

### Undergraduate Level 3: LUBS Generic Assessment Criteria (FHEQ 6)

#### 10.3 Annex 3

*These marking criteria are generic and designed to be used as guidance. The levels structure relates to National Qualifications Framework (NQF) curriculum levels in which students demonstrate progression as they move between levels (see QAA 2014). The mark awarded will take into consideration the 'best fit' band for that piece of work, i.e. the work may display one or two of the characteristics in a particular band, but may not achieve the standard of the band overall. The mark awarded should reflect the overall best fit band for that piece of work. For less generic pieces of assessment, marking criteria should be provided on a modular basis and tailored to these particular forms of assessment, for example group work and oral presentations.*

<b>Grade</b>	<b>Knowledge and Understanding</b>	<b>Research and evidence</b>	<b>Analysis and Evaluation</b>	<b>Presentation</b>
	<i>range, depth and understanding of principles and concepts; evaluation and interpretation</i>	<i>identification of relevant data/literature/information to support task</i>	<i>application of technique/interpretation of qualitative and quantitative data/synthesis</i>	<i>argument/focus/structure/conclusions; referencing</i>
<b>93-100 Exceptional</b>	Demonstrates exceptionally highly detailed understanding of the area of study; work reflects outstanding knowledge of relevant debates in the literature and current developments	Exceptional evidence of ability to manage own learning e.g. use of primary sources/reading well beyond the taught elements of the module; outstanding ability to identify independently a wide range of data, information and/or sources appropriate to nature of investigation/question	Demonstrates an exceptional level of conceptual understanding - including a considerable appreciation of the uncertainty, ambiguity and limits of knowledge - leading to outstanding ability to devise and sustain analysis and/or to solve problems; use of numerous ideas and techniques, some of which are at the forefront of the discipline; able to exercise excellent judgement in analysis and interpretation of ideas	Exceptionally coherent, clear and comprehensive argument, consistently supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing
<b>70-92 Excellent</b>	Demonstrates an excellent understanding of the area of study; work reflects sophisticated knowledge of relevant debates in the literature and current developments	Very high quality evidence of ability to manage own learning e.g. use of primary sources/reading well beyond the taught elements of the module; excellent ability to identify independently a wide range of data, information and/or sources appropriate to nature of investigation/question	Demonstrates an excellent level of conceptual understanding - including a considerable appreciation of the uncertainty, ambiguity and limits of knowledge - leading to an excellent ability to devise and sustain analysis and/or to solve problems; use of varied ideas and techniques, some of which are at the forefront of the discipline; able to exercise excellent judgement in analysis and interpretation of ideas	Demonstrates excellence in coherence, clarity and comprehension of argument, consistently supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing
<b>60-69 Good</b>	Demonstrates a good understanding of the area of study; shows comprehensive knowledge of relevant debates in the literature and current developments	High quality evidence of ability to manage own learning e.g. reading well beyond the taught elements of the module; good ability to identify independently data, information and/or sources appropriate to nature of investigation/question	Demonstrates a good level of conceptual understanding - including a good appreciation of the uncertainty, ambiguity and limits of knowledge - leading to a good ability to devise and sustain analysis and/or to solve problems; use of ideas and techniques, some of which are at the forefront of the discipline; able to exercise judgement in analysis and interpretation of ideas	High quality; coherent, clear and comprehensive argument, consistently supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing
<b>50-59 Reasonable</b>	Demonstrates a reasonable understanding of the area of study; work reflects awareness of relevant debates in the literature and current developments	Some evidence of ability to manage own learning e.g. reading beyond the taught elements of the module; competent ability to identify data, information and/or sources appropriate to nature of investigation/question evident	Demonstrates a reasonable level of conceptual understanding - including a some appreciation of the uncertainty, ambiguity and limits of knowledge - leading to reasonable ability to devise and sustain analysis and/or to solve problems; use of ideas and techniques; some attempt to exercise judgement in analysis and interpretation of ideas	Reasonable, clear and comprehensive argument, supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing
<b>40-49 Limited</b>	<b>Threshold level</b> Demonstrates a limited understanding of the area of study; shows an acceptable knowledge of relevant debates in the literature and current developments	<b>Threshold level</b> Some evidence of ability to manage own learning e.g. reading beyond the taught elements of the module; ability to identify some data, information and/or sources appropriate to nature of investigation/question	<b>Threshold level</b> Demonstrates basic level of conceptual understanding - including some appreciation of the uncertainty, ambiguity and limits of knowledge - showing some ability to devise and sustain analysis and/or to solve problems; occasional ideas and techniques; some analysis and interpretation of ideas; attempt at exercising judgement	<b>Threshold level</b> Limited argument, supported by some evidence; use of logical structure with some clear and valid conclusions; accurate and consistent citation and referencing

<p><b>35-39</b> <b>Poor</b></p>	<p>Work does not meet the standards required to pass; demonstrates a superficial understanding of the area of study; gaps in knowledge of relevant debates in the literature and little awareness of current developments</p>	<p>Shows little evidence of ability to manage own learning e.g. reading beyond the taught elements of the module; some difficulties in identifying data, information and/or sources appropriate to nature of investigation/question</p>	<p>Demonstrates little conceptual understanding, showing little ability to devise and sustain analysis and/or to solve problems; lacks ideas and techniques; lacks interpretation of ideas; no attempt to make judgements</p>	<p>Work does not meet the standards required to pass; lacking coherent, clear and comprehensive argument, lacking supporting evidence; absence of logical structure and conclusions; referencing inaccuracies</p>
<p><b>1-34</b> <b>Very Poor</b></p>	<p>Work is well below the standards required to pass; lacks understanding of the area of study; major gaps in knowledge</p>	<p>Unable to manage own learning; unable to identify data, information and/or sources appropriate to nature of investigation/question</p>	<p>Demonstrates no conceptual understanding; no structured analysis and/or problem solving; lacks ideas and techniques; no attempt to make judgements</p>	<p>Work is well below the standards required to pass; no credible argument; unsubstantiated by evidence; absence of logical structure and conclusions.</p>
<p><b>0</b></p>	<p>Work of no merit or absent</p>			