

Grading Descriptors and Marking Criteria

Toolkit for Academic Staff

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**This toolkit has been developed with acknowledgement and thanks to Canterbury Christ Church for the design of the grading descriptors and marking criteria model.**

# Introduction and Key Policies

This toolkit contains the approved grading descriptors for module assessments undertaken at Levels 4 to 6. It is designed to support academic staff when drafting marking criteria and providing feedback to students and is mapped against UK sector recognised standards for the grading of assessed work.

For information on the algorithms (calculations) that are used to determine final award classifications, please see the Undergraduate Academic Framework and Postgraduate Academic Framework. These Frameworks also outline the requirements for:

1. Pass marks and progression to the next level of study
2. Failure, re-submissions and retakes
3. Degree programme structure and titling

The University’s Assessment and Feedback Policy governs the requirements for staff and students around the setting, submission, marking and quality assurance of assessed work. In particular the Assessment and Feedback Policy sets out:

1. Principles for assessment and the provision of feedback
2. Assessment design including tariffs for number of assessment items, word count limits and time-limited examinations and number of assessment items,
3. Policy on submissions, use of the VLE and Turnitin, deadlines, extensions, mark release and retention of assessed work.
4. Arrangements for reassessments, alternative assessments, Academic Access Plans and Support to Study Action Plans
5. Marking, moderation, external examining and quality assurance

# Key Definitions

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| --- | --- |
| Levels | Each module is set within a particular level of study in alignment with the [OfS Sector Recognised Standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf) (which draws upon the [QAA Framework for Higher Education Qualifications (FHEQ)](https://www.qaa.ac.uk/the-quality-code/qualifications-frameworks); noting also the [SEEC Credit Level Descriptors for HE](http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf)). Undergraduate degrees include modules set at levels 4, 5, and 6, dependent on the year of study. These levels denote the required standards and general competencies of students and graduates at a particular level of study and for final awards. The level is used when modules and programmes are being designed and can be seen as the baseline ‘pass’ for a particular award (of a qualification or higher education credit) to be granted by a university. |
| Intended Learning Outcomes | Intended Learning Outcomes (ILOs) are a statement of what a student is expected to know, understand and/or be able to do after completion of a process of learning.  ILOs are developed for both individual modules and also overall programme learning outcomes, which module ILOs map to. They are developed in alignment with the [OfS Sector Recognised Standards](https://www.officeforstudents.org.uk/media/53821cbf-5779-4380-bf2a-aa8f5c53ecd4/sector-recognised-standards.pdf) and any other standards (for example, [QAA Subject Benchmark statements](https://www.qaa.ac.uk/quality-code/subject-benchmark-statements) or PSRB standards). |
|  | Once ILOs have been developed, they are used to design appropriate assessment tasks. Learning outcomes are tested through assessments; the passing of which demonstrates that these have been met by students. Learning outcomes in modules and programmes must be met for a baseline ‘pass’ to be awarded for the qualification or credit.  Further guidance on ILOs is available on [BSU’s Teaching Expertise Guide](https://www.bathspa.ac.uk/projects/teaching-expertise-guide/curiosity-driven-pedagogies/#d.en.138610). |
| Grading Descriptors | Grading descriptors outline the characteristics of student performance in assessed work beyond the baseline ‘pass’ and achievement of learning outcomes. They outline bands of marks across the marking scale and are used by academic staff to compile subject and assessment specific marking criteria, ensuring a consistent approach to the grading of assessments across programmes and Schools of Study. |
| Marking Criteria | Marking criteria are developed by module leaders at assessment level, using the grading descriptors as a starting point and then adapting for the subject and assessment type. Marking Criteria should be made available to marking teams, moderators and external examiners. |

# How the Marking Scale works

The university uses a 0 – 100 percentage point marking scale, and the Grading Descriptors show seven bands (low fail, fail, satisfactory, sound, good, very good, excellent) and four classifications (3rd, 2.2, 2.1, 1st) under which marks are awarded. The full 0 – 100 percentage point marking scale should be utilised – ‘step marking’ or ‘categorical’ marking is not permitted.

The 0 – 100 point marking scale is not applicable to assessments where marks are not awarded – the students are marked as either pass or fail. Where assessments are failed, learning outcomes have not been met. For pass/fail assessment, the tables provided below can be edited such that they only include the “satisfactory” (renamed to “pass”) and “fail” columns; with the other columns being deleted. The language under “satisfactory”/“pass” can be adjusted to remove unnecessary statements of limitation. For instance, Criterion 4 at Level 4 could be reworded to:

|  |  |  |
| --- | --- | --- |
| **CRITERION** | **Pass** | **Fail** |
| **1. Knowledge and** | Selection of theory is satisfactory, | In this assignment some of the |
| **application of subject** | and terminology, facts and | theories presented are not |
| **and theories** | concepts are handled accurately, | appropriate. Terminology, facts, and |
|  | ~~but application and understanding~~ | concepts are presented inaccurately |
|  | ~~are generalised.~~ | And/or with omissions in key areas. |
|  |  | The application and/or |
|  |  | understanding demonstrated is |
|  |  | extremely limited. |

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# How are the Grading Descriptors used to write Marking Criteria?

The Grading Descriptors in this toolkit are organised under five groupings – Knowledge and Understanding, Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies. These groupings align with the ‘sector recognised standards’ set by the Office for Students. They provide generic descriptors for assessed work within each band and are used by academic staff to develop their marking criteria for assessments.

Academic staff should normally use between 3 to 6 criteria for their marking criteria, depending on the assessment item (note that some circumstances might merit more, e.g. for larger submissions or complex portfolio submissions). Model examples of the criteria used for common assessment methods are listed below; and a blank marking criteria template is provided.

Academic staff do not need to include all grading criteria for every assessment. However, **the exception to this is that where spelling, punctuation, grammar and/or numeracy can be assessed, the ‘clarity of expression’ criterion (criterion no.19) must be used. This is an external regulatory requirement. This criterion is in addition to the 3 to 6 criteria normally selected.**

When drafting marking criteria, the module leader will select the relevant criteria for the assessment type and may add in or adjust discipline/subject specific language. However, language relating to the performance level (e.g. excellent, basic, detailed) should not be changed to ensure institutional alignment of standards.

# Creating your own Marking Criteria

The grading descriptors provided in this toolkit are usually sufficient to cover most assessments conducted at Bath Spa University. Note that the criteria may sometimes need some adjustment to discipline/subject-specific language, as explained above.

Assessments may occasionally require additional criteria which are not provided in this toolkit. In this situation, you can follow this process to design your own criteria:

1. Ideation of a criterion: Identify what major things you need to observe in a student’s submission in order to come to a mark. You should refer to the module’s ILOs and the assessment task. This will help you to brainstorm marking criteria.
2. Consider which of the five main groupings it fits into: Knowledge and Understanding, Cognitive Skills, Practical Skills, Transferable Skills and Professional Competencies.
3. Check that there is not a similar marking criterion in this toolkit which could be adjusted or adapted (look especially under the group identified in step 2). This is often the quickest way to create a new criterion, even if it requires significant editing.
4. Write the headline wording for the criterion (e.g. “2. Information gathering/processing”). This should be concise (one word can be fine), general (i.e. it could be applied to other assessments), focused on one theme, and without reference to quality.
5. Write the performance descriptions for each grading band between “Excellent” and “Low Fail”. It is often easiest to start with “Satisfactory” – identifying what is the minimum threshold required in order to achieve a pass (which is closely aligned to the ILOs, given that the ILOs articulate this threshold). You may find it useful to look at criteria in this toolkit for ideas on language relating to the performance level at each grading band (e.g. excellent, basic, detailed, etc.). You can also use key sector documents to help identify this language (e.g. Threshold Standards for Qualifications/Framework for HE Qualifications, Classification Descriptors for Level 6 Bachelors Degrees, relevant Benchmark Statements).
6. Consultation and testing: Check your criterion with peers, including any other staff working on this module. Test the criterion by using it on past or example submissions.

# How should Marking Criteria be used to determine Final Marks?

The grading descriptors and marking criteria presented in this toolkit are designed to support and provide a framework for, and not to replace, academic judgement. Key purposes are:

* To support the marker to arrive at an accurate mark and guide their feedback.
* To help ensure that marking teams give consistent marks and feedback.
* To help the marker convey quickly to others (e.g. the student, other markers, the external examiner) the reasons for this mark, areas of strength, and areas for development.

There is no single correct method for using marking criteria to determine a final mark. This can depend upon the discipline and context, and module marking teams should discuss and agree in advance how they are going to approach this. Some key points for a marking team to consider are:

* Are all the criteria evenly weighted? Where they differ significantly, this should be communicated in advance to all markers and students.
* Is it appropriate to arrive at a mark by taking an average of the (weighted) individual marking criteria; or should this be determined more flexibly?

The Marking Criteria Template includes a column to map the different marking criteria to the module intended learning outcomes, which will help give an indication of weighting of the different criteria. Note that where an individual student’s overall grade differs significantly from the mapping against the criteria, this should be explained clearly in the feedback.

# Model Examples of Criteria for Assessment Types

|  |  |  |
| --- | --- | --- |
| **Individual Practical**  2. Information gathering/processing  3. Evaluation of process and the quality of information / data developed  7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)  9. Conclusions  10. Initiative (taking action, independence)  25. Time management / self-management | **Group Practical**  2. Information gathering/ processing  3. Evaluation of process and the quality of information / data developed  7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)  9. Conclusions  11. Decision making  23. Interactive and group skills (including teamwork, negotiation, understanding group dynamics) | **Individual Report**  1. Knowledge and application of subject and theories  3. Evaluation of process and the quality of information/ data developed  6. Clarity of objectives and focus of work  8. Analysis  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  27. Reflection (including self-criticism / awareness) |
| **Group Report**  1. Knowledge and application of subject and theories  3. Evaluation of process and the quality of information/ data developed  6. Clarity of objectives and focus of work  8. Analysis  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  23. Interactive and group skills (including teamwork, negotiation, understanding group dynamics) | **Individual Presentation**  1. Knowledge and application of subject and theories  6. Clarity of objectives and focus of work  9. Conclusions  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  21. Presentation (visual)  22. Presentation (oral)  24. Self-presentation / interpersonal skills | **Group Presentation**  1. Knowledge and application of subject and theories  6. Clarity of objectives and focus of work  9. Conclusions  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  21. Presentation (visual)  22. Presentation (oral)  23. Interactive and group skills (including teamwork, negotiation, understanding group dynamics) |
| **Reflective Writing**  3. Evaluation of process and the quality of information/data developed  5. Referencing  6. Clarity of objectives and focus of work  11. Decision making  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  27. Reflection (including self-criticism / awareness) | **Critical Reflection**  3. Evaluation of process and the quality of information/ data developed  6. Clarity of objectives and focus of work  11. Decision making  18. Communication and presentation (appropriate to discipline)  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  27. Reflection (including self-criticism / awareness) | **Essay**  1. Knowledge and application of subject and theories   1. Quality of sources used 2. Referencing 3. Clarity of objectives and focus of work   8. Analysis  9. Conclusions  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy) |
| **Case Study**   1. Knowledge and application of subject and theories 2. Information gathering/ processing   4. Quality of sources used  7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)  8. Analysis  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy) | **Performance**  1. Knowledge and application of subject and theories  13: Performance: Clarity and Consistency  14: Performance: Collaborative Working  15: Performance: Technical Competency  16: Performance: Spontaneity  24. Self-presentation / interpersonal skills | **Practical Submission (e.g. website or film)**  1. Knowledge and application of subject and theories  6. Clarity of objectives and focus of work  10. Initiative (taking action, independence)  12. Creative process  17. Form and content in a practical context  18. Communication and presentation (appropriate to discipline)  20. Digital skills |
| **Plans for Exhibition**   1. Information gathering/ processing 2. Evaluation of process and the quality of information / data developed 3. Quality of sources used   6. Clarity of objectives and focus of work  11. Decision making  17. Form and content in a practical context  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy) | **Exhibition**  1. Knowledge and application of subject and theories  6. Clarity of objectives and focus of work  10. Initiative (taking action, independence)  12. Creative process  17. Form and content in a practical context  18. Communication and presentation (appropriate to discipline)  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy) | **Portfolio**  2. Information gathering/ processing  3. Evaluation of process and the quality of information / data developed  6. Clarity of objectives and focus of work  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  20. Digital skills  25. Time management / self-management  27. Reflection (including self-criticism / awareness) |
| **Written Examination**  1. Knowledge and application of subject and theories  4. Quality of sources used  6. Clarity of objectives and focus of work  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  25. Time management / self-management | **Computer Based Exam**  1. Knowledge and application of subject and theories  6. Clarity of objectives and focus of work  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  20. Digital skills  25. Time management / self-management | **Work Placement Report**  2. Information gathering/ processing  3. Evaluation of process and the quality of information / data developed  6. Clarity of objectives and focus of work  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  23. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)  29. Work within a framework of professional values / code of conduct  30. Reflective practice |
| **Dissertation or Major Project**  1. Knowledge and application of subject and theories  3. Evaluation of process and the quality of information / data developed  5. Referencing  7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)  9. Conclusions  19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)  25. Time management / self-management  27. Reflection (including self-criticism / awareness) | | |



# Level 4 Grading Descriptors

**This toolkit has been developed with acknowledgement and thanks to Canterbury Christ Church for the design of the grading descriptors and associated guidance on the drafting of marking criteria.**

You should select the most appropriate 3 to 6 criterion for each assessment item. Where spelling, punctuation, grammar and numeracy can be assessed, the ‘clarity of expression’ criterion (19) **must be used** (this criterion is in addition to the 3 to 6 criteria normally selected). Use the sample grouping selections for common assessment types to help you select the appropriate criterion; enter these onto the blank marking criteria template and incorporate any subject specific language - do not alter language relating to the performance level (e.g. excellent, basic, detailed).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **A. KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1. Knowledge and application of subject and theories** | Knowledge and understanding of theory are detailed and beyond what has been taught. Appreciation of the limits of subject-specific theories demonstrated in the work. Approach to assessment task is clearly, appropriately, and theoretically informed. | Demonstrates an accurate, systematic theoretical understanding of the subject and a range of key theories. Appropriately selected theoretical knowledge is synergised into the overall assessment task with some appreciation of the limits of subject specific theories. | Shows a systematic and accurate understanding of key subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound descriptive knowledge of key theories with appropriate application; sometimes balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and understanding are generalised. | In this assignment some of the theories presented are not appropriate. Terminology, facts, and concepts are presented inaccurately and/or with omissions in key areas. The application and/or understanding demonstrated is extremely limited. | In this assignment there is a lack of relevant subject-specific theory. |
| **2. Information gathering/ processing** | Uses initiative to seek out a broad range of highly relevant information and synthesises and evaluates it effectively. | Selects a range of highly relevant information. Demonstrates understanding of the complexity of the information and processes it effectively. | Selects appropriate information and processes it thoroughly with some critical evaluation. | Selects appropriate information and evaluates and comments on it critically, includes some readings beyond the set range. | Selects generally appropriate information and shows ability to evaluate and comment on it adequately. | The selection of information here is not appropriate to the task and there is not enough evaluation of it to support the work. | The selection of information here is not appropriate to the task and it is not evaluated systematically. |
| **3. Evaluation of process and the quality of information / data developed** | Evaluates information and/or data and the inquiry process perceptively using appropriate criteria some of which is self-determined. | Evaluates information and/or data and the inquiry process perceptively using appropriate criteria some of which may be self-determined. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows sound, basic evaluation of information and/or data and the inquiry process used. | Shows basic evaluation of the inquiry methodology and information and/or data generated. | In this submission, evaluation of process and the information and/or data is incomplete. | The work shows limited or no evaluation of either process or outcomes. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Significant use is made of primary sources, in conjunction with high quality secondary sources. Draws upon some current research or advanced scholarship. | Significant use made of primary sources in conjunction with high quality secondary sources. | Uses a balanced combination of primary and high-quality secondary sources. | Some use of primary sources, but generally reliant on appropriate secondary sources. | Mostly relies on set secondary sources. Use of primary sources limited and is limited to set sources. | The work draws on some set secondary sources, but also relies on inappropriate sources. Hardly any use of primary sources. | The submission is based on unreliable and/ or inappropriate sources. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Entries in the reference list are accurate. | Attempts to follow a systematic approach to the citation of sources, appropriate to the discipline. Most elements of individual references are present and accurate. | Sources of information acknowledged and integration between text and reference list is mainly effective with some inaccuracies or omissions. Attempts to follow systematic approach, appropriate to the discipline. Reference list contains some errors. | Some sources of information acknowledged but links between text and reference list are unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list. |
| **6. Clarity of objectives and focus of work** | This work defines appropriate objectives in detail and addresses them logically, coherently, comprehensively showing sophisticated interpretation of complex ideas. | This work defines appropriate objectives in detail and addresses them logically, and coherently, interpreting complex ideas clearly. | This work defines appropriate objectives and addresses them coherently and logically throughout the work providing a clear focus to the work. | This work outlines some appropriate objectives and addresses them in a coherent manner which gives focus to the work. | This work uses generalised objectives to provide adequate but limited focus to the work | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work, no objectives are identified, and the submission lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Convincing rationale for selection of one from several methodologies enables the successful and efficient collection and recording of information and/or data with perception. | Methodology selected is effective and rationale for its selection is convincingly explored enabling the effective collection of appropriate information and/or data. | Methodology selected is effective and appropriate to the aims and objectives of the task and a rationale for its selection from the range of provided methodologies is provided. | Methodology chosen is appropriate to the task and a rationale is given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task and brief rationale offered refers to established guidance. | In this piece of work the choice of methodology and relationship to information and/or data being collected is confused and confusing. | In this piece of work the issue of methodology is not addressed and/or an inappropriate methodology is selected. There is little evidence of how planning was used to complete the task. |
| **8. Analysis** | Makes excellent use of relevant analytic techniques and applies these to new and/or abstract information and situations. Shows well-developed ability to compare alternative theories or analytic approaches. | Makes very good use of a range of analytic techniques relevant to the discipline and applies these to new and/or abstract information and situations. Shows developing ability to compare alternative theories and/or analytic approaches. | Makes effective use of established techniques of analysis relevant to the discipline. Shows some ability to compare with some insight alternative theories and/or analytic approaches. | Makes consistent, albeit conventional, use of established techniques of analysis, relevant to the discipline. | Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline. | Here the attempts at analysis are ineffective and/or uninformed by the discipline. | This submission does not contain effective analysis and does not yet engage with key disciplinary techniques. |
| **9. Conclusions** | Conclusions are well developed, analytical, use appropriate forms of conceptualisation and show some originality. They form an integrated part of arguments or discussion, reflecting a strong grasp of a range of theory and/or evidence. Demonstrates development of critical insight and interpretation of  complex ideas. | Conclusions are well developed, analytical, and use appropriate forms of conceptualisation. They are systematic and thoroughly grounded in a range of theory and/or evidence Demonstrates development of some critical insight and interpretation of complex ideas. | Conclusions show some critical insight and relate clearly and logically to substantiated arguments based on a range of sources of evidence and/or theory. A range of views and information are critically evaluated and there is perceptive interpretation of complex ideas. | Logical and evidenced conclusions are drawn from evaluation of a range of sources of evidence and/or theory. Shows developing ability to consider and evaluate a range of views and to explain complex ideas consistently and clearly. | Adequate conclusions are drawn which are derived from understanding of evidence and/or theory. Shows the ability to consider alternative views and explain complex ideas. | The work demonstrates limited or inaccurate understanding of the evidence and does not draw together arguments effectively. | The work either lacks a conclusion or presents an unsubstantiated and/or invalid conclusion. |
| **10. Initiative (taking action, independence)** | Shows a creative, independent approach to achieving goals in a manner appropriate to situation(s). If in a group setting, shows appreciation of the needs and views of others. | Uses imagination to assess the needs of a situation and take independent actions to achieve goals. If in a group setting, takes account of the needs and views of others. | Effectively assesses the needs of a situation and takes independent action necessary to achieve goals. If in a group setting, shows some awareness of the needs and views of others. | Where goals and methods are defined, will assess the needs of a situation and act towards achieving goals. If in a group setting, shows limited awareness of the needs and views of others. | Where goals and methods are clearly defined, will undertake tasks requiring some independence. If in a group setting, shows limited awareness of the needs and views of others. | In this assignment, limited ability has been demonstrated to undertake tasks beyond those prescribed. If in a group setting, the needs and views of others have not been meaningfully considered. | In this assignment, ability to undertake prescribed tasks has been demonstrated, but independent tasks are not attempted. If in a group setting, the needs and views of others have not been considered. |
| **11. Decision making** | Uses a range of appropriate information to evaluate options. Makes clear decisions which give due weight to alternatives and justify the final choice. | Uses appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision. | Uses appropriate information to evaluate options. Final decision is clear and linked to the evaluation. | Recognises benefits and disadvantages of some viable options but provides limited clarity on rationale for final decision. | When decisions are made, a limited, but tenable, rationale for decisions is provided. | Here, the rationale behind the final choice is unclear or untenable. | Here, the final choice is unclear or absent. In this work the student has not demonstrated ability to make decisions. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Creative work shows highly developed technique in the service of a lively creative imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style. | Creative work shows well-developed imagination and technique. Processes involved are handled with assurance to achieve creative results. Personal style makes its mark on models and moulds influences with originality and style. | Creative work shows developing imagination and technique. Processes involved have creative application and outcomes. Builds on models and moulds influences with some originality and moments of distinctive personal style. | Creative works shows some imagination and technique. Processes involved have some creative consequence. Personal style is evident at times in work which is otherwise derivative in origin. | Creative work shows a basic level of imagination and technique. Processes involved have developing creative outcomes. Personal style is lacking, and the work is derivative in origin. | This work contains undeveloped ideas and/or little creativity or skill/technique. Minimal personal style and little insight into effective working processes are demonstrated here. | In this piece of work skills and techniques are undeveloped. Creativity or innovation are not evidenced here. |
| **13. Performance: Clarity and Consistency** | The overall clarity and consistency of your work was outstanding. This was evidenced by your characterisation across the piece, which was clear and consistent, but also nuanced, focused, coherent, sustained and demonstrated a forward-moving progression of thought, emotion, and action. It was clear that your character was constantly pursuing objectives, negotiating obstacles, and the demands of the medium. Thought-shifts, unit changes, actions, reactions beats were clearly embodied and vocally realised. Your choices clearly reflected your character’s situation at all points of the performance. You projected your choices appropriately in the medium through your voice and movement work. The work was evidently underpinned by a strong application of acting methodologies and a rigorous exploration of contextual research. | The overall clarity and consistency of your work was excellent. This was evidenced by your characterisation across the piece, which was, overall, clear and consistent, but also displayed many instances of nuance, focus, coherence, and a sustained and forward-moving progression of thought, emotion, and action. Throughout your character pursued objectives, negotiated obstacles, and the demands of the medium. Thought-shifts, unit changes, actions, reactions beats were clearly embodied and vocally realised and your choices clearly reflected your character’s situation at all points of the performance. You projected your choices appropriately in the space through your voice and movement work. The work was evidently underpinned by a consistent application of acting methodologies and a practical exploration of contextual research. | The overall clarity and consistency of your work was very good. There was evidence that you attempted to portray a focused, coherent, and forward-moving progression of thought, emotion, and action across the scene. There was a general sense of your character pursuing objectives, negotiating obstacles and the demands of the medium – but sometimes you could clarify these further. You identified thought-shifts, unit changes, actions, reactions beats, but you need to use your voice and body more effectively to realise these moments. You made choices which, while broadly appropriate to your character’s situation at this point in the performance, could reflect the given circumstances in a more nuanced and specific way. You worked to project your choices in the medium through your voice and movement work, but this was, at times, inconsistent. While the work was underpinned by an application of acting methodologies and a practical exploration of contextual research, this work could be more consistently applied in performance and rehearsal. | The overall clarity and consistency of your work was proficient. There was some evidence that you attempted to portray a coherent and forward-moving progression of thought, emotion, and action, but the through-line was not always clear. While you gave some sense of the character’s objectives/obstacles, a nuanced struggle between objective and obstacle was not consistently realised. Thought-shifts, unit changes, actions, reaction beats were evident in places but could be more consistently marked. While there was a general sense of you making choices appropriate to given circumstances, your work needs to be underpinned by a clearer understanding of your character’s given circumstances. Your ability to project choices through voice and body may require further development for the medium. While there was some evidence of an attempt to apply acting methodologies and contextual research to your rehearsal, this process needs to be much more rigorous to ensure it translates to performance in a meaningful way. | The overall clarity and consistency of your work was basic. There was limited evidence that you attempted to portray a coherent and forward-moving progression of thought, emotion, and action. Your character’s objectives and obstacles were not consistently played. Thought-shifts, unit changes, actions, and reaction beats were sporadically evident. You made some choices appropriate to the character’s situation at points in the medium, but overall, your portrayal of the given circumstances of the scene lacked specificity. Your ability to project choices through voice and body required further development. There was limited evidence of the application of acting methodologies and application of contextual research. | There was insufficient or no evidence of application of research and acting methodologies. There was insufficient or no evidence that you attempted to plot and play a clear journey for your character. Your choices did not reflect a clear understanding of your character’s situation and given circumstances, or the medium. Your physical and vocal skills did not support the clear projection of choices in the space. | There was insufficient or no evidence of application of research and acting methodologies. There was insufficient or no evidence that you attempted to plot and play a clear journey for your character. Your choices did not reflect a clear understanding of your character’s situation and given circumstances, or the medium. Your physical and vocal skills did not support the clear projection of choices in the space. |
| **14. Performance: Collaborative Working** | Work demonstrates that in collaboration with others you enable their work, not only to serve your own creative process, but to support theirs too. Simultaneously, you will understand the overall objectives of the project and its director and respond immediately and intelligently to the demands of both. Your work will therefore make a thoughtful contribution to the development of the project. | Your work demonstrates that in your collaboration with others you enable their work, not only to serve your own creative process, but to enable theirs too. Simultaneously, you will understand the overall objectives of the project and its director and respond quickly and intelligently to the demands of both. Your work will therefore make a reliable contribution to the development of the project. | Your work demonstrates that in your collaboration with others you facilitate their work and find a balance between serving your own creative process and others too. You will demonstrate an understanding of the overall objectives of the project and its director and respond to the demands of both with in a manner that demonstrates a reasonable understanding of those demands. Your work will therefore contribute to the development of the project. | Your work demonstrates that in your collaboration with others you facilitate their work but do not always strike the balance between serving your own creative process and others too. You will demonstrate some understanding of the overall objectives of the project and its director and respond to the demands of both with in a manner that demonstrates a basic understanding of those demands. Your work will therefore support the project. | Your work demonstrates that while in your collaboration with others you contribute to their work, you do not consistently strike the balance between serving your own creative process and others too. You will demonstrate a basic understanding of the overall objectives of the project and its director and while you do respond to those demands, the responses will be minimal. Your work therefore supports the project on a basic level | Your work demonstrates that in your collaboration with others you either fail to contribute to their work, or you fail to serve your own creative process, or both. You demonstrate minimal or no understanding of the overall objectives of the project and its director, and you either fail to respond to those demands or make minimal contribution. Your work therefore struggles or fails to support the project. | Your work demonstrates that in your collaboration with others you either fail to contribute to their work, or you fail to serve your own creative process, or both. You demonstrate minimal or no understanding of the overall objectives of the project and its director, and you either fail to respond to those demands or make minimal contribution. Your work therefore struggles or fails to support the project. |
| **15. Performance: Technical Competency** | Compelling, communicative and convincing performance demonstrating thorough understanding of style. Accurate, flexible, focused, well-rehearsed, convincing and precise performance. | Focused performance that demonstrates communication, commitment and thorough understanding of style with careful attention to detail, displaying a consistently high level of technical ability. | Performance that demonstrates communication, commitment and understanding of the genre with careful attention to detail, displaying a good level of technical ability. | Performance that demonstrates communication, commitment and understanding of the genre with some attention to detail and technical ability. | Performance that mostly demonstrates communication, commitment and understanding of the genre but with little attention to detail and displaying a basic level of technical ability. | Performance in which communication, commitment and style are limited by struggles with technical control. | Performance in which fluency and focus are severely limited by a lack of technical control. |
| **16. Performance: Spontaneity** | Your in-the-moment responsiveness to the world of the performance and the demands of the text was outstanding throughout. This was evident through your consistent active listening, spontaneous thinking, your imaginative engagement in the character's inner life, your sense of play, and your sense of emotional authenticity and availability. The sensitivity and detail of your responses evidenced a rigorous and inventive engagement with the text and world of the performance. This is impressive work at this level of study. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was excellent. This was evident through your overall active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. Your responses evidenced a generally detailed and consistent imaginative engagement with the world of the performance. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was very good. This was evident through generally consistent active listening, spontaneous thinking, imaginative engagement in the character's inner life, your sense of play, and your sense of emotional authenticity and availability. You could be more explorative and sensitive in your in-the-moment response to your scene partners or ensemble in the world of the performance. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was proficient. There was evidence of work towards active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. These skills are not yet consistently embedded. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was basic. There was limited evidence of work towards active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was inadequate for this level of study. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was inadequate for this level of study. |
| **17. Form and content in a practical context** | Demonstrates strong ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Experiments with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent. | Evidence of critically relating theory to practice. Synthesises creative strategies and interrelated forms and styles. Good evidence of some creativity and experiments with conventional forms. Technically and professionally competent in most respects. | Work shows some awareness of the relationship between theory and practice. Work tends to be conventional but show good ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout. | Work evidences an appropriate relationship between form and content. Limited presence of creativity. Moderate degree of technical and professional competence. | Some evidence of understanding of the relationship between form and content. Moderate degree of technical and professional competence. Limited creativity. | Work shows little or no evidence of an understanding of the relationship between form and content. The submission lacks creativity and is technically poor. | The work has not addressed the brief in a way that shows understanding of the relationship between form and content. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **D. TRANSFERABLE SKILLS** | | | | | | | |
| **18. Communication and presentation (appropriate to discipline)** | Effective and polished communication which demonstrates a strong and sophisticated understanding of the discipline. | Accomplished communication in a format appropriate to the discipline showing strong understanding of disciplinary requirements. | Very effective communication in a format appropriate to the discipline. | Effective communication in a format appropriate to the discipline. | Clear communication and general evidence of an appropriate academic style for the discipline. | Here the communication is unstructured and unfocused and/or in a format inappropriate to the discipline. | Here the communication is disorganised and/or incoherent and does not show understanding of the discipline’s style. |
| **19. Clarity of expression (incl.**  **accuracy, spelling, grammar, punctuation, and numeracy)** | Fluent and accomplished writing, appropriate to assignment. grammar, spelling, and numeracy are highly accurate. | Fluent writing, appropriate to the assignment. grammar, spelling, and numeracy are accurate. | Language generally fluent and expressive. grammar, spelling, and numeracy accurate. | Meaning is clear but language not always used fluently. grammar, spelling and/or numeracy is mainly accurate. | Understandable and clear meaning, but language choices include errors which detract from the argument. Accuracy of spelling, punctuation, grammar and numeracy allows understanding but needs to be improved. | In this piece of work the meaning is often unclear with frequent errors in grammar, spelling, and or numeracy. | In this piece of work, the meaning is unclear throughout. Errors in spelling, grammar, punctuation and/or numeracy make interpretation challenging for an assessor. |
| **20. Digital skills** | Excellent use of a range of appropriate digital technologies to enhance the work, showing digital literacy and originality. | A range of digital technologies are used accurately and discerningly to enhance the work, demonstrating very good digital literacy. | A range of appropriate digital technologies are used accurately to enhance the work, showing good digital literacy. | Appropriate digital technologies are used accurately to enhance the work, showing digital literacy. | Understandable and clear work with use of appropriate digital technologies but errors which detract from digital literacy. | Some appropriate digital technologies are used but overall digital literacy is poor. | Digital technologies are not used appropriately; digital literacy not demonstrated. |
| **21. Presentation (visual)** | Imaginative presentation with strong visual impact which enhances the message. | Message is presented creatively with strong visual impact. | Presentation is clear and has very good visual effect. | Presentation has a generally sound structure and visual tools are used effectively. | Visual aspect and/or structure of presentation is adequate with limited creativity. | Presented in a disorganised manner. Lacks appropriate support from visual tools. | Presentation is disorganised and/or incoherent and/or medium is non-visual. |
| **22. Presentation (oral)** | Presentation is very well structured and engaging. Audibility and pace are appropriate to audience and used with excellent effect to enhance the presentation. | Presentation is very well structured and engaging. Audibility and pace are effective in engaging the audience. | Presentation is well-structured and addressed effectively to audience. Pace and audibility are very good. | Presentation has a sound structure. Pace and audibility are satisfactory most of the time. | Pace, audibility and/or structure of presentation are adequate. | Delivery is disorganised and/or pace and audibility is poor. | Presentation is not understandable and/or inaudible and/or not an oral presentation. |
| **23. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)** | Demonstrates a flexible, approach to negotiation which addresses conflict and builds co-operation to develop relationships which are mutually beneficial to achieving group objectives. | Uses a range of networking skills effectively within a learning or professional group. Seeks to address conflict to establish relationships which serve the group needs. | Interacts within a learning group, giving and receiving information and ideas and modifying responses where appropriate to contribute to group aims. | Meets obligations to others (tutors and/or peers) providing constructive contributions to support shared objectives. Recognises and assesses alternative options. | Uses basic interactive skills appropriately to usefully contribute to the group aims. | In this assignment there was either a tendency to avoid working with others or contributions to this group activity were not effective or constructive. | In this assignment there was either a lack of contributions to the group or the contributions made were unconstructive and made it harder for the group to achieve their aims. |
| **24. Self-presentation / interpersonal skills** | Confident and flexible self-presentation employing a range of interpersonal skills appropriate to the individual’s aims and setting(s). | Flexible self-presentation and interpersonal skills appropriate to the individual’s aims and setting(s). | Can adopt both a formal and informal style and uses basic interpersonal skills appropriate to the setting(s). | Can adopt both a formal and informal style and uses basic interpersonal skills generally appropriately but not always matching the needs of the situation. | Shows awareness of different styles of self-presentation and is willing to use them in different situations but without always matching the needs of the situation. | Demonstrates some self-awareness and/or interpersonal skills but at key moments the skills deployed did not match the needs of the situation. | In this work self-awareness and appropriate interpersonal skills were not matched to the needs of the situation. |
| **25. Time management / self-management** | Meets deadlines. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. | Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. | Makes plans and implements them in a satisfactory manner to meet deadlines. | Meets important deadlines. Exhibits some limited evidence of planning. | Usually meets important deadlines. Exhibits limited evidence of planning. | Some deadlines met, but most deadlines missed. Extremely limited evidence of effective time management shown here. | Deadlines not or rarely met. Not yet demonstrating ability to make and implement plans. |
| **26. Independence / autonomy (including planning and managing learning)** | Identifies learning needs by actively seeking out feedback from a range of sources and making effective use of available resources. Manages own learning, showing a desire to keep  learning and improving. | Identifies learning needs by actively seeking out feedback from a range of sources and making use of available resources. Manages own learning, showing a desire to keep learning and  improving. | Shows independence in planning learning, identifying appropriate learning resources, and acting on feedback to keep learning and improving performance. | Largely works independently. Accesses and uses a range of learning resources, feedback, and support to try to keep learning and improving performance. | Undertakes clearly directed work independently. Uses the standard learning resources and feedback to try to keep learning and improving performance. | Demonstrates limited ability to work independently, needing significant guidance on methods and resources. | Has not yet demonstrated ability to work independently; needs continuous guidance on methods and resources. |
| **27. Reflection (including**  **self-criticism / awareness)** | Confidently evaluates own strengths and weaknesses and the criteria by which such judgements are made. Starts to interrogate received opinion, prejudices and value sets operating. | Confidently evaluates own strengths and weaknesses and shows developing understanding of the criteria by which such judgements are made. Prepared to question received opinion, prejudices and value sets operating. | Able to evaluate own strengths and weaknesses and shows understanding of criteria for judgements. Starts to question received opinion, prejudices and value sets operating. | Demonstrates an understanding of the criteria set by others. Recognises own strengths and weaknesses in relation to these criteria. Does not question received opinion. | Dependent on criteria set by others. Begins to recognise own strengths and weaknesses in relation to these criteria. Does not question received opinion. | Partial awareness of criteria set by others and limited ability to evaluate own strengths and weaknesses in relation to them. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses. May result in quite an inaccurate view of the situation. |
| **28. Critical review (to be used in peer assessment)** | Assesses/ evaluates the work of others convincingly using a range of criteria accurately and appropriately. Provides a persuasive rationale for judgements and offers specific insights into how work  could be developed. | Assesses/ evaluates the work of others using a range of criteria accurately and appropriately. Provides a rationale for judgements and offers specific insights into how work could be developed. | Assesses/ evaluates the work of others using a range of existing criteria appropriately, indicates possible areas for improvement. | Examines work of others and identifies some strengths and weaknesses using existing criteria. | Comments in general terms on the work of others using prescribed formats. | Demonstrates limited ability to make reasoned comment on the work of others. | Has not yet demonstrated ability to make reasoned comment on the work of others. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **E. PROFESSIONAL COMPETENCIES** | | | | | | | |
| **29. Work within a framework of professional values / code of conduct** | Develops specific, achievable objectives which are achievable consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives with some creativity which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Shows limited consideration of appropriateness and practicability. | Inadequate attempt made here to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | No attempt made here to ascertain needs of clientele and develop a workable brief. Has not worked within the prescribed professional values and/or code of conduct framework. |
| **30. Reflective practice** | Effectively analyses personal practice and that of others through reflection and considers the rationale behind these practices. Demonstrates developing awareness of potential alternatives and  their implications for further practice. | Evaluates personal practice and the practice of others through reflection using appropriate frames of reference. Develops plans of action in the light of these considerations. | Evaluates personal practice and the practice of others using appropriate frames of reference. Considers alternative future actions. | Evaluates own practice and that of others using several frames of reference. Considers future actions. | Interprets own practice and that of others based on specific frames of reference. Identifies some further actions. | Limited interpretation of own practice and that of others here. As a result, appropriate future action planning is extremely limited. | Incomplete or inaccurate interpretation of own practice and that of others here. As a result, not yet able to plan appropriate future actions. |



# Level 5 Grading Descriptors

**This toolkit has been developed with acknowledgement and thanks to Canterbury Christ Church for the design of the grading descriptors and associated guidance on the drafting of marking criteria.**

You should select the most appropriate 3 to 6 criterion for each assessment item. Where spelling, punctuation, grammar and numeracy can be assessed, the ‘clarity of expression’ criterion (19) **must be used** (this criterion is in addition to the 3 to 6 criteria normally selected). Use the sample grouping selections for common assessment types to help you select the appropriate criterion; enter these onto the blank marking criteria template and incorporate any subject specific language - do not alter language relating to the performance level (e.g. excellent, basic, detailed).

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **A. KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1. Knowledge and application of subject and theories** | Knowledge and understanding of theory are very detailed and beyond what has been taught. Demonstrates a coherent understanding of the limits of subject specific theories throughout the work. Approach to assessment task is appropriately and theoretically informed. | Demonstrates an extensive, accurate, systematic understanding of the subject and a range of key theories. Appropriately selected theoretical knowledge is synergised into the overall assessment task. | Shows a good systematic and accurate understanding of key subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound descriptive knowledge of key theories with appropriate application; may be balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and/or understanding is generalised. | In this assignment some of the theories presented are not appropriate. Terminology, facts, and concepts are presented inaccurately and/or with omissions in key areas. The application and/or understanding demonstrated is limited. | In this assignment there is a lack of relevant subject-specific theory. |
| **2. Information gathering/ processing** | Uses initiative to seek out new sources of information, evaluates their validity against a range of relevant information and synthesises and evaluates their validity comprehensively. | Selects a broad range of highly relevant information. Demonstrates a developing understanding of the complexity of the information and processes it comprehensively. | Selects appropriate information and processes it thoroughly with some critical evaluation. | Selects appropriate information and evaluates and comments on it with some critical evaluation, includes some readings beyond the set range. | Selects generally appropriate research and primary sources and shows ability to comment on them adequately. | The selection of sources/data here is not appropriate to the task and there are not enough evidenced evaluations of readings and research to support the work. | The selection of sources/data here is not appropriate to the task and the evidence gathered is not evaluated systematically. |
| **3. Evaluation of process and the quality of information / data developed** | Evaluates complex information and/or data and the inquiry process perceptively using appropriate criteria that are largely original/self-determined. | Evaluates complex information and/or data and the inquiry process perceptively using appropriate criteria some of which may be self-determined. | Effectively and thoughtfully evaluates information and/or data and the inquiry process, including critique of the techniques used. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows basic evaluation of the inquiry methodology and information and/or data generated. | In this submission, evaluation of process and the information and/or data is incomplete. | The work shows limited or no evaluation of either process or outcomes. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Impressive use of primary sources, in conjunction with high quality secondary sources. Work draws upon current research and/ or advanced scholarship. | Significant use of primary sources in conjunction with high quality secondary sources. Work draws upon current research and/ or advanced scholarship. | Work uses a balanced combination of primary and high-quality secondary sources. | Work makes sound use of primary sources but is generally reliant on secondary sources. | Work mostly relies on set secondary sources. Use of primary sources limited and does not extend beyond set sources. | Work draws on some set secondary sources, but also relies on inappropriate sources. Hardly any use of primary sources. | The submission is based on unreliable and/ or inappropriate sources. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present. | Sources of information are acknowledged and integration between text and reference list is mainly effective. Attempts to follow systematic approach, appropriate to the discipline. Elements of individual references are generally complete. | Some sources of information acknowledged but links between text and reference list are unclear.  Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list in this submission. |
| **6. Clarity of objectives and focus of work** | This work defines appropriate objectives in detail and addresses them logically, coherently, comprehensively and with creativity, showing some sophisticated interpretation of complex ideas. | This work defines appropriate objectives in detail and addresses them logically, and coherently, interpreting complex ideas clearly. | This work defines appropriate objectives and addresses them coherently and logically throughout the work while engaging with complex ideas. | This work outlines appropriate objectives and addresses them in a logical and coherent manner which gives a focus to the work with some engagement with complex ideas. | This work uses generalised objectives to provide adequate but limited focus to the work. Overall, logical, and coherent but with limited engagement with  complex ideas. | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work no objectives are identified, and the submission lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Methodology selected is effective and appropriate to the aims of the task enabling successful and efficient collection and recording of complex data. The rationale for choosing this methodology from several methodologies is self-determined and convincingly explored. | Methodology selected is effective and appropriate to the aims of the task enabling effective collection of complex data. The rationale for choosing this methodology from several methodologies is convincingly explored. | Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task and the rationale offered refers to established guidance. | Methodology used is appropriate to the task and brief rationale offered refers to established guidance. | In this piece of work the choice of methodology and relationship to information and/or data being collected is confused and confusing. | In this piece of work the issue of methodology is not addressed and/or an inappropriate methodology is selected. There is little evidence of how planning was used to complete the task. |
| **8. Analysis** | Demonstrates outstanding grasp of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows an exceptional appreciation (for this level) of the limits and/or appropriate uses of analytic approaches. | Makes excellent use of a range of relevant analytic techniques and applies these to new and/or abstract information and situations. Shows well developed ability to compare critically alternative theories and/or analytic approaches (where relevant). | Makes effective use of established techniques of analysis relevant to the discipline. Shows developing ability to compare with some insight alternative theories and/or analytic approaches (where relevant). | Makes consistent, albeit conventional, use of established techniques of analysis, relevant to the discipline. | Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline. | The submission includes analysis, but the analysis is ineffective and/or uninformed by key disciplinary techniques. | This submission does not contain effective analysis and does not yet engage with key disciplinary techniques. |
| **9. Conclusions** | Conclusions coherent, well developed and show some originality. They form an integrated part of well-substantiated overall arguments and/or discussion, reflecting commanding grasp of a wide range of theory and/or evidence and/or literature and appropriate forms of conceptualisation. Demonstrates sophisticated critical insight and interpretation of complex matters and ideas | Conclusions are coherent, well developed, analytical, and show some sophisticated insights. They are systematic and thoroughly grounded in a wide range of theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming an integrated part of well-substantiated overall arguments and/or discussion. Demonstrates development of sophisticated critical insight and interpretation of complex matters and ideas | Conclusions show development of critical insight and relate clearly and logically to substantiated arguments based on a wide range of sources of evidence and/or theory and/or literature. A range of views and information are critically evaluated and synthesised and there is perceptive interpretation of complex matters and ideas. | Logical and evidenced conclusions are drawn from evaluation of a range of sources of evidence and/or theory and/or literature. Shows the ability to consider and evaluate a range of views and to explain complex matters and ideas clearly. | Adequate conclusions are drawn which are derived from understanding of evidence and/or theory and/or literature. Shows the ability to consider alternative views and explain complex matters and ideas. | The work demonstrates limited or inaccurate understanding of the evidence and does not draw together arguments effectively. | The work either lacks a conclusion or presents an unsubstantiated and/or invalid conclusion. |
| **10. Initiative (taking action, independence)** | Shows a creative and independent approach to achieving goals in a manner appropriate to situation(s), If in a group setting, shows appreciation of the needs and views of others. | Uses imagination to assess the needs of a situation and take independent actions to achieve goals effectively. If in a group setting, takes account of the needs and views of others with some sensitivity. | Effectively assesses the needs of a situation and takes independent action necessary to consistently achieve goals. If in a group setting, shows awareness of the needs and views of others. | Assesses needs of a situation and acts towards achieving goals. If in a group setting, generally shows awareness of the needs and views of others. | Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows some development of awareness of the needs and views of others. | In this assignment, limited ability has been demonstrated to undertake tasks beyond those prescribed. If in a group setting, the needs and views of others have not been meaningfully considered. | In this assignment, ability to undertake prescribed tasks has been demonstrated, but independent tasks are not attempted. If in a group setting, the needs and views of others have not been considered. |
| **11. Decision making** | Uses a range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions which give due weight to alternatives in complex or unpredictable circumstances. | Uses a range of appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision in complex or unpredictable circumstances. | Consistently uses appropriate information to evaluate options. Selection of final outcome clearly derived from evaluation with insight in complex or unpredictable circumstances. | Uses available information to evaluate feasible options and consistently solve complex problems. Final decision is clear and linked to evaluation showing ability to make decisions in complex or unpredictable  circumstances. | Recognises benefits and disadvantages of feasible options and provides limited rationale for final decision. Shows ability to make decisions in complex or unpredictable circumstances. | Here, the rationale behind the final choice is unclear or untenable. This work shows limited evidence of the student’s ability to make decisions in complex and unpredictable circumstances. | Here, the final choice is unclear or absent. In this work the student has not demonstrated ability to make decisions in complex and unpredictable circumstances. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Demonstrates strikingly innovative creative imagination to create a piece of work/performance art which reaches near level 6 standards in its application of creative methods and techniques, resulting in material which is consummately well-crafted. | Creative work shows highly developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style has developed successfully in work which builds on models with originality and style. | Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results. Builds on models and moulds influences with originality and shows distinctive personal style in development. | Creative works shows imagination and technique. Processes involved have creative application and outcomes. A developing personal style is evident at times in work which shows some original application and adaptation of models. | Creative work shows a basic level of imagination and technique.  Processes involved have some creative outcomes. Personal style is lacking, in favour of work which is derivative in origin. | This work contains undeveloped ideas and/or little creativity or skill/technique. Minimal personal style and little insight into effective working processes are demonstrated here. | In this piece of work skills and techniques are undeveloped. Creativity or innovation are not evidenced here. |
| **13. Performance: Clarity and Consistency** | The overall clarity and consistency of your work was outstanding. This was evidenced by your characterisation across the piece, which was clear and consistent, but also nuanced, focused, coherent, sustained and demonstrated a forward-moving progression of thought, emotion, and action. It was clear that your character was constantly pursuing objectives, negotiating obstacles, and the demands of the medium. Thought-shifts, unit changes, actions, reactions beats were clearly embodied and vocally realised. Your choices clearly reflected your character’s situation at all points of the performance. You projected your choices appropriately in the medium through your voice and movement work. The work was evidently underpinned by a strong application of acting methodologies and a rigorous exploration of contextual research. | The overall clarity and consistency of your work was excellent. This was evidenced by your characterisation across the piece, which was, overall, clear and consistent, but also displayed many instances of nuance, focus, coherence, and a sustained and forward-moving progression of thought, emotion, and action. Throughout your character pursued objectives, negotiated obstacles, and the demands of the medium. Thought-shifts, unit changes, actions, reactions beats were clearly embodied and vocally realised and your choices clearly reflected your character’s situation at all points of the performance. You projected your choices appropriately in the space through your voice and movement work. The work was evidently underpinned by a consistent application of acting methodologies and a practical exploration of contextual research. | The overall clarity and consistency of your work was very good. There was evidence that you attempted to portray a focused, coherent, and forward-moving progression of thought, emotion, and action across the scene. There was a general sense of your character pursuing objectives, negotiating obstacles and the demands of the medium – but sometimes you could clarify these further. You identified thought-shifts, unit changes, actions, reactions beats, but you need to use your voice and body more effectively to realise these moments. You made choices which, while broadly appropriate to your character’s situation at this point in the performance, could reflect the given circumstances in a more nuanced and specific way. You worked to project your choices in the medium through your voice and movement work, but this was, at times, inconsistent. While the work was underpinned by an application of acting methodologies and a practical exploration of contextual research, this work could be more consistently applied in performance and rehearsal. | The overall clarity and consistency of your work was proficient. There was some evidence that you attempted to portray a coherent and forward-moving progression of thought, emotion, and action, but the through-line was not always clear. While you gave some sense of the character’s objectives/obstacles, a nuanced struggle between objective and obstacle was not consistently realised. Thought-shifts, unit changes, actions, reaction beats were evident in places but could be more consistently marked. While there was a general sense of you making choices appropriate to given circumstances, your work needs to be underpinned by a clearer understanding of your character’s given circumstances. Your ability to project choices through voice and body may require further development for the medium. While there was some evidence of an attempt to apply acting methodologies and contextual research to your rehearsal, this process needs to be much more rigorous to ensure it translates to performance in a meaningful way. | The overall clarity and consistency of your work was basic. There was limited evidence that you attempted to portray a coherent and forward-moving progression of thought, emotion, and action. Your character’s objectives and obstacles were not consistently played. Thought-shifts, unit changes, actions, and reaction beats were sporadically evident. You made some choices appropriate to the character’s situation at points in the medium, but overall, your portrayal of the given circumstances of the scene lacked specificity. Your ability to project choices through voice and body required further development. There was limited evidence of the application of acting methodologies and application of contextual research. | There was insufficient or no evidence of application of research and acting methodologies. There was insufficient or no evidence that you attempted to plot and play a clear journey for your character. Your choices did not reflect a clear understanding of your character’s situation and given circumstances, or the medium. Your physical and vocal skills did not support the clear projection of choices in the space. | There was insufficient or no evidence of application of research and acting methodologies. There was insufficient or no evidence that you attempted to plot and play a clear journey for your character. Your choices did not reflect a clear understanding of your character’s situation and given circumstances, or the medium. Your physical and vocal skills did not support the clear projection of choices in the space. |
| **14. Performance: Collaborative Working** | Work demonstrates that in collaboration with others you enable their work, not only to serve your own creative process, but to support theirs too. Simultaneously, you will understand the overall objectives of the project and its director and respond immediately and intelligently to the demands of both. Your work will therefore make a thoughtful contribution to the development of the project. | Your work demonstrates that in your collaboration with others you enable their work, not only to serve your own creative process, but to enable theirs too. Simultaneously, you will understand the overall objectives of the project and its director and respond quickly and intelligently to the demands of both. Your work will therefore make a reliable contribution to the development of the project. | Your work demonstrates that in your collaboration with others you facilitate their work and find a balance between serving your own creative process and others too. You will demonstrate an understanding of the overall objectives of the project and its director and respond to the demands of both with in a manner that demonstrates a reasonable understanding of those demands. Your work will therefore contribute to the development of the project. | Your work demonstrates that in your collaboration with others you facilitate their work but do not always strike the balance between serving your own creative process and others too. You will demonstrate some understanding of the overall objectives of the project and its director and respond to the demands of both with in a manner that demonstrates a basic understanding of those demands. Your work will therefore support the project. | Your work demonstrates that while in your collaboration with others you contribute to their work, you do not consistently strike the balance between serving your own creative process and others too. You will demonstrate a basic understanding of the overall objectives of the project and its director and while you do respond to those demands, the responses will be minimal. Your work therefore supports the project on a basic level | Your work demonstrates that in your collaboration with others you either fail to contribute to their work, or you fail to serve your own creative process, or both. You demonstrate minimal or no understanding of the overall objectives of the project and its director, and you either fail to respond to those demands or make minimal contribution. Your work therefore struggles or fails to support the project. | Your work demonstrates that in your collaboration with others you either fail to contribute to their work, or you fail to serve your own creative process, or both. You demonstrate minimal or no understanding of the overall objectives of the project and its director, and you either fail to respond to those demands or make minimal contribution. Your work therefore struggles or fails to support the project. |
| **15. Performance: Technical Competency** | Compelling, communicative, and precise performance demonstrating near-professional level of authority, thorough awareness of style, proficiency in technical and interpretative issues. | Highly focused, convincing performance demonstrating communication, commitment, and thorough understanding of style with careful attention to detail, displaying a high level of technical ability and interpretive skills. | Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying a high level of technical ability. | Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. | Performance that demonstrates communication, commitment and understanding of the genre. Attention to detail and technical ability are basic but competent. | Performance in which communication, commitment and style are limited by struggles with technical control. | Performance in which fluency and focus are severely limited by a lack of technical control. |
| **16. Performance: Spontaneity** | Your in-the-moment responsiveness to the world of the performance and the demands of the text was outstanding throughout. This was evident through your consistent active listening, spontaneous thinking, your imaginative engagement in the character's inner life, your sense of play, and your sense of emotional authenticity and availability. The sensitivity and detail of your responses evidenced a rigorous and inventive engagement with the text and world of the performance. This is impressive work at this level of study. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was excellent. This was evident through your overall active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. Your responses evidenced a generally detailed and consistent imaginative engagement with the world of the performance. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was very good. This was evident through generally consistent active listening, spontaneous thinking, imaginative engagement in the character's inner life, your sense of play, and your sense of emotional authenticity and availability. You could be more explorative and sensitive in your in-the-moment response to your scene partners or ensemble in the world of the performance. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was proficient. There was evidence of work towards active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. These skills are not yet consistently embedded. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was basic. There was limited evidence of work towards active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was inadequate for this level of study. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was inadequate for this level of study. |
| **17. Form and content in a practical context** | Demonstrates a well-developed ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles more widely. Clear awareness of and some ability to experiment with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent throughout. | Demonstrates some ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Work shows clear evidence of intellectual rigour and/or creativity. Experiments with conventional forms. Technically and professionally competent. | Work evidences some ability in critically relating theory to practice. Demonstrates developing ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of creativity. Generally, technically and professionally competent in most respects. | Work evidences some awareness of the relationship between theory and practice. Work tends to be conventional but shows ability to relate form and content. Some aspects of creativity present.  Structure and content are relevant and approaching technical and professional competence throughout. | Work shows evidence of an appropriate relationship between form and content. Moderate degree of technical and professional competence. Some presence of creativity. | Work shows little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is technically poor. | The work has not addressed the brief in a way that shows understanding of the relationship between form and content. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **D. TRANSFERABLE SKILLS** | | | | | | | |
| **18. Communication and presentation (appropriate to discipline)** | Exceptional communication which demonstrates a comprehensive and sophisticated understanding of the discipline. | Accomplished communication which demonstrates a particularly good understanding of the discipline. | Very good and thorough communication in a format appropriate to the discipline. | Effective communication in a format appropriate to the discipline. | Clear communication and in a format which shows awareness of the discipline’s academic style. | Here the communication is unstructured and unfocused and/or in a format not appropriate to the discipline. | Here the communication is disorganised and/or incoherent and does not show understanding of the discipline’s academic style. |
| **19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)** | Excellent writing control, appropriate to assignment, which enhances the argument. grammar, spelling, and numeracy are flawlessly accurate. | Accomplished writing style appropriate to the assignment. grammar, spelling, and numeracy are almost always accurate. | Fluent writing style; use of language fluent, nuanced, and expressive. grammar, spelling, and numeracy mainly accurate. | Language is clear, consistent, and conveys nuances. grammar, spelling and/or numeracy is mainly accurate with some errors. | Understandable and clear writing style, but accuracy of spelling, punctuation, grammar and numeracy need to be improved. Errors which detract from the argument. | In this piece of work the meaning is often unclear with frequent errors in grammar, spelling, and or numeracy. | In this piece of work, the meaning is unclear throughout. Errors in spelling, grammar, punctuation and/or numeracy make interpretation challenging for an assessor. |
| **20. Digital skills** | Excellent use of a range of appropriate digital technologies to enhance the work, showing sophisticated digital literacy and originality/initiative of approach. | A range of digital technologies are used accurately and discerningly to enhance the work, demonstrating excellent digital literacy. | A range of appropriate digital technologies are used accurately to enhance the work, showing good digital literacy. | Appropriate digital technologies are used accurately to enhance the work, showing digital literacy. | Understandable and clear work with use of appropriate digital technologies but errors which detract from digital literacy. | Some appropriate digital technologies are used but overall digital literacy is poor. | Digital technologies are not used appropriately; digital literacy not demonstrated. |
| **21. Presentation (visual)** | Exceptional presentation for level 5 with strong visual impact which enhances the message. | Message is presented sophisticatedly and creatively with visual impact. | Presentation is effective and has good visual effect with creativity. | Presentation has a sound structure and visual impact with some creativity. | Visual aspect and/or structure of presentation is adequate with limited creativity. | Presented in a disorganised manner. Lacks appropriate support from visual tools. | Presentation is disorganised and/or incoherent and/or medium is non-visual. |
| **22. Presentation (oral)** | Presentation is exceptional for level 5, well structured, imaginative, and thoroughly engaging. Audibility and pace are appropriate to audience and used with excellent effect to enhance the presentation. | Presentation is very well structured, creative, and engaging. Audibility and pace are effective in engaging the audience. | Well-structured and addressed effectively to audience. Pace and audibility are excellent. | Presentation has a sound structure. Pace and audibility are effective. | Pace, audibility and/or structure of presentation are adequate. | Delivery is disorganised and/or pace and audibility is poor. | Presentation is not understandable and/or inaudible and/or not an oral presentation. |
| **23. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)** | Demonstrates a flexible, and advanced approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives. | Uses a range of networking skills effectively within a learning or professional group. Demonstrates leadership skills. Negotiates and handles conflict very well seeking to establish relationships which serve the group needs. | Interaction within a learning group demonstrates value, giving and receiving information and ideas and modifying responses where appropriate with some understanding of leadership roles. | Meets obligations to others (tutors and/or peers) providing constructive contributions to support shared objectives. Recognises and assesses alternative options. | Uses basic interactive skills appropriately to usefully contribute to the group aims. | In this assignment there was either a tendency to avoid working with others or contributions to this group activity were not effective or constructive. | In this assignment there was either a lack of contributions to the group or the contributions made were unconstructive and made it harder for the group to achieve their aims. |
| **24. Self-presentation / interpersonal skills** | Creative and confident self-presentation and excellent interpersonal skills allow very effective management of the situation in a manner appropriate to the setting. | Adopts a confident style of  self-presentation, employing very good interpersonal skills consistent with the individual’s aims and appropriate to the setting. | Demonstrates confidence and competence in their chosen style of presentation and interpersonal skills. The approach adopted is appropriate to the setting. | Can adopt both a formal and informal style and uses basic interpersonal skills appropriately and consistently. | Demonstrates an ability to adopt both a formal and informal style using basic interpersonal skills but does not always match the needs of the situation appropriately. | Demonstrates some self-awareness and/or interpersonal skills but at several key moments the skills deployed did not match the needs of the situation. | In this work self-awareness and appropriate interpersonal skills were not matched to the needs of the situation. |
| **25. Time management / self-management** | Meets deadlines. Time management and planning strategies are used effectively to enhance the quality of the work. | Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. | Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. | Makes plans and implements them in a satisfactory manner to meet deadlines. | Usually meets important deadlines. Exhibits limited evidence of planning. | Some deadlines met, but most deadlines missed. Extremely limited evidence of effective time management shown here. | Deadlines not or rarely met. Not yet demonstrating ability to make and implement plans. |
| **26. Independence / autonomy (including planning and managing learning)** | Critically analyses feedback to identify areas of learning needing improvement. Manages own learning comprehensively using a full range of resources which go beyond those readily available. | Identifies learning needs by actively seeking out feedback from a range of sources and makes comprehensive and effective use of available resources. | Confidently identifies learning needs and acts independently to improve performance. Is generally autonomous in utilising learning resources effectively. | Shows developing ability to work independently. Accesses and uses a range of learning resources and support. | Undertakes clearly directed work independently. Uses the standard learning resources. | Demonstrates limited ability to work independently, needing significant guidance on methods and resources. | Has not yet demonstrated ability to work independently; needs significant guidance on methods and resources. |
| **27. Reflection (including**  **self-criticism / awareness)** | Confidently evaluates actions and situations showing a sophisticated awareness of own strengths and weaknesses which are clearly articulated, used, and acted on. Interrogates received opinion, prejudices and value sets operating. | Reflects on own strengths and weaknesses and shows a sophisticated understanding of the criteria by which such judgements are made. Prepared to interrogate received opinion, prejudices and value sets operating. | Able to evaluate own strengths and weaknesses and shows understanding of criteria for judgements. Prepared to question received opinion, prejudices and value sets operating. | Demonstrates an understanding of the criteria set by others. Recognises own strengths and weaknesses. | Accurately applies but is dependent on criteria set by others. Begins to recognise own strengths and weaknesses. | Work does not show consistently accurate application of criteria set by others. Limited recognition of own strengths and weaknesses. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses. May result in quite an inaccurate view of the situation. |
| **28. Critical review (to be used in peer assessment)** | Demonstrates judgement and discrimination in utilising and providing diverse sources of feedback. Offers clear strategies for improvement. | Assesses and/or evaluates the work of others using a range of criteria. Provides a rationale for judgements and offers specific, critical insights into how work could be developed. | Effectively assesses and/or studies the work of others and judges against existing criteria, indicating possibilities for improvement. | Examines work of others and consistently identifies its strengths and weaknesses using existing criteria. | Comments in general terms on the work of others. | Demonstrates limited ability to make reasoned comment on the work of others. | Has not yet demonstrated ability to make reasoned comment on the work of others. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **E. PROFESSIONAL COMPETENCIES** | | | | | | | |
| **29. Work within a framework of professional values / code of conduct** | Develops specific, achievable objectives which show some creativity. Objectives are fully consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops specific achievable objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops achievable objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability. | Inadequate attempt made here to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | No attempt made here to ascertain needs of clientele and develop a workable brief. Has not worked within the prescribed professional values and/or code of conduct framework. |
| **30. Reflective practice** | Consistently analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates imaginative thinking about potential alternatives and their implications for further practice. | Confidently analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts. Develops effective action plans. | Evaluates personal contribution and that of others to practice and develops consistent plans of action. | Demonstrates ability to evaluate own practice and that of others using several frames of reference. Considers future actions | Able to interpret own practice and that of others based on specific frames of reference. Identifies some future actions. | Limited interpretation of own practice and that of others here. As a result, appropriate future action planning is extremely limited. | Incomplete or inaccurate interpretation of own practice and that of others here. As a result, not yet able to plan any appropriate future actions. |



# Level 6 Grading Descriptors

**This toolkit has been developed with acknowledgement and thanks to Canterbury Christ Church for the design of the grading descriptors and associated guidance on the drafting of marking criteria.**

You should select the most appropriate 3 to 6 criterion for each assessment item. Where spelling, punctuation, grammar and numeracy can be assessed, the ‘clarity of expression’ criterion (19) **must be used** (this criterion is in addition to the 3 to 6 criteria normally selected). Use the sample grouping selections for common assessment types to help you select the appropriate criterion; enter these onto the blank marking criteria template and incorporate any subject specific language - do not alter language relating to the performance level (e.g. excellent, basic, detailed).

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **A. KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1. Knowledge and application of subject and theories** | Knowledge and understanding of theory are exceptionally detailed and beyond what has been taught. Appreciation of the limits of subject-specific theories demonstrated throughout the work. Approach to assessment task is clearly, appropriately, and consistently theoretically informed. | Demonstrates an extensive, sophisticated, accurate, systematic theoretical understanding of the subject and a wide range of key theories. Appropriately selected theoretical knowledge is synergised into the overall assessment task with some appreciation of the limits of subject specific theories. | Shows a sophisticated systematic and accurate understanding of key subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound descriptive knowledge of key theories with appropriate application; sometimes balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and/or understanding is generalised. | In this assignment some of the theories presented are not appropriate. Terminology, facts, and concepts are presented inaccurately and/or with omissions in key areas. The application and/or understanding demonstrated is limited. | In this assignment there is a lack of relevant subject-specific theory. |
| **2. Information gathering/ processing** | Uses initiative to seek out new sources of information, evaluates their validity against a broad range of highly relevant information and synthesises and evaluates their validity comprehensively and with flair. | Selects a broad range of highly relevant information. Demonstrates understanding of the complexity of the information and processes it comprehensively and creatively. | Selects appropriate information and processes it thoroughly with critical evaluation and some creativity. | Selects appropriate information and evaluates and comments on it with some creativity, some readings beyond the set range. | Selects generally appropriate research and primary sources and shows ability to evaluate and comment on them adequately. | The selection of sources/data here is not appropriate to the task and there are not enough evidenced evaluations of readings and research to support the work. | The selection of sources/data here is not appropriate to the task and the evidence gathered is not evaluated systematically. |
| **3. Evaluation of process and the quality of information / data developed** | Evaluates to a high degree complex information and/or data and the inquiry process perceptively and comprehensively using appropriate criteria that are largely original/self-determined. | Evaluates complex information and/or data and the inquiry process perceptively and comprehensively using appropriate criteria some of which are self-determined. | Effectively and thoughtfully evaluates information and/or data and the inquiry process, including critique of the techniques used. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows basic evaluation of the inquiry methodology and information and/or data generated. | In this submission, evaluation of process and the information and/or data is incomplete. | The work shows limited or no evaluation of either process or outcomes. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Work draws upon current research and/ or advanced scholarship, demonstrating an excellent use of primary sources and high-quality secondary sources | Significant use of primary sources in conjunction with high quality secondary sources. Work draws upon current research and/ or advanced scholarship. | Work uses a balanced combination of primary and high-quality secondary sources. | Work makes sound use of primary sources but is generally reliant on secondary sources. | Work mostly relies on set secondary sources. Use of primary sources limited and does not extend beyond set sources. | The work draws on some set secondary sources, but also relies on inappropriate sources. Hardly any use of primary sources. | The submission is based on unreliable and/ or inappropriate sources. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and used perceptively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used fluently to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present. | Sources of information acknowledged but integration between text and reference list is mainly effective. Attempts to follow systematic approach, appropriate to the discipline. Elements of individual references are generally complete. | Some sources of information are acknowledged here but links between text and reference list are unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list in this submission. |
| **6. Clarity of objectives and focus of work** | This work defines appropriate objectives in detail and addresses them consistently, logically, coherently, comprehensively and with exceptional creativity, showing sophisticated interpretation of complex ideas. | This work defines appropriate objectives in detail and addresses them comprehensively, logically, coherently and with creativity, interpreting complex ideas clearly. | This work defines appropriate objectives and addresses them coherently and logically throughout the work with creativity while engaging with complex ideas. | This work outlines appropriate objectives and addresses them in a logical and coherent manner which gives a focus to the work with some creativity. | This work uses generalised objectives to provide adequate but limited focus to the work. Overall, logical, and coherent but with limited creativity. | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work no objectives are identified, and the submission lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Methodology selected is effective and appropriate to the aims and objectives of the task and allows for the effective collection and recording of complex data. A convincing, self-determined, and perceptive rationale for the selection of this methodology is provided. | Methodology selected is effective and appropriate to the aims and objectives of the task and allows for the effective collection of complex data. A thorough, convincing, and perceptive rationale for the selection of this methodology is provided. | Methodology selected is effective and appropriate to the aims and objectives of the task and a perceptive rationale for its selection is provided. | Methodology chosen is appropriate to the task and attention given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task and brief rationale offered refers to established guidance. | In this piece of work the choice of methodology and relationship to information and/or data being collected is confused and confusing. | In this piece of work the issue of methodology is not addressed and/or an inappropriate methodology is selected. The planning rationale is unclear. |
| **8. Analysis** | Demonstrates outstanding command of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows an exceptional appreciation of the limits and/or appropriate uses of analytic approaches. | Makes excellent use of a range of relevant analytic techniques and applies these to new and/or abstract information and situations. Shows well developed ability to compare critically alternative theories and/or analytic approaches (where relevant). | Makes very good use of established techniques of analysis relevant to the discipline. Shows ability to compare with some insight alternative theories and/or analytic approaches (where relevant). | Makes consistent, albeit conventional, use of established techniques of analysis, relevant to the discipline. | Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline. | The submission includes analysis, but the analysis is ineffective and/or uninformed by key disciplinary techniques. | This submission does not contain effective analysis and does not yet engage with key disciplinary techniques. |
| **9. Conclusions** | Conclusions coherent, exceptionally well developed and show considerable originality. They form an integrated part of well-substantiated overall arguments and/or discussion, reflecting commanding grasp of a wide range of theory and/or evidence and/or literature and appropriate forms of conceptualisation. Demonstrates very sophisticated critical insight and interpretation of complex matters and ideas | Conclusions coherent, well developed, analytical, and show sophisticated insight. They are systematic and thoroughly grounded in a wide range of theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming an integrated part of well-substantiated overall arguments and/or discussion. Demonstrates sophisticated critical insight and interpretation of complex matters and ideas | Conclusions show development and critical insight and relate clearly and logically to substantiated arguments based on a wide range of sources of evidence and/or theory and/or literature. A range of views and information are critically evaluated and synthesised and there is thorough, perceptive interpretation of complex matters and ideas. | Logical and evidenced conclusions are drawn from evaluation of a range of sources of evidence and/or theory and/or literature. Shows the ability to consider and evaluate a range of views and to explain complex matters and ideas consistently and clearly. | Adequate conclusions are drawn which are derived from understanding of evidence and/or theory and/or literature. Shows the ability to consider alternative views and explain complex matters and ideas. | The work demonstrates limited or inaccurate understanding of the evidence and does not draw together arguments effectively. | The work either lacks a conclusion or presents an unsubstantiated and/or invalid conclusion. |
| **10. Initiative (taking action, independence)** | Shows a creative, proactive, and independent approach to achieving goals in a manner appropriate to situation(s), If in a group setting, shows a sophisticated appreciation of the needs and views of others. | Uses imagination to assess the needs of a situation and take independent actions to achieve goals effectively. If in a group setting, takes account of the needs and views of others with sensitivity. | Effectively assesses the needs of a situation and takes independent action necessary to consistently achieve goals. If in a group setting, recognises the needs and views of others. | Assesses needs of a situation and takes action towards achieving goals with consistency. If in a group setting, shows awareness of the needs and views of others. | Where goals and methods are defined, will undertake tasks requiring some independence. If in a group setting, shows some awareness of the needs and views of others. | In this assignment, limited ability has been demonstrated to undertake tasks beyond those prescribed. If in a group setting, the needs and views of others have not been meaningfully considered. | In this assignment, ability to undertake prescribed tasks has been demonstrated, but independent tasks are not attempted. If in a group setting, the needs and views of others have not been considered. |
| **11. Decision making** | Uses an extensive range of appropriate information, exercising autonomy and initiative when exploring options. Makes clear decisions which give due weight to alternatives in complex and unpredictable circumstances. | Uses a wide range of appropriate information to sophisticatedly evaluate options and applies clear criteria to demonstrate reasons for final decision and/or choice and/or outcome in complex and unpredictable circumstances. | Uses appropriate information to consistently evaluate options. Selection of final outcome clearly derived from evaluation with insight and a degree of autonomy in complex and unpredictable circumstances. | Uses available information to evaluate feasible options and consistently solve complex problems. Final decision is clear and linked to the evaluation showing ability to make decisions in complex and unpredictable circumstances. | Recognises benefits and disadvantages of feasible options and provides limited rationale for final decision. Shows ability to make decisions in complex and unpredictable circumstances. | Here, the rationale behind the final outcome or choice is unclear or untenable. This work shows limited evidence of the student’s ability to make decisions in complex and unpredictable circumstances. | Here, the final choice is unclear or absent. In this work the student has not demonstrated ability to make decisions in complex and unpredictable circumstances. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Demonstrates strikingly innovative creative imagination to create a piece of work/performance art which reaches near professional levels in its application of creative methods and techniques, resulting in material which is consummately well-crafted. | Creative work shows highly developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style. | Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results. Builds on models and moulds influences with originality and distinctive personal style. | Creative works shows imagination and technique. Processes involved have creative application and outcomes. Personal style is evident at times in work which shows some original application and adaptation of models. | Creative work shows a basic level of imagination and technique.  Processes involved have some creative outcomes. Personal style is lacking, in favour of work which is derivative in origin. | This work contains undeveloped ideas and/or little creativity or skill/technique. Minimal personal style and little insight into effective working processes are demonstrated here. | This piece of work does not show evidence of creativity or innovation. Developed skills and techniques are not demonstrated here. |
| **13. Performance: Clarity and Consistency** | The overall clarity and consistency of your work was outstanding. This was evidenced by your characterisation across the piece, which was clear and consistent, but also nuanced, focused, coherent, sustained and demonstrated a forward-moving progression of thought, emotion, and action. It was clear that your character was constantly pursuing objectives, negotiating obstacles, and the demands of the medium. Thought-shifts, unit changes, actions, reactions beats were clearly embodied and vocally realised. Your choices clearly reflected your character’s situation at all points of the performance. You projected your choices appropriately in the medium through your voice and movement work. The work was evidently underpinned by a strong application of acting methodologies and a rigorous exploration of contextual research. | The overall clarity and consistency of your work was excellent. This was evidenced by your characterisation across the piece, which was, overall, clear and consistent, but also displayed many instances of nuance, focus, coherence, and a sustained and forward-moving progression of thought, emotion, and action. Throughout your character pursued objectives, negotiated obstacles, and the demands of the medium. Thought-shifts, unit changes, actions, reactions beats were clearly embodied and vocally realised and your choices clearly reflected your character’s situation at all points of the performance. You projected your choices appropriately in the space through your voice and movement work. The work was evidently underpinned by a consistent application of acting methodologies and a practical exploration of contextual research. | The overall clarity and consistency of your work was very good. There was evidence that you attempted to portray a focused, coherent, and forward-moving progression of thought, emotion, and action across the scene. There was a general sense of your character pursuing objectives, negotiating obstacles and the demands of the medium – but sometimes you could clarify these further. You identified thought-shifts, unit changes, actions, reactions beats, but you need to use your voice and body more effectively to realise these moments. You made choices which, while broadly appropriate to your character’s situation at this point in the performance, could reflect the given circumstances in a more nuanced and specific way. You worked to project your choices in the medium through your voice and movement work, but this was, at times, inconsistent. While the work was underpinned by an application of acting methodologies and a practical exploration of contextual research, this work could be more consistently applied in performance and rehearsal. | The overall clarity and consistency of your work was proficient. There was some evidence that you attempted to portray a coherent and forward-moving progression of thought, emotion, and action, but the through-line was not always clear. While you gave some sense of the character’s objectives/obstacles, a nuanced struggle between objective and obstacle was not consistently realised. Thought-shifts, unit changes, actions, reaction beats were evident in places but could be more consistently marked. While there was a general sense of you making choices appropriate to given circumstances, your work needs to be underpinned by a clearer understanding of your character’s given circumstances. Your ability to project choices through voice and body may require further development for the medium. While there was some evidence of an attempt to apply acting methodologies and contextual research to your rehearsal, this process needs to be much more rigorous to ensure it translates to performance in a meaningful way. | The overall clarity and consistency of your work was basic. There was limited evidence that you attempted to portray a coherent and forward-moving progression of thought, emotion, and action. Your character’s objectives and obstacles were not consistently played. Thought-shifts, unit changes, actions, and reaction beats were sporadically evident. You made some choices appropriate to the character’s situation at points in the medium, but overall, your portrayal of the given circumstances of the scene lacked specificity. Your ability to project choices through voice and body required further development. There was limited evidence of the application of acting methodologies and application of contextual research. | There was insufficient or no evidence of application of research and acting methodologies. There was insufficient or no evidence that you attempted to plot and play a clear journey for your character. Your choices did not reflect a clear understanding of your character’s situation and given circumstances, or the medium. Your physical and vocal skills did not support the clear projection of choices in the space. | There was insufficient or no evidence of application of research and acting methodologies. There was insufficient or no evidence that you attempted to plot and play a clear journey for your character. Your choices did not reflect a clear understanding of your character’s situation and given circumstances, or the medium. Your physical and vocal skills did not support the clear projection of choices in the space. |
| **14. Performance: Collaborative Working** | Work demonstrates that in collaboration with others you enable their work, not only to serve your own creative process, but to support theirs too. Simultaneously, you will understand the overall objectives of the project and its director and respond immediately and intelligently to the demands of both. Your work will therefore make a thoughtful contribution to the development of the project. | Your work demonstrates that in your collaboration with others you enable their work, not only to serve your own creative process, but to enable theirs too. Simultaneously, you will understand the overall objectives of the project and its director and respond quickly and intelligently to the demands of both. Your work will therefore make a reliable contribution to the development of the project. | Your work demonstrates that in your collaboration with others you facilitate their work and find a balance between serving your own creative process and others too. You will demonstrate an understanding of the overall objectives of the project and its director and respond to the demands of both with in a manner that demonstrates a reasonable understanding of those demands. Your work will therefore contribute to the development of the project. | Your work demonstrates that in your collaboration with others you facilitate their work but do not always strike the balance between serving your own creative process and others too. You will demonstrate some understanding of the overall objectives of the project and its director and respond to the demands of both with in a manner that demonstrates a basic understanding of those demands. Your work will therefore support the project. | Your work demonstrates that while in your collaboration with others you contribute to their work, you do not consistently strike the balance between serving your own creative process and others too. You will demonstrate a basic understanding of the overall objectives of the project and its director and while you do respond to those demands, the responses will be minimal. Your work therefore supports the project on a basic level | Your work demonstrates that in your collaboration with others you either fail to contribute to their work, or you fail to serve your own creative process, or both. You demonstrate minimal or no understanding of the overall objectives of the project and its director, and you either fail to respond to those demands or make minimal contribution. Your work therefore struggles or fails to support the project. | Your work demonstrates that in your collaboration with others you either fail to contribute to their work, or you fail to serve your own creative process, or both. You demonstrate minimal or no understanding of the overall objectives of the project and its director, and you either fail to respond to those demands or make minimal contribution. Your work therefore struggles or fails to support the project. |
| **15. Performance: Technical Competency** | Compelling, communicative, and precise performance demonstrating professional level of authority, thorough awareness of style, proficiency in technical and interpretative issues. | Highly focused, convincing performance demonstrating communication, commitment, and thorough understanding of style with careful attention to detail, displaying consistently high level of technical ability and interpretive skills. | Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying consistently high level of technical ability. | Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. | Performance that demonstrates communication, commitment and understanding of the genre. Attention to detail and technical ability are basic but competent. | Performance in which communication, commitment and style are limited by struggles with technical control. | Performance in which fluency and focus are severely limited by a lack of technical control. |
| **16. Performance: Spontaneity** | Your in-the-moment responsiveness to the world of the performance and the demands of the text was outstanding throughout. This was evident through your consistent active listening, spontaneous thinking, your imaginative engagement in the character's inner life, your sense of play, and your sense of emotional authenticity and availability. The sensitivity and detail of your responses evidenced a rigorous and inventive engagement with the text and world of the performance. This is impressive work at this level of study. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was excellent. This was evident through your overall active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. Your responses evidenced a generally detailed and consistent imaginative engagement with the world of the performance. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was very good. This was evident through generally consistent active listening, spontaneous thinking, imaginative engagement in the character's inner life, your sense of play, and your sense of emotional authenticity and availability. You could be more explorative and sensitive in your in-the-moment response to your scene partners or ensemble in the world of the performance. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was proficient. There was evidence of work towards active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. These skills are not yet consistently embedded. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was basic. There was limited evidence of work towards active listening, spontaneous thinking, imaginative engagement in the character's inner life, sense of play, and sense of emotional authenticity and availability. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was inadequate for this level of study. | Your in-the-moment responsiveness to the world of the performance and the demands of the text was inadequate for this level of study. |
| **17. Form and content in a practical context** | Demonstrates an exceptional ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles more widely. Clear awareness of and ability to experiment with conventional forms. Work shows clear evidence of intellectual rigour and/or creativity. Technically and professionally competent throughout. | Demonstrates an ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Work shows clear evidence of intellectual rigour and/or creativity. Experiments with conventional forms. Technically and professionally competent. | Evidence of critically relating theory to practice. Demonstrates well developed ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of creativity. Technically and professionally competent in most respects. | Work evidences some awareness of the relationship between theory and practice. Work tends to be conventional but shows good ability to relate form and content. Some aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout. | Work shows evidence of an appropriate relationship between form and content. Moderate degree of technical and professional competence. Some presence of creativity. | Work shows little or no evidence of an understanding of the relationship between form and content. Lacks creativity and is technically poor. | The work has not addressed the brief in a way that shows understanding of the relationship between form and content. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **D. TRANSFERABLE SKILLS** | | | | | | | |
| **18. Communication and presentation (appropriate to discipline)** | Exceptional communication which demonstrates a comprehensive, sophisticated, and full understanding of the discipline. | Accomplished communication which demonstrates a comprehensive understanding of the discipline. | Very good and thorough communication in a format appropriate to the discipline. | Effective communication in a format appropriate to the discipline. | Clear communication and evidence of awareness of the discipline’s academic style. | Here the communication is unstructured and unfocused and/or in a format inappropriate to the discipline. | Here the communication is disorganised and/or incoherent and/or does not show understanding of the  discipline’s academic style. |
| **19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)** | Exceptional writing control, appropriate to assignment, which enhances the argument. grammar, spelling, and numeracy are flawlessly accurate. | Accomplished writing style appropriate to the assignment. grammar, spelling, and numeracy are almost always accurate. | Language fluent, nuanced, and expressive. grammar, spelling, and numeracy mainly accurate. | Language is clear and consistent and conveys nuances. grammar, spelling and/or numeracy is mainly accurate with some errors. | Understandable and clear, but accuracy of spelling, punctuation, grammar and numeracy need to be improved. Errors which detract from the argument. | In this piece of work the meaning is often unclear with frequent errors in grammar, spelling, and or numeracy. | In this piece of work, the meaning is unclear throughout. Errors in spelling, grammar, punctuation and/or numeracy make interpretation challenging for an assessor. |
| **20. Digital skills** | Exceptional use of a range of appropriate digital technologies to enhance the work, showing sophisticated digital literacy and originality/initiative of approach. | A range of digital technologies are used accurately and discerningly to enhance the work, demonstrating excellent digital literacy. | A range of appropriate digital technologies are used accurately to enhance the work, showing good digital literacy. | Appropriate digital technologies are used accurately to enhance the work, showing digital literacy. | Understandable and clear work with use of appropriate digital technologies but errors which detract from digital literacy. | Some appropriate digital technologies are used but overall digital literacy is poor. | Digital technologies are not used appropriately; digital literacy not yet demonstrated. |
| **21. Presentation (visual)** | Exceptional and imaginative presentation with strong visual impact with flair which enhances the message. | Message is presented sophisticatedly and creatively with visual impact. | Presentation is effective and has good visual effect with creativity. | Presentation has a sound structure and visual impact with some creativity. | Visual aspect and/or structure of presentation is adequate with limited creativity. | Presented in a disorganised manner. Lacks appropriate support from visual tools. | Presentation is disorganised and/or incoherent and/or medium is non-visual. |
| **22. Presentation (oral)** | Presentation is exceptional, well structured, imaginative, and thoroughly engaging. Audibility and pace are appropriate to audience and used with excellent effect to enhance the presentation. | Presentation is very well structured, creative, and engaging. Audibility and pace are very effective in engaging the audience. | Well-structured and addressed effectively to audience. Pace and audibility are effective. | Presentation has a sound structure. Pace and audibility are effective. | Pace, audibility and/or structure of presentation are adequate. | Delivery is disorganised and/or pace and audibility is poor. | Presentation is not understandable and/or inaudible and/or not an oral presentation. |
| **23. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)** | Demonstrates an authoritative, flexible, and highly advanced approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives. | Uses a range of networking skills effectively within a learning or professional group. Demonstrates leadership skills. Negotiates and handles conflict exceptionally seeking to establish relationships which serve the group needs. | Interaction within a learning group demonstrates value, giving and receiving information and ideas and modifying responses where appropriate with an understanding of leadership roles. | Meets obligations to others (tutors and/or peers) providing constructive contributions to support shared objectives. Recognises and assesses alternative options. | Uses basic interactive skills appropriately to usefully contribute to the group aims. | In this assignment there was either a tendency to avoid working with others or contributions to this group activity were not effective or constructive. | In this assignment there was either a lack of contributions to the group or the contributions made were unconstructive and made it harder for the group to achieve their aims. |
| **24. Self-presentation / interpersonal skills** | Creative and confident self-presentation and sophisticated interpersonal skills allow consistently appropriate and highly effective management of the situation in a manner(s) appropriate to the setting. | Adopts a highly confident style of self-presentation, employing an excellent range of interpersonal skills consistent with the individual’s aims and appropriate to the setting(s). | Demonstrates confidence and competence in choosing and presenting effectively in a style and with interpersonal skills which are appropriate to the setting(s). | Can adopt both a formal and informal style well and uses basic interpersonal skills appropriately and consistently. | Demonstrates sound ability to adopt both a formal and informal style and uses basic interpersonal skills but does not always match the needs of the situation appropriately. | Demonstrates some self-awareness and/or interpersonal skills but at key moments the skills deployed did not match the needs of the situation. | In this work self-awareness and appropriate interpersonal skills were not matched to the needs of the situation. |
| **25. Time management / self-management** | Meets deadlines. Sophisticated time management and planning strategies are used effectively to enhance the quality of the work. | Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. | Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. | Makes plans and implements them in a satisfactory manner to meet deadlines. | Usually meets important deadlines. Exhibits limited evidence of planning. | Some deadlines met, but most deadlines missed. Extremely limited evidence of effective time management shown here. | Deadlines not or rarely met. Not yet demonstrating ability to make and implement plans. |
| **26. Independence / autonomy (including planning and managing learning)** | Within unfamiliar tasks, critically analyses feedback to identify areas of learning needing improvement. Manages own learning comprehensively using a full range of resources which go beyond those readily available. | Identifies learning needs by actively seeking out feedback from a range of sources and makes comprehensive and highly effective use of available resources. | Confidently identifies learning needs and acts independently to improve performance. Is autonomous in utilising learning resources effectively. | Works independently and consistently. Accesses and uses a range of learning resources and support. | Undertakes clearly directed work independently. Uses the standard learning resources. | Demonstrates limited ability to work independently, needing significant guidance on methods and resources. | Has not yet demonstrated ability to work independently; needs significant guidance on methods and resources. |
| **27. Reflection (including**  **self-criticism / awareness)** | Highly confidently evaluates actions and situations showing a sophisticated awareness of own strengths and weaknesses which are clearly articulated, used, and acted on. Interrogates received opinion, prejudices and value sets operating. | Confidently reflects on own strengths and weaknesses and shows a sophisticated understanding of the criteria by which such judgements are made. Prepared to interrogate received opinion, prejudices and value sets operating. | Able to evaluate own strengths and weaknesses and shows understanding of criteria for judgements. Prepared to question received opinion, prejudices and value sets operating. | Demonstrates an understanding of the criteria set by others. Recognises own strengths and weaknesses. | Accurately applies but is dependent on criteria set by others. Begins to recognise own strengths and weaknesses. | Work does not show consistently accurate application of criteria set by others. Limited recognition of own strengths and weaknesses. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses. May result in quite an inaccurate view of the situation. |
| **28. Critical review (to be used in peer assessment)** | Demonstrates sophisticated judgement and discrimination in utilising and providing diverse sources of feedback. Offers insightful strategies for improvement. | Assesses and/or evaluates the work of others using a range of criteria. Provides an excellent rationale for judgements and offers critical insights into how work could be developed. | Effectively assesses and/or studies the work of others and judges against existing criteria, indicating possibilities for improvement. | Examines work of others and consistently identifies its strengths and weaknesses using existing criteria. | Comments in general terms on the work of others. | Demonstrates limited ability to make reasoned comment on the work of others. | Has not yet demonstrated ability to make reasoned comment on the work of others. |
| **CRITERION** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| **E. PROFESSIONAL COMPETENCIES** | | | | | | | |
| **29. Work within a framework of professional values / code of conduct** | Develops specific, achievable objectives which show sophistication and creativity. Objectives are fully consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops specific achievable objectives with some creativity which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops achievable objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability. | Inadequate attempt made here to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | No attempt made here to ascertain needs of clientele and develop a workable brief. Has not worked within the prescribed professional values and/or code of conduct framework in this instance. |
| **30. Reflective practice** | Confidently and consistently analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates reflexive awareness, articulating imaginative thinking about potential alternatives and their implications for further practice. | Confidently analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts. Develops sophisticated and effective action plans. | Evaluates personal contribution and that of others to practice and develops consistent plans of action. | Demonstrates ability to evaluate own practice and that of others using several frames of reference. Considers future actions | Able to interpret own practice and that of others based on specific frames of reference. Identifies some future actions. | Limited interpretation of own practice and that of others here. As a result, appropriate future action planning is extremely limited. | Incomplete or inaccurate interpretation of own practice and that of others here. As a result, not yet able to plan any appropriate future actions. |



# Marking Criteria Template

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| **Title of Module** |  | **Semester** | (1/2) | **Academic Year** | (24/25) |
| **Assessment Item Type/Title** |  | **Marking Team** | |  | |

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| **CRITERION** | **MODULE ILO(s)** | **100-80**  **Outstanding** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Low Fail** |
| 19. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy) |  |  |  |  |  |  |  |  |
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