

## Postgraduate Level 5: LUBS Generic Assessment Criteria (FHEQ 7)

*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, ie. 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.*

Grade	<i>Knowledge and Understanding</i>	<i>Research and evidence</i>	<i>Analysis and Evaluation</i>	<i>Presentation</i>
	<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>
93-100 Exceptional	Demonstrates exceptional mastery of a complex and specialised area of study; work displays exceptional critical awareness of current debates and problems and/or new insights at the forefront of the field	Exceptional ability to act autonomously in devising a research strategy; strong evidence of a self-directed and original approach to addressing and solving problems/research questions; exceptional ability to identify and critically engage with a range of literature relating to current research and advanced scholarship in the discipline area	Exceptional ability to evaluate methodologies and develop critiques and, where appropriate, to propose new hypotheses; demonstrates exceptional capacity to deal with a range of complex issues systematically and creatively; able to make insightful judgements in the absence of complete data; displays meticulous understanding of techniques applicable to own research or advanced scholarship; demonstrates a progressive degree of originality in the application of knowledge, with exceptional understanding of how established techniques of enquiry create and interpret knowledge in the discipline area	Exceptionally coherent, clear and comprehensive presentation of complex arguments, consistently supported by evidence; use of logical structure including clear, valid and original conclusions; accurate and consistent citation and referencing; work is of publishable quality
70-92 Excellent	Demonstrates mastery of a complex and specialised area of study; work displays excellent critical awareness of current debates and problems and/or new insights at the forefront of the field	Excellent ability to act autonomously in devising a research strategy; strong evidence of a self-directed and original approach to addressing and solving problems/research questions; excellent ability to identify and critically engage with a range of literature relating to current research and advanced scholarship in the discipline area	Excellent ability to evaluate methodologies and develop critiques and, where appropriate, to propose new hypotheses; demonstrates excellent capacity to deal with a range of complex issues systematically and creatively; able to make excellent judgements in the absence of complete data; displays meticulous understanding of techniques applicable to own research or advanced scholarship; demonstrates a high degree of originality in the application of knowledge, with excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline area	Very high quality, coherent, clear and comprehensive presentation of complex arguments, consistently supported by evidence; excellent use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing
60-69 Good	Demonstrates a systematic understanding of a complex and specialised area of study; work displays good critical awareness of current debates and problems and/or new insights at the forefront of the field	Ability to act autonomously in devising a research strategy; evidence of a self-directed and original approach to addressing and solving problems/research questions; ability to identify and critically engage with a range of literature relating to current research and advanced scholarship in the discipline area	Ability to evaluate methodologies and develop critiques and, where appropriate, to propose new hypotheses; demonstrates good capacity to deal with a range of complex issues systematically and creatively; able to make careful judgements in the absence of complete data; displays understanding of techniques applicable to own research or advanced scholarship; demonstrates originality in the application of knowledge, with a good understanding of how established techniques of enquiry create and interpret knowledge in the discipline area	High quality, coherent, clear and comprehensive argument, supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing

50-59 Reasonable	<p><b>Threshold level</b></p> <p>Demonstrates a reasonable understanding of a complex and specialised area of study; work displays some critical awareness of current debates and problems and/or new insights at the forefront of the field</p>	<p><b>Threshold level</b></p> <p>Some ability to act autonomously in devising a research strategy; some evidence of a self-directed and original approach to addressing and solving problems/research questions; some ability to identify and critically engage with a range of literature relating to current research and advanced scholarship in the discipline area</p>	<p><b>Threshold level</b></p> <p>Some ability to evaluate methodologies and develop critiques and, where appropriate, to propose new hypotheses; demonstrates capacity to deal with a range of complex issues systematically and creatively; able to make judgements in the absence of complete data; displays understanding of techniques applicable to own research or advanced scholarship; demonstrates originality in the application of knowledge, with an understanding of how established techniques of enquiry create and interpret knowledge in the discipline area</p>	<p><b>Threshold level</b></p> <p>Mainly coherent, clear and comprehensive argument, supported by evidence; use of logical structure including clear and valid conclusions; accurate and consistent citation and referencing</p>
20-49 Poor	<p>Work does not meet the standards required to pass; demonstrates little understanding of a complex and specialised area of study; work lacks critical awareness of current debates and problems and/or new insights at the forefront of the field</p>	<p>Lacking ability to act autonomously in devising a research strategy; little evidence of a self-directed and original approach to addressing and solving problems/research questions; unable to identify and critically engage with a range of literature relating to current research and advanced scholarship in the discipline area</p>	<p>Lacking ability to evaluate methodologies and develop critiques and, where appropriate, to propose new hypotheses; demonstrates little capacity to deal with a range of complex issues systematically and creatively; unable to make judgements in the absence of complete data; displays inadequate understanding of techniques applicable to own research or advanced scholarship; demonstrates little originality in the application of knowledge</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>
1-19 Very Poor	<p>Work is well below the standards required to pass; demonstrates no understanding of a complex and specialised area of study; no critical awareness of current debates and problems and/or new insights at the forefront of the field</p>	<p>No research strategy; little evidence of problem solving or addressing research questions; unable to identify and critically engage with appropriate range of literature</p>	<p>No evaluation of methodologies and critique development; demonstrates no capacity to deal with a range of complex issues systematically and creatively; unable to make judgements in the absence of complete data; no understanding of applicable techniques; demonstrates no originality in the application of knowledge</p>	<p>Work is well below the standards required to pass; no credible argument; unsubstantiated by evidence; absence of logical structure and conclusions; referencing inaccuracies</p>
0	Work of no merit or absent			

QAA (2014) *UK Quality Code for Higher Education Part A: Setting and Maintaining Academic Standards - The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*  
(<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>)