University Centre South Devon - Generic Marking Criteria 2022/23

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.

Percentage	86-100%	70-85%	60-68%	50-58%	40-48%	30-38%	0-28%
Learning outcomes	**Met in an outstanding manner**	**Met in an excellent manner**	**Met in a very good manner**	**Met in a good manner**	**Met in a basic manner**	**Not met**	**Clearly not met**
Foundation Degree classification	Distinction	Distinction	Merit	Pass	Pass	Fail	Fail
Bachelors classification	1st class	1st class	2:1 (Second class: Upper division)	2:2 (Second class: Lower division)	3rd Class	Fail	Fail
PRESENTATION AND STYLE							
Coherence and organisation of assessment	Strong organisation and coherence clearly enhance the work.	Demonstrates logical organisation and coherence which enhances fulfilment of the assessment objectives.	Demonstrates logical organisation and coherence.	Demonstrates sound, conventional organisation.	Shows limited organisation.	Poorly presented and structured but partially understandable.	Disorganised and/or incoherent.
Clarity of expression (incl. accuracy, spelling, grammar, punctuation	Well-developed writing style, appropriate to assessment, which enhances the argument. Grammar and spelling accurate.	Fluent writing style appropriate to the assessment. Grammar and spelling accurate.	Language fluent. Grammar and spelling mainly accurate.	Meaning clear, but language not always fluent. Grammar and/or spelling contain errors.	Generally understandable, but language contains errors which detract from the argument.	Meaning often unclear and/or frequent errors in grammar and/or spelling.	Meaning unclear. Poor spelling, grammar and punctuation.
Communication and presentation (appropriate to discipline)	Excellent communication which demonstrates a sophisticated understanding of the discipline.	Effective communication which demonstrates a clear understanding of the discipline.	Good communication in a format appropriate to the discipline.	Communication is generally effective and in a format appropriate to the discipline.	Generally clear but limited evidence of discipline's academic style.	Communication is unstructured and unfocused and/or in a format inappropriate to the discipline.	Communication is disorganised and/or incoherent and/or shows no understanding of the discipline.
Presentation (visual)	Creative presentation with strong visual impact which enhances the message.	Message is presented clearly and imaginatively with visual impact.	Presentation is clear and has good visual effect.	Presentation has a sound structure and some visual impact.	Visual aspect and/or structure of presentation is adequate but limited.	Presented in a disorganised manner. Lacks appropriate support from visual tools.	Presentation is disorganised and/or incoherent and/or medium is non-visual.

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Presentation (oral)	Presentation is well structured, imaginative and engaging. Audibility and pace are appropriate to audience and used with good effect to enhance the presentation.	Presentation is well structured and engaging. Audibility and pace are appropriate to audience.	Clearly structured and addressed to audience. Pace and audibility are good.	Presentation has a sound structure. Pace and audibility are satisfactory most of the time.	Pace, audibility and/or structure of presentation are adequate but limited.	Delivery is disorganised and/or pace and audibility are poor.	Presentation is not understandable and/or inaudible and/or not an oral presentation.
CONFORMING TO INSTRUCTIONS							
Attention to purpose	Addresses the purpose of the assessment comprehensively and with some creativity.	Addresses the full purpose of the assessment effectively.	Addresses the main purpose of the assessment effectively.	Addresses the main purpose of the assessment.	Some of the work is focused on the aims and themes of the assessment.	Mostly fails to address the task set.	Fails to address the task set.
Referencing	Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present.	Sources of information acknowledged but integration between text and reference list is inconsistent. Attempts to follow systematic approach, appropriate to the discipline. Some elements of individual references may be incomplete and/or absent.	Some sources of information acknowledged but links between text and reference list unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent.	Little or no acknowledgement of sources of information in text and/or reference list.
Clarity of objectives and focus of work	Defines appropriate objectives in detail and addresses them fully and with some creativity.	Defines appropriate objectives in detail and addresses them fully.	Defines appropriate objectives and addresses them consistently throughout the work.	Outlines appropriate objectives and addresses them in a manner which gives a focus to the work.	Uses generalised objectives to provide adequate but limited focus to the work.	Objectives are not appropriate and/or clearly identified.	No objectives are identified and lacks focus.
Addressing the question(s)	Addresses the purpose of question(s) fully and with some creativity.	Addresses the purpose of the question(s) in detail.	Addresses the purpose of the question(s) clearly.	Makes a sound attempt at addressing the question(s).	Makes an adequate attempt at addressing the question(s), but with some digression.	Some knowledge displayed but not clearly linked to the question(s).	Does not address the question(s).
CONTENT AND KNOWLEDGE							

Percentage	86-100%	70-85%	60-68%	50-58%	40-48%	30-38%	0-28%
Learning outcomes	Met in an outstanding manner	Met in an excellent manner	Met in a very good manner	Met in a good manner	Met in a basic manner	Not met	Clearly not met
Content and range of knowledge displayed	Demonstrates a comprehensive, detailed and in-depth knowledge base, the capacity to integrate theoretical and substantive knowledge, and a clear understanding of the limits to knowledge.	Demonstrates a detailed, coherent, in-depth, theoretical and/or substantive knowledge base, with a developing appreciation of the provisional nature of knowledge.	Demonstrates a far-ranging, well-organised theoretical and/or substantive knowledge base, and some appreciation of the limits of knowledge.	Demonstrates a sound factual and/or conceptual knowledge base and uses appropriate terminology.	Evidence of adequate knowledge of topic and use of appropriate terminology.	Some relevant and/or required knowledge missing or confused and/or significant misuse of terminology.	Little or no relevant knowledge included.
Use of literature / evidence of reading	Demonstrates broad and/or in-depth independent reading from appropriate sources. Choice of sources enhances fulfilment of the assessment objectives. Clear, accurate, systematic application of material with developed and/or integrated critical appraisal.	Evidence of broad and/or in-depth independent reading from appropriate sources. Rationale for choice of sources clear. Clear, accurate, coherent application of material, with developing critical appraisal.	Evidence of independent reading from a wide range of appropriate sources. Clear, accurate application of material. Shows some ability to appraise material critically.	Evidence of independent reading from an appropriate range of sources. Sound application of literature.	Limited evidence of independent reading. Literature is presented in a descriptive way.	Very limited evidence of independent reading and/or inappropriate sources used and/or engagement with the literature very superficial.	Little or no evidence of engagement with relevant literature.
Quality of sources used	Significant use made of primary sources, in conjunction with high quality secondary sources. Draws upon current research and/or advanced scholarship.	Good use made of primary sources in conjunction with high quality secondary sources. Draws upon current research and/or advanced scholarship.	Uses a balanced combination of primary and higher quality secondary sources.	Some sound use of primary sources, but generally reliant on secondary sources.	Mostly relies on secondary sources. Use of primary sources limited.	Some use of secondary sources, but also draws upon unreliable and/or inappropriate sources. Negligible use of primary sources.	Uses unreliable and/or inappropriate sources.
Knowledge and application of theory	Knowledge and understanding of theory are detailed and sophisticated. Appreciation of the limits of theory demonstrated	Demonstrates a detailed, accurate, theoretical understanding. Appropriately selected theoretical knowledge is applied to the	Shows a good understanding of key theories, which are appropriately addressed within the context of the assessment task.	Sound descriptive knowledge of key theories with some appropriate application.	Selection of theory is satisfactory but application and/or understanding limited.	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding very limited	Absence of relevant theoretical content and/or use of theory.

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Learning outcomes	Met in an outstanding manner	Met in an excellent manner	Met in a very good manner	Met in a good manner	Met in a basic manner	Not met	Clearly not met
	throughout the work. Approach to assessment task is clearly and appropriately theoretically informed.	overall assessment task.					
THINKING / ANALYSIS / CONCLUSION							
Conclusions	Conclusions well developed and show some originality. They form an integrated part of the overall argument and/or discussion, reflecting a strong grasp of theory and/or evidence and/or literature and appropriate forms of conceptualisation.	Conclusions well developed and analytical. They are thoroughly grounded in theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming a clear part of overall argument and/or discussion.	Conclusions show some development and critical insight, and relate clearly and logically to evidence and/or theory and/or literature.	Sound conclusions are drawn which are clearly derived from evidence and/or theory and/or literature.	Adequate conclusions are drawn which are derived from limited understanding of evidence and/or theory and/or literature.	Limited or ineffective attempt to draw together arguments.	Lack of conclusions, or unsubstantiated and/or invalid conclusions drawn.
Analysis	Demonstrates a strong grasp of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows a developed appreciation of the limits and/or appropriate uses of particular analytic approaches.	Makes very good use of established techniques of analysis relevant to the discipline and applies these effectively. Shows developed ability to appraise alternative theories and/or analytic approaches (where relevant).	Makes good use of established techniques of analysis relevant to the discipline. Shows developing ability to compare alternative theories and/or analytic approaches (where relevant).	Makes fair and/or conventional use of established techniques of analysis, relevant to the discipline.	Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline.	Attempts at analysis ineffective and/or uninformed by the discipline.	Lacks any analysis.
Critical reasoning	Well-developed, critical evaluation of theories and/or concepts and/or assumptions and/or data which informs the overall approach taken	Developed, theoretically and/or conceptually informed critical thinking is integrated into the work. Arguments demonstrate the	Demonstrates good critical insight and ability to contrast alternative positions through the use of theory.	Demonstrates conventional critical insight and ability to contrast alternative positions.	Demonstrates limited critical insight. Recognises alternative positions.	Critical thought and/or analysis very limited and/or incoherent.	No evidence of critical thought.

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	to the assessment. Arguments are clear, coherent, tenable, and demonstrate some originality.	ability to evaluate theories and/or concepts and/or assumptions and/or data.					
METHODOLOGIES							
Selecting research methods (Relationship between method chosen and the nature of the inquiry)	Tenable, self-determined choice of methodology enables the effective collection and recording of information and/or data.	The process and rationale for selection of one from several methodologies is explored enabling the effective collection of information.	Methodology selected is effective and appropriate to the aims and objectives of the task and a rationale for its selection is provided.	Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones.	Methodology used is appropriate to the task and brief rationale offered makes reference to established guidance.	Choice of methodology and relationship to information and/or data being collected is confused and unhelpful.	Issue of methodology not addressed and/or inappropriate methodology used and/ or little planning used to complete the task.
Applying / theorising	Information and/or data is synthesised to construct emergent ideas which seek to answer appropriately identified gaps in own or others' knowledge.	Information and/or data is organised using appropriate structures and processes to construct emergent knowledge and/or ideas which address existing question(s).	Information and/or data is organised using structures and processes provided to reorganise existing knowledge in standard formats to answer given question(s).	Information and/or data is organised using structures and processes provided to answer given question(s).	Information and/or data is collected and analysed to form valid conclusion(s).	Incomplete attempt to formulate conclusion(s) based on the information gathered.	Information and/or data is poorly organised and is not analysed to develop conclusion(s) or generate valid ideas.
Evaluation of process and the quality of information and/or data developed	Evaluates information and/or data and the inquiry process comprehensively using appropriate criteria that are largely self-determined.	Evaluates information and/or data and the inquiry process in detail using appropriate criteria some of which are self-determined.	Effectively evaluates information and/or data and the inquiry process, including critique of the techniques used.	Effectively evaluates information and/or data and the inquiry process using prescribed guidelines.	Shows basic evaluation of the inquiry methodology and information and/or data generated.	Evaluation of process and the information and/or data is incomplete.	Limited or no attempt to evaluate either process or outcomes.
PRACTICAL / INTERPERSONAL SKILLS							
Work within a framework of professional values / code of conduct	Develops specific, achievable objectives which show some creativity. Objectives are consistent with professional values / code of conduct and appropriate to the clientele.	Develops specific objectives which are mainly achievable, consistent with professional values / code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values / code of conduct and appropriate to the clientele.	Develops objectives which are consistent with professional values / code of conduct and generally appropriate to the clientele.	Uses objectives which are consistent with professional values / code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability.	Inadequate attempt to ascertain needs of clientele and develop a workable brief. Limited use of professional values / code of conduct frameworks.	No attempt to ascertain needs of clientele and develop a workable brief. Fails to work within the prescribed professional values / code of conduct framework.

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Learning outcomes	Met in an outstanding manner	Met in an excellent manner	Met in a very good manner	Met in a good manner	Met in a basic manner	Not met	Clearly not met
Information gathering / processing	Uses initiative to seek out new sources of information and organises it effectively. Demonstrates developing ability to evaluate the validity of complex information.	Very good selection of information which is processed effectively. Demonstrates a developing understanding of the complexity of the information.	Selects appropriate information and processes it effectively.	Selects mostly appropriate information and processes it adequately.	Selects some appropriate information and processes some of it adequately.	Random information gathering. Inappropriate use of processing tools.	Fails to collect appropriate data in any systematic way.
Creative process	Creative work shows highly-developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style.	Creative work shows developed imagination and technique. Processes involved are manipulated to achieve creative results. Builds on models and moulds influences with originality and distinctive personal style.	Creative work shows developing imagination and technique. Processes involved are manipulated to achieve some creative results. Builds on models and moulds influences with some originality and emerging personal style.	Creative works shows some imagination and technique. Processes involved have creative application and outcomes. Personal style is evident at times in work which shows application and adaptation of models.	Creative work shows a basic level of imagination and technique. Processes involved have little creative consequence. Personal style is lacking in favour of work which is derivative in origin.	Undeveloped ideas and/or work with little imagination. Minimal personal style or skill; little insight gained into effective working processes.	No evidence of progression. Skills and techniques undeveloped. No evidence of creativity or innovation.
Performance	Compelling, communicative and accurate performance demonstrating a professional level of authority, thorough awareness of style, mastery of technical and interpretative issues. Improvisations are creative and stylistically assured. Well-rehearsed and confident performance. Stage craft presentation of a very high standard.	Highly focused, performance demonstrating communication, commitment and thorough understanding of style with careful attention to detail, displaying high level of technical ability. Improvised passages are creative and stylistically correct. Performance well prepared and assured. Stage craft	Focussed performance demonstrating communication, commitment and a good understanding of the style with careful attention to detail, displaying a good level of technical ability. Improvisation is stylistically correct. Performance well-prepared / rehearsed and focussed. Stage craft presentation of a good standard.	Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a moderate level of technical ability. Improvised passages show a sound understanding of style. Well-rehearsed. Stage craft presentation of a reasonable standard.	Performance that mostly demonstrates communication, commitment and understanding of the genre but with little attention to detail and displaying a low level of technical ability. Improvised passages show little understanding of style. Lacks confidence and little attention given to presentation.	Performance in which communication and commitment are lacking and little consideration paid to style. Technical ability weak. Improvised passages show poor understanding and appropriateness. Performance is unconvincing, displaying little evidence of preparation. Stage conduct barely addressed,	Performance in which fluency and focus is prevented by lack of technical control. No evidence of understanding of style or conventions of performance within it. Under-rehearsed and lacks confidence which detracts. Presentation has not been addressed.

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Learning outcomes	Met in an outstanding manner	Met in an excellent manner	Met in a very good manner	Met in a good manner	Met in a basic manner	Not met	Clearly not met
		presentation of a high standard.				inappropriate, and /or unacceptable.	
Form and content in a practical context	Demonstrates a developed ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Clear awareness of and ability to experiment with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent throughout.	Demonstrates an ability to critically engage with theory and practice. Integrates creative strategies and interrelated forms and styles. Experiments with conventional forms. Work shows evidence of intellectual rigour and/or creativity Technically and professionally competent.	Evidence of relating theory to practice. Evidence of developing creativity. Demonstrates developing ability to analyse and experiment with relationships between form and content. Generally technically and professionally competent.	Some awareness of the relationship between theory and practice. Work tends to be conventional but shows ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout.	Evidence of some knowledge and understanding of the relationship between form and content. Limited degree of technical and professional competence.	Little or no evidence of an understanding of the relationship between form and content. Technically poor.	Neglects to address the brief in any acceptable way.
Reflection (including self-criticism / awareness)	Confidently evaluates actions and situations showing an awareness of own strengths and weaknesses which are clearly articulated, used and acted on. Questions received opinion, prejudices and value sets operating.	Reflects on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to question received opinion, prejudices and value sets operating.	Evaluates own strengths and weaknesses and shows developing understanding of criteria for judgements. Demonstrates some willingness to question received opinion, prejudices and value sets operating.	Is largely dependent on criteria set by others. Recognises own strengths and weaknesses.	Dependent on criteria set by others. Begins to recognise own strengths and weaknesses.	Limited self-awareness leading to poor judgement.	Distorted self-criticism leading to inaccurate view of the situation.
Reflective practice	Analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Utilises	Analyses personal contribution and that of others to practice through reflection and considers possibilities and their	Evaluates personal contribution and that of others to practice and develops plans of action.	Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions	Able to interpret own practice and that of others based on specific frames of reference. Identifies some further actions.	Limited interpretation of own practice and that of others restricting further action.	Incomplete interpretation of practice leading to insufficient action.

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	imaginative thinking about potential alternatives and their implications for further practice in a range of contexts.	consequences to develop appropriate actions.					
Independence / autonomy (including planning and managing learning)	Critically analyses feedback to identify areas of learning needing improvement. Manages own learning using a full range of resources.	Shows considerable ability to identify learning needs and to act independently to improve performance. Makes effective use of feedback and available learning resources.	Shows developing ability to identify learning needs and to act independently to improve performance. Is generally autonomous in utilising learning resources.	Able to work largely independently when undertaking directed work. Accesses and uses a range of learning resources and support.	Able to exercise some independence when undertaking clearly directed work. Uses the standard learning resources.	Demonstrates limited ability to work independently, needing significant guidance on methods and resources.	Unable to work independently.
Self presentation / interpersonal skills	Creative and confident self presentation and well-developed interpersonal skills allow effective handling of situation(s).	Adopts an effective style of self presentation, employing a range of interpersonal skills consistent with the individual's aims and appropriate to the setting(s).	Demonstrates some flexibility in the style of presentation and interpersonal skills adopted which are appropriate to the setting(s).	Can adopt both a formal and informal style and used basic interpersonal skills appropriately.	Demonstrates some ability to adopt both a formal and informal style and used basic interpersonal skills but not always matching the needs of the situation.	Limited self awareness and/or interpersonal skills.	No obvious self awareness and/or interpersonal skills.
Time management / self management	Meets deadlines. Time management and planning strategies are used effectively to enhance the quality of the work.	Meets deadlines. Plans well ahead. Sets self determined targets and contingency plans allowing sufficient time to receive and act on guidance.	Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work.	Makes plans and implements them in a satisfactory manner to meet deadlines.	Usually meets important deadlines. Exhibits limited evidence of planning.	Little evidence of attention to deadlines and time management.	Rarely meets deadlines. Appears unable to make and implement plans.
Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)	Demonstrates a flexible approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives.	Effectively uses a range of networking skills within a learning or professional group. Addresses conflict. Seeks to promote relationships which serve the group needs.	Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.	Meets obligations to others (tutors and/or peers) providing contributions to support shared objectives. Some awareness of alternative options.	Uses basic interactive skills appropriately to contribute to the group aims.	Avoids working with others or does not contribute effectively to the group.	Does not contribute or disrupts the group.

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Critical review (to be used in peer assessment)	Demonstrates judgement and discrimination in utilising and providing different sources of feedback. Offers clear strategies for improvement.	Assesses and/or evaluates the work of others using a range of criteria. Provides rationale for judgements and offers specific insights into how work could be developed.	Assesses and/or studies the work of others and judges against existing criteria, indicating possibilities for improvement.	Examines work of others and identifies its strengths and weaknesses using existing criteria.	Comments in general terms on the work of others.	Demonstrates limited ability to make reasoned comment on the work of others.	Appears unable to make reasoned comment on the work of others.
Initiative (taking action, independence)	Shows a creative approach to achieving goals in a manner appropriate to situation(s), If in a group setting, shows a developed appreciation of the needs and views of others.	Effectively assesses the needs of a situation and takes independent action to achieve goals. If in a group setting, takes account of the needs and views of others.	Assesses the needs of a situation and takes independent action towards achieving goals. If in a group setting, recognises the needs and views of others.	Shows developing ability to assess the needs of a situation and take action towards achieving goals. If in a group setting, shows some awareness of the needs and views of others.	Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows limited awareness of the needs and views of others.	Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.	Appears unable to undertake tasks beyond those prescribed. If in a group setting, fails to take account of the needs and views of others.
Decision making	Uses a range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions which give due weight to alternatives.	Uses a range of appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision/ choice/outcome.	Uses appropriate information to evaluate options. Selection of final outcome clearly derived from evaluation.	Uses available information to evaluate possible options. Final decision is clear and linked to the evaluation.	Recognises benefits and disadvantages of some possible options but provides limited clarity on rationale for final decision.	Rationale behind the final outcome or choice is unclear or untenable.	Final outcome or choice is unclear or absent.