

Revised UGD3 – to be implemented for new delivery from September 2024

**JUNE 2024 UPDATE: REVISED UGD3**

**Level 4 - Generic grade descriptor: relationship of degree classification to Grade Point and equivalent percentage**

Class	Category	Mark range	%	General Characteristics
1 <sup>st</sup>	Exceptional 1st	93 - 100	96	Exceptional knowledge and understanding of the subject and its underlying concepts <b>significantly beyond what has been taught in all areas</b> ; critical evaluation/synthesis/analysis and of reading/research; evidence of breadth and depth of reading/research to inform development of work; excellent communication; performance in all areas deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills to complete work with accuracy and fluency. Meets expectations of industry/employment context.
1 <sup>st</sup>	High 1st	85 - 92	89	Excellent knowledge of the subject as the student is <b>typically able to go beyond what has been taught (particularly for a high 1st)</b> ; evidence of breadth of reading/research to inform development of work; demonstrates strong communication skills. Autonomy in the completion of practical tasks/processes; the ability to adapt in response to change or unexpected experiences; excellent technical/artistic decision making; a clear and authoritative grasp of the task/process. Broadly meets expectations of industry/employment context.
	Mid 1st	78 - 84	81	
	Low 1st	70 - 77	74	
2.1	High 2.1	67 - 69	68	Very good work characterised by evidence of wider understanding of the subject as the student is <b>typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; identification and selection of material to inform development of work; demonstrates good communication skills. A confident approach to practical tasks; solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated in an accurate and highly coordinated performance. Approaches standards set by the industry/employment context.
	Mid 2.1	64 - 66	65	
	Low 2.1	60 - 63	62	
2.2	High 2.2	57 - 59	58	Good breadth of knowledge and understanding of the taught content <b>balanced towards the descriptive rather than analytical</b> ; uses set material to inform development of work; addresses all aspects of the given brief; communication shows clarity, but structure may lack coherence. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; effective judgements have been made when completing tasks/processes; process/workflow is broadly accurate, and most aspects are completed with autonomy. General adherence to rules/conventions set by the industry/employment context.
	Mid 2.2	54 - 56	55	
	Low 2.2	50 - 53	52	
3 <sup>rd</sup>	High 3rd	47 - 49	48	<b>Knowledge and understanding sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; relies on set material to inform development of work; generally addresses most of the requirements of the given brief; communication/presentation is generally competent but with some weaknesses. An ability to reproduce learned aspects of practical tasks/processes and apply them in the same or similar scenarios; tasks/processes are attempted but follow a largely procedural and/or mechanistic formula. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Mid 3rd	44 - 46	45	
	Low 3rd	40 - 43	40	
Fail	Borderline Fail	30 - 39	35	Insufficient knowledge and understanding of the subject and its underlying concepts; <b>some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work</b> ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	20 - 29	25	
	Low Fail	6-19	10	
Zero	Zero	0-5	0	Work not submitted, work of no merit, penalty in some misconduct cases.

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Level 5 - Generic grade descriptor: relationship of degree classification and equivalent percentage

Class	Category	Mark range	%	General Characteristics
1 <sup>st</sup>	Exceptional 1st	93 - 100	96	Exceptional breadth and depth of knowledge and understanding of the area of study, <b>significantly beyond what has been taught in all areas</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; excellent communication; performance beyond expectation. The ability to make decisions and carry out tasks/processes with autonomy; excellent leadership skills in group contexts; creative flair; extremely well-developed problem-solving skills; the ability to carry out sustained critical reflection on practical work within the wider context of industry/workplace. Fully meets expectations set by the industry/employment context.
1 <sup>st</sup>	High 1st	85 - 92	89	Outstanding/excellent knowledge and understanding of the area of study as the student is <b>typically able to go beyond what has been taught (particularly for a mid/high 1st)</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis of reading/research <b>beyond the prescribed range</b> , to advance work/direct arguments; excellent communication; performance deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills; accuracy and fluency; excellent command of skills appropriate to the task; the ability to reflect critically on practical work within the wider context of industry/workplace. Broadly meets expectations set by the industry/employment context.
	Mid 1st	78 - 84	81	
	Low 1st	70 - 77	74	
2.1	High 2.1	67 - 69	68	Very good knowledge and understanding of the area of study as the student is <b>typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid 2.1	64 - 66	65	
	Low 2.1	60 - 63	62	
2.2	High 2.2	57 - 59	58	Good knowledge and understanding of the area of <b>study balanced towards the descriptive rather than analytical</b> ; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; communication shows clarity, but structure may not always be coherent. A confident approach to practical tasks; a solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated by an accurate and coordinated performance; tasks are completed with a good level of independent thought; some autonomy is evident; an ability to reflect on practical work and set future goals. General adherence to standards set by the industry/employment context.
	Mid 2.2	54 - 56	55	
	Low 2.2	50 - 53	52	
3 <sup>rd</sup>	High 3rd	47 - 49	48	<b>Knowledge and understanding sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a basic level of independent thought; effective judgements have been made; basic evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Mid 3rd	44 - 46	45	
	Low 3rd	40 - 43	40	
Fail	Borderline Fail	30 - 39	35	Insufficient knowledge and understanding of the subject and its underlying concepts; <b>some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work</b> ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	20 - 29	25	
	Low Fail	6-19	10	
Zero	Zero	0-5	0	Work not submitted, work of no merit, penalty in some misconduct cases.

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Level 6 - Generic grade descriptor: relationship of degree classification and equivalent percentage

Class	Category	Mark range	%	General Characteristics
1 <sup>st</sup>	Exceptional 1st	93 - 100	96	Exceptional breadth and depth of knowledge and understanding of the area of study, <b>significantly beyond what has been taught in all areas</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; excellent communication; performance deemed to be beyond expectation. <b>Work at publishable or commercial standard.</b> The ability to make decisions and systematically carry out tasks/processes with autonomy in unpredictable situations; exercise of initiative in the completion of practical tasks; exceptional leadership skills and evidence of personal responsibility in group contexts; creative flair; extremely well-developed problem-solving skills; the ability to carry out sustained critical reflection on practical work within the wider context of industry/workplace. Exceeds expectations set by the industry/employment context.
1 <sup>st</sup>	High 1st	85 - 92	89	Excellent knowledge and understanding of the area of study as the student is <b>typically able to go beyond what has been taught (particularly for a mid/high 1st)</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis of reading/research beyond the prescribed range, to advance work/direct arguments; excellent communication; performance deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with a high level of autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; excellent problem-solving skills; accuracy and fluency; excellent command of skills appropriate to the task; the ability to reflect critically on practical work within the wider context of industry/workplace. Meets expectations set by the industry/employment context.
	Mid 1st	78 - 84	81	
	Low 1st	70 - 77	74	
2.1	High 2.1	67 - 69	68	Very good knowledge and understanding of the area of study as the student is <b>typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; evidence of appropriate selection and critical evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is very highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid 2.1	64 - 66	65	
	Low 2.1	60 - 63	62	
2.2	High 2.2	57 - 59	58	Good knowledge and understanding of the area of study <b>balanced towards the descriptive rather than critical or analytical</b> ; evidence of appropriate selection and evaluation of reading/research, some may be beyond the prescribed range, but generally reliant on set sources to advance work/direct arguments; communication shows clarity, but structure may not always be coherent. A confident approach to practical tasks; a solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated by an accurate and well-coordinated performance; tasks are completed with a good level of independent thought and autonomy; an ability to reflect on practical work and set future goals. General adherence to standards set by the industry/employment context.
	Mid 2.2	54 - 56	55	
	Low 2.2	50 - 53	52	
3 <sup>rd</sup>	High 3rd	47 - 49	48	<b>Knowledge and understanding sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; general reliance on set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a sufficient level of independent thought; effective judgements have been made; evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Mid 3rd	44 - 46	45	
	Low 3rd	40 - 43	40	
Fail	Borderline Fail	30 - 39	35	Insufficient knowledge and understanding of the subject and its underlying concepts; <b>some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work</b> ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	20 - 29	25	
	Low Fail	6-19	10	No evidence of knowledge or understanding of the subject; <b>no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner</b> ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
Zero	Zero	0-5	0	Work not submitted, work of no merit, penalty in some misconduct cases.

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**Level 7: Generic grade descriptor: relationship of grades of achievement to percentage mark ranges and categorical grades (CG)**

Class	Category	Mark range	%	General Characteristics
Distinction	Exceptional Distinction	93 - 100	96	Exceptional breadth and depth of knowledge and understanding evidenced by own independent insight and critical awareness of relevant literature and concepts at the forefront of the discipline; evidence of extensive and appropriate independent inquiry operating with advanced concepts, methods and techniques to solve problems in unfamiliar contexts; Cogent arguments and explanations are consistently provided using a range of media demonstrating an ability to communicate effectively in a variety of formats using a sophisticated level of the English language in an eloquent and professional manner to both technical and non-technical audiences; a sustained academic approach to all aspects of the tasks is evidenced; academic work extends boundaries of the disciplines and is beyond expectation of the level and may achieve <b>publishable or commercial standard</b> .
Distinction	High Distinction	85 - 92	89	Excellent knowledge and understanding evidenced by some <b>clear independent insight and critical awareness of relevant concepts some of which are at the forefront of the discipline</b> ; evidence of appropriate independent inquiry operating with core concepts, methods and techniques to solve complex problems in mostly familiar contexts; Arguments and explanations are provided that is well-supported by the literature and in some cases uses a range of media demonstrating an ability to communicate effectively in a limited number of formats using own style that is suited to both technical and non-technical audiences; a sustained academic approach to most aspects of the tasks is evidenced; <b>one or more aspects of the academic work is beyond the prescribed range</b> and evidences a competent understanding of all of the relevant taught content.
	Mid Distinction	78 - 84	81	
	Low Distinction	70 - 77	74	
Merit	High Merit	67 - 69	68	Very good knowledge and understanding is evidenced as the student is <b>typically able to independently relate taught facts/concepts together some of which are at the forefront of the discipline</b> ; evidence of some competent independent inquiry operating with core concepts, methods and techniques to solve familiar problems; Arguments and explanations are provided that are typically supported by the literature and in some cases may challenge some received wisdoms; competently uses all taught media and communication methods to communicate effectively in a familiar settings; an academically rigorous approach applied to some aspects of the tasks is evidenced; some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning.
	Mid Merit	64 - 66	65	
	Low Merit	60 - 63	62	
Pass	High Pass	57 - 59	58	Satisfactory knowledge and understanding of the area of study <b>balanced towards the descriptive rather than critical or analytical and mostly confined to concepts that are not at the forefront of the discipline</b> ; evidence of some independent reading and research to advance work and inform arguments and approaches; Arguments and explanations are limited in range and depth although some are adequately supported by the literature albeit descriptively rather than critically; competently uses at least one taught media and communication method to communicate appropriately in familiar settings; although the approach applied to some aspects of the tasks may lack academic rigour, there are some clear areas of competence within the prescribed range. Relies on set sources to advance work/direct arguments and communicated in a way which shows clarity but structure may not always be coherent.
	Mid Pass	54 - 56	55	
	Low Pass	50 - 53	50	
Fail	Borderline Fail	40 - 49	45	Knowledge and understanding is insufficient as the <b>student only evidences an understanding of small subset of the taught concepts and techniques; fails to make sufficient links between known concepts and facts</b> to adequately solve relevant aspects of the brief/problem; little ability to independently select and evaluate reading/research with almost total reliance on set sources and unsubstantiated arguments/methods; communication/presentation may be competent in places but fails to demonstrate structure, clarity and/or focus; inability to adequately define problems and make reasoned judgements; the general approach to tasks lacks rigor and competence.
	Mid Fail	30 - 39	35	
	Low Fail	20 - 29	25	
Fail	Very Low Fail	6-19	10	Knowledge and understanding is highly insufficient as the student is <b>unable to evidence any meaningful understanding of taught concepts or methods</b> ; very limited evidence of reading and research to advance work; inadequate technical and practical skills as the student is unable to use and apply such skills to address problems or make judgements; limited or lack of understanding of the boundaries of the discipline and does not question received wisdom; approach to learning lacks autonomy and approach to tasks is not sustained; inability to communicate coherently.
Zero	Zero	0-5	0	Work not submitted, work of no merit, penalty in some misconduct cases.

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Level 4: Foundation Degree FdA / FdSc / FdEng: Generic grade descriptor (also: University Cert of HE; BTEC HNC; University Cert in Education (Cert Ed); University Dip of HE; BTEC HND; Advanced Dip of HE; Graduate Cert; Graduate Dip)

Class	Category	%	General Characteristics
Distinction	Exceptional Distinction	96	Exceptional knowledge and understanding of the subject and its underlying concepts <b>significantly beyond what has been taught in all areas</b> ; critical evaluation/synthesis/analysis and of reading/research; evidence of breadth and depth of reading/research to inform development of work; excellent communication; performance in all areas deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills to complete work with accuracy and fluency. Meets expectations of industry/employment context.
	High Distinction	89	Excellent knowledge of the subject as the student is <b>typically able to go beyond what has been taught (particularly for a high Distinction)</b> ; evidence of breadth of reading/research to inform development of work; demonstrates strong communication skills. Autonomy in the completion of practical tasks/processes; the ability to adapt in response to change or unexpected experiences; excellent technical/artistic decision making; a clear and authoritative grasp of the task/process. Broadly meets expectations of industry/employment context.
	Mid Distinction	81	
	Low Distinction	74	
Merit	High Merit	68	Very good to good knowledge and understanding of the area of study as the student is <b>typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid Merit	65	
	Low Merit	60	
Pass	High Pass	55	Good breadth of knowledge and understanding of the taught content <b>balanced towards the descriptive rather than analytical</b> ; uses set material to inform development of work; addresses all aspects of the given brief; communication shows clarity, but structure may lack coherence. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; effective judgements have been made when completing tasks/processes; process/workflow is broadly accurate, and most aspects are completed with autonomy. General adherence to rules/conventions set by the industry/employment context.
	Mid Pass	50	<b>Knowledge and understanding sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may <b>be more generally descriptive</b> ; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a basic level of independent thought; effective judgements have been made; basic evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Low Pass	45	
	Pass	40	
Fail	Fail	35	Insufficient knowledge and understanding of the subject and its underlying concepts; <b>some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work</b> ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Low Fail	25	
	Very Low Fail	10	No evidence of knowledge or understanding of the subject; <b>no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner</b> ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
Zero	Zero	0	Work not submitted, work of no merit, penalty in some misconduct cases.



Revised UGD3 – to be implemented for new delivery from September 2024

**Level 5: Foundation Degree FdA / FdSc / FdEng: Generic grade descriptor**

**(also: University Cert of HE; BTEC HNC; University Cert in Education (Cert Ed); University Dip of HE; BTEC HND; Advanced Dip of HE; Grad Cert; Grad Dip)**

Class	Category	%	General Characteristics
Distinct ion	Exceptional Distinction	96	Exceptional breadth and depth of knowledge and understanding of the area of study, <b>significantly beyond what has been taught in all areas</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; excellent communication; performance beyond expectation. The ability to make decisions and carry out tasks/processes with autonomy; excellent leadership skills in group contexts; creative flair; extremely well-developed problem-solving skills; the ability to carry out sustained critical reflection on practical work within the wider context of industry/workplace. Fully meets expectations set by the industry/employment context.
	High Distinction	89	Outstanding/excellent knowledge and understanding of the area of study as the student is <b>typically able to go beyond what has been taught (particularly for a mid/high Distinction)</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis of reading/research <b>beyond the prescribed range</b> , to advance work/direct arguments; excellent communication; performance deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills; accuracy and fluency; excellent command of skills appropriate to the task; the ability to reflect critically on practical work within the wider context of industry/workplace. Broadly meets expectations set by the industry/employment context.
	Mid Distinction	81	
	Low Distinction	74	
Merit	High Merit	68	Very good / good knowledge and understanding of the area of study as the student is <b>typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid Merit	65	
	Low Merit	60	
Pass	High Pass	55	Good knowledge and understanding of the area of <b>study balanced towards the descriptive rather than analytical</b> ; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; communication shows clarity, but structure may not always be coherent. A confident approach to practical tasks; a solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated by an accurate and coordinated performance; tasks are completed with a good level of independent thought; some autonomy is evident; an ability to reflect on practical work and set future goals. General adherence to standards set by the industry/employment context.
	Mid Pass	50	
	Low Pass	45	
	Pass	40	
FAIL Fail	Fail	35	Insufficient knowledge and understanding of the subject and its underlying concepts; <b>some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work</b> ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Low Fail	25	
	Very Low Fail	10	
	Zero	0	No evidence of knowledge or understanding of the subject; <b>no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner</b> ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.

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**Generic level descriptors (level outcomes) – for reference in course / module design and development of pass descriptors**

Level 4 learning outcomes	Level 5 learning outcomes	Level 6 learning outcomes	Level 7 learning outcomes
<p><b>Learners have:</b></p> <ol style="list-style-type: none"> <li>1. sound knowledge of the basic underlying concepts and principles of [the discipline]</li> <li>2. an acquisition of knowledge, informed by research / practice in [the discipline]</li> <li>3. an awareness of the limits of their knowledge</li> <li>4. the ability to form an argument and solve basic problems</li> </ol> <p><b>Learners can:</b></p> <ol style="list-style-type: none"> <li>5. describe defined aspects of research in [the discipline] to review their own knowledge and understanding</li> <li>6. interpret information and data to develop a line of argument and make judgements</li> <li>7. communicate accurately and reliably, with structured and coherent arguments</li> <li>8. manage their own learning, and use information from a set range of sources appropriately</li> </ol> <p><b>Learners demonstrate:</b></p> <ol style="list-style-type: none"> <li>9. the ability to develop new and transferable skills within a structured and managed environment</li> <li>10. an awareness of ethical and sustainable practice and values in the context of [the discipline]</li> <li>11. the use of ideas, methods, and basic analytical techniques to carry out pre-defined projects</li> <li>12. some problem-solving skills</li> </ol>	<p><b>Learners have:</b></p> <ol style="list-style-type: none"> <li>1. knowledge and critical understanding of the well-established concepts and principles of [the discipline]</li> <li>2. an acquisition of detailed knowledge, informed by relevant research / practice in [the discipline]</li> <li>3. an understanding of the limits of their knowledge, and how this influences analyses and interpretations</li> <li>4. the ability to develop arguments and solve problems</li> </ol> <p><b>Learners can:</b></p> <ol style="list-style-type: none"> <li>5. describe and comment upon defined aspects of research in [the discipline] to review and apply their own knowledge and understanding</li> <li>6. evaluate arguments, assumptions, and data (that may be incomplete), make judgements, and frame questions to achieve a solution to a problem</li> <li>7. work effectively both independently and in teams to communicate information and analysis to different audiences and stakeholders</li> <li>8. manage their own learning, and use research and information from set and independently sourced material appropriately</li> </ol> <p><b>Learners demonstrate:</b></p> <ol style="list-style-type: none"> <li>9. the qualities and skills necessary for employment, requiring collaboration and self-awareness</li> <li>10. ethical and sustainable practice and values, and a global awareness, in the context of [the discipline]</li> <li>11. the use of ideas, methods, and analytical techniques to initiate and carry out projects</li> <li>12. problem-solving skills that can be applied in different situations</li> </ol>	<p><b>Learners have:</b></p> <ol style="list-style-type: none"> <li>1. systematic knowledge and critical global understanding of the key concepts and principles of [the discipline]</li> <li>2. an acquisition of complex, coherent, and detailed knowledge, some of which is informed by current research / practice in [the discipline]</li> <li>3. an appreciation of uncertainty, ambiguity, and the limits of their knowledge</li> <li>4. the conceptual understanding and ability to develop and sustain arguments and solve problems</li> </ol> <p><b>Learners can:</b></p> <ol style="list-style-type: none"> <li>5. describe and comment upon defined aspects of current research in [the discipline] to review, consolidate, extend, and apply their own knowledge and understanding</li> <li>6. critically evaluate arguments, assumptions, abstract concepts, and data (that may be incomplete), make judgements, and frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem</li> <li>7. work effectively both independently and in teams to communicate ideas, problems, and solutions to different audiences and stakeholders</li> <li>8. manage their own learning, and use research and information from set and independently sourced material appropriately, at least some of which are informed by current thinking in [the discipline]</li> </ol> <p><b>Learners demonstrate:</b></p> <ol style="list-style-type: none"> <li>9. the qualities and skills necessary for employment, requiring collaboration, initiative, self-awareness, and decision-making in complex and unpredictable contexts</li> <li>10. comprehensive ethical and sustainable practice and values, and advanced global awareness, in the context of [the discipline]</li> <li>11. the accurate use of ideas, methods, and analytical techniques, some of which are at the forefront of [the discipline], to initiate and carry out projects</li> <li>12. effective problem-solving skills that can be applied in different situations</li> </ol>	<p><b>Learners have:</b></p> <ol style="list-style-type: none"> <li>1. a systematic understanding of knowledge, and a critical global awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of [the discipline]</li> <li>2. a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in [the discipline]</li> <li>3. an appreciation of uncertainty, ambiguity, and the limits of their knowledge, plus originality in the application of knowledge</li> <li>4. a comprehensive understanding of techniques applicable to their own research or advanced scholarship</li> </ol> <p><b>Learners can:</b></p> <ol style="list-style-type: none"> <li>5. evaluate critically current research and advanced scholarship in the discipline</li> <li>6. evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> <li>7. work effectively both independently and in teams to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences</li> <li>8. continue to advance their knowledge and understanding, and to develop new skills to a high level.</li> </ol> <p><b>Learners demonstrate:</b></p> <ol style="list-style-type: none"> <li>9. the qualities and transferable skills necessary for employment requiring collaboration, initiative, self-awareness, personal responsibility, and decision-making in complex and unpredictable contexts</li> <li>10. ethical and sustainable practice and values representing the forefront of the discipline, and comprehensive global awareness, in the context of [the discipline]</li> <li>11. self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks at a professional or equivalent level</li> <li>12. the independent learning ability required for continuing professional development</li> </ol>

Revised UGD3 – to be implemented for new delivery from September 2024

## Foundation Years

**Foundation years represent a transitional year into higher education. They are distinct from and should not be confused with Level 4 undergraduate study or a Level 4 of a foundation degree.**

Students successfully completing a foundation year can progress to Level 4. They do so without being awarded any credit or award.

Significant consideration should be given to the design of FY modules and their assessment. They should not replicate modules at level 4 but be designed for the distinct purpose of preparing students for level 4 study and transition into higher education, providing the scaffolding needed to support progression into degree level study.

Formative assessment and feedback should be an explicit part of the assessment strategy.

The following has been developed to support the development of the transparent expectations of foundation year students.

Module tutors should align module learning outcomes and marking criteria to ensure level appropriateness and consistency.

### Level 0 - Generic Learning Outcomes

(at the end of the foundation year we would expect a PASS student to have demonstrated the following outcomes in preparation for entry / to access undergraduate study)

<b>Knowledge and understanding</b>	1. Describe- facts / principles / concepts / theories / values / beliefs / aesthetics
<b>Cognitive skills</b>	1. Explain, give reasons for essential – facts / principles / concepts / theories / values / beliefs / aesthetics 2. Organise essential aspects of information / situations / objects / artefacts which are specified 3. Complete an action or process using given procedures / formats 4. Present aspects of the subject in an order and style which demonstrates and enables understanding using given procedures / formats
<b>Subject specific skills</b>	1. Carry out specified methods of enquiry and production with guidance 2. Carry out specified techniques / processes / applications with guidance
<b>Professional skills or key skills</b>	1. Access and gather sources 2. Use and explain information / materials / data for a given purpose 3. Develop core skills pertinent to area of study 4. Solve given, defined problems / briefs, carry out specific approaches and check the solution is fit for purpose 5. Accurately present ideas / information / arguments / results and do so in an format appropriate for a given purpose / situation 6. Work with others to meet given objectives and own responsibilities 7. Reflect on own strengths, limitations and performance using given approaches / techniques



Revised UGD3 – to be implemented for new delivery from September 2024

**Level 0 (Foundation Year) - Generic Grade Descriptor: relationship between indicative outcome to Grade Point and equivalent percentage**

Outcome	Mark range	%	General Characteristics
PASS (Excellent)	93 - 100	96	Exceptional knowledge, understanding and confidence to deal with advanced terminology, principles and concepts; worked autonomously whilst also evidencing a much broader breadth and depth of reading/research than was required; has used additional material to go beyond the requirements of the given brief; exceptional demonstration of relevant skills in preparation for undergraduate study; applied knowledge to critically evaluate/synthesis/analyse in the pursuit to solve complex problems; exceptional communication/presentation; performance in all areas beyond expectation.
	85 - 92	89	Excellent knowledge, understanding and confidence to deal with terminology, (and more advanced) basic principles and concepts; taken direction very well whilst also evidencing a broader breadth and depth of reading/research; has used set material and additional material to address all of the requirements of the given brief; excellent demonstration of relevant skills in preparation for undergraduate study; applied knowledge and attempted to solve basic and complex problems set; excellent communication/presentation.
	78 - 84	81	
	70 - 77	74	
PASS (Very good)	67 - 69	68	Very good knowledge and understanding to deal with terminology, basic principles and concepts; taken direction well; used set material and additional material to address almost all of the requirements of the given brief; very good demonstration of relevant core skills in preparation for undergraduate study; applied knowledge and attempted to solve basic problems with some complexity; very good communication/presentation.
	64 - 66	65	
	60 - 63	62	
PASS (Good)	57 - 59	58	Good knowledge and understanding to deal with terminology, basic principles and concepts; taken direction; used set material and limited additional material to address almost all of the requirements of the given brief; competent demonstration of relevant core skills in preparation for undergraduate study; applied basic knowledge and attempted to solve basic problems; good communication/presentation.
	54 - 56	55	
	50 - 53	52	
PASS (Satisfactory)	47 - 49	48	Basic knowledge and understanding to deal with terminology, basic principles and concepts; taken some direction; used set material and addressed the basic requirements of the given brief; adequate demonstration of relevant core skills in preparation for undergraduate study; applied some basic knowledge and attempted to solve basic problems; basic communication/presentation.
	44 - 46	45	
	40 - 43	40	
FAIL (Unsatisfactory)	30 - 39	35	Very basic knowledge and understanding of the subject and its underlying concepts; taken little direction naively follows or does not engage with set material; largely fails to address any requirements of the brief; insufficient demonstration of relevant skills in preparation for undergraduate study; limited knowledge applied in attempt to solve basic problems; communication shows limited clarity, poor presentation.
	20 - 29	25	
	6-19	10	Insufficient or no evidence of knowledge and understanding of the subject and its underlying concepts; taken little direction, naively follows or does not engage with set material; largely fails to address any requirements of the brief; little or no demonstration of relevant skills in preparation for undergraduate study; no knowledge applied and or attempt to solve basic problems; communication shows no clarity, poor presentation, structure not coherent.
ZERO	0-5	0	Work absent, work not submitted, penalty in some misconduct cases.



## Introduction

Sheffield Hallam University uses a University Grade Descriptor (UGD): generic grade and level descriptors for application to undergraduate and postgraduate assessment, including foundation degree (FdA / FdSC / FdEng) and other provision eg Foundation Year. The UGD also shows the relationship between classification and percentage, as applicable to assessment at task and / or module level. The purpose of defining these descriptors is to determine the University standard against which Departments can develop their own courses, modules and marking schemes.

The generic grade descriptors define, for each level, the standards of performance expected across classification categories. These are aligned with the generic level descriptors within the UGD document. The descriptors define common characteristics expected of work at each of the different marking bands, at each level of study. The descriptors also include **(bold text)** elements of the [Structure of Observed Learning Outcomes](#) (SOLO) taxonomy. These define different levels of understanding across the grades in terms of the structural complexity of students' responses. Departments and Course Teams may choose to contextualise the general grade descriptors to suit specific discipline areas; however, it is important to retain the Solo Taxonomy features of the descriptors.

### What are the generic level descriptors?

The generic level descriptors (or level outcomes) provide a guide to the relative demand, complexity, depth of study and degree of learner autonomy expected of a learner at different stages of study irrespective of the subject and context. The University generic level descriptor is consistent with the Ofqual (Office of Qualifications and Examinations Regulation) National Qualifications Framework Levels 4, 5, 6 and 7. Descriptions reference the [QAA Quality Code for Higher Education](#) (2018).

Revised UGD3 – to be implemented for new delivery from September 2024

In designing / re-designing courses, course teams should ensure that course and module learning outcomes at each level are appropriate to the generic **level descriptor** within the UGD document. This should be used to design course and module outcomes and write pass descriptors.

### **What should I be using with my students?**

The 2024-25 approach has been revised based on feedback from staff and students, and in light of new data regarding good honours awards, as well as ongoing organisational changes.

All courses should use this “Revised UGD3” for all provision if possible.

- The 0-16 scale has been removed and stood down.
- Staff and students should use of the descriptive categories (mid-2.1, etc) and the categorial percentage. The equivalent % does not need to be used on rubrics and feedback reports.
- The UGD is normally applied at **overall task** level (more detail below).
- The **grade descriptors** should form part of or be used alongside student facing marking grids (rubrics) and feedback reports for assessment tasks.
- 

### **If I have a module with both new and continuing students, what approach should I adopt?**

This Revised UGD3 is having a big bang rollout. Please use this version with all students.

### **What is the estimated timeline for implementation of GBA?**

There are no immediate plans to introduce GBA 0-16 as per previous grade descriptors.

### **How will this be shared with students?**

Links to the UGD will be available in the Assessment and Awards section of MyHallam and as such will be available to all students for reference. At the local level, this can be communicated on course organisation Blackboard sites as a general reference for all students, in Assessment sections of Blackboard as a generic reference for students, and as part of individual task rubrics (see example included at the end of these FAQ). Subject areas should agree a consistent approach and apply this.

Revised UGD3 – to be implemented for new delivery from September 2024

**Does the UGD apply to exams, phase tests or exam-like course work where a fixed mark (due to correct / incorrect answers) is the result?**

Raw-score assessments such as phase tests and exams are exempt from having to give a categorical percentage. You may give the true raw score – even if that is not a specified categorical grade. EG: a student achieves 10/10 on a series of calculation based questions in a phase test. You can now award them 100%.

**Does the university grade descriptor apply to Foundation degree awards?**

Yes. We have developed a version of the UGD to apply to FdA / FdSc / FdEng, as well as other awards that do not fit the standard undergraduate or postgraduate classification bands (University Cert of HE; BTEC HNC; University Cert in Education (Cert Ed); University Dip of HE; BTEC HND; Advanced Dip of HE; Ordinary Degree; Graduate Cert; Graduate Dip).

**Does the UGD apply to Foundation Year (Level 0)?**

These courses operate as 'access courses' and fundamentally are pass/fail for no academic credit, even if students are given grades. However, we have developed an Foundation Year UGD which should be used to acclimatise students to the assessment practices they will experience as they progress through their award.

**Does the UGD apply to Level 7?**

Yes.

**Can the grade descriptors be amended?**

Colleagues can amend descriptors to add context if this works better for them, but references to the **SOLO taxonomy** (in bold) should remain. Colleagues should be careful not to develop overlong / confusing rubrics and advice is available from LTA leads (or similar) to support development work if needed.

**Should we amalgamate the UGD with local house style rubrics?**

Amalgamation is difficult and can lead to overlong rubrics that are confusing. If this is a concern, using the Revised UGD3 (a **generic** rubric) showing categorical grades alongside one that shows **module / task / subject specific outcomes and assessment criteria** is fine. Using two rubrics shouldn't cause confusion - the UGD can be used to 'fine tune' the marking from the subject specific rubric, and this can be made clear to students (see examples in the appendix). The UGD could be published on a course organisation page and linked to from each module page to avoid repetition.

Revised UGD3 – to be implemented for new delivery from September 2024

**Is the aim to remove module specific rubrics (with module learning outcomes and related assessment criteria) and replace with the generic UGD?**

No. Module learning outcomes and specific assessment criteria can be incredibly helpful to provide students with subject / context specific assessment information. The UGD can be used alongside these. Module specific rubrics should be designed using the generic level descriptors to ensure consistency.

**What are the differences between franchised collaborative provision and ‘validated-only’ provision?**

Categorical marking / grading is not a mandatory requirement for EXVAL partners as it is policy/practice initiative rather than a regulatory requirement. We should however be supporting our franchised partners to adopt it as good practice. So far, its implementation has been inconsistent across partners not least due to the Covid-19 pandemic.

As we are sticking to percentages only in the refined UGD3, all partners should be able to work with this.

**Is the UGD meant to be used at individual assessment level?**

The scale is meant to enhance consistency at the task level. It’s applied at **task level** – but doesn’t necessarily need to be published against every individual task. It could be published in the module or course guide for example, or on the course organisation site under Assessment. **The overall module mark may not fall into the UGD categories**, which is fine.

**How should the UGD be used for task components, for example sections of an exam, or parts A and B of an assessment task?**

The UGD should be applied at **overall task level** i.e. only the final task mark is subject to categorical marking and subject areas should decide how to design their assessments to enable the UGD to be used in this way. If your current practice is to indicate a grade for individual parts of an assessment that comprise the overall task, the UGD can also be used to allocate these grades. These individual grades can then be combined into the final overall task grade that is submitted to an assessment board (as in the example above for numerical disciplines).

**It’s possible to get 100% in my assessment task. Should I use the UGD?**

Yes. This should be marked as exceptional 1<sup>st</sup> (equivalent to 96% for reasons explained above).

**What about pass/fail tasks / modules?**

Use the revised UGD to provide indicative grades to students so that they are acclimatised to how their work will be assessed later on their course, and because it is beneficial for students to know ‘how they have done’.

Revised UGD3 – to be implemented for new delivery from September 2024

**Some modules have two tasks; module grades might end up not being on these categorical points?**

The primary purpose is to encourage consistency and coherence at task level, as well as avoid skewing in classification outcomes – the overall module mark is less important.

**What about capped marks?**

The Revised UGD3 incorporates 40% and 50% as part of the equivalent percentage categories, to allow alignment with capped marks.

**What about trailing students?**

As UGD3 is more beneficial to students than previous versions, please use this refined version wherever possible.

**Advice regarding applying student peer assessment using UGD? What about assessments that have a group and individual element?**

It's not necessary to use the UGD for peer assessment activities (as in, students using the UGD to assess each other). There are simpler ways to engage students in peer assessment. For assessments that have a group and individual element, bear in mind the overall aim of the UGD is to promote consistency at task level in marking and moderation, and of the revised UGD to address the 'skewing effect' of the upper and lower end of the scale. If the final % mark that a student gets for a module (due to a combination of marks) is not a UGD category, this is ok. If you have systems whereby peer assessment contributes a given % to a student mark (or can increase or decrease another student's individual mark) then it may be simpler to adopt alternative methods – one method is to make the group task pass/fail with peer assessment as a mandatory component but not one that impacts a grade. Another is to indicate that the peer assessment can contribute to the final grade with the tutor retaining overall judgment – e.g. 'your individual grade may be increased or decreased as a result of the assessment of your peers and evidence of your contribution to the group'. This way, the tutor can choose the most appropriate UGD category and is not restricted to a specific % increase / decrease as a result of peer assessment. More examples of approaches to the marking of group work are available, [here are some examples](#).

**If summative module marks are not on the categorical scale is that ok?**

Yes, that's fine.



Revised UGD3 – to be implemented for new delivery from September 2024

**Can I use a weighted total in Blackboard to help students calculate a final provisional module mark?**

The use of weighted totals for final provisional marks has always been challenging as rounding works differently in Blackboard to SITS. As long as students are told that all grades they see are provisional and subject to our normal systems and scrutiny then you may use a weighted total.

Revised UGD3 – to be implemented for new delivery from September 2024

## Glossary of key terms

**Aim:** Statement of intent for the session / module /course, written from a tutor perspective, e.g. *the module aims to develop knowledge and skills in reverse engineering and ....*

**Learning outcome (or learning objective):** Statement of intent written from the student perspective; breaks down the aim into measurable chunks: *by the end of the session / module / course, the student will be able to.....*

**Assessment criteria (or marking criteria):** These describe what a student needs to evidence in order to achieve the learning outcome at different grade bands (eg pass, merit, distinction; 3<sup>rd</sup>,2.1,2.2,1st). They should relate to the learning outcomes in terms of content.

**Pass descriptor:** The set of assessment criteria that reflect the **threshold** pass standard / pass mark (UGD 4 or 40% undergraduate; UGD 7 or 50% postgraduate) for each learning outcome. When writing assessment criteria, it's usually best to start with the pass descriptor and then work down and up.

**Grade descriptor:** Similar to assessment criteria, these describe what works 'looks like' for different components at different grades (e.g. 2.2, 2.1, 1<sup>st</sup>). They are usually generalised, for example comprehension / skills / presentation) rather than related to the content of specific learning outcomes.

**UGD** - university grade descriptor: a version of the above for Hallam, for each level of study.

**Level descriptor:** Defines what student achievement needs to demonstrate at Level 4, L5, L6, L7 - we should use level descriptors to write accurate learning outcomes and pass descriptors.

**Marking grid / assessment grid / rubric:** The module learning outcomes with their associated assessment criteria, specific to the task, indicating how work will be marked. Can also refer to a generic marking grid such as a grade descriptor. Different approaches exist, which is where confusion arises.

**Categorical marking:** Limiting the grades that can be given to (for example) to only use 2s, 5s and 8s in every 10 (e.g. 52, 55 or 58) to promote consistency among markers (such as to avoid awarding 9s), and aid standardisation.

**Grade / mark:** the 'score' given to a piece of assessed work. May be numerical or alphabetical, although 'mark' usually indicates a number.

**Formative:** assessment and associated feedback that is designed to support / contribute to final assessed task/s, but where a mark is not formally submitted or recorded.

**Summative:** assessment and associated feedback that is formally submitted and recorded and may contribute to the final award classification.

**Task:** an assessed piece of work on a module for which a single (UGD) mark must be submitted.

**Capped mark:** a mark awarded at the threshold pass standard for work that is a second attempt following referral (or in some cases, a penalty for academic misconduct).

Revised UGD3 – to be implemented for new delivery from September 2024

**Work of no merit:** submitted work that in the judgement of the academic has no value in relation to the learning outcomes (thus awarded 0).

**Task 1 (Viva and supporting information) - Assessment feedback report - EXAMPLE**

Student name and number:	Submission deadline:
Assessing tutor name:	Date Submitted:

<b>Learning Outcomes</b>	<b>Fail</b>	<b>Third</b>	<b>2.2</b>	<b>2.1</b>	<b>First</b>
<b>Review factors influencing your specialist context</b>	No / limited review of factors No literature is used to support review	Review of some influencing factors Some literature is used to support review	Review of key influencing factors Relevant literature is used to support review	Review of key and current influencing factors Key relevant literature is used to support review	Key and current relevant influencing factors are identified Influence of these factors critically reviewed, demonstrating a clear understanding Wide range of relevant and current literature used effectively to support review
<b>Design and implement a small scale research activity</b>	No / inappropriate design and/or implementation of research activity No literature used to justify research design	Design and implementation of research activity Some literature used to justify research design	Appropriate design and implementation of research activity Relevant literature used to justify research design	Appropriate design and effective implementation of research activity Relevant literature used to justify research design	Appropriate and innovative design and highly effective implementation of research activity Wide range of relevant and current literature used effectively to justify research design and implementation
<b>Present evidence to support processes and outcomes of research</b>	No / insufficient evidence is presented Evidence is poorly presented	Some evidence is presented Limited review of evidence has taken place Evidence is presented adequately	Key evidence is presented Some review of the evidence has taken place Evidence is presented clearly	Range of relevant evidence presented Evidence has been interpreted and reviewed Evidence is presented clearly and effectively	Wide range of key evidence is presented Evidence has been interpreted and critically reviewed in some depth Evidence is presented clearly, effectively and innovatively

<b>Learning Outcomes</b>	<b>Fail</b>	<b>Third</b>	<b>2.2</b>	<b>2.1</b>	<b>First</b>
<b>Identify implications of research for personal and professional development</b>	No / limited implications of research are identified Implications identified are not relevant to personal and professional development	Some relevant implications of the research for personal and professional development are identified	Some relevant implications of the research for personal and professional development are identified and justified	A range of relevant implications of the research for personal and professional development are identified and justified.	A wide range of current and future implications of the research are identified and justified in depth Implications identified are highly relevant to personal and professional development
<b>Tutor feedback</b> (please also see comments on any submitted work, if applicable) <b>(Mid-2.1)</b>	<p><b>Strengths:</b> You provided a good review of influencing factors and selected the key relevant literature to support this. Your design was appropriate and justified. You presented your evidence clearly and you identified and justified useful implications for personal and professional development.</p> <p><b>Areas for improvement:</b> The implementation of your research suffered slightly due to timing, which could have been addressed. Your evidence, while presented clearly, needed a little more critical interpretation as to the meaning of what you found. What other perspectives might there be?</p> <p><b>Further development:</b> Look outside the set reading to expand your knowledge further - follow up on citations in key texts to expand your literature use. Check your evidence base, be careful not to present things as accepted fact if this can be debated / challenged.</p>				

**Task 1 (Viva and supporting information) - understanding your mark - EXAMPLE**

As well as assessing your work against the module learning outcomes and assessment criteria, your marker has used the guidance below to award your final grade for your work. These descriptors also provide you with more general guidance to improve your mark.

Class	Category	General Characteristics
1 <sup>st</sup>	Exceptional 1st	Exceptional breadth and depth of knowledge and understanding of the area of study, <b>significantly beyond what has been taught in all areas</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; excellent communication; performance beyond expectation. The ability to make decisions and carry out tasks/processes with autonomy; excellent leadership skills in group contexts; creative flair; extremely well-developed problem-solving skills; the ability to carry out sustained critical reflection on practical work within the wider context of industry/workplace. Fully meets expectations set by the industry/employment context.
1 <sup>st</sup>	High 1st	Outstanding/excellent knowledge and understanding of the area of study as the student is <b>typically able to go beyond what has been taught (particularly for a mid/high 1st)</b> ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis of reading/research <b>beyond the prescribed range</b> , to advance work/direct arguments; excellent communication; performance deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills; accuracy and fluency; excellent command of skills appropriate to the task; the ability to reflect critically on practical work within the wider context of industry/workplace. Broadly meets expectations set by the industry/employment context.
	Mid 1st	
	Low 1st	
2.1	High 2.1	Very good knowledge and understanding of the area of study as the student is <b>typically able to relate facts/concepts together with some ability to apply to known/taught contexts</b> ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid 2.1	
	Low 2.1	
2.2	High 2.2	Good knowledge and understanding of the area of <b>study balanced towards the descriptive rather than analytical</b> ; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; communication shows clarity, but structure may not always be coherent. A confident approach to practical tasks; a solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated by an accurate and
	Mid 2.2	
	Low 2.2	



Revised UGD3 – to be implemented for new delivery from September 2024

		coordinated performance; tasks are completed with a good level of independent thought; some autonomy is evident; an ability to reflect on practical work and set future goals. General adherence to standards set by the industry/employment context.
3 <sup>rd</sup>	High 3rd	<b>Knowledge and understanding sufficient to deal with terminology, basic facts and concepts</b> but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a basic level of independent thought; effective judgements have been made; basic evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Mid 3rd	
	Low 3rd	
FAIL	Borderline Fail	Insufficient knowledge and understanding of the subject and its underlying concepts; <b>some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work</b> ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	
	Low Fail	
FAIL	Very Low Fail	No evidence of knowledge or understanding of the subject; <b>no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner</b> ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
ZERO	Zero	Work not submitted, work of no merit, penalty in some misconduct cases.