Quality Code for Higher Education

College Generic Grading Criteria – Level 7

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 masters programmes and individual Level 7 modules where the "pass" standard is represented by a mark of 40 or above.

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.

Annexe 6H

	Grading Criteria related to Knowledge and Understanding at Level 7										
	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 current issues in the discipline which are complex, conceptually challenging and at, or informed by, the forefront of the academic discipline or area of professional practice	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 academic discipline or area of professional practice which underpins and contextualises the specific issue or task									
Awareness and use of relevant literature / information	The ability to identify and select 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 dynamic nature of inter-relationships between different topics, including those within incomplete and ambiguous situations / contexts									

Grading Criteria related to Cognitive Skills at Level 7

	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Understanding Task	An understanding of the underlying issue through the appropriate interpretation of a set question / task or the division of a relevant task	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 synthesise, critically evaluate and create and justify links between information / data / appropriate literature Ability to integrate reference to literature effectively with own ideas within work, showing insight and understanding of alternative points of view									
Making judgements using the information	Ability to make effective judgements by critical analysis and evaluation in relation to complex 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 selected aspects of the topic to a new / different context in an original way									

Grading Criteria related to Practical / Professional / Disciplinary Skills at Level 7										
	Work demonstrates	**0-19**	**20-34**	**35-39**	**40-49**	**50-59**	**60-69**	**70-79**	**80-89**	**90-100**
Academic Practice / Practical Work	Quality and standard of expression in English - Effective communication of complex nuanced information in English which is accurate and has clarity Appropriate and effective use of academic conventions Effective, consistent referencing of a wide range of sources in line with an agreed standard convention Ability to word and structure work effectively and with insight such that it adheres to assigned word-counts	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	Appropriate and critical use of methodologies and methods including original and new approaches as required Use and adaptation of appropriate technology / techniques/processes/terminology									
Academic/Professional Context and Autonomy	Ability to operate effectively in complex and unpredictable situations within practical / employment / professional contexts requiring the exercise of initiative and personal responsibility/accountability / decision-making / self-direction / originality Self-direction and originality and ability to act autonomously in planning and implementing tasks at a professional or equivalent level within situations / contexts which are complex and unpredictable									

	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	Collaborative working with other disciplines / professions – Evidence of ability to initiate, organise and participate effectively in collaboration with people from other disciplines / professions where appropriate Appreciation of the role of other disciplines / professions – Ability to - evaluate the impact of the different professional responsibilities and approaches of other disciplines / professions on the process of collaborative working within the area of practice / particular case - evaluate 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 recognise, analyse and respond to the complexity of legal / ethical issues within own discipline/ role									
Risk Assessment	Evidence of ability to - develop and implement risk assessment - evaluate competing risks - identify and implement appropriate risk limitation procedures									

Grading Criteria related to Transferable Skills at Level 7											
	Work demonstrates	**0-19**	**20-34**	**35-39**	**40-49**	**50-59**	**60-69**	**70-79**	**80-89**	**90-100**
Communication	Ability to identify desired communication outcomes, select, use and adapt an appropriate format and/or style to communicate information, attitudes and ideas appropriately, when faced with complex, unpredictable situations, purposes, topics in such a way as to enhance understanding and engagement by academic / professional audience	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, selection use and evaluation of information / data and the methods by which they were collected, to enable the achievement of aims and desired outcomes, drawing heavily on current research and academic publications and appropriate primary sources and integrate effectively within own work

Ability to evaluate the sources from which the data come

Ability to undertake complex research tasks competently with minimum guidance | | | | | | | | | |
| Information and Communications Technology | Identification and selection of ICT applications and strategies to enhance the achievement of aims and desired outcomes, planning for their implementation (including resource planning), use and evaluation | | | | | | | | | |
| Learning to learn | Ability to identify approaches and techniques for reflection and use them effectively to reflect on and critically evaluate own strengths, limitations and performance with reference to the impact of personal and contextual factors

The independent learning ability required for the acquisition of new professional skills | | | | | | | | | |

	Work shows evidence of	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
Planning own work	The ability to create, implement and monitor a plan to achieve own objectives in response to unpredictable situations	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 address complex problems related to aims and desired outcomes, while identifying the main characteristics and any aspects of risk relating to the problem Selection / justification / use / and adaptation of appropriate approaches, including those at the forefront of the subject / profession and identification of possibilities for originality or creativity Evaluation, review and amendment of both the approaches and solutions to the problem									
Working with numbers	The ability to identify, select, plan for (including resource planning), use and evaluate numerical approaches + techniques to analyse / explain/ evaluate data The ability to apply selected aspects to a new / different / complex / broad context to enhance the achievement of aims and desired outcomes									
Working with others	Identification of who and how others may help in achieving aims and desired outcomes and put plans into action, (e.g. clarify roles + responsibilities, agree resources +support, identify ethical working practices, use others to challenge thinking / explore alternatives etc.)									