



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 Kn	owledge a	and Unders	standing at	t Level 5	t and appropriate to the task ctive use of knowledge and understanding exercise of knowledge and understanding f insightful and nuanced use of knowledge tanding							
	Work demonstrates	0-19	20-34	35-39	40-49	50-59	60-69	70-79	80-89	90-100			
of key aspects	Selection and explanation of key aspects which have some complexity and depth and are well-established, within <i>a broad subject base</i>			aspects	σ		nderstanding	nderstanding	of knowledge				
Coverage o	Accuracy and coverage of topic, without omissions in knowledge and understanding			nportant asp	mportant asp	e to the task	ledge and ur	and	use	ve use of kn			
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	gible evidence	Inappropriate evidence	Evidence included/provided but missing in some very important	Work contains evidence of competence but application is limited	and	use	exercise	of insightful and rstanding	d innovation in the effecti understanding			
Awareness and use of relevant literature / information	The ability to use/draw on resources / data from a largely- prescribed range of sources and literature	Negligible	Inappro	cluded/provided but	ontains evidence of c	within work is	of appropriate	and convincing evidence of considered	and consistent evide and u	evidence of insight and ir unc			
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			Evidence in	Work co	Evidence	Good, robust evidence	Strong and convinci	Strong, convincing	Overwhelming evid			

	Grading Criteria relate	d to Cogn	itive 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			nt aspects	Work contains evidence of competence in this skill but application is limited	k is sufficient and appropriate to the task	f skill	° skill	ed use of skill	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	of skill	e of skill	some very important aspects			ce of appropriate and effective use of	Strong and convincing evidence of considered exercise of	and consistent evidence of insightful and nuanced use of skill	n the effective
Gatl pr infi	Ability to integrate reference to literature effectively within own work	and/or use	nd/or us							vation i
Making judgements using the information	Ability to make and justify sound decisions about specified / predictable / straightforward <i>aspects of a topic</i>	Negligible evidence and	Inappropriate evidence and/or use of skill	ed but missing	competence in t				itent evidence o	insight and inno
Building the argument for those judgements	Ability to produce a line of argument supported by relevant evidence./ use of sources	Negligib	Inappropri	Evidence included/provided but missing in	tains evidence of	Evidence within work is	Good, robust evidence	ong and convincir	convincing and consis	Overwhelming evidence of insight and innovation in the
Application of theory to practice	Ability to apply aspects of the topic between specified subjects/topics; subject and / or professional work areas			Evidenc	Work con	Evi	Ő	Str	Strong, conv	Overwheli

	Grading Criteria related to Practical	/ Professi	ional / Disc	ciplinary Sl	kills at Lev	el 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	An effective quality and standard of expression in English – communication of information with some complexity 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 produce concise work which adheres to word-counts for assignments	and/or use of skill	and/or use of skill	but missing in some very important aspects	ce in this skill but application is I	and appropriate to the task	iate and effective use of skill	considered exercise of skill	evidence of insightful and nuanced if skill	l innovation in the effective use
Methods of Enquiry and Production	Identification and appropriate use of methodologies and methods Identification and use of technology /techniques /processes/ terminology appropriate to the discipline and task	evidence	evidence		ce of competence limited	work is sufficient	nce of appropriate	cing evidence of	consistent use o	ce of insight and of skill
Academic/Profession al Context and Autonomy	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 Application of underlying concepts and principles of the subject area in a novel situation, including, where appropriate, within an employment context	Negligible	Inappropriate	Evidence included/provided	Work contains evidence	Evidence within w	Good, robust evidence	Strong and convincing	Strong, convincing and	Overwhelming evidence

	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 – ability to participate effectively in collaboration with people from other disciplines / professions where appropriate Appreciation of the role of other disciplines / professions – Ability to 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 	e and/or use of skill	ce and/or use of skill	Evidence included/provided but missing in some very important aspects	evidence of competence in this skill but application is limited	sufficient and appropriate to the task	Good, robust evidence of appropriate and effective use of skill	e of considered exercise of skill	evidence of insightful and nuanced use of skill	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	Negligible evidence	nappropriate evidence	provided but mis	ce of competenc		vidence of appro	convincing evidence of considered	consistent	of insight
Risk Assessment	Ability to follow and evaluate a simple risk assessment Identification and explanation of risk factors	Ne	Ideul	Evidence included/p	Work contains eviden	Evidence within work is	Good, robust e	Strong and con	Strong, convincing and	Overwhelming evidence

	Grading Criteria related	to Transf	erable Skil	ls 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			tant aspects	ation is limited	he task	e of skill	e of skill	anced use of skill	tive 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 straightforward tasks with some guidance 	Negligible evidence and/or use of skill	nce 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	sufficient and appropriate to the task	appropriate and effective use	e of considered exercise	skill	of insight and innovation in the effective use
Information and Communications Technology	Selection and use specified ICT applications and strategies as appropriate for guided purposes and tasks	Negligible evidenc	Inappropriate evidence and/or use	uded/provided but mi	evidence of competen	Evidence within work is suffici	robust evidence of appr	and convincing evidence		evidence of insight an
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			Evidence inclu	Work contains o	Evidence	Good, ro	Strong a	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 set milestones within a given plan and implement plan to achieve several objectives			tant aspects	application is limited	the task	e of skill	e of skill	anced use of skill	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	and/or use of skill	and/or use of skill	ç in some very impor	this skill but applic	and appropriate to t	ate and effective use	of considered exercise	of insightful and nuanced	iovation in the effec
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	Negligible evidence an	Inappropriate evidence a	ovided but missing	e of competence in this skill but	work is sufficient	evidence of appropriate	evidence	consistent evidence	e of insight and inn
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	Negl	Inappr	Evidence included/provided but missing in some very important aspects	Work contains evidence	Evidence within	Good, robust evi	Strong and convincing	Strong, convincing and co	Overwhelming evidence of insight and innovation in the

Page: 7 of 7

3.2