

Quality Code for Higher Education

College Generic Grading Criteria – Level 5

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 5 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 5										
	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 key aspects which have some complexity and depth and are well-established, within a <i>broad subject base</i>	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 issues within the <i>broad subject base</i> with some depth 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 largely-prescribed range of sources and literature									
Recognition of inter-relationships of topics to a situation/context	Understanding of the complex and potentially contradictory nature of static inter-relationships between different topics within unspecified and unpredictable situations / contexts									

Grading Criteria related to Cognitive Skills at Level 5										
	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 issues which are central to the assigned task / Ability to follow guidance to devise a simple task related to the topic	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 coherently collate, critically analyse and identify the relevance and significance of information / data / appropriate literature Ability to integrate reference to literature effectively within own work									
Making judgements using the information	Ability to make and justify sound decisions about specified / predictable / straightforward <i>aspects of a topic</i>									
Building the argument for those judgements	Ability to produce a line of argument supported by relevant evidence./ use of sources									
Application of theory to practice	Ability to apply aspects of the topic between specified subjects/topics; subject and / or professional work areas									

Grading Criteria related to Practical / Professional / Disciplinary Skills at Level 5

	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Academic Practice / Practical Work	<p>An effective quality and standard of expression in English – communication of information with some complexity in English which is accurate and has clarity</p> <p>Appropriate and effective use of academic conventions</p> <p>Effective, consistent referencing of a wide range of sources in line with an agreed standard convention</p> <p>Ability to produce concise work which adheres 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>Identification and appropriate use of methodologies and methods</p> <p>Identification and use of technology /techniques /processes/ terminology appropriate to the discipline and task</p>									
Academic/Professional Context and Autonomy	<p>Ability to operate effectively in situations that are largely straightforward and predictable, and to work within practical / employment / professional contexts requiring the exercise of personal responsibility/accountability and/or decision-making</p> <p>Application of underlying concepts and principles of the subject area in a novel situation, including, where appropriate, within an employment context</p>									

	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Working with Other Disciplines/Professions	<p>Collaborative working with other disciplines / professions – ability to participate effectively in collaboration with people from other disciplines / professions where appropriate</p> <p>Appreciation of the role of other disciplines / professions – Ability to</p> <ul style="list-style-type: none"> - identify the potential contribution of own and other professions / disciplines to the area of practice/particular case - describe the purpose of these disciplines / professions and their role within a multidisciplinary team - identify barriers to working effectively within a multidisciplinary team 	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
Adherence to ethical / legal practice	Ability to identify the potential influence of the ethical / legal issues within own discipline/ role									
Risk Assessment	<p>Ability to follow and evaluate a simple risk assessment</p> <p>Identification and explanation of risk factors</p>									

Grading Criteria related to Transferable Skills at Level 5

	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Communication	Ability to accurately, clearly and appropriately communicate information, attitudes and ideas in an appropriate written, verbal or visual format for a suggested purpose, topic, situation and audience, and in such a way as to demonstrate understanding to academic, specialist and non-specialist audiences	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 Identify, access, use and explain information / data which is relevant for a suggested purpose from a range of sources and use effectively within own work Ability to evaluate both the information / data and the sources Ability to develop appropriate research strategies for straight-forward tasks with some guidance									
Information and Communications Technology	Selection and use specified ICT applications and strategies as appropriate for guided purposes and tasks									
Learning to learn	Ability to select from a range of suggested approaches and techniques in order to reflect on and analyse own strengths, limitations and performance and identify their implications The learning ability needed to undertake appropriate further training of a professional or equivalent nature									

	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Planning own work	The ability to set milestones within a given plan and implement plan to achieve several objectives	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 straightforward problems by identifying, explaining and selecting appropriate approaches to use Evaluation of both the approaches and solutions to the problem									
Working with numbers	The ability to select from a range of suggested approaches and techniques to analyse / explain / evaluate data and to apply this to a specific simple / limited context									
Working with others	Use of appropriate approaches / techniques to operate with others in various situations (e.g. <i>course / professional / work / career related</i>) in order to meet specified objectives and own responsibilities within a group situation									