omissions and minor errors. Basic level academic conventions evident and largely inconsistent, with lapses. Unsatisfactory evidence of substantial investigations to address areas of theory or practice. Referencing conventions generally followed although some weaknesses.	E&R skills: Unsatisfactory undertake reasonably straightforward research tasks with minimum guidance. Unsatisfactorily communicated in writing at a standard appropriate for graduate-level employment, and with limited weaknesses. Work is presented with areas of weakness in supporting graphs, tables and other resources. Unsatisfactory ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Unsatisfactory evidence of working effectively within a team , negotiating in a professional manner and managing conflict. Is lacking confidence and effectiveness in identifying and defining complex problems and applying knowledge and methods to their solution. Not able sufficiently to recognise own strengths and weaknesses in relation to graduate employment, with minor areas of weakness. Unsatisfactory evidence of adaptation of making connections between known and unknown areas. Unsatisfactory evidence of identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
50-59: Pass	Evidence of systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Evidence of understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Evidence of some logical, analytical thinking and synthesis. Language and structure appropriate. Can analyse new and/or abstract data and situations without guidance. Use of statistical analysis and accurate reporting of statistics where appropriate. An emerging awareness of different stances and ability to use evidence to support the argument. Evidence of using ideas at a high level of abstraction. Evidence of critical responses in theoretical discourses. Valid conclusions.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Evidence of some investigations to address areas of theory or practice Academic skills applied. Referencing conventions generally followed accurately.	E&R skills: Can undertake reasonably straightforward research tasks with minimum guidance. Can communicate in writing, at a standard appropriate for graduate-level employment. Adopts style and register appropriate for audience. Work is presented satisfactorily, embedding graphs, tables and other resources when required. Evidence of ability to apply knowledge to unfamiliar	Where appropriate, can consistently work effectively within a team , negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining complex problems and applying knowledge and methods to their solution. Able to evaluate own strengths and weaknesses in relation to post-graduate employment. Evidence of adaptation of making connections between known and unknown areas. Identification, evaluation and capability supporting effective

				contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	communication in a range of complex and specialised contexts
60-69: Pass (with Merit)	Good systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Good understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Sound, logical, analytical thinking, synthesis and evaluation. Very clear language and structure. Ability to devise and sustain persuasive arguments, and to review the reliability, validity and significance of evidence. Independent use of statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to communicate ideas and evidence accurately and convincingly. Good evidence of using ideas at a high level of abstraction. Good evidence of critical responses in theoretical discourses Sound, convincing conclusions.	Good knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied. Good evidence of substantial investigations to address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.	E&R skills: Can successfully complete a range of research-like tasks, including evaluation, with very limited external guidance. Can communicate well in writing and at a standard appropriate for graduate-level employment. Adopts style and register to engage audience(s). Work is presented effectively and professionally, embedding graphs, tables and other resources effectively when required.	Where appropriate, can consistently work very well within a team , leading & negotiating in a professional manner and managing conflict. Is confident and flexible in identifying and defining a range of complex problems and applying knowledge and methods to their solution. Able to take initiative in evaluating own strengths and weaknesses in relation to graduate-level professional and practical skills, and act autonomously to develop new areas of skills as necessary. Good evidence of adaptation of making connections between known and unknown areas. Good identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
70-79: Pass (with Distinction)	Excellent systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Excellent understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. Excellent language and structure. High quality analysis, developed independently or through effective collaboration. Independent use of advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory information and identify reasons for contradictions. Excellent evidence of using ideas at a high level of abstraction. Excellent evidence of critical responses in theoretical discourses Strong conclusions.	Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied. Excellent evidence of substantial investigations to address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.	E&R skills: Can very successfully complete a range of research-like tasks, including evaluation, with a significant degree of autonomy. Can communicate in writing professionally and confidently for diverse audiences, at a high standard appropriate for graduate-level employment. Work is presented very effectively and professionally, embedding high quality graphs, tables and other resources effectively when required. Excellent ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Where appropriate, can work professionally within a team , showing leadership skills as appropriate, managing conflict and meeting obligations. Is professional and flexible in autonomously defining a range of complex problems and applying knowledge and methods to solution. Shows insight and autonomy in evaluating own strengths and weaknesses and developing professional and practical skills needed for graduate-level employment. Excellent evidence of adaptation of making connections between known and unknown areas. Excellent identification, evaluation and capability supporting effective communication in a range of complex and specialised contexts
80-100: Pass (with Distinction)	Exceptional systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Exceptional	Exceptional work; judiciously selected and evaluated evidence. Very clear structure and language. Very high quality analysis, developed independently or through effective collaboration. Independent use of	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills	E&R skills: Impressive ability to draw on own research, and that of others, to formulate meaningful research questions. Exceptionally successful in a wide range of	Where appropriate, can work exceptionally well and professionally within a team , showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible

	<p>understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base.</p>	<p>advanced statistical analysis and insightful and accurate reporting of statistics where appropriate. Ability to investigate contradictory information and identify reasons for contradictions. Exceptional evidence of using ideas at a high level of abstraction. Exceptional evidence of critical responses in theoretical discourses Highly persuasive conclusions.</p>	<p>consistently and professionally applied. Exceptional evidence of substantial investigations to address areas of theory or practice. Referencing conventions followed accurately and consistently throughout.</p>	<p>research tasks, including evaluation, with a high degree of autonomy. Can communicate findings with real professionalism, adapting writing style easily for given audiences. Presentation of work of an extremely high quality, embedding high quality graphs, tables and other resources effectively when required. Exceptional ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>in autonomously defining and solving a range of complex problems. Outstanding ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment. Exceptional evidence of adaptation of making connections between known and unknown areas. Exceptional, evaluation and capability supporting effective communication in a range of complex and specialised contexts.</p>
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University Assessment Criteria – Coursework Presentations: FHEQ Levels 3 to 7

Description of the assessment criteria used:

Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Knowledge and comprehension of the subject or field of enquiry	Analysis, synthesis, creativity, deployment of structured reasoning supported by evidence; focus on topic, critical reflection and drawing conclusions	Including use of relevant literature, academic writing, academic integrity, appropriate academic conventions including referencing protocols and adherence to word-length or time limits	Including research-related skills, and communicating findings in a style appropriate for a given audience and context	Including skills in creativity, digital practices, working with others and as part of a group, presentation skills, project management skills and acting on critical reflection of own practice

University Assessment Criteria – Presentations - FHEQ Level 3

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	No evidence of knowledge or understanding of topic(s). Significant inaccuracies. Fails to summarise main points of presentation. If group presentation – integration of components very weak/non existent.	Irrelevant information presented with no significant focus on the topic. No clear structured reasoning nor creativity. Only personal views offered. No attempt to draw conclusions.	No evidence of appropriate reading. Views are unsupported with no evidence of being based on appropriate sources. References and citations for presentation absent. Unable to answer questions with any conviction.	E&R skills; No evidence of ability to undertake research appropriate to presentation. Communication of the research is inappropriately pitched for the context and audience.	Inadequate delivery, monotone, difficult to follow. Inadequate use of presentation tools e.g. AV. Presentation timing substantially too short or too long. No evidence of ability to work in a team (if appropriate).
30-39: Fail	Insufficient understanding and inaccuracies. Fails to summarise main points of presentation. If group presentation – integration of components weak.	Insufficient information presented with little focus on the topic. Descriptive with little structured reasoning and creativity. Only personal views offered. Little attempt to draw conclusions.	Little evidence of reading appropriate for the level of study. Views are poorly supported with little evidence of appropriate sources being used. References and citations for presentation poor. Answers questions poorly.	E&R skills; Little evidence of ability to undertake research appropriate to presentation. Communication of the research is poorly pitched for the context and audience.	Little evidence of the required skills in any of the skills areas. Poor delivery, monotone, difficult to follow. Poor use of presentation tools e.g. AV. Presentation timing either too short or too long. Poor evidence of ability to work in a team (if appropriate).
40-49: Pass (Threshold)	Basic knowledge and understanding of the material. Some elements missing and flaws evident. Basic summary of main points of presentation. Basic understanding of the topic If group presentation – cohesive. Basic integration of components. If group presentation – basic integration of components.	Some awareness of issues and structured reasoning and creativity. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions.	Some evidence of reading, with superficial linking to given text(s). Views are basically supported with basic evidence of appropriate sources being used. References and citations for presentation basic. Basic answers to questions.	E&R skills; Evidence of basic ability to undertake research appropriate to presentation. Communication of the research is adequately pitched for the context and audience.	Some evidence of basic skills. Basic use of presentation tools e.g. AV. Presentation timing broadly accurate. Basic ability to work in a team (if appropriate).
50-59: Pass	Reasonable knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident. Reasonable summary of main points of presentation. Reasonable understanding of the topic If group presentation – cohesive.	Issues identified within given areas. Some structured reasoning and creativity. An awareness of different stances and an awareness of how to use evidence to support a coherent argument. Broadly valid conclusions.	Knowledge of core text(s). Views are reasonably supported with some evidence of sources being used. References and citations for presentation adequate. Adequate answers to questions.	E&R skills; Evidence of reasonable ability to undertake research appropriate to presentation. Communication of the research is reasonably pitched for the context and audience.	Reasonable evidence of the required skills in any of the skills areas. Reasonable delivery. Reasonable use of presentation tools e.g. AV. Presentation timing adequate. Reasonable evidence of ability to work in a team (if appropriate).
60-69:	Good knowledge and understanding of	Good analytical ability.	Good knowledge of the field of	E&R skills; Good	Good evidence of the required

Pass	the material, main concepts and key theories at this level. Good summary of main points of presentation. Good understanding of the topic If group presentation – cohesive, good integration of components. If group presentation – good integration of components.	Good structured reasoning and creativity. Acknowledgement of views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	literature appropriately used to support views. Views are well supported with good evidence of appropriate sources being used. References and citations for presentation good. Good answers to questions.	evidence of ability to undertake research appropriate to presentation. Communication of the research is well pitched for the context and audience.	skills in any of the skills areas. Good delivery. Good use of presentation tools e.g. AV. Presentation timing accurate. Good evidence of ability to work in a team (if appropriate).
70-79: Pass	Very good knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base. Very good summary of main points of presentation. Very good understanding of the topic If group presentation – cohesive, very good integration of components. If group presentation – very good integration of components.	Very good analysis throughout. Very good structured reasoning and creativity. Perceptive and persuasive points made within given area. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence.	Some critical engagement with appropriate reading. Views are well supported with very good evidence of appropriate sources being used. References and citations for presentation very good. Good answers to questions.	E&R skills; Very good evidence of ability to undertake research appropriate to presentation. Communication of the research is very well pitched for the context and audience.	Very good evidence of the required skills in any of the skills areas. Very good delivery. Very good use of presentation tools e.g. AV. Presentation timing accurate. Very good evidence of ability to work in a team (if appropriate).
80-100: Pass	Excellent knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge. Excellent summary of main points of presentation. Clear understanding of the topic If group presentation – cohesive, excellent integration of components. If group presentation – excellent integration of components.	Strong conclusions. Excellent structured reasoning and creativity. Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions.	Excellent range of relevant literature used to inform argument, balance discussion and/or inform problem-solving. Views are supported excellently with excellent evidence of appropriate sources being used. References and citations for presentation excellent. Excellent answers to questions	E&R skills; Excellent evidence of ability to undertake research appropriate to presentation. Communication of the research is excellently pitched for the context and audience.	Excellent evidence of the required skills in any of the skills areas. Excellent delivery. Excellent use of presentation tools e.g. AV. Presentation timing very accurate. Excellent evidence of ability to work in a team (if appropriate).

University Assessment Criteria – Presentations - FHEQ Level 4

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of topic(s). Significant inaccuracies. Fails to summarise main points of presentation. If group presentation – integration of components very weak/non existent.	Brief and irrelevant information presented with no significant focus on the topic. Descriptive with no clear structured reasoning nor creativity. Only personal views offered. Little or no attempt to draw conclusions.	No evidence of appropriate reading. Views are unsupported with no clear evidence of being based on appropriate sources. References and citations for presentation absent. Unable to answer questions with any conviction.	E&R skills; Very little or no evidence of ability to undertake research appropriate to presentation. Communication of the research is inappropriately pitched for the context and audience.	Inadequate delivery, monotone, difficult to follow. Inadequate use of presentation tools e.g. AV. Presentation timing substantially too short or too long. No evidence of ability to work in a team (if appropriate).
30-39: Fail	Gaps in knowledge and superficial understanding. Some inaccuracies. Fails to adequately summarise main points of presentation. If group presentation – integration of components weak.	Brief with some relevant information presented with little focus on the topic. Descriptive with little structured reasoning and creativity. Only personal views offered. Little attempt to draw conclusions.	Little evidence of reading appropriate for the level of study. Views are poorly supported with little evidence of appropriate sources being used. References and citations for presentation poor. Answers questions poorly.	E&R skills; Little evidence of ability to undertake research appropriate to presentation. Communication of the research is poorly pitched for the context and audience.	Little evidence of the required skills in any of the skills areas. Poor delivery, monotone, difficult to follow. Poor use of presentation tools e.g. AV. Presentation timing either too short or too long. Poor evidence of ability to work in a team (if appropriate).
40-49: Pass (3rd) (Threshold)	Broadly accurate knowledge and understanding of the material. Some elements missing and flaws evident. Basic summary of main points of presentation. Basic understanding of the topic If group presentation – cohesive. Basic integration of components. If group presentation – basic integration of components.	Some awareness of issues and structured reasoning and creativity. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions.	Some evidence of reading, with superficial linking to given text(s). Views are basically supported with basic evidence of appropriate sources being used. References and citations for presentation basic. Basic answers to questions.	E&R skills; Evidence of basic ability to undertake research appropriate to presentation. Communication of the research is adequately pitched for the context and audience.	Evidence of basic skills in any of the skills areas. Uninspirational delivery. Basic use of presentation tools e.g. AV. Presentation timing broadly accurate. Basic ability to work in a team (if appropriate).
50-59: Pass (2.2)	Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident. Reasonable summary of main points of presentation. Reasonable understanding of the topic If group presentation – cohesive.	Issues identified within given areas. Some structured reasoning and creativity. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Knowledge of literature beyond core text(s). Views are adequately supported with adequate evidence of appropriate sources being used. References and citations for presentation adequate. Adequate answers to questions.	E&R skills; Evidence of reasonable ability to undertake research appropriate to presentation. Communication of the research is reasonably pitched for the context and audience.	Adequate evidence of the required skills in any of the skills areas. Adequate delivery. Adequate use of presentation tools e.g. AV. Presentation timing adequate. Adequate evidence of ability to work in a team (if appropriate).

<p>60-69: Pass (2.1)</p>	<p>Good, consistent knowledge and understanding of the material, main concepts and key theories at this level. Good summary of main points of presentation. Good understanding of the topic If group presentation – cohesive, good integration of components. If group presentation – good integration of components.</p>	<p>Good analytical ability. Good structured reasoning and creativity. Acknowledgement of views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.</p>	<p>Good knowledge of the field of literature appropriately used to support views. Views are well supported with good evidence of appropriate sources being used. References and citations for presentation good. Good answers to questions.</p>	<p>E&R skills; Good evidence of ability to undertake research appropriate to presentation. Communication of the research is well pitched for the context and audience.</p>	<p>Good evidence of the required skills in any of the skills areas. Good delivery. Good use of presentation tools e.g. AV. Presentation timing accurate. Good evidence of ability to work in a team (if appropriate).</p>
<p>70-79: Pass (1st)</p>	<p>Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base. Very good summary of main points of presentation. Very good understanding of the topic If group presentation – cohesive, very good integration of components. If group presentation – very good integration of components.</p>	<p>Very good analysis throughout. Very good structured reasoning and creativity. Perceptive and persuasive points made within given area. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence.</p>	<p>Critical engagement with appropriate reading. Views are very well supported with very good evidence of appropriate sources being used. References and citations for presentation very good. Very good answers to questions.</p>	<p>E&R skills; Very good evidence of ability to undertake research appropriate to presentation. Communication of the research is very well pitched for the context and audience.</p>	<p>Very good evidence of the required skills in any of the skills areas. Very good delivery. Very good use of presentation tools e.g. AV. Presentation timing accurate. Very good evidence of ability to work in a team (if appropriate).</p>
<p>80-100: Pass (1st)</p>	<p>Highly detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge. Excellent summary of main points of presentation. Clear understanding of the topic If group presentation – cohesive, excellent integration of components. If group presentation – excellent integration of components.</p>	<p>Strong conclusions. Excellent structured reasoning and creativity. Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions.</p>	<p>Exceptionally wide range of relevant literature used to inform argument, balance discussion and/or inform problem-solving. Views are supported excellently with excellent evidence of appropriate sources being used. References and citations for presentation excellent. Excellent answers to questions.</p>	<p>E&R skills; Excellent evidence of ability to undertake research appropriate to presentation. Communication of the research is excellently pitched for the context and audience.</p>	<p>Excellent evidence of the required skills in any of the skills areas. Excellent delivery. Excellent use of presentation tools e.g. AV. Presentation timing very accurate. Excellent evidence of ability to work in a team (if appropriate).</p>

University Assessment Criteria – Presentations - FHEQ Level 5

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding and evidence of some analytical thought. Significant inaccuracies. Fails to summarise main points of presentation with evidence of cohesive thinking. If group presentation – integration of components very weak/non-existent.	Brief and irrelevant. Descriptive with no evidence of creativity, synthesis and analysis. Unsubstantiated generalisations made. Little or no attempt to draw conclusions based on some reflection and analytical thought.	No evidence of appropriate and wider reading. Views are unsupported by evidence or by appropriate sources. References and citations for presentation absent or inappropriate. Unable to answer questions with knowledge or conviction.	E&R skills; Very little or no evidence of ability to undertake research-related appropriate to the presentation. Very little evidence of depth of research. Communication of the task is inappropriately pitched for the context and audience. No evidence of ability to communicate the relevant academic knowledge.	Inadequate delivery, monotone, difficult to follow. No command of self-presentation and no evidence of understanding of the requirements for good audience communication. Poor use of presentation tools e.g. AV. Presentation timing either substantially too short or too long. No evidence of ability to work in a team (if appropriate).
30-39: Fail	Gaps in knowledge and superficial understanding. Some inaccuracies. Fails to adequately summarise main points of presentation. If group presentation – integration of components weak.	For the most part descriptive. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with weak evidence. Conclusions lack relevance and/or validity.	Little evidence of appropriate and wider reading. Views are barely supported by evidence or by appropriate sources. References and citations for presentation inappropriate on the whole. Unable to answer majority of questions with knowledge or conviction.	E&R skills; Little evidence of ability to undertake research-related appropriate to the presentation. Little evidence of depth of research. Communication of the task is poorly pitched for the context and audience. Little evidence of ability to communicate the relevant academic knowledge.	Poor delivery, monotone, somewhat difficult to follow. Poor command of self-presentation and poor evidence of understanding of the requirements for good audience communication. Poor use of presentation tools e.g. AV. Presentation timing either too short or too long. Poor evidence of ability to work in a team (if appropriate).
40-49: Pass (3rd) (Threshold)	Broadly accurate knowledge and understanding of the material. Some elements missing and flaws evident. Broadly summarises main points of presentation. If group presentation – integration of components basic.	Some awareness of issues, reasoning and creativity. Evidence of basic argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions	Little evidence of appropriate and wider reading. Views are supported by basic evidence / appropriate sources. References and citations for presentation basic. Basic ability to answer questions with knowledge or conviction.	E&R skills; Basic evidence of ability to undertake research appropriate to the presentation. Basic evidence of depth of research. Communication of the task is adequately pitched for the context and audience. Adequate evidence of ability to communicate the relevant academic knowledge with evidence of basic analysis.	Uninspiring delivery, monotone, somewhat difficult to follow. Uninspiring command of self-presentation and basic evidence of understanding of the requirements for good audience communication. Basic use of presentation tools e.g. AV. Presentation timing marginally either too short or too long. Basic evidence of ability to work in a team (if appropriate).
50-59: Pass (2.2)	Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident. Adequately summarises main	Issues identified within given areas with some creativity and structure. An emerging awareness of different stances and some ability to use evidence to support	Reasonable evidence of appropriate and wider reading. Views are supported by reasonable evidence / appropriate sources. References and citations	E&R skills; Evidence of reasonable ability to undertake research-related appropriate to the presentation. Evidence of	Reasonable delivery, monotone, somewhat difficult to follow. Reasonable command of self-presentation and reasonable evidence of

	points of presentation. If group presentation – integration of components satisfactory.	a coherent argument. Broadly valid conclusions.	for presentation reasonable. Reasonable ability to answer questions with knowledge and conviction.	reasonable depth of research. Communication of the task is reasonably pitched for the context and audience. Evidence of reasonable ability to communicate the relevant academic knowledge.	understanding of the requirements for good audience communication. Reasonable use of presentation tools e.g. AV. Presentation timing correct. Reasonable evidence of ability to work in a team (if appropriate).
60-69: Pass (2.1)	Good, consistent knowledge and understanding of the material, main concepts and key theories at this level. Good summary of main points of presentation. If group presentation – good integration of components.	Good analytical ability. Acknowledgement of views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	Good evidence of appropriate and wider reading. Views are supported by good evidence / appropriate sources. References and citations for presentation good. Good ability to answer questions with knowledge and conviction.	E&R skills; Good evidence of ability to undertake research appropriate to the presentation. Good evidence of depth of research. Communication of the task is well pitched for the context and audience. Good evidence of ability to communicate the relevant academic knowledge with evidence of analysis.	Good delivery, monotone, somewhat difficult to follow. Good command of self-presentation and reasonable evidence of understanding of the requirements for good audience communication. Good use of presentation tools e.g. AV. Presentation timing accurate. Good evidence of ability to work in a team (if appropriate).
70-79: Pass (1st)	Detailed knowledge and understanding of the main concepts/ theories at this level. Very good awareness of the limitations of the knowledge base. Very Good, concise and clear summary of main points of presentation. If group presentation – Very good integration of components.	Very good analysis throughout. Perceptive and persuasive points made within broader context of given area. Explicitly considered acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence.	Very good evidence of appropriate and wider reading. Views are supported by very good evidence / appropriate sources. References and citations for presentation very good. Very good ability to answer questions with knowledge or conviction	E&R skills; Very good evidence of ability to undertake research appropriate to the presentation. Very good evidence of depth of research. Communication of the task is very well pitched for the context and audience. Very good evidence of ability to communicate the relevant academic knowledge.	Very good delivery. Reasonable command of self -presentation and very good evidence of understanding of the requirements for good audience communication. Very good use of presentation tools e.g. AV. Presentation timing accurate. Very good evidence of ability to work in a team (if appropriate).
80-100: Pass (1st)	Highly detailed knowledge and understanding of material, concepts and theories at this level. Excellent awareness of the ambiguities and limitations of knowledge. Excellent summary of main points of presentation. If group presentation – cohesive, excellent integration of components.	Strong conclusions. Logical, articulate considered analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from wide range of relevant research. Convincing conclusions.	Excellent evidence of appropriate and wider reading. Views are supported by excellent evidence / appropriate sources. References and citations for presentation excellent. Excellent ability to answer questions with knowledge and conviction.	E&R skills; Excellent evidence of ability to undertake research appropriate to the presentation. Excellent evidence of depth of research. Communication of the task is pitched excellently for the context and audience. Excellent evidence of ability to communicate the relevant academic knowledge.	Excellent delivery. Excellent command of self -presentation and excellent evidence of understanding of the requirements for excellent audience communication. Excellent use of presentation tools e.g. AV. Presentation timing very accurate. Excellent ability to work in a team (if appropriate).

University Assessment Criteria – Presentations - FHEQ Level 6

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies. No awareness of the ambiguities and limitation of knowledge, with no analytical understanding of the topic. No evidence of ability to consider the various interpretations of the facts and no analytical ability. If group presentation – no integration of components.	Unsubstantiated generalisations, made without use of any credible evidence. Lack of logic and evident critical ability, leading to unsupported/missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. Poor communication of ideas.	Little evidence of reading. Views and findings unsupported and non-authoritative. Academic conventions largely ignored.	Very little or no evidence of ability to undertake research-related tasks even with external guidance. Very little evidence of depth of research and critical ability to assess information and make clear deductions.	Inadequate delivery, monotone, difficult to follow. No command of self-presentation and no evidence of understanding of the requirements for good audience communication. Poor use of presentation tools e.g. AV. Presentation timing either substantially too short or too long. No evidence of ability to work in a team (if appropriate).
30-39: Fail	Gaps in knowledge and superficial understanding with only superficial understanding. Some significant inaccuracies. Poor awareness of the ambiguities and limitation of knowledge, with poor analytical understanding of the topic. Poor ability to consider the various interpretations of the facts and poor analytical ability. If group presentation – poor integration of components.	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Academic conventions used inconsistently.	Poor evidence of ability to undertake research-related tasks even with external guidance. Poor evidence of depth of research and critical ability to assess information and make clear deductions.	Poor delivery, monotone, somewhat difficult to follow. Poor command of self-presentation and poor evidence of understanding of the requirements for good audience communication. Poor use of presentation tools e.g. AV. Presentation timing either too short or too long. Poor evidence of ability to work in a team (if appropriate).
40-49: Pass (3rd) (Threshold)	Satisfactory understanding of key aspects of field of study; coherent knowledge, at least informed by current research and scholarly activity in the subject discipline. Basic awareness of the ambiguities and limitation of knowledge, with basic analytical understanding of the topic. Able to show basic ability to consider the various interpretations of the facts and some analytical ability. If group presentation – basic integration of components.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/views, but evidence not consistently interpreted. Some relevant conclusions.	References to a range of relevant sources. Some omissions and minor errors. Academic conventions evident and largely consistent, with minor lapses.	Basic evidence of ability to undertake research-related tasks even with external guidance. Basic evidence of depth of research and critical ability to assess information and make clear deductions.	Uninspiring delivery, monotone, somewhat difficult to follow. Uninspiring command of self-presentation and basic evidence of understanding of the requirements for good audience communication. Basic use of presentation tools e.g. AV. Presentation timing marginally either too short or too long. Basic evidence of ability to work in a team (if appropriate).
50-59: Pass (2.2)	Systematic understanding of the field(s) of study, as indicated by relevant subject benchmark statements for the final degree	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed	Adequate evidence of ability to undertake research-related tasks even with external guidance. Adequate	Reasonable delivery, monotone, somewhat difficult to follow. Reasonable command of self-presentation

	<p>programme.</p> <p>Some awareness of the ambiguities and limitation of knowledge, with some analytical understanding of the topic.</p> <p>Able to show some ability to consider the various interpretations of the facts and some analytical ability. If group presentation – some integration of components.</p>	<p>situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions.</p>	<p>independently. Academic skills consistently applied.</p>	<p>evidence of depth of research and critical ability to assess information and make clear deductions.</p> <p>.</p>	<p>and reasonable evidence of understanding of the requirements for good audience communication. Reasonable use of presentation tools e.g. AV. Presentation timing correct. Reasonable evidence of ability to work in a team (if appropriate).</p>
<p>60-69: Pass (2.1)</p>	<p>Good knowledge and understanding of the field(s) of study, as indicated by relevant subject bench mark statements for the final degree programme. Good awareness of the ambiguities and limitation of knowledge, with a clear analytical understanding of the topic.</p> <p>Able to show an ability to consider the various interpretations of the facts and excellent analytical ability. If group presentation – excellent integration of components.</p>	<p>Sound, logical, analytical thing; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.</p>	<p>Good knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently with accuracy and assurance. Good academic skills, consistently applied.</p>	<p>Good evidence of ability to undertake research-related tasks even with external guidance. Good evidence of depth of research and critical ability to assess information and make clear deductions.</p> <p>..</p>	<p>Good delivery, monotone, somewhat difficult to follow. Good command of self-presentation and reasonable evidence of understanding of the requirements for good audience communication. Good use of presentation tools e.g. AV. Presentation timing accurate. Good evidence of ability to work in a team (if appropriate).</p>
<p>70-79: Pass (1st)</p>	<p>Excellent knowledge and understanding of the material, the main concepts/ theories of the discipline. Very good awareness of the ambiguities and limitation of knowledge, with some analytical understanding of the topic.</p> <p>Able to show a very good ability to consider the various interpretations of the facts and some analytical ability. If group presentation – very good integration of components.</p>	<p>Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions.</p>	<p>Excellent knowledge of research informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently applied.</p>	<p>Very good evidence of ability to undertake research-related tasks even with external guidance. Very good evidence of depth of research and critical ability to assess information and make clear deductions.</p> <p>.</p>	<p>Very good delivery. Reasonable command of self -presentation and very good evidence of understanding of the requirements for good audience communication. Very good use of presentation tools e.g. AV. Presentation timing accurate. Very good evidence of ability to work in a team (if appropriate).</p>
<p>80-100: Pass (1st)</p>	<p>Exceptionally knowledge and understanding of the material, the main concepts/ theories of the discipline. Excellent awareness of the ambiguities and limitation of knowledge, with a clear analytical understanding of the topic.</p> <p>Able to show an excellent ability to consider the various interpretations of the facts and excellent analytical ability. If group presentation – excellent integration of components.</p>	<p>Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.</p>	<p>Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied.</p>	<p>Excellent evidence of ability to undertake research-related tasks even with external guidance. Excellent evidence of depth of research and critical ability to assess information and make clear deductions.</p> <p>.</p>	<p>Excellent delivery. Excellent command of self -presentation and excellent evidence of understanding of the requirements for excellent audience communication. Excellent use of presentation tools e.g. AV. Presentation timing very accurate. Excellent ability to work in a team (if appropriate).</p>

University Assessment Criteria – Presentations - FHEQ Level 7

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-39: Fail	Gaps in systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Some inaccuracies in the understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base. If group presentation – poor integration of components.	Some evidence of analytical intellectual skills, but for the most part descriptive. Gaps in evidence of using ideas at a high level of abstraction. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Significant errors or omissions in statistics or their interpretations. Conclusions lack relevance. Gaps in critical responses to theoretical discourses.	Evidence of little reading and/or of reliance on inappropriate sources, and/or indiscriminate use of sources. Gaps in evidence of substantial investigations to address areas of theory or practice Academic conventions used inconsistently.	Poor evidence of ability to undertake research-related tasks even with external guidance. Poor evidence of depth of research and critical ability to assess information and make clear deductions. Little evidence of ability to analyse the appropriateness of the enquiry methodologies used.	Dull or otherwise uninspirational presentation. Does not effectively engage audience. Poor or weak use of presentation tools e.g. AV. Poorly timed. No evidence of ability to work in a team (if appropriate).
40-49: Fail	Unsatisfactory systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Unsatisfactory understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base. If group presentation – poor integration of components.	Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Unsatisfactory evidence to support findings/views, but evidence not consistently interpreted. Unsatisfactory of using ideas at a high level of abstraction. Unsatisfactory critical responses in theoretical discourses	References to a few relevant sources. Some omissions and minor errors. Basic level academic conventions evident and largely inconsistent, with lapses. Unsatisfactory evidence of substantial investigations to address areas of theory or practice Referencing conventions generally followed although some weaknesses.	Basic evidence of ability to undertake research-related tasks even with external guidance. Basic evidence of depth of research and critical ability to assess information and make clear deductions. Insufficient evidence of ability to analyse the appropriateness of the enquiry methodologies used.	Uninspirational presentation that does not effectively engage audience. Poor or weak use of presentation tools e.g. AV. Poorly timed. No evidence of ability to work in a team (if appropriate).
50-59: Pass (Threshold)	Evidence of systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Evidence of understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base. If group presentation – some integration of components.	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Evidence of using ideas at a high level of abstraction. Evidence of critical responses in theoretical discourses. Valid conclusions.	Knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed independently. Evidence of some investigations to address areas of theory or practice Academic skills generally applied.	Adequate evidence of ability to undertake research-related tasks even with external guidance. Adequate evidence of depth of research and critical ability to assess information and make clear deductions. Adequate evidence of ability to analyse the appropriateness of the enquiry methodologies used	Uninspirational but adequate presentation. Audience generally engaged. Weak use of presentation tools e.g. AV. Some minor errors in timing. Evidence of ability to work in a team (if appropriate).
60-69: Pass (with Merit)	Good systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Good	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the	Good knowledge, analysis and evaluation of a range of research-informed literature, including sources retrieved, analysed	Good evidence of ability to undertake research-related tasks even with external guidance. Good evidence of	Presentation engages audience effectively through stylish and well delivered material. Good use of

	understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base. If group presentation – good integration of components.	reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Good evidence of using ideas at a high level of abstraction. Good evidence of critical responses in theoretical discourses Sound, convincing conclusions.	independently with accuracy and assurance. Good evidence of substantial investigations to address areas of theory or practice Good academic skills, consistently applied.	depth of research and critical ability to assess information and make clear deductions. Good evidence of ability to analyse the appropriateness of the enquiry methodologies used.	presentation tools e.g. AV to creatively enhance the delivery. Presentation well-timed according to the requirements of the task. Good evidence of ability to work in a team (if appropriate).
70-79: Pass (with Distinction)	Excellent systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Excellent understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base. If group presentation –excellent integration of components.	Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Excellent evidence of using ideas at a high level of abstraction. Excellent evidence of critical responses in theoretical discourses Strong conclusions.	Excellent knowledge of research informed literature embedded in the work. Excellent evidence of substantial investigations to address areas of theory or practice Consistent analysis and evaluation of sources. High-level academic skills consistently applied.	Very good evidence of ability to undertake research-related tasks even with external guidance. Very good evidence of depth of research and critical ability to assess information and make clear deductions. Excellent evidence of ability to analyse the appropriateness of the enquiry methodologies used.	Presentation engages audience very effectively through stylish and well delivered material. Diverse approach to delivery using well-chosen presentation tools creatively. Presentation well-timed according to the requirements of the task. Strong evidence of ability to work in a team (if appropriate).
80-100: Pass (with Distinction)	Exceptional systematic understanding of specialised field of study and interrelationship with other relevant disciplines. Exceptional understanding of current theoretical and methodological approaches and its use in interpreting the knowledge base. If group presentation – exceptional integration of components.	Exceptional work; judiciously selected and evaluated evidence. Very high quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Exceptional evidence of using ideas at a high level of abstraction. Exceptional evidence of critical responses in theoretical discourses. Highly persuasive conclusions.	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied. Exceptional evidence of substantial investigations to address areas of theory or practice.	Exceptional evidence of ability to undertake research-related tasks even with external guidance. Exceptional evidence of depth of research and critical ability to assess information and make clear deductions. Exceptional evidence of ability to analyse the appropriateness of the enquiry methodologies used.	All audience members engaged enthusiastically through stylish and well delivered material. Diverse approach to delivery using well-chosen presentation tools creatively. Presentation well-timed according to the requirements of the task. Excellent evidence of ability to work in a team (if appropriate).

University Assessment Criteria – Reflective coursework: FHEQ Levels 3 to 7

Description of the assessment criteria used:

Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Knowledge and comprehension of the subject or field of enquiry	Analysis, synthesis, creativity, deployment of structured reasoning supported by evidence; focus on topic, critical reflection and drawing conclusions	Including use of relevant literature, academic writing, academic integrity, appropriate academic conventions including referencing protocols and adherence to word-length or time limits	Including research-related skills, and communicating findings in a style appropriate for a given audience and context	Including skills in creativity, digital practices, working with others and as part of a group, presentation skills, project management skills and acting on critical reflection of own practice

University Assessment Criteria – Reflective Work – FHEQ Level 3

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of situation, context and expectations. Significant inaccuracies. Expected elements missing.	Brief and irrelevant information presented with no significant focus on the topic. Descriptive with no clear structured reasoning nor creativity. Only personal views offered. Little or no attempt to draw conclusions.	No evidence of original research, ideas or observations. No reference to theory. Views are unsupported with no clear evidence of being based on appropriate sources. References and citations for presentation absent.	Makes no reference to external sources.	Inadequate understanding of professional requirements and the way these relate to the context of the reflection. Piece is descriptive with no reflection evident. Different perspectives not considered.
30-39: Fail	Gaps in knowledge and superficial understanding of the situation, context and expectations. Inaccuracies. Expected elements missing. No understanding of ambiguities and limitations of the experience.	Brief with some relevant information presented with little focus on the topic. Descriptive with no structured reasoning and creativity. Only personal views offered. Little attempt to draw conclusions.	No original ideas or observations in the narrative. Little or no reference to theory to support practice. Views are poorly supported with little evidence of appropriate sources being used. References and citations for presentation poor.	Makes scant references to external sources, although these are not always relevant to the piece.	Little understanding of professional requirements and the way these relate to the context of the reflection. Piece is mainly descriptive with little or no reflection. Limited summary provided. Different perspectives not considered. Describes some personal responses to the situation. Little or no reflection on alternative ways of managing the situations. Plans for future development limited.
40-49: Pass (Threshold)	Basic understanding of the situation, context and expectations. Some elements missing and flaws evident. Some reference made to the limitations of the experience.	Basic awareness of issues and structured reasoning and creativity. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions.	Limited ideas or observations in the narrative. Limited, basic reference to theory to demonstrate practice. Limited supporting evidence. Basic referencing and citations.	Makes reference to some relevant primary sources.	Shows some understanding of professional requirements and the way these relate to the context of the reflection. Describes own practice with limited reflection. Summarises the experience adequately. Limited different perspectives given. Describes some personal responses to the situation. Limited reflection on alternative ways of managing the situations. Provides a description of plans for personal and professional development.
50-59: Pass	Reasonable understanding of the situation, context and expectations. Some awareness of the limitations of the experience.	Some issues identified within given areas. Some structured reasoning and creativity. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Ideas and observations are woven into the narrative. Basic use of theory to demonstrate practice. Views are supported with some evidence of sources being used. Basic referencing and citations.	Makes use of mostly appropriate and relevant primary sources.	Shows a basic understanding of professional requirements and the way these relate to the context of the reflection. Reflects on own practice. Provides a basic summary of the experience. Includes some reinterpretation of events from different perspectives. Gives some insight into personal responses to the situation. Some reflection on alternative ways of managing the situations. Provides a description of plans for personal and professional development.
60-69: Pass	Good, consistent understanding of the situation, context and	Demonstrates independent thinking in some areas. Good analytical ability.	Includes some research, ideas and observations. Good use of theory to demonstrate practice.	Makes good use of appropriate and relevant primary	Shows a good understanding of professional requirements and the way these relate to the context of the reflection. Reflects well on own practice. Provides a good summary of

	expectations. Awareness of some of the limitations of the experience.	Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	Views are supported with evidence of appropriate sources being used. Good referencing and citations.	sources.	the experience. Includes a good reinterpretation of events from different perspectives. Gives a good insight into personal responses to the situation. Good reflection on alternative ways of managing the situations. Provides a rationale for future personal and professional development.
70-79: Pass	Detailed Understanding of the situation, context and expectations. Awareness of some of the ambiguities and limitations of the experience.	Show some originality of thought throughout. Demonstrates independent thinking. Very good analysis a consistent feature. A number of persuasive points made throughout the work. Strong conclusions.	Includes some original research, ideas and observations which are woven into the narrative. Very good use of theory to demonstrate practice. Views are supported with very good evidence of appropriate sources being used. Very good referencing and citations.	Makes very good use of appropriate and relevant primary sources.	Shows a very good understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides an insightful summary of the experience. Includes very good reinterpretation of events from different perspectives. Gives a very good insight into personal responses to the situation. Very good reflection on alternative ways of managing the situations. Provides a strong rationale for future personal and professional development.
80-100: Pass	Excellent understanding of the situation, context and expectations. Awareness of some of the ambiguities and limitations of the experience.	Originality of thought throughout. Demonstrates independent thinking. Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence. Convincing conclusions relating to evidence presented.	Includes original research, ideas and observations which are expertly woven into the narrative. Exceptional use of theory to demonstrate practice. Views are supported with excellent evidence of appropriate sources being used. Excellent referencing and citations.	Makes critical use of appropriate and relevant primary sources.	Shows an excellent understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides a highly insightful summary of the experience. Includes insightful reinterpretation of events from different perspectives. Gives an excellent insight into personal responses to the situation. Excellent reflection on alternative ways of managing the situations. Provides a strong and logical rationale for future personal and professional development.

University Assessment Criteria – Reflective Work – FHEQ Level 4

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of situation, context and expectations. Significant inaccuracies. Expected elements missing.	Brief and irrelevant information presented with no significant focus on the topic. Descriptive with no clear structured reasoning nor creativity. Only personal views offered. Little or no attempt to draw conclusions.	No evidence of original research, ideas or observations. No reference to theory. Views are unsupported with no clear evidence of being based on appropriate sources. References and citations for presentation absent.	Makes no reference to external sources.	Inadequate understanding of professional requirements and the way these relate to the context of the reflection. Piece is descriptive with no reflection evident. Different perspectives not considered.
30-39: Fail	Gaps in knowledge and superficial understanding of the situation, context and expectations. Some inaccuracies. Some expected elements missing. No understanding of ambiguities and limitations of the experience.	Brief with some relevant information presented with little focus on the topic. Descriptive with little structured reasoning and creativity. Only personal views offered. Little attempt to draw conclusions.	Little or no original ideas or observations in the narrative. Little or no reference to theory to support practice. Views are poorly supported with little evidence of appropriate sources being used. References and citations for presentation poor.	Makes scant references to external sources, although these are not always relevant to the piece.	Little understanding of professional requirements and the way these relate to the context of the reflection. Piece is mainly descriptive with little or no reflection. Limited summary provided. Different perspectives not considered. Describes some personal responses to the situation. Little or no reflection on alternative ways of managing the situations. Plans for future development limited.
40-49: Pass (3rd) (Threshold)	Broadly accurate understanding of the situation, context and expectations. Some elements missing and flaws evident. Some reference made to the limitations of the experience.	Some awareness of issues and structured reasoning and creativity. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions.	Limited ideas or observations in the narrative. Limited, basic reference to theory to demonstrate practice. Limited supporting evidence. Basic referencing and citations.	Makes reference to some relevant primary sources.	Shows some understanding of professional requirements and the way these relate to the context of the reflection. Describes own practice with limited reflection. Summarises the experience adequately. Limited different perspectives given. Describes some personal responses to the situation. Limited reflection on alternative ways of managing the situations. Provides a description of plans for personal and professional development.
50-59: Pass (2.2)	Sound, routine understanding of the situation, context and expectations. Some awareness of the limitations of the experience.	Issues identified within given areas. Some structured reasoning and creativity. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Ideas and observations are woven into the narrative. Use of theory to demonstrate practice. Views are supported with some evidence of sources being used. Adequate referencing and citations.	Makes use of mostly appropriate and relevant primary sources.	Shows a good understanding of professional requirements and the way these relate to the context of the reflection. Reflects on own practice. Provides a good summary of the experience. Includes some reinterpretation of events from different perspectives. Gives an insight into personal responses to the situation. Some reflection on alternative ways of managing the situations. Provides a description of plans for personal and professional development.
60-69: Pass (2.1)	Good, consistent understanding of the	Some originality of thought. Demonstrates independent	Includes research, ideas and observations which are woven	Makes good use of appropriate and	Shows a very good understanding of professional requirements and the way these relate to the context of

	situation, context and expectations. Awareness of some of the limitations of the experience.	thinking in some areas. Good analytical ability. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions.	into the narrative. Good use of theory to demonstrate practice. Views are supported with evidence of appropriate sources being used. Good referencing and citations.	relevant primary sources.	the reflection. Reflects well on own practice. Provides an very good summary of the experience. Includes a good reinterpretation of events from different perspectives. Gives a good insight into personal responses to the situation. Good reflection on alternative ways of managing the situations. Provides a rationale for future personal and professional development.
70-79: Pass (1st)	Detailed Understanding of the situation, context and expectations. Awareness of some of the ambiguities and limitations of the experience.	Originality of thought throughout. Demonstrates independent thinking. Very good analysis a consistent feature. A number of persuasive points made throughout the work. Strong conclusions.	Includes original research, ideas and observations which are woven into the narrative. Very good use of theory to demonstrate practice. Views are supported with very good evidence of appropriate sources being used. Very good referencing and citations.	Makes very good use of appropriate and relevant primary sources.	Shows an excellent understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides an insightful summary of the experience. Includes very good reinterpretation of events from different perspectives. Gives a very good insight into personal responses to the situation. Very good reflection on alternative ways of managing the situations. Provides a strong rationale for future personal and professional development strategies.
80-100: Pass (1st)	Highly detailed understanding of the situation, context and expectations. Awareness of some of the ambiguities and limitations of the experience.	Originality of thought throughout. Demonstrates independent thinking. Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence. Convincing conclusions relating to evidence presented.	Includes original research, ideas and observations which are expertly woven into the narrative. Exceptional use of theory to demonstrate practice. Views are supported with excellent evidence of appropriate sources being used. Excellent referencing and citations.	Makes critical use of appropriate and relevant primary sources.	Shows a rigorous understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides a highly insightful summary of the experience. Includes insightful reinterpretation of events from different perspectives. Gives an excellent insight into personal responses to the situation. Excellent reflection on alternative ways of managing the situations. Provides a strong and logical rationale for future personal and professional development strategies.

University Assessment Criteria – Reflective Work - FHEQ Level 5

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of situation, context and expectations Significant inaccuracies. Expected elements missing.	Brief and irrelevant information presented with no significant focus on the topic. Descriptive with no clear structured reasoning nor creativity. Only personal views offered. Little or no attempt to draw conclusions.	No evidence of original research, ideas or observations. No reference to theory. Views are unsupported with no clear evidence of being based on appropriate sources. References and citations for presentation absent.	Makes no reference to external sources.	Inadequate understanding of professional requirements and the way these relate to the context of the reflection. Piece is descriptive with no reflection evident. Different perspectives not considered.
30-39: Fail	Gaps in knowledge and superficial understanding of the situation, context and expectations. Some inaccuracies. Some expected elements missing. No understanding of ambiguities and limitations of the experience.	Brief with some relevant information presented with little focus on the topic. Descriptive with little structured reasoning and creativity. Only personal views offered. Little attempt to draw conclusions.	Little or no original ideas or observations in the narrative. Little or no reference to theory to support practice. Views are poorly supported with little evidence of appropriate sources being used. References and citations for presentation poor.	Makes scant references to external sources, although these are not always relevant to the piece.	Little understanding of professional requirements and the way these relate to the context of the reflection. Piece is mainly descriptive with little or no reflection. Limited summary provided. Different perspectives not considered. Describes some personal responses to the situation. Little or no reflection on alternative ways of managing the situations. Plans for future development limited.
40-49: Pass (3rd) (Threshold)	Broadly accurate understanding of the situation, context and expectations. Some elements missing and flaws evident. Some reference made to the limitations of the experience.	Some awareness of issues and structured reasoning and creativity. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions	Limited ideas or observations in the narrative. Limited, basic reference to theory to demonstrate practice. Limited supporting evidence. Basic referencing and citations.	Makes reference to some relevant primary sources.	Shows some understanding of professional requirements and the way these relate to the context of the reflection. Describes own practice with limited reflection. Summarises the experience adequately. Limited different perspectives given. Describes some personal responses to the situation. Limited reflection on alternative ways of managing the situations. Provides a description of plans for personal and professional development.
50-59: Pass (2.2)	Sound, routine understanding of the situation, context and expectations. Some awareness of the limitations of the experience.	Issues identified within given areas. Some structured reasoning and creativity. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Ideas and observations are woven into the narrative. Use of theory to demonstrate practice. Views are supported with some evidence of sources being used. Adequate referencing and citations.	Makes use of mostly appropriate and relevant primary sources.	Shows a good understanding of professional requirements and the way these relate to the context of the reflection. Reflects on own practice. Provides a good summary of the experience. Includes some reinterpretation of events from different perspectives. Gives an insight into personal responses to the situation. Some reflection on alternative ways of managing the situations. Provides a description of strategic plans for personal and professional development.

<p>60-69: Pass (2.1)</p>	<p>Good, consistent understanding of the situation, context and expectations. Awareness of some of the ambiguities and limitations of the experience.</p>	<p>Some originality of thought. Demonstrates independent thinking in some areas. Good analytical ability. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions</p>	<p>Includes research, ideas and observations which are woven into the narrative. Good use of theory to demonstrate practice. Views are supported with evidence of appropriate sources being used. Good referencing and citations.</p>	<p>Makes good use of appropriate and relevant primary sources.</p>	<p>Shows a very good understanding of professional requirements and the way these relate to the context of the reflection. Reflects well on own practice. Provides a very good summary of the experience. Includes a good reinterpretation of events from different perspectives. Gives a good insight into personal responses to the situation. Good reflection on alternative ways of managing the situations. Provides a rationale for future personal and professional development strategies.</p>
<p>70-79: Pass (1st)</p>	<p>Detailed Understanding of the situation, context and expectations. Awareness of the ambiguities and limitations of the experience.</p>	<p>Originality of thought throughout. Demonstrates independent thinking. Very good analysis a consistent feature. A number of persuasive points made throughout the work. Strong conclusions.</p>	<p>Includes original research, ideas and observations which are woven into the narrative. Very good use of theory to demonstrate practice. Views are supported with very good evidence of appropriate sources being used. Very good referencing and citations.</p>	<p>Makes very good use of appropriate and relevant primary sources.</p>	<p>Shows an excellent understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides an insightful summary of the experience. Includes very good reinterpretation of events from different perspectives. Gives a very good insight into personal responses to the situation. Very good reflection on alternative ways of managing the situations. Provides a strong rationale for future personal and professional development strategies.</p>
<p>80-100: Pass (1st)</p>	<p>Highly detailed understanding of the situation, context and expectations. Awareness of the ambiguities and limitations of the experience.</p>	<p>Originality of thought throughout. Demonstrates independent thinking. Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence. Convincing conclusions relating to evidence presented.</p>	<p>Includes original research, ideas and observations which are expertly woven into the narrative. Exceptional use of theory to demonstrate practice. Views are supported with excellent evidence of appropriate sources being used. Excellent referencing and citations.</p>	<p>Makes critical use of appropriate and relevant primary sources.</p>	<p>Shows a rigorous understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides a highly insightful summary of the experience. Includes insightful reinterpretation of events from different perspectives. Gives an excellent insight into personal responses to the situation. Excellent reflection on alternative ways of managing the situations. Provides a strong and logical rationale for future personal and professional development.</p>

University Assessment Criteria – Reflective Work - FHEQ Level 6

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	Major gaps in knowledge and understanding of situation, context and expectations Significant inaccuracies. Expected elements missing.	Brief and irrelevant information presented with no significant focus on the topic. Descriptive with no clear structured reasoning or creativity. Only personal views offered. Little or no attempt to draw conclusions.	No evidence of original research, ideas or observations. No reference to theory. Views are unsupported with no clear evidence of being based on appropriate sources. References and citations for presentation absent.	Makes no reference to external sources.	Inadequate understanding of professional requirements and the way these relate to the context of the reflection. Piece is descriptive with no reflection evident. Different perspectives not considered.
30-39: Fail	Gaps in knowledge and superficial understanding of the situation, context and expectations. Some inaccuracies. Some expected elements missing. No understanding of ambiguities and limitations of the experience.	Brief with some relevant information presented with little focus on the topic. Descriptive with little structured reasoning or creativity. Only personal views offered. Little attempt to draw conclusions.	Little or no original ideas or observations in the narrative. Little or no reference to theory to support practice. Views are poorly supported with little evidence of appropriate sources being used. References and citations for presentation poor.	Makes scant references to external sources, although these are not always relevant to the piece.	Little understanding of professional requirements and the way these relate to the context of the reflection. Piece is mainly descriptive with little or no reflection. Limited summary provided. Different perspectives not considered. Describes some personal responses to the situation. Little or no reflection on alternative ways of managing the situations. Plans for future development strategies limited.
40-49: Pass (3rd) (Threshold)	Broadly accurate understanding of the situation, context and expectations. Some elements missing and flaws evident. Some reference made to the limitations of the experience.	Limited reasoning and creativity. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions	Limited ideas or observations in the narrative. Limited, basic reference to theory to demonstrate practice. Limited supporting evidence. Basic referencing and citations.	Makes reference to some relevant primary sources.	Shows some understanding of professional requirements and the way these relate to the context of the reflection. Describes own practice with limited reflection. Summarises the experience adequately. Limited different perspectives given. Describes some personal responses to the situation. Limited reflection on alternative ways of managing the situations. Provides a description of strategic plans for personal and professional development.
50-59: Pass (2.2)	Sound, routine understanding of the situation, context and expectations. Some awareness of the limitations of the experience.	Some structured reasoning and creativity. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions.	Ideas and observations are woven into the narrative. Some use of theory to demonstrate practice. Views are supported with some evidence of sources being used. Adequate referencing and citations.	Makes use of mostly appropriate and relevant primary sources.	Shows a good understanding of professional requirements and the way these relate to the context of the reflection. Reflects on own practice. Provides a good summary of the experience. Includes some reinterpretation of events from different perspectives. Gives an insight into personal responses to the situation. Some reflection on alternative ways of managing the situations. Provides a description of strategic plans for personal and professional development.
60-69:	Good, consistent	Some originality of thought.	Includes research, ideas and	Makes good use of	Shows a very good understanding of professional

Pass (2.1)	understanding of the situation, context and expectations. Awareness of some of the ambiguities and limitations of the experience.	Demonstrates independent thinking in some areas. Arguments are logical, coherently expressed, well organised and supported with evidence. Sound conclusions	observations which are woven into the narrative. Good use of theory to demonstrate practice. Views are supported with evidence of appropriate sources being used. Good referencing and citations.	appropriate and relevant primary sources.	requirements and the way these relate to the context of the reflection. Reflects well on own practice. Provides a very good summary of the experience. Includes a good reinterpretation of events from different perspectives. Gives a good insight into personal responses to the situation. Good reflection on alternative ways of managing the situations. Provides a rationale for future personal and professional development strategies.
70-79: Pass (1st)	Detailed Understanding of the situation, context and expectations. Critical awareness of the ambiguities and limitations of the experience.	Originality of thought throughout. Demonstrates independent thinking. Logical, articulate analysis a consistent feature. A number of persuasive points made throughout the work. Well selected evidence from a range of sources. Strong conclusions.	Includes original research, ideas and observations which are woven into the narrative. Very good use of theory to demonstrate practice. Views are supported with very good evidence of appropriate sources being used. Very good referencing and citations.	Makes very good use of appropriate and relevant primary sources.	Shows an excellent understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides an insightful summary of the experience. Includes very good reinterpretation of events from different perspectives. Gives a very good insight into personal responses to the situation. Very good reflection on alternative ways of managing the situations. Provides a strong rationale for future personal and professional development strategies.
80-100: Pass (1st)	Highly detailed understanding of the situation, context and expectations. Critical awareness of the ambiguities and limitations of the experience.	Originality of thought throughout. Demonstrates independent thinking. Logical, articulate and critical analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence from a range of sources. Convincing conclusions relating to evidence presented.	Includes original research, ideas and observations which are expertly woven into the narrative. Exceptional use of theory to demonstrate practice. Views are supported with excellent evidence of appropriate sources being used. Excellent referencing and citations.	Makes critical use of appropriate and relevant primary sources.	Shows a rigorous understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides a highly insightful summary of the experience. Includes insightful reinterpretation of events from different perspectives. Gives an excellent insight into personal responses to the situation. Excellent reflection on alternative ways of managing the situations. Provides a strong and logical rationale for future personal and professional development strategies.

University Assessment Criteria – Reflective Work - FHEQ Level 7

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-29: Fail	<p>Dissertation shows learning outcomes and aims are not met, or below the threshold level.</p> <p>Very poor knowledge and understanding of the main concepts/ theories of the discipline. Very poor critical awareness of the ambiguities and limitations of knowledge. Demonstrates a very poor understanding of how this influences any analyses and interpretations based on that knowledge.</p>	<p>Dissertation shows very poor work with no selected and evaluated evidence. Very poor quality analysis.</p> <p>Very poor use of appropriate qualitative and/or quantitative analytical methods and tools. Very poor ability to highlight contradictory information and identify reasons for contradictions. Very poor conclusions.</p>	<p>Writing and presentation skills are very poor. Very poor command of English. Very poor knowledge and use of research literature embedded in the work. Very poor analysis and evaluation of sources. Very poor academic skills. Referencing conventions followed very poorly throughout.</p>	<p>Very poor or no ability to undertake research with independence. Very poor use of research methods and/or experimental design. Very poor ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Communicates findings very poorly and with very little clarity. Presentation of work of a very poor quality. Very poor ability to apply knowledge to research discussion and conclusions.</p>	<p>Very poor or no command of data/literature/evidence and no ability to examine the topic in some detail. Very poor or no evidence of self- reflection and sensitivity to the limits of evidence.</p> <p>Where appropriate, works poorly, or not at all, within a team, showing no leadership skills as appropriate, nor managing conflict, and not meeting all obligations.</p> <p>Is very poor and inflexible in autonomously defining and solving a range of complex problems. Very poor ability to evaluate own strengths and weakness, showing no attributes for graduate-level employment.</p>
30-39: Fail	<p>Dissertation shows learning outcomes and aims are mostly not met or consistently below the threshold level.</p> <p>Poor knowledge and understanding of the main concepts/ theories of the discipline. Poor critical awareness of the ambiguities and limitations of knowledge. Demonstrates a poor understanding of how this influences any analyses and interpretations based on that knowledge.</p>	<p>Dissertation shows poor work with very little reasonably selected and evaluated evidence. Poor quality analysis.</p> <p>Poor use of appropriate qualitative and/or quantitative analytical methods and tools. Poor ability to highlight contradictory information and identify reasons for contradictions. Poor conclusions.</p>	<p>Writing and presentation skills are poor. Poor command of English. Poor knowledge and use of research-informed literature embedded in the work. Poor analysis and evaluation of sources. Poor academic skills. Referencing conventions poorly followed throughout.</p>	<p>Poor ability to undertake research with no evidence of independence and needing significant prompting from the supervisor. Poor use of methods and/or experimental design. Poor ability to deploy specialist equipment and/or disciplinary research skills and requires high level of guidance and supervision. Communicates findings poorly and with little clarity. Presentation of work of a poor quality. Poor ability to apply knowledge to research discussion and</p>	<p>Poor command of data/literature/evidence and unable to examine the topic in some detail. Poor level of self- reflection, and show insensitivity to the limits of evidence.</p> <p>Where appropriate, works only poorly within a team, showing no leadership skills as appropriate, nor able to manage conflict, and unable to meet all obligations.</p> <p>Is poor and not very flexible in autonomously defining and solving a range of complex problems. Poor ability to</p>

				conclusions.	evaluate own strengths and weakness, showing poor levels of attributes for graduate-level employment.
40-49: Pass (3rd) (Threshold)	Dissertation shows learning outcomes and aims are demonstrated at the threshold level. Passable knowledge and understanding of the main concepts/ theories of the discipline. Limited critical awareness of the ambiguities and limitations of knowledge. Demonstrates a passable understanding of how this influences any analyses and interpretations based on that knowledge.	Dissertation shows reasonable selection and evaluation of evidence. Analysis is weakly developed and heavily dependent on supervisory input. Limited use of appropriate qualitative and/or quantitative analytical methods and tools. Passable ability to highlight contradictory information and identify reasons for contradictions. Passable conclusions.	Writing and presentation skills are weak, with major flaws and inadequacies. Knowledge and use of research literature evident, but weak and/or misinterpreted. Passable analysis and evaluation of sources. Academic skills including referencing conventions generally followed, but with inadequacies or errors throughout.	Ability to undertake research with some amount of independence, but requiring substantial prompting from the supervisor. Passable use of well-chosen methods and where appropriate experimental design. Ability to deploy specialist equipment and/or disciplinary research skills basic and requiring substantial guidance and supervision. Can communicate findings with reasonable clarity, but insight limited and critique basic. Presentation of work adequate but lacking accuracy and style. Basic ability to apply knowledge to research discussion and conclusions.	Basic command of data/literature/evidence and able to examine the topic to a basic level only. Basic level of self-reflection, and sensitivity to the limits of evidence. Where appropriate, can work passably within a team, showing passable leadership skills as appropriate, passable management of conflict, and passable fulfilment of all obligations. Basic ability to define and solve problems. Limited ability to evaluate own strengths and weakness, showing some but limited range of attributes for graduate-level employment.
50-59: Pass (2.2)	Dissertation shows learning outcomes and aims are to a reasonable standard. Sound knowledge and understanding of the main concepts/ theories of the discipline. Some critical awareness of the ambiguities and limitations of knowledge. Demonstrates a reasonable understanding of how this influences any analyses and interpretations based on that knowledge.	Dissertation shows reasonable work with reasonably selected and evaluated evidence. Quality of analysis is sound, and developed with a degree of independence from supervisor. Use of appropriate qualitative and/or quantitative analytical methods and tools. Ability to highlight contradictory information and identify reasons for contradictions. Conclusions sounds and show some ability to persuade reader.	Writing and presentation skills are sound. Reasonable command of English. Work informed by a solid knowledge of research literature. Reasonable analysis and evaluation of sources; academic skills consistently applied and generally accurate. Referencing conventions followed generally accurately and consistently throughout.	Research undertaken with some independence; some prompting from the supervisor. Reasonable use of well-chosen methods and where appropriate experimental design. Ability to deploy specialist equipment and/or disciplinary research skills with limited guidance and supervision. Can communicate findings with reasonable clarity. Presentation of work generally clear and consistent. Reasonable ability to apply knowledge to research discussion and conclusions.	Command of data/literature/evidence sufficient to examine the topic in some detail. Sound level of self-reflection, and sensitivity to the limits of evidence. Where appropriate, can work reasonably professionally within a team, showing some leadership skills as appropriate, some ability to manage conflict and meet all obligations. Professional and flexible in defining and solving a range of problems. Reasonable ability to evaluate own strengths

					and weakness, showing some attributes for graduate-level employment.
60-69: Pass (2.1)	Dissertation shows all learning outcomes and aims are met well and to a good standard. Good knowledge and understanding of the main concepts/ theories of the discipline; strong critical awareness of the ambiguities and limitation of knowledge. Demonstrates a strong understanding of how this influences any analyses and interpretations based on that knowledge.	Dissertation shows good work with good selected and evaluated evidence. Analysis of good quality and developed largely independently of the supervisor. Independent use of appropriate qualitative and/or quantitative analytical methods and tools. Can highlight contradictory information and identify reasons for contradictions. Persuasive conclusions.	Writing and presentation skills are good: stylish and well-chosen approaches. Good command of English. Good knowledge and use of research-informed literature embedded in the work with strong analysis and evaluation of sources. Good academic skills consistently applied. Referencing conventions followed with accuracy and consistency throughout.	Good ability to undertake research with some amount of independence, with limited prompting from the supervisor. Well-chosen methods with appropriate experimental design where appropriate. Ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Can communicate findings with clarity. Presentation of work of a good quality. Good ability to apply knowledge to research discussion and conclusions.	Good command of data/literature/evidence and able to examine the topic in some detail. Good level of self-reflection, and sensitivity to the limits of evidence. Where appropriate, can work well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is professional and flexible in autonomously defining and solving a range of complex problems. Good ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.
70-79: Pass (1st)	Dissertation shows learning outcomes and aims are met at a very good standard. Very strong and critical knowledge and understanding of the main concepts/ theories of the discipline; the awareness of the ambiguities and limitations of knowledge is clear and comprehensive. Demonstrates a very good understanding of how this influences any analyses and interpretations based on that knowledge.	Dissertation shows excellent use of evidence, with consistent evaluation. Excellent analysis, developed independently of the supervisor. Very good independent use of appropriate qualitative and/or quantitative analytical methods and tools. Very good ability to highlight contradictory information and identify reasons for contradictions. Highly persuasive and convincing conclusions.	Writing and presentation skills are very clear, accurate and stylish. Very good command of English. Very good knowledge and use of research-informed literature embedded in the work. Excellent academic skills throughout. Referencing conventions followed accurately and consistently throughout.	Ability to undertake research with independence, requiring little prompting from the supervisor. Very good use of well-chosen methods and where appropriate, experimental design. Ability to deploy specialist equipment and/or disciplinary research skills with confidence and little guidance or supervision. Can communicate very clearly in writing with excellent presentation of work. Very good ability to apply knowledge to research discussion and conclusions.	Excellent command of data/literature/evidence and able to examine the topic in some detail. Highly self-reflective and acutely aware of own limitations and sensitivity to the limits of evidence. Where appropriate, can work very well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is very professional and flexible in autonomously defining and solving a range of complex problems. Very good ability to evaluate own strengths and weakness,

					showing outstanding attributes for graduate-level employment.
80-100: Pass (1st)	Dissertation shows learning outcomes and aims are met to an exemplary standard. Exceptional knowledge and understanding of the main concepts/ theories of the discipline. Exceptional critical awareness of the ambiguities and limitations of knowledge. Demonstrates a very strong understanding of how this influences any analyses and interpretations based on that knowledge.	Dissertation shows exceptional work with well selected and evaluated evidence. Very high quality analysis, developed independently of the supervisor. Excellent independent use of appropriate qualitative and/or quantitative analytical methods and tools. Excellent ability to highlight contradictory information and identify reasons for contradictions. Highly persuasive conclusions.	Writing and presentation skills are outstanding. Excellent command of English. Outstanding knowledge and use of research-informed literature embedded in the work. Excellent critical analysis and evaluation of sources. High-level academic skills consistently applied. Referencing conventions followed accurately and consistently throughout	Outstanding ability to undertake research independently, with very little prompting from the supervisor. Excellent use of well-chosen methods and where appropriate experimental design. Excellent ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Can communicate findings with exceptional clarity. Presentation of work of an extremely high quality. Exceptional ability to apply knowledge to research discussion and conclusions.	Excellent command of data/literature/evidence and able to examine the topic in some detail. High level of self-reflection, and sensitivity to the limits of evidence. Where appropriate, can work exceptionally well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems. Outstanding ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.

University Assessment Criteria – Dissertations - FHEQ Level 6

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-39: Fail	Gaps in knowledge and superficial understanding of the situation, context and expectations. Some inaccuracies. Some expected elements missing. No understanding of ambiguities and limitations of the experience. Poor evidence of deep and systematic understanding within specialism and interrelationship with other relevant disciplines.	Brief with some relevant information presented with little focus on the topic. Descriptive with little structured reasoning or creativity. Poor evidence of understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is affected. Only personal views offered. Little attempt to draw conclusions.	Little or no original ideas or observations in the narrative. Little or no reference to theory to support practice. Views are poorly supported with little evidence of appropriate sources being used. Gaps in evidence of substantial investigations to address areas of theory or practice. References and citations for presentation poor.	Makes scant references to external sources, although these are not always relevant to the piece. Limited ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Little understanding of professional requirements and the way these relate to the context of the reflection. Piece is mainly descriptive with little or no reflection. Limited summary provided. Different perspectives not considered. Describes some personal responses to the situation. Little or no reflection on alternative ways of managing the situations. Plans for future development limited. Little evidence of autonomous adaptation of performance to multiple contexts.
40-49: Fail	Less than satisfactory understanding of the situation, context and expectations. Some elements missing and flaws evident. Some reference made to the limitations of the experience. Less than satisfactory deep and systematic understanding within specialism and interrelationship with other relevant disciplines.	Less than satisfactory reasoning and creativity. Less than satisfactory sense of argument emerging though not completely coherent. Less than satisfactory evidence to support views, but not always consistent. Less than satisfactory relevant conclusions. Less than satisfactory evidence of understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is affected.	Limited ideas or observations in the narrative. Limited, basic reference to theory to demonstrate practice. Limited supporting evidence. Unsatisfactory evidence of substantial investigations to address areas of theory or practice. Less than satisfactory referencing and citations.	Less than satisfactory reference to some relevant primary sources. Unsatisfactory ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Less than satisfactory understanding of professional requirements and the way these relate to the context of the reflection. Less than satisfactory description of own practice with limited reflection. Summarises the experience poorly. Limited different perspectives given. Describes some personal responses to the situation. Limited reflection on alternative ways of managing the situations. Less than satisfactory description of plans for personal and professional development. Insufficient evidence of autonomous adaptation of performance to multiple contexts.
50-59: Pass (Threshold)	Sound, routine understanding of the situation, context and expectations. Some awareness of the limitations of the experience. Satisfactory deep and systematic understanding within specialism and interrelationship with other relevant disciplines.	Some structured reasoning and creativity. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Sound evidence of understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is affected. Broadly valid conclusions.	Ideas and observations are woven into the narrative. Some use of theory to demonstrate practice. Views are supported with some evidence of sources being used. Evidence of some investigations to address areas of theory or practice. Adequate referencing and citations.	Makes use of mostly appropriate and relevant primary sources. Evidence of ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Shows a good understanding of professional requirements and the way these relate to the context of the reflection. Reflects on own practice. Provides a good summary of the experience. Includes some reinterpretation of events from different perspectives. Gives an insight into personal responses to the situation. Some reflection on alternative ways of managing the situations. Provides a description of strategic plans for personal and professional development. Sufficient evidence of autonomous adaptation of performance to multiple contexts.

<p>60-69: Pass (with Merit)</p>	<p>Good, consistent understanding of the situation, context and expectations. Awareness of some of the ambiguities and limitations of the experience. Good deep and systematic understanding within specialism and interrelationship with other relevant disciplines.</p>	<p>Some originality of thought. Demonstrates independent thinking in some areas. Arguments are logical, coherently expressed, well organised and supported with evidence. Good evidence of understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is affected. Sound conclusions.</p>	<p>Includes research, ideas and observations which are woven into the narrative. Good use of theory to demonstrate practice. Views are supported with evidence of appropriate sources being used. Good evidence of substantial investigations to address areas of theory or practice. Good referencing and citations.</p>	<p>Makes good use of appropriate and relevant primary sources Good ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>Shows a very good understanding of professional requirements and the way these relate to the context of the reflection. Reflects well on own practice. Provides a very good summary of the experience. Includes a good reinterpretation of events from different perspectives. Gives a good insight into personal responses to the situation. Good reflection on alternative ways of managing the situations. Provides a rationale for future personal and professional development strategies. Good evidence of autonomous adaptation of performance to multiple contexts.</p>
<p>70-79: Pass (with Distinction)</p>	<p>Detailed Understanding of the situation, context and expectations. Critical awareness of the ambiguities and limitations of the experience. Very good deep and systematic understanding within specialism and interrelationship with other relevant disciplines.</p>	<p>Originality of thought throughout. Demonstrates independent thinking. Logical, articulate analysis a consistent feature. A number of persuasive points made throughout the work. Well selected evidence from a range of sources. Very good evidence of understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is affected. Strong conclusions.</p>	<p>Includes original research, ideas and observations which are woven into the narrative. Very good use of theory to demonstrate practice. Views are supported with very good evidence of appropriate sources being used. Excellent evidence of substantial investigations to address areas of theory or practice. Very good referencing and citations.</p>	<p>Makes very good use of appropriate and relevant primary sources. Excellent ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>Shows an excellent understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides an insightful summary of the experience. Includes very good reinterpretation of events from different perspectives. Gives a very good insight into personal responses to the situation. Very good reflection on alternative ways of managing the situations. Provides a strong rationale for future personal and professional development strategies. Very good evidence of autonomous adaptation of performance to multiple contexts.</p>
<p>80-100: Pass (with Distinction)</p>	<p>Highly detailed understanding of the situation, context and expectations. Critical awareness of the ambiguities and limitations of the experience. Excellent deep and systematic understanding within specialism and interrelationship with other relevant disciplines.</p>	<p>Originality of thought throughout. Demonstrates independent thinking. Logical, articulate and critical analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence from a range of sources. Exceptional evidence of understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is affected. Convincing conclusions relating to evidence presented.</p>	<p>Includes original research, ideas and observations which are expertly woven into the narrative. Exceptional use of theory to demonstrate practice. Views are supported with excellent evidence of appropriate sources being used. Exceptional evidence of substantial investigations to address areas of theory or practice. Excellent referencing and citations.</p>	<p>Makes critical use of appropriate and relevant primary sources. Exceptional ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>Shows a rigorous understanding of professional requirements and the way these relate to the context of the reflection. Critically reflects on own practice. Provides a highly insightful summary of the experience. Includes insightful reinterpretation of events from different perspectives. Gives an excellent insight into personal responses to the situation. Excellent reflection on alternative ways of managing the situations. Provides a strong and logical rationale for future personal and professional development strategies. Exceptional evidence of autonomous adaptation of performance to multiple contexts.</p>

University Assessment Criteria – Dissertations - FHEQ Level 7

Grading criteria	Knowledge and Understanding	Intellectual skills	Scholarly practices	Enquiry and research skills	Professional and life skills
Mark band					
0-39 : Fail	Learning outcomes and aims are met to poor standard. Poor knowledge and understanding of the main concepts/ theories of the discipline. Poor critical awareness of the ambiguities and limitation of knowledge. Demonstrates a poor understanding of how this influences any analyses and interpretations based on that knowledge	Dissertation shows very poor work with judiciously selected and evaluated evidence. Very poor quality analysis, developed independently or through effective collaboration. Very poor independent use of advanced and appropriate qualitative and/or quantitative analytical methods and tools. Very poor ability to investigate contradictory information and identify reasons for contradictions. Very poor persuasive conclusions.	Writing and presentation skills are very poor. Very poor command of English. Very poor knowledge and use of research-informed literature embedded in the work. Very poor analysis and evaluation of sources. Very poor academic skills that are very poorly applied. Referencing conventions followed very poorly and inconsistently throughout.	ER Very poor ability to undertake original research independently, using original or well-chosen methods and where appropriate experimental design. Very poor ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Communicates findings with very poor levels of professionalism, adapting writing style easily for given audiences. Presentation of work of very poor quality. Very poor ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Very poor command of data/literature/evidence and able to examine the topic in some detail. Very poor level of self-reflection, and sensitivity to the limits of evidence. Where appropriate, works very poorly and unprofessionally within a team, showing very poor leadership skills as appropriate, managing conflict, and meeting all obligations. Is very poor in working as a professional and is flexible in autonomously defining and solving a range of complex problems. Very poor ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.
40-49 : Fail	Learning outcomes and aims are met to an insufficient standard. Insufficient knowledge and understanding of the main concepts/ theories of the discipline. Insufficient critical awareness of the ambiguities and limitation of knowledge. Demonstrates an insufficient understanding of how this influences any analyses and interpretations based on that knowledge.	Dissertation shows insufficient work with judiciously selected and evaluated evidence. Insufficient quality analysis, developed independently or through effective collaboration. Insufficient independent use of advanced and appropriate qualitative and/or quantitative analytical methods and tools. Insufficient ability to investigate contradictory information and identify reasons for contradictions. Insufficient conclusions.	Writing and presentation skills are poor. Poor command of English. Poor knowledge and use of research-informed literature embedded in the work. Poor consistent analysis and evaluation of sources. Poor academic skills consistently and professionally applied. Referencing conventions followed poorly and inconsistently throughout.	ER Poor ability to undertake original research independently, using original or well-chosen methods and where appropriate experimental design. Poor ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Communicates findings with poor levels of professionalism, adapting writing style easily for given audiences. Presentation of work of poor quality. Poor	Poor command of data/literature/evidence and able to examine the topic in some detail. Poor level of self- reflection, and sensitivity to the limits of evidence. Where appropriate, works poorly and somewhat unprofessionally within a team, showing poor leadership skills as appropriate, managing conflict, and meeting all obligations.

				ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Is poor in working as a professional and is flexible in autonomously defining and solving a range of complex problems. Poor ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.
50-59 : Pass	Learning outcomes and aims are met to a passable standard. Passable knowledge and understanding of the main concepts/ theories of the discipline. Passable critical awareness of the ambiguities and limitation of knowledge. Demonstrates a passable understanding of how this influences any analyses and interpretations based on that knowledge	Dissertation shows passable work with judiciously selected and evaluated evidence. Passable quality analysis, developed independently or through effective collaboration. Passable independent use of advanced and appropriate qualitative and/or quantitative analytical methods and tools. Passable ability to investigate contradictory information and identify reasons for contradictions. Passable conclusions.	Writing and presentation skills are passable. Passable command of English. Passable knowledge and use of research-informed literature embedded in the work. Passable consistent analysis and evaluation of sources. Passable academic skills consistently and professionally applied. Referencing conventions followed reasonably passably and somewhat consistently throughout.	ER Passable ability to undertake original research independently, using original or well-chosen methods and where appropriate experimental design. Passable ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Can communicate findings with passable professionalism, adapting writing style easily for given audiences. Presentation of work of passable quality. Passable ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Passable command of data/literature/evidence and able to examine the topic in some detail. Passable level of self-reflection, and sensitivity to the limits of evidence. Where appropriate, can work passably and somewhat professionally within a team, showing some leadership skills as appropriate, managing conflict, and meeting all obligations. Is passable in working as a professional and is flexible in autonomously defining and solving a range of complex problems. Passable ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.
60-69 : Pass (with Merit)	Learning outcomes and aims are met well and to a good standard. Good knowledge and understanding of the main concepts/ theories of the discipline. Good critical	Dissertation shows good work with judiciously selected and evaluated evidence. Good quality analysis, developed independently or through effective collaboration. Good independent use of advanced	Writing and presentation skills are good. Good command of English. Good knowledge and use of research-informed literature embedded in the work. Good consistent analysis and evaluation of sources.	ER Good ability to undertake original research independently, using original or well-chosen methods and where appropriate experimental design. Good ability to deploy specialist	Good command of data/literature/evidence and able to examine the topic in some detail. Good level of self-reflection, and sensitivity to the limits of evidence.

	awareness of the ambiguities and limitation of knowledge. Demonstrates a good understanding of how this influences any analyses and interpretations based on that knowledge	and appropriate qualitative and/or quantitative analytical methods and tools. Good ability to investigate contradictory information and identify reasons for contradictions. Good persuasive conclusions.	Good academic skills consistently and professionally applied. Referencing conventions followed reasonably accurately and consistently throughout	equipment and/or disciplinary research skills with minimal guidance and supervision. Can communicate findings with good professionalism, adapting writing style easily for given audiences. Presentation of work of good quality. Good ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Where appropriate, can work well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is good in working as a professional and is flexible in autonomously defining and solving a range of complex problems. Very good ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.
70-79 : Pass (with Distinction)	Learning outcomes and aims are met very well and to a very good standard. Very good knowledge and understanding of the main concepts/ theories of the discipline. Very good critical awareness of the ambiguities and limitation of knowledge. Demonstrates a very good understanding of how this influences any analyses and interpretations based on that knowledge.	Dissertation shows very good work with judiciously selected and evaluated evidence. Very good quality analysis, developed independently or through effective collaboration. Very good independent use of advanced and appropriate qualitative and/or quantitative analytical methods and tools. Very good ability to investigate contradictory information and identify reasons for contradictions. Very good persuasive conclusions	Writing and presentation skills are very good. Very good command of English. Very good knowledge and use of research-informed literature embedded in the work. Very good consistent analysis and evaluation of sources. Very good academic skills consistently and professionally applied. Referencing conventions followed accurately and consistently throughout	ER Very good ability to undertake original research independently, using original or well-chosen methods and where appropriate experimental design. Very good ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Can communicate findings with very good professionalism, adapting writing style easily for given audiences. Presentation of work of very good quality. Very good ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.	Very good command of data/literature/evidence and able to examine the topic in some detail. Very good level of self-reflection, and sensitivity to the limits of evidence. Where appropriate, can work very well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is very good in working as a professional and is flexible in autonomously defining and solving a range of complex problems. Very good ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.
80-100 : Pass (with Distinction)	Dissertation shows learning outcomes and aims are met comprehensively and to an	Dissertation shows exceptional work with judiciously selected and evaluated evidence. Very	Writing and presentation skills are outstanding. Excellent command of English.	ER Outstanding ability to undertake original research independently, using original	Excellent command of data/literature/evidence and able to examine the topic in

	<p>exemplary standard. Exceptional knowledge and understanding of the main concepts/ theories of the discipline. Exceptional and critical awareness of the ambiguities and limitation of knowledge. Demonstrates a very strong understanding of how this influences any analyses and interpretations based on that knowledge.</p>	<p>high quality analysis, developed independently or through effective collaboration. Excellent independent use of advanced and appropriate qualitative and/or quantitative analytical methods and tools. Excellent ability to investigate contradictory information and identify reasons for contradictions. Highly persuasive conclusions.</p>	<p>Outstanding knowledge and use of research-informed literature embedded in the work. Excellent consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied. Referencing conventions followed accurately and consistently throughout</p>	<p>or well-chosen methods and where appropriate experimental design. Excellent ability to deploy specialist equipment and/or disciplinary research skills with minimal guidance and supervision. Can communicate findings with excellent professionalism, adapting writing style easily for given audiences. Presentation of work of an extremely high quality. Exceptional ability to apply knowledge to unfamiliar contexts, synthesise ideas and information in innovative ways and generate transformative solutions.</p>	<p>some detail. High level of self- reflection, and sensitivity to the limits of evidence. Where appropriate, can work exceptionally well and professionally within a team, showing leadership skills as appropriate, managing conflict, and meeting all obligations. Is exceptionally professional and flexible in autonomously defining and solving a range of complex problems. Outstanding ability to evaluate own strengths and weakness, showing outstanding attributes for graduate-level employment.</p>
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