**University of Suffolk**

**GENERIC MARKING CRITERIA**

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| The generic marking criteria outlined below are designed to provide a framework within which individual departments and partner colleges can develop their own marking criteria relevant to the level, subject areas and assessment types offered. The criteria have been developed for each level of study in accordance with the expectations of the [Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014)](http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.VgkHlaNwaUk), indicating the intellectual progression and development that students are expected to achieve throughout their course. It is recognised that students’ assessed work is unlikely to fit neatly into a single mark band, and may demonstrate stronger performance in relation to some marking criteria than others (for example demonstrating sound understanding of the subject matter, but not always presenting material in a logical manner). In order to determine a fair mark, you should seek to identify the percentage mark band which represents the ‘best fit’ in terms of a student’s performance. In all instances, students attaining a pass mark (i.e. 40% or above at undergraduate level and 50% or above at taught postgraduate level) should demonstrate achievement of all associated learning outcomes. |

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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% - 39%** | 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.  |

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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** |
| **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 judgements / arguments, supported by relevant evidence. Some evidence of originality. Demonstrates a sound awareness of other stances and a good awareness of the limits of their knowledge. | 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% - 39%** | 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.  |

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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, 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. | Effective understanding and evaluation of application of theory to practice, with the student making highly appropriate and carefully expressed links between the two, drawing skilfully on the latest research within the discipline. | 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% - 39%** | 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 |