



## Assessment Policy Annex 2 Grade Criteria

<b>GENERIC CRITERIA LEVEL 4</b>						
<b>KNOWLEDGE AND UNDERSTANDING</b>						
<b>A1/A2</b>	<b>A3/4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Exceptional breadth and depth for work at this level.	Accurate and coherent in breadth, with depth in many areas.	Accurate in breadth, with depth in several areas.	Accurate, with depth in some aspects.	Largely accurate across most areas, with limited depth.	Inaccuracies/omissions in some areas, depth limited.	Substantial inaccuracies, omissions, irrelevancies.
Excellent understanding of concepts/theories (some of them abstract) and/or current practice, and several of their applications and implications.	Thorough understanding of concepts and theories (some of them abstract) and/or current practice, and some of their implications and applications.	Clear understanding of concepts and theories (some of them abstract) and/or practice and some of their implications and applications.	Satisfactory understanding of the relevant concepts, theories and/or practice; Shows some ability to deal with unfamiliar and abstract ideas.	Adequate understanding of the main concepts, theories, and/or practice; Engagement with unfamiliar/ abstract ideas or implications and applications is slight.	Occasional errors in understanding of main concepts, theories and/or practice; Struggles to engage with unfamiliar/ abstract ideas and complexities.	Substantial errors in understanding of concepts, theories and/or practice, or none.

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<b>SUBJECT SPECIFIC</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Selects and applies appropriate methods to address/solve complex and often unfamiliar and unpredictable problems.	Applies appropriate methods to address/solve complex issues/problems, some unfamiliar/unpredictable.	Uses appropriate given methods to address complex issues/ problems, some unfamiliar /unpredictable.	Uses given methods to analyse issues/problems, some unfamiliar /unpredictable and complex.	Analysis using given methods is adequate.	Superficial analysis.	Analysis absent or with significant errors/ Omissions.
Exceptional judgement in selection, analysis and evaluation of information and application of learning to different contexts.	Exercises judgement in selection, analysis and evaluation of information and application of learning to a different context.	Exercises judgement in selection and analysis of information, with some evaluation, and application of learning in a different context.	Satisfactory selection and analysis of information, with little evaluation; Applies some aspect of learning in a different context.	Limited ability to apply learning to complex, unfamiliar or unpredictable contexts or issues.	Some failure to apply learning complex, unfamiliar or unpredictable issues/context.	Fails to apply learning.
Excellent investigative skills generate well-founded and evidenced conclusions /practical	Thorough investigation generates well-founded conclusions/practical solutions.	Investigation generates well-founded conclusions /practical solutions.	Investigation generates some conclusions/ practical solutions.	Tendency to description and reliance on familiar/ given methods and approaches.	Overly descriptive and reliant on familiar/given material or approaches.	Descriptive and heavily reliant on very restricted range of given/familiar material and approaches, poorly

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<b>GENERIC CRITERIA LEVEL 4</b>						
solutions.						understood.
Explores and evaluates information/ideas from a wide range of sources (may include primary sources).	Explores and deploys information from a wide range of mostly secondary sources.	Locates and organises a wide range of information/evidence.	Locates and organises a satisfactory range of information/evidence, some of it beyond the given/familiar.	Locates and organises an acceptable range of information/evidence mostly from given/ familiar secondary sources.	Range of information limited to the familiar/ given with some errors in organisation.	Range of information inadequate and disorganised.
Competence in all the required specialised practical, technical, creative, scholarly or work-related skills. exceeds expectations for this level.	Competence in all the required specialised practical, technical, creative, scholarly or work-related skills, exceeds expectations for this level in some aspects.	Competently uses all the required specialised practical, technical, creative, scholarly or work-related skills, with indications of more developed ability in some areas.	Competently uses all of the required specialised practical, technical, creative, scholarly or work-related skills, with more developed capability in at least one area.	Use of all the required specialised practical, technical, creative, scholarly, or work-related skills is adequate.	Use of some of the required specialised practical, technical, creative, scholarly or work-related skills is inadequate.	Inadequate use of many/all of the required specialised practical, technical, creative, scholarly or work related skills.
<b>TRANSFERABLE SKILLS</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Excellent presentation and	Excellent presentation and	Presentation and organisation of	Satisfactory organisation and	Organisation and presentation of	Elements of disorganisation/	Work is disorganised,

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organisation of work and lucid communication in all contexts.	organisation of work and lucid communication in most contexts.	work appropriate to context and purpose, communication clear.	presentation of work, communications mostly appropriate to the context/purpose.	work and communications adequate in most contexts; some mistakes/irrelevancies.	poor presentation/poor or inappropriate communication or expression.	poorly presented with poor inappropriate communication and expression.
Exemplary referencing/citation.	Extensive, accurate referencing/citation.	Referencing consistent and accurate.	Referencing mostly consistent/accurate.	Some errors in referencing.	Errors/omissions in referencing, or none.	Substantial errors in referencing, or none.
Work demonstrates independence and initiative beyond level expectations, setting objectives and taking responsibility for outcomes.	Work demonstrates independence and some initiative in setting objectives and taking responsibility for outcomes.	Work demonstrates independence in setting some objectives beyond those given and taking responsibility for outcomes.	Work demonstrates satisfactory independence in addressing objectives and taking responsibility for outcomes.	Work demonstrates adequate independence in taking responsibility for outcomes.	Work demonstrates insufficient independence in attempting to address given objectives and taking responsibility for outcomes.	Work fails to address objectives and take responsibility for outcomes.
Evidences developed team-working and indications of leadership ability.	Evidences developed team-working skills.	Evidences a high level of team-working skills.	Evidences team-working and basic leadership skills.	Tendency to rely on support/direction from others.	Over-reliance on support/direction from others.	Fails to engage in /shows deficiencies in team working.
Critical reflection/self-evaluation exceptional for	Reflection and self-evaluation often critical and insightful.	Reflection generates a number of critical insights.	Satisfactory reflection with some insights.	Limited reflection with few insights	Minimal reflection lacks insight.	Reflection inadequate/absent with no insight.

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### GENERIC CRITERIA LEVEL 4

this level.						
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### GENERIC CRITERIA LEVEL 5

#### KNOWLEDGE AND UNDERSTANDING

A1/A2	A3/4	B1/B2/B3	C1/C2/C3	D1/D2	F1	F2/F3
Exceptional breadth and depth.	Accurate and coherent in breadth, with depth in most areas.	Accurate in breadth, with depth in many areas.	Accurate, with depth in several aspects.	Largely accurate across most areas, with limited depth.	Accuracy limited in breadth and depth; Some inaccuracies/omissions.	Superficial/partial with substantial inaccuracies/omissions/irrelevancies.
Highly developed critical understanding of abstract concepts, theories and/or cutting-edge practice, their implications and applications.	Developed understanding of abstract concepts, theories and/or current practice and several of their implications and applications.	Thorough understanding of abstract concepts, theories and/or current practice and some of their implications and applications.	Satisfactory understanding of the relevant concepts, theories and/or practice and their main implications and applications; Understanding of more abstract aspects sometimes less developed.	Adequate understanding of the main concepts, theories and/or practice. Limited ability to deal with abstract or unfamiliar ideas and their implications and applications.	Engagement with unfamiliar/abstract ideas or implications and applications is slight.  Understanding of main concepts, theories and/or practice not wholly accurate.	Substantial errors in understanding of concepts, theories and/or practice, or none; Fails to engage with/address complex/abstract/unfamiliar ideas or their implications.

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<b>SUBJECT SPECIFIC</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Applies and refines appropriate methods to address/solve complex, unfamiliar and unpredictable problems.	Selects and applies appropriate methods to address/solve complex, unfamiliar and unpredictable issues/problems .	Applies appropriate methods to address/ solve complex issues /problems, some unfamiliar/ unpredictable.	Uses appropriate (largely given) methods to analyse unfamiliar/ unpredictable and complex issues /problems, with some evaluation and reformatting of information.	Uses appropriate given methods to analyse unfamiliar/ unpredictable issues/problems, with limited evaluation.	Superficial analysis of unfamiliar/ unpredictable issues/problems , lacking in evaluation; Little attempt to apply prior learning to new contexts.	Relies on description, no analysis or evaluation.
Exceptional critical judgement in analysis, evaluation and reformatting of information and application of prior learning in differing contexts.	Critical judgement in analysis, evaluation and reformatting of information and application of prior learning in different contexts.	Largely consistent and critical judgement in analysis, evaluation and reformatting of information and application of prior learning in different contexts.	Applies some aspects of prior learning to different contexts.	Limited application of prior learning to new contexts.		Fails to apply learning to different contexts.
Excellent investigative skills, and research skills	Systematic and thorough investigation generates well-	Thorough investigation generates well-founded	Investigation generates satisfactory conclusions/	Tendency to description and reliance on familiar /given	More descriptive than analytical and tends to rely on	Poor investigation with erroneous conclusions/ practical solutions, or none, inadequately argued or

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### GENERIC CRITERIA LEVEL 5

beyond expectations for this level.	founded conclusions/practical solutions showing some originality or creativity.	conclusions /practical solutions with some aspect of creativity or originality.	practical solutions with limited creativity/ originality.	material or approaches.	familiar/given material or approaches.	evidenced.
Creative/original conclusions or practical solutions are convincingly justified/ argued/evidenced.	Explores and evaluates information from a wide range of sources, both primary and secondary (some may be at the forefront of knowledge /practice).	Locates and explores a wide range of information/evidence with some use of primary sources.	Locates and organises a satisfactory range of information/evidence, with limited use of primary sources.	Basic investigation generates adequate, mainly derivative conclusions/practical solutions, adequately argued/evidenced.	Basic investigation generates few or partial and often derivative conclusions/practical solutions, insufficiently argued/evidenced.	Relies on inadequate range of poor-quality information, inaccurately understood/ organised.
<b>SUBJECT SPECIFIC (Continued)</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Exemplary exploration and evaluation of information/ideas from an extensive range of sources, including primary sources	Competence, within broad parameters, in all the required specialised practical, technical, creative, scholarly or	Competence, within broad parameters, in all the required specialised practical, technical, creative, scholarly or	Achieves a basic level of competence in all the required specialised practical, technical, creative, scholarly or	Locates and organises an acceptable range of information/evidence often from given/ familiar secondary sources.	Range of information /evidence limited, mostly from familiar /given secondary sources, sometimes	Fails to achieve basic competence in the required specialised practical, technical, creative, scholarly or work-related skills; no awareness of professional contexts /expectations.

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<p>(may be at the forefront of knowledge/practice).</p>	<p>work-related skills, exceeds level expectations in some aspects and shows awareness of professional contexts and expectations.</p>	<p>work-related skills, with indications of more developed ability in some areas and an awareness of professional contexts and expectations.</p>	<p>work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations.</p>		<p>poorly organised.</p>	
<p>Consistent competence, within broad parameters, in all the required specialised practical, technical, creative, scholarly or work-related skills, with indications of exceptional ability in some and understanding of professional contexts and expectations.</p>				<p>Achieves basic competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with little awareness of professional contexts and expectations.</p>	<p>Marginally fails to achieve basic competence in (some of) the required specialised practical, technical, creative, scholarly or work-related skills, with only slight awareness of professional contexts and expectations.</p>	

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<b>TRANSFERABLE SKILLS</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Excellent presentation and organisation of work and lucid communication in all contexts.	Excellent presentation and organisation of work and lucid communication in most contexts.	Presentation and organisation of work appropriate to context and purpose, communication clear.	Satisfactory organisation and presentation of work, communications mostly appropriate to the context/purpose.	Organisation and presentation of work and communications adequate in most contexts, with some mistakes/irrelevancies.	Elements of disorganisation/ poor presentation/ poor or inappropriate communication or expression.	Work is disorganised, poorly presented with poor/inappropriate expression/ communication.
Exemplary referencing/citation.	Referencing/citation comprehensive.	Referencing/citation consistent and accurate.	Referencing/citation largely consistent /accurate.	Some errors in referencing/citation.	Errors/omissions in referencing/citation, or none.	Substantial errors in referencing/citation, or none.
Work demonstrates autonomy and initiative in setting challenging objectives and taking accountability for outcomes.	Work demonstrates independence and some initiative in setting challenging objectives and taking accountability for outcomes.	Work demonstrates independence and occasional initiative in setting objectives beyond those given and taking accountability for outcomes.	Work demonstrates satisfactory independence in addressing objectives (some beyond those given) and taking responsibility for outcomes.	Work demonstrates adequate independence in addressing given objectives and taking some responsibility for outcomes; Tendency to rely on support /direction from others.	Work demonstrates insufficient independence in attempting to address given objectives and taking responsibility for outcomes; Over-reliance on support/direction	Work lacks independence, does not address objectives and fails to take responsibility for outcomes.

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					n from others.	
Evidences sustained team-working and clear leadership skills.	Evidences developed team-working and some leadership skills.	Evidences a high level of team-working and some leadership skills.	Evidences team-working and basic leadership skills.	Limited team working skills.	Underdeveloped team working skills.	Fails to engage in/shows deficiencies in team-working.
Critical reflection and self-evaluation sustained and exceptionally insightful.	Reflection and self-evaluation frequently critical and insightful.	Sustained reflection and self-evaluation generates a number of critical insights.	Satisfactory self-evaluation and reflection with some critical insights.	Self-evaluation and reflection limited with few insights.	Very limited self-evaluation/reflection lacks insight.	Self-evaluation and reflection inadequate/absent with no insight.

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<b>KNOWLEDGE AND UNDERSTANDING</b>						
<b>A1/A2</b>	<b>A3/4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Exceptional depth in breadth; Contributes new knowledge to the subject/field of practice.	Accurate and coherent in breadth and depth and generates an element of new knowledge in some aspect(s) of the subject/field.	Accurate and coherent in breadth, with depth in most areas.	Accurate, with depth in many aspects.	Largely accurate across most areas, with limited depth.	Accuracy limited in breadth and depth; Some inaccuracies /omissions.	Superficial/partial, with significant inaccuracies / omissions /irrelevancies.
Advanced critical understanding of abstract concepts,	Excellent understanding of abstract concepts,	Thorough understanding of abstract	Satisfactory understanding of the relevant	Adequate understanding of the main	Largely but not wholly accurate understanding	Conceptual and theoretical understanding

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theories and/or cutting-edge practice, their implications and applications, exceeds expectations for undergraduate work.	theories and/or cutting-edge practice; their implications and applications.	concepts, theories and/or cutting-edge practice and several of their implications and applications	concepts, theories and/or practice and their main implications and applications; Understanding of more abstract aspects sometimes less developed.	concepts, theories and/or practice; Limited ability to deal with abstract or unfamiliar ideas and their implications and applications.	of the main concepts, theories and/or practice; Engagement with abstract/unfamiliar ideas or implications and applications is slight.	inadequate with significant errors; Fails to deal with complex/abstract/unfamiliar ideas or their implications/applications.
<b>SUBJECT SPECIFIC</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Designs methods that convincingly address/solve complex, unfamiliar and unpredictable issues/problems.	Applies and refines appropriate methods to address/solve complex, unfamiliar and unpredictable issues/problems.	Selects and applies appropriate methods to address/solve complex, unfamiliar /unpredictable issues/problems.	Uses appropriate (often given) methods to analyse complex/unfamiliar and/or unpredictable issues/problems, with some evaluation and synthesis of information.	Uses appropriate methods to analyse complex issues /problems, with little evidence of evaluation or synthesis.	Superficial analysis of complex issue/problems, lacking in evaluation or synthesis.	Relies on description rather than analysis with no evidence of evaluation or synthesis.
Exceptional critical judgement in analysis, evaluation, synthesis and application	Sustained critical judgement in analysis, evaluation and synthesis of information and	Largely consistent and critical judgement in analysis,	Applies some aspects of prior learning to new contexts.	Limited transfer/application of prior learning to new contexts; Tendency to	Little attempt to transfer and apply prior learning to new contexts; More	Fails to transfer/apply prior learning to new contexts.

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/transformation of prior knowledge to differing contexts.	application/transformation of prior learning in different contexts.	evaluation and synthesis of information and application/transfer of prior learning in different contexts.		description and reliance on familiar /given material or approaches.	descriptive than analytical and tends to rely on familiar/given material or approaches.	
Systematic and extensive research which exceeds expectations for undergraduate work.	Systematic and extensive research.	Effective and wide-ranging research.	Satisfactory research.	Limited range of research.	Limited research.	Lack of research.
Exemplary creative /original/compelling conclusions or practical solutions; convincingly justified/argued/evidenced; exploration and critique of information /ideas from a comprehensive range of sources (primary and secondary), many at the forefront of knowledge/practice.	Insightful conclusions/ practical solutions closely argued/evidenced showing originality and creativity in several aspects.	Conclusions/practical solutions logically argued/evidenced, with some aspect of insight, creativity or originality.	Mostly relevant argument/evidence supports logical conclusions/practical solutions showing some critical insight and limited creativity or originality.	Few conclusions /practical solutions sparsely argued /evidenced, mainly derivative and with little critical insight.	Sparse conclusions /practical solutions insufficiently argued /evidenced and mostly derivative, with marginally insufficient critical insight or creativity or originality.	Conclusions/practical solutions absent/ superficial/flawed, insufficiently argued/evidenced and lacks critical insight or creativity or originality.

<b>GENERIC CRITERIA LEVEL 6</b>						
<b>SUBJECT SPECIFIC (Continued)</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Consistent high-level competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with mastery in many areas and developed understanding of professional contexts and expectations.	Explores and critiques information from a wide range of sources (primary and secondary), some at the forefront of knowledge/practice.	Explores and deploys information, including some aspects of new knowledge, from a wide range of secondary and several primary sources.	Locates and explores a satisfactory range of information/evidence, with some use of primary sources.	Locates and organises an acceptable range of information/evidence often from given /familiar secondary sources.	Range of information /evidence limited, mostly from familiar /given secondary sources, occasionally poorly organised.	Relies on restricted range of poor quality /given information /evidence, inaccurately understood/organised.
	Consistent competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with indications of mastery in some areas and clear understanding of professional contexts and expectations.	Competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with indications of more developed ability in some areas and awareness of professional contexts and expectations.	Achieves a basic level of competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with more developed capability in at least one area, and some awareness of professional contexts and expectations.	Basic competence in all the required specialised practical, technical, creative, scholarly or work-related skills, and partial awareness of professional contexts and expectations.	Marginally fails to achieve basic competence in (some of) the required specialised practical, technical, creative, scholarly or work-related skills, and little awareness of professional contexts and expectations.	Fails to achieve basic competence in the required specialised practical, technical, creative, scholarly or work-related skills, and lacks awareness of professional contexts and expectations.

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<b>TRANSFERABLE SKILLS</b>						
<b>A1/A2</b>	<b>A3/A4</b>	<b>B1/B2/B3</b>	<b>C1/C2/C3</b>	<b>D1/D2</b>	<b>F1</b>	<b>F2/F3</b>
Excellent presentation and organisation of work and fluent communication in all contexts.	Excellent presentation and organisation of work and fluent communication in most contexts.	Presentation and organisation of work appropriate to context and purpose, communication clear.	Satisfactory organisation and presentation of work, communications mostly appropriate to the context/purpose.	Organisation and presentation of work and communications adequate in most contexts, with some mistakes/irrelevancies.	Elements of disorganisation/poor presentation/poor communication or expression.	Communications too brief or rambling, inappropriate to context or purpose, with many errors/omissions, inadequately expressed/presented
Exemplary referencing/citation.	Referencing/citation comprehensive.	Referencing/citation consistent and accurate.	Referencing/citation largely consistent/accurate.	Some errors in referencing/citation.	Errors/omissions in referencing/citation, or none.	Substantial errors/omissions in referencing/citation, or none.
Work demonstrates considerable initiative and autonomy in setting challenging objectives and taking accountability for outcomes.	Work demonstrates initiative and autonomy in setting challenging objectives and taking accountability for outcomes.	Work demonstrates some initiative and autonomy in setting objectives beyond those given and taking accountability for outcomes.	Work demonstrates satisfactory independence in addressing objectives (some beyond those given) and taking responsibility for outcomes.	Work demonstrates adequate independence in addressing mainly given objectives and taking responsibility for outcomes.	Work demonstrates insufficient independence in attempting to address given objectives and taking responsibility for outcomes.	Work lacks independence, does not address objectives and fails to take responsibility for outcomes.
Evidences advanced	Evidences excellent	Evidences a high	Evidences team-	Limited evidence	Underdeveloped	Ineffective/defici

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<b>GENERIC CRITERIA LEVEL 6</b>						
team-working and leadership skills.	team-working and leadership skills.	level of team-working and leadership skills.	working and some leadership skills.	of team-working /leadership skills.	team-working/leadership skills.	ent team-working with no evidence of leadership skills.
Critical reflection and self-evaluation sustained and exceptionally insightful.	Reflection and self-evaluation consistently critical and insightful.	Sustained reflection and self-evaluation generates a number of critical insights.	Satisfactory self-evaluation and reflection with some critical insights.	Some evidence of self-evaluation and reflection but with few critical insights.	Limited self-evaluation and reflection lacks critical insight.	Self-evaluation and reflection minimal or absent, with no critical insights.