

## Quality Code for Higher Education

### College Generic Grading Criteria – Level 6

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 6 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 6**

	<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>
Coverage of key aspects	Selection and explanation of key aspects which are complex, coherent and detailed and are at, or informed by, the forefront of <i>the discipline</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	Breadth + depth of awareness + understanding of issues at the forefront of the discipline which underpins and contextualises the specific issue or task									
Awareness and use of relevant literature / information	The identification and selection of resources / data relevant and appropriate to the task from a partially-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 6										
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Understanding Task	Understanding of a range of issues pertinent to the task as outlined; ability 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	Coherent collation, critical evaluation and the creation and justification of links between information / data / appropriate literature  Ability to integrate reference to literature effectively with own ideas within work									
Making judgements using the information	Ability to make sound judgements by critical analysis and evaluation in relation to <b>complex</b> information / literature / situations									
Building the argument for those judgements	Ability to devise and sustain an argument supported by valid / significant evidence / use of sources									
Application of theory to practice	Ability to apply aspects of <i>the topic</i> to a <i>new / different context</i> where they are appropriate									

**Grading Criteria related to Practical / Professional / Disciplinary Skills at Level 6**

	<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>Quality and standard of expression in English - Effective communication of complex information 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 word and structure work effectively such that it 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, selection and appropriate use of methodologies and methods</p> <p>Ability to select and apply appropriate technology / techniques / processes / terminology</p>									
Academic/Professional Context and Autonomy	<p>Ability to operate effectively in situations / contexts which contain elements which are complex or unpredictable within practical / employment / professional contexts requiring the exercise of initiative and personal responsibility / accountability and decision-making</p> <p>Accurate deployment of established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including, where appropriate, within an employment / professional context</p>									

	<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>
Working with Other Disciplines/Professions	<p>Collaborative working with other disciplines / professions – Evidence of ability to organise and 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"> <li>- analyse the similarities / differences in the contributions of own / other professions / disciplines to the area of practice / particular case</li> <li>- analyse the purpose of these disciplines / professions and their role within a multidisciplinary team</li> <li>- analyse barriers to working effectively within a multidisciplinary team</li> </ul>	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 analyse the potential influence of the ethical / legal issues within own discipline/ role									
Risk Assessment	<p>Ability to</p> <ul style="list-style-type: none"> <li>- apply and adapt a risk assessment</li> <li>- analyse competing risks</li> <li>- select appropriate risk limitation procedures</li> </ul>									

Grading Criteria related to Transferable Skills at Level 6										
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Communication	Ability to select and use a format and style to communicate information, attitudes and ideas appropriately, when faced with complex, situations, purposes, and topics in such a way as to enable understanding and engagement by academic / professional / non-professional 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	Identification, access, selecting, use and evaluation of information / data from a wide range of sources including current research / academic publications / appropriate primary sources and integrate effectively within own work  Ability to evaluate the sources from which the data come  Ability to undertake reasonably straight-forward research tasks competently, with minimum guidance									
Information and Communications Technology	Selection, use and evaluation of ICT applications and strategies which are appropriate for various purposes and tasks									
Learning to learn	Ability to identify approaches and techniques for reflection and use them effectively to reflect on and evaluate own strengths, limitations and performance and the implications and their relevance for personal development with guidance.  The learning ability needed to undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations									

	<b>Work shows evidence of</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 create, implement and monitor a plan to achieve a limited number of agreed 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 identify and solve straightforward and complex problems by identifying the main characteristics of the problem  Selection, justification and use of appropriate approaches, including some at the forefront of the subject / profession  Evaluation of the selected approaches and solutions to the problem									
Working with numbers	The ability to identify approaches and techniques which are appropriate for purposes and tasks, and use them to analyse / explain/ evaluate data  The ability to apply them to a new / different / wider context where they are appropriate									
Working with others	Identification of objectives and own responsibilities within a group context, and use and evaluation of strategies to meet them, operating with others in any of a variety of situations (e.g. <i>course / professional / work / career related</i> )									