

# Quality Code for Higher Education

## College Generic Grading Criteria – Level 4

The aim of this document is to provide module leaders with guidance material which they may use as a basis for the grading criteria for assessment on Level 4 programmes and modules.

The grading criteria within the guidance material are organised around the four types of Learning Outcomes recognised within College documentation. There is one section relating to criteria within each of the following areas:

- Knowledge and Understanding
- Intellectual / Cognitive Skills
- Practical / Professional / Disciplinary Skills
- Transferable Skills

Not all of these areas, and not all criteria listed for an area, will be relevant in each module or for the assessment of every assignment.

The guidance material is generic and the expectation is that colleagues will want to adapt it and select from it according to the needs of the assessment in their particular disciplines, modules, and assessment tasks. In particular, there are varying ways to handle the tensions between generic aspects that lecturers expect to see in assessed work (e.g. standard expression in English, structure and organisation of work, ability to adhere to word-counts, etc.) and learning outcomes which are specific to a particular module. The importance of generic criteria compared to specific learning outcomes will vary between disciplines and between modules within disciplines. Similarly some learning outcomes and some generic criteria will not be wholly appropriate to certain assessment tasks, e.g. where spelling and grammar are to be assessed as a key component this should not be done in examinations.

We would encourage colleagues to clearly indicate to students whether, where and how they will be assessed for aspects such as written expression and structure, and inform students whether these aspects are captured within learning outcomes or generic criteria.

There are a number of possible models of marking and grading work in relation to learning outcomes.

1. Assessed work may be marked on marking criteria alone so learning outcomes may or may not have been passed in a piece of work that receives a pass mark.
2. Achievement of learning outcomes may be assessed and then work graded on generic marking criteria. In this model it may be that if one learning outcome is failed the whole module is failed.
3. The module can only be passed if named compulsory learning outcomes are passed. The module is graded on marking criteria.
4. Learning outcomes are graded and an overall grade is given based on the composite mark.

A preferred model has not been agreed across the College and students should be told of the approach to be adopted on their programme.

Grading Criteria related to Knowledge and Understanding at Level 4										
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Coverage of key aspects	Selection and explanation of fundamental concepts and principles of the area of study	Negligible evidence	Inappropriate evidence	Evidence included/provided but missing in some very important aspects	Work contains evidence of competence but application is limited	Evidence within work is sufficient and appropriate to the task	Good, robust evidence of appropriate and effective use of knowledge and understanding	Strong and convincing evidence of considered exercise of knowledge and understanding	Strong, convincing and consistent evidence of insightful and nuanced use of knowledge and understanding	Overwhelming evidence of insight and innovation in the effective use of knowledge and understanding
	Accuracy and coverage of topic, without omissions in knowledge and understanding									
Underpinning depth and breadth of knowledge and understanding	Some breadth + depth of awareness + understanding of the broad underlying concepts and principles of the area of study which underpins and contextualises the specific issue or task									
Awareness and use of relevant literature / information	The ability to use/draw on resources / data from a prescribed range of sources and literature									
Recognition of inter-relationships of topics to a situation/context	The ability to respond to given inter-relationships between different topics and suggest interpretation for a simple situation / context									

Grading Criteria related to Cognitive Skills at Level 4										
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Understanding Task	Understanding of the requirements as outlined in the assignment guidance	Negligible evidence and/or use of skill	Inappropriate evidence and/or use of skill	Evidence included/provided but missing in some very important aspects	Work contains evidence of competence in this skill but application is limited	Evidence within work is sufficient and appropriate to the task	Good, robust evidence of appropriate and effective use of skill	Strong and convincing evidence of considered exercise of skill	Strong, convincing and consistent evidence of insightful and nuanced use of skill	Overwhelming evidence of insight and innovation in the effective use of skill
Gathering and processing information	Ability to collate, analyse, evaluate and/or summarise information / data / appropriate literature Ability to link reference to literature to own ideas within work									
Making judgements using the information	Ability to draw sound conclusions about specified, predictable, routine, complete and/or* essential <i>aspects of a topic</i>									
Building the argument for those judgements	Ability to sort and order information / ideas into a logical line of argument									
Application of theory to practice	Ability to interpret aspects of <i>the topic</i> within a given context									

**Grading Criteria related to Practical / Professional / Disciplinary Skills at Level 4**

	<b>Work demonstrates</b>	<b>0-19</b>	<b>20-34</b>	<b>35-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60-69</b>	<b>70-79</b>	<b>80-89</b>	<b>90-100</b>
Academic Practice / Practical Work	<p>Effective quality and standard of expression in English - communication of information in English which is accurate + clear</p> <p>Appropriate use of academic conventions</p> <p>Effective referencing of sources in line with an agreed standard convention.</p> <p>Ability to adhere to word-counts for assignments</p>	Negligible evidence and/or use of skill	Inappropriate evidence and/or use of skill	Evidence included/provided but missing in some very important aspects	Work contains evidence of competence in this skill but application is limited	Evidence within work is sufficient and appropriate to the task	Good, robust evidence of appropriate and effective use of skill	Strong and convincing evidence of considered exercise of skill	Strong, convincing and consistent evidence of insightful and nuanced use of skill	Overwhelming evidence of insight and innovation in the effective use of skill
Methods of Enquiry and Production	<p>Use of given methodologies and methods</p> <p>Use of given technology/techniques/processes/terminology</p>									
Academic/Professional Context and Autonomy	<p>Ability to operate effectively in straightforward situations within practical / employment / work contexts requiring the exercise of some personal responsibility/accountability</p> <p>Application of knowledge to situations of varying complexity</p> <p>Ability to relate ideas / information of the subject area to concrete situations, including, where appropriate, within a work context</p>									
Working with Other Disciplines / Professions	<p>Ability to work collaboratively with other disciplines / professions – Evidence within own practice of understanding of the boundaries of own discipline / professional role in relation to those in other disciplines / professions</p> <p>Appreciation of the role of other disciplines / professions – Ability to identify other professions / disciplines which have a relevant contribution to make to the area of practice / particular case</p>									

Adherence to ethical / legal practice	Ability to identify the application of principles of legal / ethical issues within the actual practice of self and/or others									
Risk Assessment	Evidence of ability to follow and interpret a simple risk assessment									

**Grading Criteria related to Transferable Skills at Level 4**

	<b>Work demonstrates</b>	<b>0-19</b>	<b>20-34</b>	<b>35-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60-69</b>	<b>70-79</b>	<b>80-89</b>	<b>90-100</b>
Communication	Ability to clearly communicate information, attitudes and ideas in a specified written, verbal or visual format appropriately for a given purpose, topic, situation and audience and in such a way as to demonstrate understanding.	Negligible evidence and/or use of skill	Inappropriate evidence and/or use of skill	Evidence included/provided but missing in some very important aspects	Work contains evidence of competence in this skill but application is limited	Evidence within work is sufficient and appropriate to the task.	Good, robust evidence of appropriate and effective use of skill	Strong and convincing evidence of considered exercise of skill	Strong, convincing and consistent evidence of insightful and nuanced use of skill	Overwhelming evidence of insight and innovation in the effective use of skill
Gathering and using information	Ability to collect, use and explain information / data for a given purpose from a range of sources and use effectively within own work.  Ability to check the accuracy, relevance and appropriateness of the information.  Ability to undertake simple and straight-forward research tasks with external guidance.									
Information and Communications Technology	Use specified ICT applications and strategies for a restricted range of given purposes and tasks.									
Learning to learn	Reflection on own strengths, limitations + performance in a range of given situations, using suggested approaches or techniques,  The learning ability needed to undertake further training and develop new skills within a structured and managed environment									

	<b>Work demonstrates</b>	<b>0-19</b>	<b>20-34</b>	<b>35-39</b>	<b>40-49</b>	<b>50-59</b>	<b>60-69</b>	<b>70-79</b>	<b>80-89</b>	<b>90-100</b>
Planning own work	The ability to amend and implement a given plan to achieve a given objective.	Negligible evidence and/or use of skill	Inappropriate evidence and/or use of skill	Evidence included/provided but missing in some very important aspects	Work contains evidence of competence in this skill but application is limited	Evidence within work is sufficient and appropriate to the task.	Good, robust evidence of appropriate and effective use of skill	Strong and convincing evidence of considered exercise of skill	Strong, convincing and consistent evidence of insightful and nuanced use of skill	Overwhelming evidence of insight and innovation in the effective use of skill
Problem solving	The ability to solve simple, defined problems by selecting an approach from those suggested.  Analysis of both the approach and solution to the problem.									
Working with numbers	Use of suggested numerical approaches or techniques to process / describe and interpret data for given tasks.									
Working with others	The use specified approaches / techniques to operate with others in given situations in order to meet specified objectives and own responsibilities within a group situation.									