

Level 4							
<p>FHEQ Level 4 introduces students to HE. Students are expected to demonstrate relevant skills and competencies but learning at this level is largely directed by the teacher.</p> <p>Students should be developing:</p> <ul style="list-style-type: none"> - knowledge of the underlying concepts and principles associated with their area(s) of study - an ability to evaluate and interpret these within the context of that area of study. - an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. <p>Students will be able to:</p> <ul style="list-style-type: none"> - evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work; - communicate the results of their study/work accurately and reliably, and with structured and coherent arguments; - undertake further training and develop new skills within a structured and managed environment. 							
Percentage	0-29	30-39	40-49	50-59	60-69	70-79	80-100
Associated Class Bachelors	Fail	Fail	3rd	2:2	2:1	1st	1st
Associated Class Foundation	Fail	Fail	Pass	Pass	Merit	Distinction	Distinction
Learning Outcomes	Not Met	Not Met	Met in a basic manner	Met in a satisfactory manner	Met in a good manner	Met in a strong manner	Met in an exceptional manner
Knowledge and understanding	The assignment demonstrates negligible knowledge of the underlying concepts and principles associated with their area(s) of study.	The assignment demonstrates limited knowledge of the underlying concepts and principles associated with the area(s) of study. There is little evidence of the ability to evaluate and interpret key concepts within the context.	The assignment demonstrates a basic knowledge of the underlying concepts and principles associated with the area(s) of study. There is evidence of some evaluation and interpretation of these within the context of the area of study.	The assignment demonstrates a sound knowledge of the underlying concepts and principles associated with the area(s) of study. There is evidence of a satisfactory ability to evaluate and interpret these within the context of the area of study.	The assignment has demonstrated good knowledge of the underlying concepts and principles associated with the area(s) of study. There is evidence of an ability to evaluate and interpret these within the context of the area of study.	The assignment has demonstrated a strong knowledge of the underlying concepts and principles associated with the area(s) of study. There is some evidence of attempts to apply the underlying concepts and principles outside of the context in which they were first studied.	The assignment has demonstrated an exceptional knowledge of the underlying concepts and principles associated with the area(s) of study. There is strong evidence of applying the underlying concepts and principles outside of the context in which they were first studied.
	The assignment does not evidence any background investigation, analysis, research, and/or study.	The assignment does not evidence sufficient background investigation, analysis, research, and/or study.	The assignment demonstrates basic research, evidenced by finding some relevant sources to create the evaluation. It demonstrates some ability to extract some relevant points.	The assignment demonstrates satisfactory research, evidenced by finding relevant sources to create the evaluation. It demonstrates ability to extract some relevant points.	The assignment demonstrates good research, evidenced by finding a range of relevant sources to create and sustain the evaluation. It demonstrates ability to extract relevant points from the source.	The assignment demonstrates thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and demonstrates some examples of critical analysis.	The assignment demonstrates thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and demonstrates many examples of critical analysis.
Cognitive / Practical / Transferrable Skills	Negligible or no use or reference to resources.	Inadequate use/reference to resources. There are attempts to do this but there are multiple errors which make it difficult to track sources.	Basic use of/ reference to resources. Citations and references are present so that most sources are tracked. There are errors across various reference types.	Satisfactory management of/ reference to resources. Citations and references are largely accurate but with some errors across various reference types.	Good management of/ reference to resources. Citations and references are largely accurate with some stylistic errors.	Strong management of/ reference to resources. Citations and references are accurate but with some very minor stylistic errors.	Strong management of/ reference to resources. Citations and references are accurate.
	The assignment does not provide evidence of structuring of the argument.	The assignment shows some structure but is confused in many places which effects the way in which the problem was solved.	The assignment shows some structure but there are some errors which impact upon the effectiveness of the way in which the problem was solved.	The assignment shows structured and coherent arguments but there are some minimal errors which, if fixed, would have improved the way in which the problem was solved.	The assignment shows structured and coherent arguments with only a few minimal errors that have not impacted extensively on the way in which the problem was solved.	The assignment is organised in a strong structure including structured and coherent arguments. It is error free and this has allowed the assignment to address the problem in a strong manner. There is some evidence of the approach being beyond that suggested by the teacher.	The assignment is organised in an exceptional structure with structured and coherent arguments. It is error free and this has allowed the assignment to address the problem in a strong manner. There is clear evidence that the approach is beyond that suggested by the teacher.
	Negligible evidence of academic/ intellectual skills and practical/ professional skills.	Weak academic/ intellectual skills. Practical/ professional skills are not yet secure.	Basic academic/ intellectual skills and developing practical/ professional skills which nevertheless meet the threshold expected at Level 4.	Satisfactory academic/ intellectual skills and satisfactory practical/ professional skills.	Good academic/ intellectual skills and practical/ professional skills.	Very good academic/ intellectual and practical/ professional skills.	Strong and consistent use of academic/ intellectual and practical/ professional skills.

HE09G Generic Marking Criteria for Degree Student

Level 5							
<p>FHEQ Level 5 reflects continuing development from Level 4. At this level students are not fully autonomous but are able to take responsibility for their own learning with some direction.</p> <p>Students should be developing:</p> <ul style="list-style-type: none"> - knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed. <p>Students will be able to:</p> <ul style="list-style-type: none"> - apply underlying concepts and principles outside the context in which they were first studied and the ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study. - use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis; - effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively; - undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. 							
Percentage	0-29	30-39	40-49	50-59	60-69	70-79	80-100
Associated Class Bachelors	Fail	Fail	3rd	2:2	2:1	1st	1st
Associated Class Foundation	Fail	Fail	Pass	Pass	Merit	Distinction	Distinction
Learning Outcomes	Not met	Not met	Met in a basic manner	Met in a satisfactory manner	Met in a good manner	Met in a strong manner	Met in an exceptional manner
Knowledge and understanding	<p>The assignment demonstrates negligible knowledge of the subject without the required breadth or depth.</p> <p>The work fails to engage with appropriate theories or well-established concepts and principles of the discipline.</p>	<p>The assignment demonstrates limited knowledge and understanding of the subject; there is inadequate breadth or dept and some deficiencies in key areas.</p> <p>The assignment has demonstrated limited understanding of the well-established concepts and principles associated with the area of study.</p> <p>The assignment does not evidence sufficient background investigation, analysis, research, and/or study.</p>	<p>The assignment demonstrates a basic knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts.</p> <p>The assignment has demonstrated basic understanding of the well-established concepts and principles associated with the area of study demonstrating analysis in approach.</p> <p>The assignment demonstrates basic background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract some relevant points.</p>	<p>The assignment demonstrates a sound breadth and depth of knowledge and understanding in key aspects of their field of study, if sometimes balanced towards the descriptive rather than applying the concepts outside of their original contexts.</p> <p>The assignment demonstrates a satisfactory underlying understanding of the well-established principles of their area(s) of study, with a developing sense of criticality.</p> <p>The assignment demonstrates background investigation, analysis, research, enquiry and/or study using established techniques accurately, with some critical analysis of academic sources.</p>	<p>The assignment has demonstrated good critical knowledge and understanding.</p> <p>The assignment demonstrates some underlying critical understanding of the well-established principles of their area(s) of study. There is evidence that the assignment has applied underlying concepts and principles outside of the context in which they were first studied.</p> <p>The assignment demonstrates thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and demonstrates critical analysis of a range of sources.</p>	<p>The assignment has shown strong knowledge and understanding for work at level 5.</p> <p>The assignment demonstrates critical understanding of the well-established principles of their area(s) of study. There is evidence that the assignment has applied underlying concepts and principles outside of the context in which they were first studied.</p> <p>The assignment demonstrates independent and appropriate investigation, analysis, research, enquiry and/or study, together with critical analysis, to explain concepts beyond that which was taught.</p>	<p>The assignment has shown exceptional knowledge and understanding for work at level 5.</p> <p>The assignment demonstrates critical mastery of the well-established principles of their area(s) of study including their development. There is evidence that the assignment has applied underlying concepts and principles outside of the context in which they were first studied.</p> <p>The assignment demonstrates independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with some critical evaluation to explain concepts beyond that which was taught.</p>
	<p>Negligible use of/ reference to resources.</p> <p>Negligible use of structure/ accuracy in expression.</p> <p>Negligible use of academic/ intellectual skills. Imitative and descriptive.</p> <p>Negligible evidence of practical/ professional skills. No ability to direct own learning.</p>	<p>Limited use of/ reference to resources.</p> <p>General difficulty with structure and accuracy in expression.</p> <p>Weak academic/ intellectual skills. Still mainly imitative and descriptive.</p> <p>Practical/ professional skills that are not yet secure. Working towards self-direction.</p>	<p>Basic use of/ reference to resources with little self-direction.</p> <p>Some difficulties with academic/ intellectual skills.</p> <p>Largely imitative and descriptive. Some difficulty with structure and accuracy in expression, but developing practical/ professional skills. Little evidence of self-direction.</p>	<p>Satisfactory use of/ reference to resources.</p> <p>Acceptable structure/ accuracy in expression.</p> <p>Acceptable level of academic/ intellectual skills, going beyond description at times.</p> <p>Satisfactory practical/ professional skills. Inconsistent self-direction.</p>	<p>Good management of/ reference to resources.</p> <p>Structured and mainly accurate expression.</p> <p>Good academic/ intellectual skills and practical/ professional skills</p> <p>Consistent self-direction in the assignment.</p>	<p>Strong management of/ reference to resources, with a degree of autonomy/ exploration that may exceed the brief.</p> <p>Structured/ accurate expression.</p> <p>Very good academic/ intellectual skills and practical/ professional skills.</p> <p>Clear self-direction.</p>	<p>Overwhelming management of/ reference to resources. Overwhelming evidence of self-direction/ insight. Overwhelming and innovative exploration that exceeds the brief.</p> <p>Overwhelming and creative use of structure and accuracy of expression.</p> <p>Overwhelming, innovative and convincing use of academic/ intellectual and practical/ professional skills.</p>

Level 6							
<p>FHEQ Level 6 is characterised by an expectation of increasing autonomy in relation to study and developing skill sets. Students should be developing:</p> <ul style="list-style-type: none"> - a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at the forefront of defined aspects of a discipline. - an ability to deploy accurately established techniques of analysis and enquiry within a discipline including conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques. <p>Students will be able to:</p> <ul style="list-style-type: none"> - manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline). - apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects. - critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem. - communicate information, ideas, problems and solutions to both specialist and non-specialist audiences. 							
Percentage	0-29	30-39	40-49	50-59	60-69	70-79	80-100
Associated Class Bachelors	Fail	Fail	3rd	2:2	2:1	1st	1st
Learning Outcomes	Not met	Not met	Met in a basic manner	Met in a satisfactory manner	Met in a good manner	Met in a strong manner	Met in an exceptional manner
Knowledge and understanding	The assignment demonstrates negligible knowledge of the subject without the required breadth or depth.	The assignment demonstrates limited knowledge and understanding of the subject, there is inadequate breadth or depth, some deficiencies in key areas.	The assignment demonstrates a basic knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts.	The assignment demonstrates a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical.	The assignment has demonstrated sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight.	The assignment has shown strong knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level.	The assignment has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught.
	The work fails to engage with appropriate theories or the problems of the discipline.	The assignment has demonstrated limited understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities.	The assignment has demonstrated basic understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities.	The assignment demonstrates a satisfactory underlying understanding of subject-specific theories, paradigms, concepts and principles as well as more specialised areas.	The assignment has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas.	The assignment has demonstrated a strong understanding of subject-specific theories, paradigms, concepts and principles, and in-depth knowledge of a range of specialised areas.	The assignment has demonstrated an exceptional understanding of subject-specific theories, paradigms, concepts and principles, and mastery of a range of specialised areas.
Cognitive / Practical / Transferrable Skills	Negligible use/ reference to resources with no ability to direct own learning	Inadequate use/ reference to resources with no ability to direct own learning.	Basic use of/ reference to resources with little autonomy.	Satisfactory management of/ reference to resources showing some autonomy in research but inconsistent.	Good management of/ reference to resources with consistent self-directed research.	Strong management of/ reference to resources, with a strong degree of autonomy/ research that may exceed the assessment brief.	Overwhelming management of/ reference to resources.
	Unable to appreciate uncertainty, ambiguity and limits of knowledge.	Inadequate ability to appreciate uncertainty, ambiguity and limits of knowledge.	Restricted ability to appreciate uncertainty, ambiguity and limits of knowledge.	Structured and mainly accurate expression. Some appreciation of uncertainty, ambiguity and limits of knowledge.	Structured and accurate expression.	Strong structure and accurate expression.	Overwhelming self-direction/ exploration/ research that exceeds the brief.
	Negligible use of academic/ intellectual skills.	Very weak academic/ intellectual skills.	Some difficulties with academic/ intellectual skills.	Acceptable level of academic/ intellectual skills going beyond description at times.	Good appreciation of uncertainty, ambiguity and limits of knowledge.	Very good appreciation of uncertainty, ambiguity and limits of knowledge.	Overwhelming and creative use of structure / accuracy of expression.
	Imitative and descriptive.	Major problems with structure/ accuracy in expression.	Some difficulty with structure/ accuracy in expression, but evidence of developing practical/ professional/ problem-solving skills.	Satisfactory practical/ professional/ problem-solving skills	Good use of nuanced academic/ intellectual/ practical/ professional/ problem solving skills.	Very good use of nuanced academic/ intellectual/ practical/ professional/ problem-solving skills	Overwhelming appreciation of uncertainty, ambiguity and limits of knowledge
	Negligible use of structure/ accuracy in expression	Practical/ professional/ problem-solving skills very weak					Overwhelming and innovative use of nuanced academic/ intellectual and practical/ professional skills
	Negligible evidence of practical/ professional skills						

