

**UNIVERSITY OF SUFFOLK**

[Insert School/Partner College]

**[INSERT AWARD TITLE(S)]**

**COURSE HANDBOOK**

**2022-23**

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| In this template, text in red indicates where you will need to make a decision on the appropriate content for the final version of your handbook, either deleting the red text, making the appropriate text black, adapting provided text to accurately depict your plans for provision, or inserting text to describe to your students the course’s approach as directed by the red text. Further guidance on completing this template is available in the University Quality Manual (see <https://www.uos.ac.uk/sites/default/files/course-handbook-guide.pdf>). |

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**This handbook was compiled on [insert date] and the information is correct as of that date.**

**Upon request to your course leader this handbook can be produced in a larger font. An electronic copy can be found in the course area on the online learning environment Brightspace.**

# Welcome Statement from the Course Team

We are pleased to welcome you to the insert Course Title at the University of Suffolk / University of Suffolk at [Partner College].

The insert Course Title is offered within the insert School / Partner College name. [You may like to link to relevant website’s pages or insert more details about the activities and aims of your School/College here].

[Insert welcome statement from Course Team, perhaps identifying (some of) the distinguishing aspects of the course of which you are most proud]

## Purpose of this Handbook

This handbook will provide you with a detailed introduction to your course and includes the following information:

* What you will be studying
* How you will be assessed
* What academic and personal support is available
* What opportunities will be available whilst studying

This handbook will be updated each year and published on Brightspace.

This handbook sits alongside other course information that is set out in the Course Area [You may want to link to the course area/page in Brightspace to page] in Brightspace Please read the accompanying documents to ensure you have all the information relating to your course.

The Course Area is shared with students from all years / levels of your course and is used to provide general course information and communication.

You will also be able to access specific information for each module. You will be provided with information on how each module will be delivered, the module materials and learning activities and access to the assessment submission portals.

Brightspace also acts as your gateway to the library and to the Library and Learning Services hub.

This handbook should be read in conjunction with the online [University of Suffolk Student Handbook](http://studenthandbook.uos.ac.uk/) and the course/module information on Brightspace. The University of Suffolk Student Handbook provides you with more general information and guidance about:

* The University of Suffolk (including facilities, resources, and key points of contact)
* Making the most of the learning opportunities available to you
* Managing your study
* The support services available to you (including information on extenuating circumstances)
* Arrangements for listening and responding to your feedback
* Ways in which you can get involved in improving the student experience at the University
* University regulations, policies, and procedures.

[Where relevant, you should also refer to any placement / work-based learning handbook, which should be provided prior to students undertaking any work placements]

If you cannot find the information you need in this handbook, further information can be found on Brightspace, [MySuffolk](https://mysuffolk.uos.ac.uk/home) and in the online [Student Handbook](http://studenthandbook.uos.ac.uk/). Alternatively, please ask a member of your course team or Academic Administrator who will be happy to help you.

# About My Course

## What is the Course About?

[Insert an overview of the course, written in a form suitable for a new student on the course, highlighting the general subject area and the distinctive features or specialisms that are integrated into the course. Include details of any progression opportunities and professional recognition for which students will be eligible upon successful completion of the course, including confirmation of whether any further steps are required, in addition to meeting the requirements for a University of Suffolk award]

## Course Aims

In providing this course, the University and the course team aim to:

1. […]

## Course Learning Outcomes

It is important to set out clearly what you can expect to gain from studying on this course. These expectations are presented in terms of *learning outcomes*, i.e. statements defining areas of knowledge, understanding and specific abilities and skills you will be able to demonstrate on completion of the course.

[Present learning outcomes for each level of the course (usually Levels 4 and 5 for Foundation degrees and Levels 4, 5 and 6 for honours degrees; where there is a proposed/validated Ordinary degree exit award, learning outcomes for this award should also be included). For postgraduate provision with multiple awards (PgCert, PgDip, and Master’s) present outcomes for each award.]

On successful completion of level four you will be able to:

1. […]

On successful completion of level five you will be able to:

1. […]

[Where an Ordinary degree is proposed/validated as an exit award only] On successful completion of the requirements for an Ordinary degree you will be able to:

1. […]

On successful completion of this course, you will be able to:

1. […]

## **The Teaching on My Course**

This course is designed to enable you to learn about the subject area and implement the knowledge and skills that you have learnt. You will develop the confidence to form opinions and solve problems, acquire the competency to practice subject specialist activities and independently construct your own knowledge and attributes.

The teaching on this course is designed to provide you with many opportunities to develop your academic and employability skills. You will be able to develop your understanding of the subject area through interactions with your tutors and peers. You will be expected to attend or take part in a variety of scheduled sessions with your course tutors and sometimes work with fellow students. You will also be set tasks by your tutors which will require you to delve deeper into the subject area; you will need to allow time for independent study, where you can review and expand your learning and complete the tasks. For the majority of your modules, you will be expected to spend more time completing independent study. The expectation is that each 20-credit module will involve 200 hours of study, including time for preparing and completing assessments. Assessments are an integral element of your learning experience, where you can track your development and understanding of the subject area.

The University of Suffolk has adopted a blended approach to learning and teaching. This means that physical and digital learning spaces are integrated to form a single learning environment. In practice, each activity that tutors plan for you will be linked to other activities which may be provided on-line or on campus. For example, you may be expected to complete a collection of learning activities set out for you online as preparation for a session with tutors, or you might be expected to interact with a digital discussion board or portfolio as you engage with practical activities or in placement, enriching your experience and helping you understand how taught content can be applied within authentic situations.

As set out in the [University’s Learning, Teaching and Assessment Strategy](https://www.uos.ac.uk/sites/default/files/Learning-Teaching-Assessment-Strategy-2018_0.pdf), this course adopts a progressive model of learning, teaching and assessment which will support you to develop autonomy, so that by the end of your studies you will be adept, independent learners with the capacity to think critically, to adapt to new situations and to work effectively both alone and in teams. As you progress through your studies you will find that you will be required to take more responsibility for your learning, employing the approaches and skills that tutors will help you develop during earlier parts of the course.

[Insert a description of how you intend students to be able to learn and develop through the course highlighting both the course team’s and the student’s roles and responsibilities. For courses that span more than one level, explore how the learning experience, and the students’ expected engagement with their studies, changes as they progress through the course.]

## The Course Team

We hope that it will not take you long to settle in at the University and get to know the relevant staff and your peers. The course team are here to assist you directly in the achievement of your academic, professional, and personal goals, and help you on your path towards your chosen career.

Below is a list of people who you are likely to meet during the course of your studies, along with their contact details:

|  |  |  |
| --- | --- | --- |
| Job Title / Name | Room number  (optional) | Telephone number and  University of Suffolk email address |
| Course Leader  [Insert Name] |  |  |
| Course Team members  [Insert Name] |  |  |
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| Academic Administrator  [Insert Name] |  |  |
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| Dean/Head of Department, [Insert Dean and Department Name]\*  [Insert Name] |  |  |
|  |  |  |
| [Any other relevant staff e.g. Technicians, Library contact, Academic Support Assistant(s), Career team contact  (Insert Name)] |  |  |
| External Examiner | [Provide details of the identity and current professional role (institution and job title) of the course’s external examiner OR include the following statement:  At the time of writing, a new External Examiner is being appointed for this course. Once appointed, the details of the new External Examiner will be published on Brightspace] | |

[\* or partner college equivalent (please delete)]

[Later in the handbook you will discuss communication with the team, response times, and how students should seek support. Here it is worth including a short paragraph or two indicating how the role of the University’s email system and Brightspace are used as key communication channels, and indicating how students are expected to contact staff as listed above]

## How is this Course Structured?

[Present the modules at each level indicating point of delivery (i.e. semester 1, all year …) and which are mandatory, requisite and optional (to define what these terms mean in the context of your course structure, adopting or adapting the following text may be helpful:)]

This course includes three types of module:

* Mandatory modules: these are modules that you must take and pass in order to meet the requirements for your award.
* Requisite modules: These are modules you must take as part of your studies, but it is not compulsory for you to pass – there may be an alternative module at the same or a higher level you could take to make up the deficit in credit should you fail a requisite module.
* Optional modules: These are modules you can select to complete as part of your studies. You will be required to complete a specific number of optional modules from a prescribed list as set out in the course structure.

[The following template may be used to present course structure:

| Module Title | Credits | Module Type | Block |
| --- | --- | --- | --- |
| Level 4 Modules | | | |
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| Level 5 Modules | | | |
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| Level 6 Modules | | | |
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[Where the course structure includes optional modules, you should indicate whether all modules are available every year or, if not, when and how the selection available in each year is determined.]

[Provide an explanation of the course curriculum, explaining how students acquire, develop and extend their knowledge, understanding and skills as they proceed through the levels of the course. If students will be able to choose from optional modules, provide helpful discussion to guide them on how to decide between options, possibly illustrated by case studies that show possible pathways through the course. Indication should be made of study requirements for any named exit awards which are included in the programme. It would normally be expected that any mandatory modules within the course would also be mandatory modules for any exit awards (e.g. any mandatory modules at Levels 4 or 5 would need to be passed in order to be awarded a named CertHE or DipHE), with the exception of the Level 6 dissertation (or equivalent) which does not have to be passed in order to be eligible for an Ordinary degree exit award.]

**Awards**

At the end of your course and on successful completion of [number of credits] credits including all mandatory modules, you will achieve a [name of award title]. If you leave the course early you may be eligible for a [named exit award] on successful completion of 240 credits including all mandatory modules at levels 4 and 5, or a [named exit award] on successful completion of 120 credits including all mandatory modules at level 4.

## Assessment Schedule

Your course has an assessment schedule which is agreed by the course team to ensure that, where possible, your assessment load is distributed through the year. The amalgamated assessment schedule for all your modules, recording planned submission deadlines and dates for the return of feedback on each assessment, will be made available to you in the course area on Brightspace [and on the course notice board] at the beginning of each year of your study. You will need to examine closely the schedule for the modules that you are studying and plan your study workload around the hand-in dates and into your personal study schedule.

[Complete the below table. . If available, indicate assessment schedule in final column:]

In the following table:

* Core components of assessment are central to the assessment of the module and must be passed at the full pass mark (40%) (50%) in order for you to pass the module overall. If you marginally fail a non-core component of assessment—with a mark of at least 35% 45%—you will still pass the module if your overall module mark is at or above the pass mark.
* Components with a ‘yes’ indication under ‘Late Subn’ can be submitted up to three working days late with a penalty that only a pass mark (40% 50%) can be awarded.

| Module ID and Title | Component Number and Type | Weighting | Word Count / Duration | Core / Non-core | Late Subn | Week Due |
| --- | --- | --- | --- | --- | --- | --- |
| Level 4 Modules | | | | | | |
|  |  |  |  |  |  |  |
| IMDCMP105: Basic Peels | 1: Peel Schedule Plan and demonstration | 40% | 1000 | Core | no | 7 |
|  | 2: Essay | 60% | 2000 | None-core | yes | 13 |
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# Learning Opportunities

In this section we describe the types of learning opportunities that are provided for you in this course. For each we explore how you might prepare for them, how to engage with them to gain the most benefit from them and make suggestions on how you might build on each within your independent study time.

[For undergraduate courses, the following complete section should be included:]

### Progressive Learning

As noted above, by using a progressive model of learning we aim to equip you to take responsibility for your study activity, teaching you how to make best use of the opportunities that we provide for you and encouraging you to learn disciplines and habits that will enable you to succeed in your studies and achieve to the best of your potential. Before we explore the learning opportunities provided in this course, we set out below the University’s three phases of learning and explain how the learning experience of this course puts each into effect.

#### Guided (Levels 3 and 4)

In the first year of the course, you will receive detailed guidance on how to prepare for contact sessions and directed towards follow up reading. Your tutors will structure your learning carefully, providing clear pathways through the set learning activities for you to follow. You will be given detailed guidance on how best to reflect on learning and assessment feedback, and will be expected to engage with frequent smaller assessments with early opportunity for formative feedback.

[Course teams may supplement this description with examples from the course, particularly relating to specialist areas of the curriculum such as developing research and practice skills, and linking placement experiences to learning, teaching and competence development. It would be helpful to describe how you expect this approach to impact on students’ development – what will they be capable of by the end of this level’s study?]

#### Negotiated (Level 5)

In the second year you will draw on your first-year experience to prepare for contact sessions, using a blend of suggested methods and materials and those you source and evaluate for yourself. You to be supported to identify and negotiate with staff, appropriate learning activities to meet your needs. You will be expected will engage in collaborative work with reduced guidance and direction, and to reflect on and address more independently your own learning needs.

[Course teams may supplement this description with examples from the course, particularly relating to specialist areas of the curriculum such as developing research and practice skills, and linking placement experiences to learning, teaching and competence development. It would be helpful to describe how you expect this approach to impact on students’ development – what will they be capable of by the end of this level’s study?]

#### Independent (Level 6)

In your final year you will draw on level 4 and 5 experiences to use the module learning outcomes to shape your learning, to prepare for contact sessions and to work collaboratively and independently with minimal structure and direction and with an expectation of growing autonomy.

[Course teams may supplement this description with examples from the course, particularly relating to specialist areas of the curriculum such as developing and deploying research and practice skills, and linking placement experiences to learning, teaching and competence development, and to professional development and preparation for employment or future study. It would be helpful to link how you expect this approach to impact on students’ development to the course learning outcomes and graduate attributes and any professional or vocational identity to which they are working.]

# Learning and Teaching Activities

Teaching and learning activities will include both synchronous and asynchronous activities. Synchronous activity is that which take place at a scheduled time, usually in the company of a course tutor (in person or through Brightspace), whilst asynchronous activity can be engaged with more flexibly – at a time that suits your circumstances and often at a location where you find it easiest to study that allows you to pause, review and repeat activities to enable you to ensure your understanding and learning.

Some synchronous learning activity will be scheduled on campus, such as in teaching spaces, workshops, or in laboratories, but other scheduled activity will be provided through Brightspace or make use of both physical and digital space in the same session. Conversely, whilst some asynchronous activity will be sited on Brightspace, this will not always be the case.

[Insert a description of the methods and session types that will form the students’ scheduled learning experience while at the University. You should explain what the course team see is the purpose of each element, how students might prepare for a session, and what students should expect to receive and contribute to each session. You should also explore other aspects of the students expected learning activity (such as independent study, workshops, set reading, work placements, …), explaining how each should contribute to their learning and providing guidance to students on how they can best use the opportunities for their personal benefit. For courses that span more than one level of study, provide indication on how students study and learning activity is expected to develop as they progress through the course (possibly towards more independent learners, competent or mature practitioners, or similar subject related aspirations or objectives)]

[Provide a brief outline of where students’ scheduled face-to-face sessions are held. Provide details of any specialist facilities students will need to access, and indicate any access restrictions or requirements associated with these. If field trips are likely to be included in the course delivery, provide brief details such as costs and timings.]

Tutors on the course also offer a structured programme of tutorial support – opportunities for you to discuss your individual progress and to raise any concerns or issues you might have relating to your study on your course. These may be available as small group and/or one-to-one sessions. It is important that you engage with the comprehensive programme of tutorial support, addressing both academic and pastoral advice in support of your development, progression and the achievement of your personal aspirations.

## Work-based Learning [where applicable]

[Include a brief explanation of the place of work placement / experience / work-based learning on the course and how placements are arranged and managed - cross-reference to separate work experience/placement handbook where relevant]

## Planning Your Learning

As noted above, you will need to set aside time for study outside your scheduled sessions. This will involve engaging with Brightspace and the materials that your course team have set out there for you, and also engaging with the reading material that the course team signpost to you to deepen your understanding of course materials. Other study activity you will need to plan for includes [reviewing lecture and seminar materials and preparing for scheduled sessions, preparation of assessments, revision for exams, reflecting on work or practice experience, practising and honing skills and techniques].

[Where it would be helpful to students, insert further content here exploring the expectations you have for their engagement with the course, possibly exploring how this might develop or evolve as they progress through the course]

Many students find it very helpful to take time to discuss, explore and/or apply course content or skills with their fellow students; you are encouraged to make use of the areas of the Library and other parts of the campus designed for such discussions and activities.

You are advised to explore the online [Library and Learning Services area](http://libguides.uos.ac.uk). You will need to make use of the library’s services to find and access reading materials, and the learning services team provides many online and face-to-face sessions exploring study skills and academic skills development that you may find useful as you adjust to being a University student. For further information on the University’s facilities and learning and student support services available to you, please explore the University of Suffolk [Student Handbook](http://studenthandbook.uos.ac.uk/).

## Preparing for Your Future

[Insert here a description of how students are provided development opportunities that will prepare them for future employment and progression. It would be helpful to include an indication of the types of course specific employment and progression opportunities the students might aspire to, and highlight the broader opportunities that will be open to them to consider. You should include a course specific explanation of what is meant by ‘employability’ and explore the knowledge, skills and attributes that the course has been designed to develop and promote and how these are integrated into the course. This can be linked to the course content noting, employability skills presented in the module specifications. Mention of the careers team and the Future Me online system could also be helpfully included.]

## Academic Year

[This should include information about how the academic year is organised, e.g. six five week blocks with each block typically entailing four weeks of learning activity and one week of assessment, use of learning hubs, and when students start and finish. Provision of specific dates is good practice, clearly communicating the scheduling of exam periods, assessment boards, reading weeks, and other key elements of the student experience.]

## A Typical Week

[Insert an indication of what a student would expect to experience in a normal week of study – when and where will scheduled study take place, what additional independent study should be expected, what specific support will be available to support students in their studies (tutorials, online materials, …)]

## Timetable

You will find the details of all teaching times and rooms in your University of Suffolk email calendar, as well as through your MySuffolk>OASIS area. [Replace for courses not delivered in the Ipswich campus]

## Attendance

[Provide guidance to students on your expectations for their attendance at sessions, engagement with other learning activities, how all this is monitored and how poor attendance or engagement is followed up]

## Announcements and emails

The areas on Brightspace for both the course and for each of your modules are where you will find up-to-date information and communication on your learning and study, including announcements about any additional learning opportunities, notifications about any modifications to timetables or schedules, and other key information. Please be sure to check these areas regularly for any updates about your current modules.

# Assessment Strategy and Feedback

In this section we outline how you will be assessed through your course, and the frameworks and regulations that control the assessment processes. We also discuss the key role that the many types of feedback available to you have in supporting your learning and development.

## Assessment on this Course

Assessment is an integral part of academic study, designed to complement and extend your learning, and to recognise your achievements towards your degree.

[Provide a description of the course assessment strategy explaining to students how it supports their learning, development and progression. Possible points to explore include:

* that assessment activity is seen as integral to learning, designed to both support student learning and development and enable their achievement to be demonstrated;
* the use of smaller assessments earlier in the course, working up to larger or more complex pieces of work later in the course that require students to demonstrate their critical and professional abilities;
* the provision of opportunities for formative feedback to enable students to guage their progress, and to guide and support students’ independent learning activities;
* the use of group work to enable and encourage peer learning and to develop collaborative skills and skills for the workplace;
* how work-based learning links to assessment.]

The assessments on your course are varied to not only suit the modules’ learning outcomes, but also to enable you to experience and adapt to different forms of assessment activity. This is important as it supports your development as an independent learner and provides opportunities for you to develop skills and attributes that will be valuable for your future.

[Provide a description of the types of assessment tasks that students will encounter in their studies, explaining what is expected and any specific requirements for work on this course. For higher and degree apprenticeships, this should also cover the end point assessment process. Define the difference between summative and formative assessment as it is employed in the course. Explain the role and form of formative assessment and how it articulates with summative assessment, and how it supports students in their learning and skills development. Within this section, explore whether students are able to submit draft work for review and the processes and limitations that are associated with this. Also, where relevant, explore the principles guiding any group assessment that are employed on the course (with reference to the University of Suffolk policy for the Assessment of Group Work). You may direct students to helpful documentation they can refer to in order to guide them. Mention of the University of Suffolk [Assignment Toolkit](http://libguides.uos.ac.uk/atk/) (ATK) (hosted on the Library area) might usefully be included.]

## 

## Referencing

[Provide guidance on the referencing standard employed on the course. You may find it helpful to refer to the Library documentation provided for students on [citation and referencing formats](http://libguides.uos.ac.uk/friendly.php?s=academicskills/referencing)]

**Submitting Your Work**

[If the nature of the course requires students to follow specific procedures or to adhere to specific formats in order to submit assessment work, use this section to explain this – otherwise this section could be omitted.]

## Assessment and Marking Criteria

The nature of the assessment(s) for each module will reflect the level of that module within the overall course as well as the module’s academic and practical content. You will be provided with criteria against which your assessed work will be judged in order to award a mark.

[Where a single set of marking criteria are employed for all assignments [at each level] these criteria should be included in the handbook. All courses are expected to either use the University of Suffolk Generic Marking Criteria or use criteria derived from them – the generic criteria are included at the end of this template for convenience]

## Feedback

It is very difficult to judge how well you are progressing in your studies without someone telling you how you are doing. You will be provided with feedback based on the work you do in your studies throughout your time on this course, giving you indications of your progress. This feedback is likely to highlight the things you seem to have learned well and those you would benefit from revisiting, the skills that you are applying effectively and those you could refine or improve further, and the attributes that you are demonstrating well and those on which you could focus further developmental activity. The course team will provide guidance on how you might build upon the feedback they provide, signposting further reading or activities you could engage with, or indicating how you could improve your approaches in future work.

[Provide an overview of the opportunities for feedback (informal, formative and on summative work) that are integrated into the course and how these are provided. Where relevant, highlight how feed forward processes, peer feedback and/or ‘crits’ are a key part of the learning process]

[Where relevant, provide indication of how summative feedback and assessment outcomes (marks) will be provided to students on-line. It may be worth highlighting the meaning of ‘unratified marks’]

## Recognition of Prior Learning (RPL)

A detailed student guide to the RPL processes is available in the [Student Handbook](https://www.uos.ac.uk/sites/default/files/Recognition-of-Prior-Learning-Policy.pdf).

## Assessment Regulations

The Framework and Regulations for Undergraduate / Integrated Master’s / Taught Postgraduate *[delete as applicable]* Awards and other [policies relating to assessment](https://mysuffolk.uos.ac.uk/Students/My-Course/Assessment-Matters/Assessment-Matters.aspx) can be found on MySuffolk. You should ensure you read and understand these regulations. The Course Team strictly adheres to these regulations and it is advisable for you to become familiar with the terms used. Please ask tutors for clarification if you are unsure of any policy or regulation. A more detailed exploration of the assessment processes is provided in the University of Suffolk [Student Handbook](http://studenthandbook.uos.ac.uk/) and you are strongly advised to familiarise yourself with these early on in your studies.

[If you have course specific assessment regulation variation(s), for example to meet professional body requirements, provide an explanation of these and their implication for students here]

[The Assessment Matters area](https://mysuffolk.uos.ac.uk/Students/My-Course/Assessment-Matters) of the My Course area on MySuffolk should be your first point of call for more detailed explanations and guides to the processes and regulations associated with assessment. [the Assessment Matters area is also the place where Exam Timetables are published.]

# Academic Support

## Roles of Course Team Members

Some members of your course team take on particular roles and responsibilities within the course’s operation. Descriptions of how your course leader, personal tutor, module leaders, and other lecturers and tutors support you in your studies and learning are explained in the University of Suffolk [Student Handbook](http://studenthandbook.uos.ac.uk/), as is the role of the External Examiner.

[For courses where there are other significant roles – for example practice supervisors, mentors, work placement coordinators or dissertation supervisors – include additional sections here]

## Tutorial Support

[Describe the course’s provision of academic and personal tutorial and coaching support (both for the course overall and with tutors to explore individual modules) and how it can be accessed or booked by the students]

## Working with your Course Team

[Use this section to outline expectations for how students should work with their course team. For some courses, this is an opportunity to emphasise the need for students to adopt a professional attitude as would be expected in their vocational environment. You should indicate how students are expected to contact their course team (both academic and other members), the response times students should expect, and how students are supported during staff absences.]

# Learning Resources

As a University of Suffolk student, you have access to a wide variety of resources to support your study activity:

## Course Specific Resources

[Insert information about the learning resources that your students will have available to them and when these can be accessed for independent study]

## Library

You are able to borrow books from the Campus Library and access the extensive collections of eBooks, journals, and other electronically accessible sources through the [library website](http://libguides.uos.ac.uk). The opening hours of the library vary through the year but during term times it is usually open through to the evening on Mondays to Fridays and also during the day at the weekends.

## Academic Support Advisors

Academic Skills Advisors provide students with academic support in addition to their course, focusing on developing general academic skills and independent learning. Areas in which Academic Skills Advisors can support you include planning assignments, reading academic texts, writing in an academic style, thinking critically and referencing. Academic Skills Advisors offer group workshops and one-to-one sessions, which you can book via the [library website](http://libguides.uos.ac.uk/redirects/leave).

[For Ipswich programmes only – remove for partners]

## IT Provision

Across most areas of the campus, you will find general IT equipment available for your use. Some PCs are situated in quiet spaces for personal use, whilst other areas provide space for you to work with your fellow students around a PC. All the machines provide basic word processing and other software and will enable access to the internet and Brightspace.

# Learning Community

## Your Course Community

This course is organised to support active learning with your peers. The learning community is intended to be supportive, inclusive and friendly. [insert appropriate text exploring how you enable students to be part of a learning community, possibly emphasising elements such as induction activities, group work, online facilities, and their continued membership as alumni…]

## Your Wider Academic Community

This course is located in the School / college name. Alongside running this and other courses, the academic staff are also involved with research activity and work with local and national bodies. [insert an overview of this activity (perhaps employing a standard statement that your school has)]

[add indication of regular school events or activities that the students can engage with (such as public or school lecture or seminar series, annual exhibitions, …]

There are also wider opportunities for you to be part of the University’s learning community:

* Lectures and talks—keep an eye on University of Suffolk announcements. There are several lectures each term relating to different areas of interest. All staff and students are welcome to attend these free of charge.
* Arts exhibitions and performances are staged in and around the University.
* Conference events: each year the University hosts national and international conferences and some of these encourage student attendance or even participation.
* Events and shows put on by local organisations and community groups in the University.
* Social events for staff and students.
* Volunteering and intern opportunities.
* Students’ Union events and societies.
* Careers fairs.

# Student Voice

Student Voice is about all the ways in which you can engage with the institution and the Students' Union during your time at the University of Suffolk, providing your opinions and feedback to enable the University to better meet student needs and preferences.

The Students' Union and the University of Suffolk work together to ensure there is a firm structure in place to give you a chance to feedback and shape your experience. The way in which we do this includes electing officers to represent your voice at the highest levels, and course reps (for all courses) to make sure your ideas and suggestions are listened to and followed up on!

[Ipswich courses:] The University’s Centre for Excellence in Learning and Teaching (CELT) have established a team of Student Ambassadors (SEAs). The SEAs role is designed to work across University teams and the student body to ensure that students have the best possible experience while studying as part of the University of Suffolk community. They do this by helping to bridge the gap between students and staff.

## Feedback Opportunities for You

Key student voice mechanisms include:

* Feedback in discussion with tutors during module sessions and activities.
* Module feedback collated at the midpoint of each module: These allow feedback to be acted on quickly to enhance your experience.
* Course representatives are elected by students and work with the course leader and the course’s Student Voice Forum to ensure the feedback you provide is reported and that you hear what the course team plan to do in response.
* Student Union officers work with the University and your course representatives to represent your views and to comment on and contribute to University development activities.
* Final year surveys such as the NSS and the University Student Survey.

Further information on these and other mechanisms are located on the [Student Union website](https://www.uosunion.org/) and in the [Student Handbook](http://studenthandbook.uos.ac.uk/).

**Health Education England (HEE) Student Survey**

[To be included for HEE commissioned courses only: Adult Nursing; Child Nursing; Mental Health Nursing; (all including Flexible or Work-Based Learning); Midwifery (shortened and 3 year); Health Visiting; Operating Department Practice; Paramedic Science; Diagnostic Radiography, Radiotherapy and Oncology]. NB: Not Apprenticeship programmes

Health Education England (HEE) for the Midland and East region aims to improve the quality of education, training and development in the East of England. HEE’s work covers more than 100 programmes from planning and commissioning, to recruiting and developing healthcare staff in a range of healthcare and community settings. HEE no longer commissions pre-registration nursing and midwifery programmes in the East of England at six regional HEIs, but it does fund the students’ placements. HEE is committed to ensuring that every learner has an excellent experience of academic learning, meaningful practical placements and are recruited and taught the NHS values. HEE continually monitors the quality and performance of programmes to ensure that this happens, including the views of students who are undertaking programmes. The HEE vision is to provide the right workforce, with the right skills and values, in the right place at the right time to better meet the needs and wants of patients—now and in the future. They are committed to commissioning excellent education with quality outcomes directly influencing future commissioning. Full information in relation to the quality management of universities can be found here: <https://www.hee.nhs.uk/our-work/quality>.

Every year, HEE run a student survey. By completing your questionnaire you are helping us ensure that your programme and future programmes are of the highest quality. This also will help our commitment that all your learning reflects not only the values of the NHS but also ensures that the workforce of today and tomorrow has the right skills, values and behaviours to meet the needs of the Trusts in the East of England. You will also be given the opportunity to highlight good practice and to raise any concerns you may have. Learner feedback is central to our quality processes and we always value your input. Once you have completed your programme of study at our University, you may be contacted to confirm the details of your first position. HEE provides significant funding for students trained locally and as part of ensuring value for money it is vital we know where you are working and what role you are undertaking. Please take the opportunity to let us know your employment details.

# Full Module Specifications

[Insert module specifications at each level. The module specification template and a guide to completing the template is available on the Course Approval, Modification and Review pages on the University website. **You should ensure that the indicative reading lists have been reviewed and updated in the last 12 months.**]

## Level 3 Modules

[Insert modules with details as above]

## Level 4 Modules

[Insert modules with details as above]

## Level 5 Modules

[Insert modules with details as above]

## Level 6 Modules

[Insert modules with details as above]

## Level 7 Modules

[Insert modules with details as above]

# Generic Marking Criteria

The following pages set out the Generic Marking Criteria relevant to this course.

[Insert a statement on how these are used within this course. **You should remove the criteria tables that are not relevant for your course**.]

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| **Level 3 (Foundation Year)** | | | | | |
| Provision at Level 3 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework (QCF), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work. | | | | | |
|  | | **Assessment category** | | | |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Insightful and accurate interpretation and evaluation of information and ideas, based on an excellent application of the most appropriate skills, methods and procedures. Work shows full awareness of the nature of the area of study and different perspectives or approaches within it | Insightful and effective use of a carefully selected range of relevant reading. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Excellent interpretation and evaluation of information and ideas, employing highly appropriate skills, methods and procedures. Work shows strong awareness of the nature of the area of study and different perspectives or approaches within it | Consistent and balanced engagement with a refined selection of many types of relevant reading. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4. | Effective interpretation and evaluation of information and ideas, showing effective use of appropriate skills, methods and procedures. Work shows well established awareness of the nature of the area of study and different perspectives or approaches within it. | Consistent engagement with a wide range of relevant reading. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and clearly expressed throughout. |
| **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | Competent presentation of work in terms of structure and clarity of expression. |

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| **Level 3** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark** | **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4, but lacking depth and breadth. | Adequate interpretation and evaluation of information and ideas, largely using appropriate skills, methods and procedures. Work shows awareness of the nature of the area of study and an emerging awareness of different perspectives or approaches within it. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | Work is structured in a largely coherent manner and is for the most part clearly expressed. |
| **40% – 49%** | Simple factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow or misguided selection of material, with elements missing or inaccurate. | A limited interpretation and evaluation of information and ideas, showing emerging awareness of the nature of the area of study and different perspectives or approaches within it, although not always logical or coherent and with inaccuracies. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% – 39%** | Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Weak and at times flawed interpretation and evaluation of information and ideas, resulting in largely descriptive work that shows lack of awareness of the nature of the area of study and different perspectives or approaches within it. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. Little awareness of the nature of the area of study and no appreciation of different perspectives or approaches within it. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views, showing complete lack of awareness of the nature of the area of study and different perspectives or approaches within it. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 4** | | | | | | |
| In accordance with the FHEQ, at the end of Level 4 students will be expected to have a sound knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to take different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. | | | | | | |
|  | | **Assessment category** | | | | |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | **Application of theory to practice (for courses with a professional practice element)** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s). | Insightful and accurate presentation, interpretation and evaluation of concepts or evidence, facilitating eloquent and proportionate development of judgements or arguments. Evidences a deep understanding of the subjects’ key stances | Sophisticated application of theory to practice, demonstrating insightful selection of theory and flawless application to practice | Insightful and effective use of a carefully selected range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s). | Excellent presentation, interpretation and evaluation of concepts or evidence, facilitating a highly logical, coherent and balanced development of judgements or arguments. Critiques a variety of stances meaningfully, | Excellent application of theory to practice, with all links fully appropriate and meaningfully applied. | Consistent and balanced engagement with a refined range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s). | Effective presentation, interpretation and evaluation of concepts or evidence, facilitating a logical, coherent and balanced development of judgements or arguments incorporating multiple stances. | Effective application of theory to practice, with the student making highly appropriate and carefully expressed links between the two | Consistent engagement with a wide range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and expressed throughout. Clear and logical |

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| **Level 4** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s) | Good presentation, interpretation and evaluation of concepts or evidence, facilitating a logical and coherent development of judgements or arguments that shows awareness of other stances. | Sound application of theory to practice, with the student making appropriate, well-developed and articulated links between the two. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | Competent presentation of work in terms of structure and clarity of expression. |
| **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), but lacking depth and breadth. | Adequate presentation, interpretation and evaluation of concepts or evidence, facilitating a largely logical and coherent development of judgements or arguments. An emerging awareness of other stances. | Consistent and accurate application of theory to practice, with the student making appropriate links between the two. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | Work is structured in a largely coherent manner and is for the most part clearly expressed. |
| **40% – 49%** | Simple factual approach showing limited understanding of the basic underlying concepts and principles of the subject(s). Narrow or misguided selection of material, with elements missing or inaccurate. | A limited use of concepts or evidence to support emerging judgements or arguments, although not always logical or coherent and with inaccuracies. | Relevant theoretical knowledge and understanding applied in practice, but with students not always making logical links between the two. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |

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| **Level 4** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Marginal fail** | **35% - 30%** | Weak work showing limited, fragmentary understanding of the basic underlying concepts and principles of the subject(s). Work characterised by inaccuracies, irrelevant material and/or absence of appropriate information. | Largely descriptive work, with limited effort made to use concepts or evidence to develop judgements or arguments. Information accepted uncritically, with unsubstantiated opinions evident. | Limited understanding of the application of theory to practice, with the student often not making appropriate links between the two. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Descriptive work with no effort made to use concepts or evidence to develop judgements or arguments. Views expressed are often illogical, invalid or irrelevant. Minimal or no use of evidence to back up views. | Weak understanding of the application of theory to practice, with only occasional evidence of the student making appropriate links between the two. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Complete lack of evidence to back up views. | Very weak theoretical knowledge and understanding, with no evidence of appropriate application in practice. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 5** | | | | | | | | | | |
| In accordance with the FHEQ, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and will have learned to apply those concepts and principles more widely outside the context in which they were first studied. They will have knowledge of the main methods of enquiry in the subject area, and ability to critically evaluate different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. | | | | | | | | | | |
|  | | **Assessment category** | | | | | | | | |
| **Knowledge and critical understanding of well-established concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | | | **Application of theory to practice (for courses with a professional practice element)** | | **Reading and referencing** | | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of the established concepts and principles of the subject(s). | Insightful application of excellent critical, analytical and evaluative skills to demonstrate exceptional ability to express arguments fully supported relevant evidence. Shows outstanding independent thinking through its original expression, and evidences both self-awareness and a deep and comprehensive understanding of the subjects’ key stances and knowledge boundaries. | | | Sophisticated application of theory to practice, demonstrating insightful selection of theory and flawless application to practice | | Insightful and effective use of a carefully selected range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the established concepts and principles of the subject(s). | Use of excellent critical, analytical and evaluative skills in order to develop highly logical and coherent judgements / arguments, supported by a range of relevant evidence. Evidence of independent thinking and creativity. Critiques a variety of stances meaningfully, and effectively expresses the limits of their knowledge. | | | Excellent application of theory to practice, with all links fully appropriate and meaningfully applied. | | Consistent and balanced engagement with a refined range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the established concepts and principles of the subject(s). | Use of effective critical, analytical and evaluative skills in order to develop logical and coherent judgements / arguments, supported by a range of relevant evidence. Clear evidence of originality. Explicit discussion of other stances and a strong awareness of the limits of their knowledge. | | | Effective application of theory to practice, with the student making highly appropriate and carefully expressed links between the two. | | Consistent engagement with a wide range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | | Well-formed presentation of work that is coherently structured and clearly expressed throughout. |
| **Level 5** | | **Knowledge and critical understanding** | | **Cognitive and intellectual skills** | **Application of theory to practice** | | **Reading and referencing** | | **Presentation, style and structure** | |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **60% – 69%** | Work of solid quality showing competent and consistent understanding of the established concepts and principles of the subject(s). | | Use of sound critical, analytical and evaluative skills in order to develop logical and coherent | Sound application of theory to practice, with the student making appropriate, well-developed and articulated links between the two. | | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | | Competent presentation of work in terms of structure and clarity of expression. | |
| **50% – 59%** | Adequate work showing understanding of the established concepts and principles of the subject(s), but lacking depth and breadth. | | Evidence of use of evaluation and critical analysis to support the development of logical and coherent judgements / arguments, supported by relevant evidence. An awareness of other stances and of the limits of their knowledge. | Consistent and accurate application of theory to practice, with the student making appropriate links between the two. | | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | | Work is structured in a largely coherent manner and is for the most part clearly expressed. | |
| **40% – 49%** | Simple factual approach showing limited understanding of the established concepts and principles of the subject(s). Narrow or misguided selection of material, with elements missing or inaccurate. | | Limited and inconsistent use of evaluation and critical analysis to support emerging judgements or arguments, although not always logical or coherent and with inaccuracies. Limited awareness of other stances and the limits of their knowledge. | Relevant theoretical knowledge and understanding applied in practice, but with students not always making logical links between the two. | | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | | Ordered presentation in which relevant ideas / concepts are reasonably expressed. | |

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| **Level 5** | | **Knowledge and critical understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Marginal fail** | **35% - 30%** | Weak work showing limited but fragmentary understanding of the established concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Largely descriptive work, with very little effort made to use evaluation and critical analysis to develop judgements or arguments. Information accepted uncritically, with unsubstantiated opinions evident. | Limited understanding of the application of theory to practice, with the student often not making appropriate links between the two. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the established concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Descriptive work with no effort made to use evaluation or critical analysis to develop judgements or arguments. Views expressed are often illogical, invalid or irrelevant. Minimal or no use of evidence to back up views. | Weak understanding of the application of theory to practice, with only occasional evidence of the student making appropriate links between the two. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the established concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views. | Very weak theoretical knowledge and understanding, with no evidence of appropriate application in practice. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 6** | | | | | | | | | | | |
| In accordance with the FHEQ, at the end of Level 6 students should have coherent and detailed knowledge and understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem. They should be able to communicate information, ideas, problems and solutions effectively to both specialist and non-specialist audiences. | | | | | | | | | | | |
|  | | **Assessment category** | | | | | | | | | |
| **Coherent and detailed knowledge and understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline** | | **Cognitive and intellectual skills** | | **Application of theory to practice (for courses with a professional practice element)** | | **Reading and referencing** | | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized | |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of subject matter, explicitly well-informed by the latest research and/or advanced scholarship within the discipline. | | Insightful and exemplary use of critical evaluation skills to support sophisticated, original and highly coherent judgements and arguments and/or creatively solve problems. Clearly articulates the significance of relationships between a range of ideas and concepts, enabling a new perspective to be applied. Selection and use of relevant supporting evidence is flawless. Work is innovative, demonstrating outstanding originality and creativity of thought and approach. | | Sophisticated application of theory to practice, demonstrating insightful selection of theory and flawless application to practice, drawing skilfully on the latest research within the discipline. | | Insightful and effective use of a carefully selected range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Exemplary presentation of work that is fluent and flawless throughout. | |
| **80%-89%** | High quality work showing fluent, deep and highly detailed knowledge and understanding of subject matter, explicitly well-informed by the latest research and/or advanced scholarship within the discipline. | | Excellent use of critical evaluation skills to apposite and highly coherent judgements and arguments and/or creatively solve problems. Clearly articulates the significance of relationships between a range of ideas and concepts, enabling a new perspective to be applied. Use of a wide and carefully selected range of relevant supporting evidence. Work shows excellent originality and creativity of thought and approach. | | Excellent application of theory to practice, with all links fully appropriate and meaningfully applied, drawing skilfully on the latest research within the discipline. | | Consistent and balanced engagement with a refined range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Highly effective presentation of work that is coherently structured and clearly expressed throughout. | |
| **Level 6** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | | **Application of theory to practice** | | **Reading and referencing** | | **Presentation, style and structure** | |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **70% – 79%** | Commendable work showing coherent and detailed knowledge and understanding of subject matter, explicitly informed by the latest research and/or advanced scholarship within the discipline. | Effective use of critical evaluation skills to make well-informed and coherent judgements and arguments and/or creatively solve problems. Clearly articulates the significance of relationships between a range of ideas and concepts, enabling a new perspective to be applied. Use of a wide range of relevant supporting evidence. Work shows effective originality and creativity of thought and approach. | | Consistent and balanced engagement with a refined range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Consistent engagement with an extensive range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Well-formed presentation of work that is coherently structured and clearly expressed throughout. | |
| **60% – 69%** | Work of solid quality showing competent and consistent knowledge and understanding of subject matter, informed by the latest research and/or advanced scholarship within the discipline. | Sound use of critical evaluation skills to make well-informed judgements and arguments and/or solve problems. Usually articulates the significance of relationships between a range of ideas and concepts. Use of a good range of relevant supporting evidence. Work shows significant evidence of originality and creativity which contributes to the overall assignment. | | Sound understanding and evaluation of application of theory to practice, with the student making clearly articulated and reasoned links between the two, informed by the latest research within the discipline. | | Critical engagement with a good range of relevant reading, including literature informed by the latest research Sound application of referencing, with no inaccuracies or inconsistencies. | | Competent presentation of work in terms of structure and clarity of expression. | |
| **50% – 59%** | Adequate work showing knowledge and understanding of subject matter, but lacking depth and breadth. Awareness of the latest research and/or advanced scholarship within the discipline. | Use of critical evaluation skills to make largely logical and coherent judgements and arguments and/or solve problems, but with gaps and/or inconsistencies. Use of an adequate range of relevant supporting evidence. Work provides examples of originality and creativity, which enhances aspects of the assignment. | | Mainly consistent, accurate and logical application of theory to practice, with the student making appropriate links between the two and evidence of evaluation. | | Engagement with an appropriate range of reading beyond essential texts, including literature informed by the latest research. Referencing may show minor inaccuracies or inconsistencies. | | Work is structured in a largely coherent manner and is for the most part clearly expressed. | |

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| **Level 6** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass Mark** | **40% – 49%** | Simple factual approach showing limited knowledge and understanding of subject matter. Narrow or misguided selection of material, with elements missing or inaccurate. Limited awareness of the latest research and/or advanced scholarship within the discipline. | A limited use of critical evaluation skills to support emerging judgements and arguments and/or solve problems, although not always logical or coherent and with inaccuracies. Arguments not always developed, and gaps in supporting evidence. Little evidence of originality or creativity. | Relevant theoretical knowledge and understanding applied in practice, but with students not always making logical links between the two and limited evidence of evaluation. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% - 30%** | Weak work showing limited but fragmentary knowledge and understanding of the subject matter, for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. No awareness of the latest research and/or advanced scholarship within the discipline evident. | Largely descriptive work, with weak and superficial use of critical evaluation skills to develop judgements and arguments and/or solve problems. Information accepted uncritically, with weak use of evidence resulting in unsubstantiated opinions. No evidence of originality or creativity. | Limited understanding of the application of theory to practice, with the student often not making appropriate links between the two and no evidence of evaluation. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak knowledge and understanding of subject matter. Work contains serious inaccuracies and/or a significant amount of irrelevant material. No awareness of the latest research and/or advanced scholarship within the discipline evident. | Descriptive work with no effort made to use critical evaluation skills to develop judgements and arguments and/or solve problems. Views expressed are often illogical, invalid or irrelevant. Minimal or no use of evidence to back up views. Completely lacking in originality and creativity. | Weak understanding of the application of theory to practice, with only occasional evidence of the student making appropriate links between the two. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in knowledge and understanding of subject matter. Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. No awareness of the latest research and/or advanced scholarship within the discipline evident. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views. | Very weak theoretical knowledge and understanding, with no evidence of appropriate application in practice. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 7** | | | | | | |
| In accordance with the FHEQ, at the end of Level 7 students should have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. They will be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. They should have a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will also be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. In addition, they will be able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. | | | | | | |
|  | | **Assessment category** | | | | |
| **Coherent and detailed knowledge and understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline** | **Cognitive and intellectual skills** | **Application of theory to practice (for courses with a professional practice element)** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Exemplary systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study, demonstrating highly sophisticated grasp of the subject matter | Exceptional critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates exemplary ability to synthesise current research and advanced scholarship in an original, creative and innovative manner. | Sophisticated, systematic and innovative application of knowledge and theory to professional practice within the discipline. Flawless use of systematically selected literature to justify and express reasoned judgements and decisions in relation to complex issues and problems at a professional level | A very high level of critical engagement across a systematic and fully appropriate range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and selective reading and initiative along with highly consistent accurate referencing | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | Excellent systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing sophisticated depth, breadth, detail and clarity | Sophisticated critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a very high level of originality and creativity in the student’s approaches to synthesising current research and advanced scholarship within the subject area | An excellent level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to effectively critique and employ current academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A very high level of critical engagement across an extensive range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and appropriate reading and initiative along with highly consistent accurate referencing | Outstanding presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of fluency and eloquently communicates compelling, coherent conclusions to specialist and non-specialist audiences |

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| **Level 7** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **70% – 79%** | A high level of systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing considerable depth, breadth, detail and clarity | A high level of critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a significant level of originality and creativity in synthesising current research and advanced scholarship within the subject area | A high level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to select and use academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A high level of critical engagement across an extensive range of relevant and current literature demonstrating wide and appropriate reading and initiative along with highly consistent accurate referencing | Excellent presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of clarity of expression and which clearly communicates valid, coherent conclusions to specialist and non-specialist audiences |
| **60% – 69%** | An effective, systematic, theoretical and conceptual understanding of knowledge mostly at or informed by the forefront of the field of study and showing good depth, breadth, detail and clarity | An effective level of critical evaluation and awareness of current problems and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates some effective originality and creativity in synthesising current research and scholarship within the subject area | A good level of originality and innovation in the application of knowledge and theory to professional practice. Demonstration of consistently good critical awareness and evaluation and reasonable ability to use the academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A good level of critical engagement across a good range of relevant and current academic, research, policy- and practice-related literature demonstrating appropriate reading and some initiative along with consistent accurate referencing | High quality presentation of work that is largely logically and coherently structured with a generally strong central argument conveyed with a clarity of expression and which communicates clear conclusions to specialist and non-specialist audiences |
| **50% – 59%** | A sufficient but limited level of systematic, theoretical and conceptual understanding of knowledge at times at or informed by the forefront of the field of study but showing adequate depth, breadth, detail and clarity | A sufficient but limited level of critical evaluation and awareness of current problems and contemporary issues and debates, with some reference to new insights or perspectives within the field. Limited evidence of originality and creativity in synthesising current research and scholarship within the subject area | A reasonable but limited level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of some good critical awareness and evaluation and some ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level | Sufficient critical engagement with a reasonable range of relevant and current academic, research, policy- and practice-related literature demonstrating mainly appropriate reading but limited initiative and/or some minor inconsistencies and inaccuracies in referencing | Generally good presentation of work that is sufficiently logical and coherent in structure with a discernible central argument. May present limited originality and lack some clarity of expression, but an identifiable conclusion reasonably communicated to specialist and non-specialist audiences |

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| **Level 7** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Marginal fail** | **45% – 49%** | Knowledge and understanding of the subject matter is incomplete, uninformed or limited in its scholarship within the field of study, or lacking sufficient depth, breadth, detail or clarity | Critical evaluation is limited or lacks awareness of current problems and contemporary issues and debates. Insufficient reference made to new insights or perspectives within the field, or insufficient evidence of originality and creativity in synthesising current research and scholarship within the subject area | Insufficient degree of originality or innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of poor critical awareness and evaluation or a lack of ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level | Insufficient critical engagement with relevant and current academic, research, policy- and practice-related literature. Lack of evidence of wider reading or a lack of initiative or inconsistent and inaccurate referencing | Presentation of work shows insufficient organisation or central argument, and is lacking in logical and coherent structure. Poor clarity of expression weakly communicating to specialist or non-specialist audiences |
| **Fail** | **30% – 44%** | Limited knowledge and understanding of the subject matter shown. Work is not sufficiently informed by scholarship within the field of study and is insufficient in depth, breadth, detail or clarity | Insufficient evidence of critical evaluation and awareness of current problems and contemporary issues and debates. Insufficient reference to new insights or perspectives within the field and lacking in originality and creativity in synthesising current research and scholarship within the subject area | Little evidence of originality and innovation and a significant lack of application of knowledge and theory to professional practice demonstrating little critical awareness and evaluation and a lack of ability to use the academic literature to make judgements and decisions in relation to complex issues and problems at a professional level | Little evidence of critical engagement with relevant and current literature. Poor use of appropriate sources and/or inconsistent and inaccurate referencing | Often poorly presented work that is disorganised, has an ill-formed central argument, and lacks a logical and coherent structure. A lack of clarity of expression or fails to communicate effective conclusions to specialist or non-specialist audiences |
| **< 30%** | Inadequate and limited knowledge and understanding of the subject matter shown. Work is not informed by scholarship within the field of study and significantly lacks depth, breadth, detail or clarity | Descriptive work with little or no evidence of critical evaluation and awareness of current problems and contemporary issues and debates. No evidence of awareness of new insights or perspectives within the field. Little or no synthesis of current research and scholarship within the subject area | No evidence of originality and innovation and little to no application of knowledge and theory to professional practice. Demonstrates no critical awareness and evaluation and a distinct lack of ability to use the academic literature in an effective manner | No evidence of critical engagement with relevant and current literature. Lack of use of appropriate sources and inconsistent and inaccurate referencing | Poorly presented and disorganised work that lacks a logical and coherent structure, lacks a well-formed central argument and shows a significant lack of clarity of expression with very weak or irrelevant conclusions, that may be incoherent to specialist or non-specialist audiences |