



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 Kno	owledge a	nd Unders	tanding a	t Level 4					
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100
e of key	Selection and explanation of fundamental concepts and principles of the area of study			lects	T		e and	e and	use of	of knowledge
Coverage aspects	Accuracy and coverage of topic, without omissions in knowledge and understanding			ortant asp	is limited	to the task	knowledge	of knowledge	and nuanced	use
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	le evidence	nappropriate evidence	Evidence included/provided but missing in some very important aspects	Work contains evidence of competence but application is limited	appropriate	Good, robust evidence of appropriate and effective use of knowledge and understanding	exercise	evidence of insightful and and understanding	of insight and innovation in the effective and understanding
Awareness and use of relevant literature / information	The ability to use/draw on resources / data from a prescribed range of sources and literature	Negligible	Inappropr	uded/provided but m	tains evidence of con	e within work is sufficient and	evidence of appropria under	convincing evidence of considered understanding	and consistent knowledge	evidence of insight and ir and unc
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			Evidence inclu	Work cont	Evidence	Good, robust e	Strong and con	Strong, convincing	Overwhelming evid

	Grading Criteria relate	d to Cogn	itive 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			nt aspects	on is limited	task	of skill	f skill	ced use of skill	e 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	use of skill	rr use of skill	ome very importa	Work contains evidence of competence in this skill but application is limited	appropriate to the	and effective use o	dered exercise of	and consistent evidence of insightful and nuanced use of skill	Overwhelming evidence of insight and innovation in the effective use of
Making judgements using the information	Ability to draw sound conclusions about specified, predictable, routine, complete and/or* essential <i>aspects of a topic</i>	evidence and/or use of	Inappropriate evidence and/or use of skill	Evidence included/provided but missing in some very important aspects	npetence in this	sufficient and	of appropriate ar	convincing evidence of considered	it evidence of ins	ght and innovati
Building the argument for those judgements	Ability to sort and order information / ideas into a logical line of argument	Negligible e	Inappropriate	luded/provided	evidence of con	ce within work is	robust evidence o	and convincing e		evidence of insi
Application of theory to practice	Ability to interpret aspects of <i>the topic</i> within a given context			Evidence inc	Work contains	Evidence	Good, r	Strong and	Strong, convincing	Overwhelming

	Grading Criteria related to Practical / Pro	fessional	/ Disciplir	nary Skills	at Level 4									
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100				
Academic Practice / Practical Work	Effective quality and standard of expression in English - communication of information in English which is accurate + clear Appropriate use of academic conventions Effective referencing of sources in line with an agreed standard convention.			ant aspects	nt aspects	ant aspects	tant aspects	tant aspects	tion is limited	le task	of skill	of skill	nced use of skill	ive use of skill
Methods A of Enquiry and Production	Ability to adhere to word-counts for assignments Use of given methodologies and methods Use of given technology/techniques/processes/terminology	or use of skill	and/or use of skill	some very import	iis skill but applicat	d appropriate to th	and effective use	nsidered exercise of skill	insightful and nua	ation in the effecti				
Academic/Profession al Context and Autonomy	Ability to operate effectively in straightforward situations within practical / employment / work contexts requiring the exercise of some personal responsibility/accountability Application of knowledge to situations of varying complexity Ability to relate ideas / information of the subject area to concrete situations, including, where appropriate, within a work context	Negligible evidence and/or	nappropriate evidence and	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	and consistent evidence of insightful and nuanced use of skill	Overwhelming evidence of insight and innovation in the effective use of skill				
Working with Other Disciplines / Professions	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 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		Ц	Evidence include	Work contains evio	Evidence wi	Good, robus	Strong and c	Strong, convincing ar	Overwhelming evid				

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 Transf	erable Skil	ls at Level	4	of competence in this skill but application is limited vork is sufficient and appropriate to the task. lence of appropriate and effective use of skill ncing evidence of considered exercise of skill sistent evidence of insightful and nuanced use of skill					
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100	
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.	of skill		int aspects	ion is limited	ta	of skill	of skill	iced use of skill	ve use of skill	
and using ation	Ability to collect, use and explain information / data for a given purpose from a range of sources and use effectively within own work.		and/or use of skill	some very important aspects	ll but applicati	ropriate to the		exercise	Strong, convincing and consistent evidence of insightful and nuanced use of skill 6	in the effective use	
Gathering and using information	Ability to check the accuracy, relevance and appropriateness of the information. Ability to undertake simple and straight-forward research tasks with external guidance.	ence and/or use		missing in som	ence in this ski	and		ence of conside		and innovation	
Information and Communication s Technology	Use specified ICT applications and strategies for a restricted range of given purposes and tasks.	Negligible evidence	Inappropriate evidence	Evidence included/provided but missing in	evidence of compe	Evidence within work is suff	evidence of	and convincing		evidence of insight	
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			Evidence incl	Work contains	Evidenc	Good, robust	Strong	Strong, convincin	Overwhelming evidence	

	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 amend and implement a given plan to achieve a given objective.			rtant aspects	rtant aspects ation is limited	application is limited te to the task.	e of skill	e of skill	nuanced use of	ctive 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.	and/or use of skill	ce and/or use of skill	ing in some very important	skill but	and appropriate to	priate and effective use	of considered exercise	evidence of insightful and nuanced skill	of insight and innovation in the effective use
Working with numbers	Use of suggested numerical approaches or techniques to process / describe and interpret data for given tasks.	Negligible evidence	nappropriate evidence	/provided but missing	nce of competence in this	iin work is sufficient	evidence of appropriate	convincing evidence	and consistent evide skill	
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.	Z	lna	Evidence included/provided	Work contains evidence	Evidence within	Good, robust	Strong and co	Strong, convincing a	Overwhelming evidence