

APPENDIX I: GENERIC MARKING CRITERIA

GENERIC ASSESSMENT MARKING CRITERIA – LEVEL 3

Level 3 prepares students to function effectively at Level 4. Criteria for assessment at Level 3 should reflect the preparatory nature of these modules.

Level 3 students operate in predictable and defined contexts, largely under direction, and use given techniques and information sources.

These criteria are designed to be a reference point for assessment criteria in all subjects. Where the generic criteria are deemed to be sufficient, they can be used directly for assessing students' learning.

			KNOWLEDGE & UNDERSTANDING	INTELLECTUAL & COGNITIVE SKILLS	TRANSFERABLE, EMPLOYABILITY & PRACTICAL SKILLS
			Factual and conceptual knowledge and understanding; use of class materials; independent reading and research	Critical thinking; conceptualisation; creativity; synthesis, analysis and evaluation; application; problem solving; use of research-informed literature	Written, oral and presentation skills; interpersonal, group and teamwork skills; leadership skills; numeracy; digital skills; practical and professional skills
MARKING BAND	MODULE LEARNING OUTCOMES	CLASSIFICATION	WEIGHTED AT 45%	WEIGHTED AT 25%	WEIGHTED AT 30%
86–100%	Achieved at this level	FIRST (1ST)	Includes all required factual content, accurately summarised.	Well-developed, relevant introduction and conclusions.	Within 10% of the word count or presentation time.
			Includes relevant factual content only.	Clearly and logically structured material.	Accurate spelling, grammar, punctuation, paragraphing.
			Very accurate identification of pre-defined concepts, theories or principles, appropriate to this level.	Information or data selected from highly relevant sources, and categorised, analysed or evaluated using a recommended format.	Fluent, interesting writing style, appropriate to the assignment OR engaging, confident, audible and well-paced presentation.
			Excellent understanding of factual and conceptual material, relative to this level.	Well-developed arguments, referencing a range of literature, appropriate to this level.	Appropriate visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are accurate, clearly set out, with explanations.	Relates theory to practice effectively, appropriate to this level.	Correct use of academic conventions, references and bibliography.
			Very good independent reading and research, beyond standard texts, appropriate to this level.	Very good application of numerical and statistical methods to defined problems.	Outstanding, consistent delivery of group-work obligations, for this level.
			Effective use of class materials to develop knowledge and understanding.	Precise, relevant recommendations. Very good awareness of ethical issues, where relevant.	Insightful reflection on own strengths and weaknesses in relation to defined professional and practical skills.
70–85%	Achieved at this level	FIRST (1ST)	Includes all required factual content, accurately summarised.	Relevant introduction and conclusions.	Within word count or presentation time.
			Includes relevant factual content only.	Clearly structured material.	Accurate spelling, grammar, punctuation, paragraphing.
			Accurate identification of pre-defined concepts, theories or principles, appropriate to this level.	Information or data selected from relevant sources, and categorised, analysed or evaluated using a recommended format.	Fluent writing style, appropriate to the assignment OR engaging, confident, audible and well paced presentation.
			Very good understanding of factual and conceptual material, relative to this level.	Coherent arguments, referencing a range of literature, appropriate to this level.	Appropriate visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are accurate, clearly set out, with explanations.	Relates theory to practice, appropriate to this level.	Correct use of academic conventions, references and bibliography.
			Good independent reading and research, beyond standard texts, appropriate to this level.	Good application of numerical and statistical methods to defined problems.	Very good, consistent delivery of group-work obligations, for this level.
			Effective use of class materials to develop knowledge and understanding.	Relevant recommendations. Good awareness of ethical issues, where relevant.	Good reflection on own strengths and weaknesses in relation to defined professional and practical skills.

			KNOWLEDGE & UNDERSTANDING	INTELLECTUAL & COGNITIVE SKILLS	TRANSFERABLE, EMPLOYABILITY & PRACTICAL SKILLS
			Factual and conceptual knowledge and understanding; use of class materials; independent reading and research	Critical thinking; conceptualisation; creativity; synthesis, analysis and evaluation; application; problem solving; use of research-informed literature	Written, oral and presentation skills; interpersonal, group and teamwork skills; leadership skills; numeracy; digital skills; practical and professional skills
MARKING BAND	MODULE LEARNING OUTCOMES	CLASSIFICATION	WEIGHTED AT 45%	WEIGHTED AT 25%	WEIGHTED AT 30%
60–69%	Achieved at this level	UPPER SECOND (2:1)	Includes most required factual content, mostly accurately summarised.	Mostly relevant introduction and conclusions.	Within word count or presentation time.
			Includes relevant factual content only.	Clearly structured material, with a few gaps.	Mostly accurate spelling, grammar, punctuation, paragraphing.
			Mainly accurate identification of pre-defined concepts, theories or principles, appropriate to this level.	Information or data selected from relevant sources, and categorised, analysed or evaluated using a recommended format, with some gaps or errors.	Mainly fluent writing style, appropriate to the assignment OR mainly engaging, audible and well-paced presentation.
			Good understanding of factual and conceptual material, relative to this level.	Mostly coherent arguments, referencing a range of literature, appropriate to this level.	Mostly appropriate visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are mainly accurate, clearly set out, with mostly good explanations.	Relates theory to practice, appropriate to this level, but with some gaps or errors.	Mostly correct use of academic conventions, references and bibliography.
			Reasonable independent reading and research, beyond standard texts, appropriate to this level.	Mainly good application of numerical and statistical methods to defined problems.	Good and generally consistent delivery of group-work obligations, for this level.
			Mostly effective use of class materials to develop knowledge and understanding.	Mostly relevant recommendations. Sound awareness of ethical issues, where relevant.	Clear reflection on own strengths and weaknesses in relation to defined professional and practical skills.
50–59%	Achieved at this level	LOWER SECOND (2:2)	Includes most required factual content, but with some gaps or misunderstandings.	Adequate introduction and conclusions.	Within 10% of word count or presentation time.
			Includes some irrelevant factual content.	Adequately structured material.	Some mistakes in spelling, grammar, punctuation, paragraphing.
			Some identification of pre-defined concepts, theories or principles, appropriate to this level.	Information or data selected, categorised, analysed or evaluated with an attempt at using a recommended format and with gaps or errors.	Writing style is mostly appropriate but not always fluent OR a presentation that is not always engaging, audible or well-paced.
			Adequate understanding of factual and conceptual material, relative to this level.	Limited arguments referencing limited literature. Includes personal opinion.	Inconsistent visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations may have inaccuracies, or issues relating to set out and explanation.	An attempt to relate theory to practice, appropriate to this level.	Inconsistent use of academic conventions, references and bibliography.
			Some limited independent reading and research, beyond standard texts, appropriate to this level.	Adequate application of numerical and statistical methods to defined problems, with gaps or errors.	Inconsistent delivery of group-work obligations, for this level.
			Adequate use of class materials to develop knowledge and understanding.	Some recommendations. Some awareness of ethical issues, where relevant.	Some evaluation of own strengths and weaknesses in relation to defined professional and practical skills.

			KNOWLEDGE & UNDERSTANDING	INTELLECTUAL & COGNITIVE SKILLS	TRANSFERABLE, EMPLOYABILITY & PRACTICAL SKILLS
			Factual and conceptual knowledge and understanding; use of class materials; independent reading and research	Critical thinking; conceptualisation; creativity; synthesis, analysis and evaluation; application; problem solving; use of research-informed literature	Written, oral and presentation skills; interpersonal, group and teamwork skills; leadership skills; numeracy; digital skills; practical and professional skills
MARKING BAND	MODULE LEARNING OUTCOMES	CLASSIFICATION	WEIGHTED AT 45%	WEIGHTED AT 25%	WEIGHTED AT 30%
40–49%	Marginal achievement at this level	THIRD (3RD)	Includes limited factual content, with many gaps or inaccuracies.	Basic introduction and conclusions.	Within 10% of word count or presentation time.
			Includes significant irrelevant factual content.	Unevenly structured material.	Frequent mistakes in spelling, grammar, punctuation, paragraphing.
			Limited identification of pre-defined concepts, theories or principles, appropriate to this level.	Information or data poorly selected, categorised, analysed or evaluated, and may not use recommended format.	Awkward or inappropriate writing style OR a presentation that is not engaging, audible or well-paced.
			Limited understanding of factual and conceptual material, relative to this level.	Little argument, mainly descriptive or personal opinion, with little reference to literature.	Inappropriate visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are often inaccurate, with many issues relating to set out and explanation.	Very limited or inadequate attempt to relate theory to practice.	Inconsistent or incomplete use of academic conventions, references and bibliography.
			Minimal independent reading and research beyond standard texts, appropriate to this level.	Weak application of numerical and statistical methods to defined problems.	Unreliable delivery of group-work obligations, for this level.
			Limited use of class materials to develop knowledge and understanding.	Confused recommendations. Little awareness of ethical issues, where relevant.	Limited reflection on own strengths and weaknesses in relation to defined professional and practical skills.
30–39%	Marginal failure at this level	FAIL POSSIBLE COMPENSATION.	Includes insufficient required factual content, with significant gaps or inaccuracies.	Incoherent or irrelevant introduction and conclusions.	More than 10% outside word count or presentation time.
			Includes substantial irrelevant factual content.	Incoherently structured material.	Serious mistakes in spelling, grammar, punctuation, paragraphing.
			Very limited or inaccurate identification of pre-defined concepts, theories or principles, appropriate to this level.	Minimal selection of information or data, and little attempt at collation, categorisation, analysis or evaluation.	Poor writing style OR a presentation that is not engaging, audible or well paced.
			Very limited understanding of factual and conceptual material, relative to this level.	Little or no argument, entirely descriptive or personal opinion, with no reference to literature.	Poor visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are mostly inaccurate, or incorrectly set out or explained.	Theory not related to practice.	Inaccurate or incomplete use of academic conventions, references and bibliography.
			Minimal independent reading and research, appropriate to this level. Limited use of standard texts.	Very weak application of numerical and statistical methods to defined problems.	Poor delivery of group-work obligations, for this level.
			Very limited use of class materials to develop knowledge and understanding.	Irrelevant or no recommendations. Little or no awareness of ethical issues, where relevant.	Very limited reflection on own strengths and weaknesses in relation to defined professional and practical skills.
16–29%	Not achieved at this level	FAIL NO COMPENSATION.	Includes almost no required factual content, and with very significant inaccuracies.	No introduction and conclusions.	More than 10% outside word count or presentation time.

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			Factual and conceptual knowledge and understanding; use of class materials; independent reading and research	Critical thinking; conceptualisation; creativity; synthesis, analysis and evaluation; application; problem solving; use of research-informed literature	Written, oral and presentation skills; interpersonal, group and teamwork skills; leadership skills; numeracy; digital skills; practical and professional skills
MARKING BAND	MODULE LEARNING OUTCOMES	CLASSIFICATION	WEIGHTED AT 45%	WEIGHTED AT 25%	WEIGHTED AT 30%
			Includes mainly irrelevant factual content.	Very incoherently structured material.	Serious and extensive mistakes in spelling, grammar, punctuation, paragraphing.
			No identification of pre-defined concepts, theories or principles, appropriate to this level.	No evidence of the selection, categorisation, analysis or evaluation of information or data.	Incoherent writing style OR an inaudible, poorly paced and unengaging presentation.
			No understanding of factual and conceptual material, relative to this level.	Little or no argument, entirely descriptive or personal opinion, with no reference to literature.	Very poor visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are inaccurate, with no explanations.	Theory not related to practice.	Very inaccurate or no use of academic conventions, references and bibliography.
			No independent reading and research, appropriate to this level. Very minimal use of standard texts.	Minimal application of numerical and statistical methods and techniques to defined problems, with significant errors.	Very poor delivery of group-work obligations, where relevant.
			Minimal use of class materials to develop knowledge and understanding.	No recommendations. No awareness of ethical issues, where relevant.	Minimal evaluation of own strengths and weaknesses in relation to defined professional and practical skills.
0-15%	Not achieved at this level	FAIL. NO COMPENSATION.	Does not include required factual content.	No introduction and conclusions.	More than 10% outside word count or presentation time.
			Includes entirely irrelevant factual content.	Very incoherently structured material.	Serious and extensive mistakes in spelling, grammar, punctuation, paragraphing.
			No identification of pre-defined concepts, theories or principles, appropriate to this level.	No evidence of the selection, categorisation, analysis or evaluation of information or data.	Incoherent writing style OR an inaudible, poorly paced and unengaging presentation.
			Demonstrates no understanding of factual and conceptual material and ideas.	No argument, entirely personal opinion, with no reference to sources.	Exceptionally poor visual presentation, including font, spacing, margins, headings, graphics, images and appendices.
			Calculations are missing, with no explanations.	Theory not related to practice.	No use of academic conventions, references and bibliography.
			No independent reading and research, or use of standard texts, appropriate to this level.	No application of numerical and statistical methods to defined problems.	No delivery of group-work obligations, for this level.
			No use of class materials to develop knowledge and understanding.	No recommendations. No awareness of ethical issues, where relevant.	No evaluation of own strengths and weaknesses in relation to defined professional and practical skills.