

# Section 10 Annexes

## 10.1 Annex I. School UG Assessment Criteria

### Undergraduate Level 1: LUBS Generic Assessment Criteria (FHEQ 4)

*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>Knowledge and Understanding</b>	<b>Research and evidence</b>	<b>Analysis and Evaluation</b>	<b>Presentation</b>
<b>Grade</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; spelling and grammar; referencing</i>
<b>93-100 Exceptional</b>	Exceptional knowledge of key foundational principles and concepts at undergraduate level; ability to evaluate and interpret these innovatively within the area of study. Awareness of ambiguities of knowledge	Exceptionally wide range of appropriate research-informed reading beyond the taught elements of the module; ability to decipher relevant data/information/sources to address question/investigation	Exceptional ability to identify and apply relevant techniques to present, evaluate and interpret quantitative and/or qualitative data in accordance with foundational theories; sophisticated interpretation of key arguments and identification of points of difference in literature	Exceptionally coherent, clear, balanced and persuasive argument; strong focus on relevant issues; use of logical structure including clear, valid and reflective conclusions; accurate spelling and grammar; accurate and consistent citation and referencing
<b>70-92 Excellent</b>	Excellent knowledge of key foundational principles and concepts at undergraduate level; ability to evaluate and interpret these reflectively within the area of study. Begins to show awareness of limitations to knowledge	Very high quality evidence of appropriate research-informed reading beyond the taught elements of the module; ability to engage with relevant data/information/sources to address question/investigation	Excellent ability to identify and apply relevant techniques to present, evaluate and interpret quantitative and/or qualitative data in accordance with foundational theories; clearly identifies relevant arguments and points of difference in literature	Very high quality, coherent, clear, balanced and persuasive argument; strong focus on relevant issues; use of logical structure including clear, valid and reflective conclusions; accurate spelling and grammar, accurate and consistent citation and referencing
<b>60-69 Good</b>	Good knowledge of foundational principles and concepts at undergraduate level; ability to evaluate and interpret these within the area of study	High quality evidence of appropriate research-informed reading beyond the taught elements of the module; ability to locate required data/information/sources to address question/investigation	Good ability to apply required techniques to present, evaluate and interpret quantitative and/or qualitative data in accordance with foundational theories; identifies key arguments and points of difference in literature	High quality, coherent, clear and balanced argument; strong focus on relevant issues; use of logical structure including clear and valid conclusions; accurate spelling and grammar, accurate and consistent citation and referencing
<b>50-59 Reasonable</b>	Reasonable knowledge of foundational principles and concepts at undergraduate level; shows some ability to evaluate and interpret these within the area of study; some errors may be evident	Evidence of appropriate reading within the taught elements of the module; competent ability to locate data/information/sources to address question/investigation	Competency in applying required techniques to present, evaluate and interpret quantitative and/or qualitative data in accordance with foundational theories; identifies arguments and points of difference in literature but often descriptively	Reasonable, clear argument; focus on relevant issues; appropriate structure with good conclusion; accurate spelling and grammar, accurate and consistent citation and referencing
<b>40-49 Limited</b>	<b>Threshold level</b> Adequate knowledge of foundational principles and concepts at undergraduate level; shows limited ability to evaluate and interpret these within the area of study; some errors and omissions evident	<b>Threshold level</b> Use of set reading only; limited ability to locate data/information/sources to address question/investigation	<b>Threshold level</b> Limited ability to apply some techniques to present, evaluate and interpret quantitative and/or qualitative data in accordance with foundational theories; limited ability to identify arguments and points of difference in literature; descriptive	<b>Threshold level</b> Limited argument; reasonable focus; structure evident; some errors in spelling and grammar, evidence of largely correct referencing and citation

<b>35-39 Poor</b>	Work does not meet the standards required to pass; gaps in knowledge of foundational principles and concepts; superficial attempts to evaluate or interpret these	Little evidence of reading within the taught elements of the module; insufficient ability to locate data/information/sources to address question/investigation	Lacking in ability to apply techniques to present, evaluate and interpret quantitative and/or qualitative data; little understanding of arguments and points of difference in literature	Work does not meet the standards required to pass; unstructured argument; lacking in focus; weak spelling and grammar, severe weaknesses in referencing and citation
<b>1-34 Very Poor</b>	Work is well below the standards required to pass; major gaps in knowledge of foundational principles and concepts; lacks evaluation and interpretation	No evidence of reading; unable to locate data/information/sources	No techniques used to present, evaluate and interpret data; no understanding of arguments and literature	Work is well below the standards required to pass; ; littered with spelling and grammar errors; lacks argument; no focus; no referencing
<b>0</b>	Work of no merit or absent			

## Undergraduate Level 2: LUBS Generic Assessment Criteria (FHEQ 5)

*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>Knowledge and Understanding</b>	<b>Research and evidence</b>	<b>Analysis and Evaluation</b>	<b>Presentation</b>
<b>Grade</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, spelling and grammar;</i>
<b>93-100 Exceptional</b>	Exceptional knowledge of appropriate principles and concepts; excellent critical understanding of ways in which principles and ideas have developed; considerable understanding of the limits of own knowledge, and how this influences analyses/interpretations	Exceptionally wide range of research-informed reading beyond the taught elements of the module; perceptive ability to identify data, information and/or sources appropriate to nature of investigation/question	Exceptional application of appropriate methods of enquiry relevant to investigation/question/data; strong ability to evaluate critically and authoritatively different approaches and an excellent understanding of their limits; outstanding level of synthesis in addition to analysis; ability to apply concepts extensively beyond areas in which they were first studied; proposes own insightful ideas/interpretations	Exceptionally coherent, clear, balanced and persuasive argument; convincing focus on relevant issues; use of logical structure including clear, valid and reflective conclusions; accurate spelling and grammar; accurate and consistent citation and referencing
<b>70-92 Excellent</b>	Excellent knowledge of appropriate principles and concepts; considerable ability to understand critically ways in which principles and ideas have developed; understanding of the limits of own knowledge, and how this influences analyses/interpretations	Very high quality evidence of research-informed reading beyond the taught elements of the module; considerable ability to identify data, information and/or sources appropriate to nature of investigation/question	Meticulous and consistent application of appropriate methods of enquiry relevant to investigation/question/data; ability to evaluate critically different approaches including an understanding of their limits; credible level of synthesis in addition to analysis; ability to apply concepts outside areas in which they were first studied; proposes own advanced ideas/interpretations	Coherent, clear, balanced and persuasive argument; convincing focus on relevant issues; use of logical structure including clear, valid and reflective conclusions; accurate spelling and grammar; accurate and consistent citation and referencing
<b>60-69 Good</b>	Good knowledge of appropriate principles and concepts; ability to understand critically ways in which principles and ideas have developed; some awareness of limits to knowledge	High quality evidence of research-informed reading beyond the taught elements of the module; ability to identify data, information and/or sources appropriate to nature of investigation/question	Good application of appropriate methods of enquiry relevant to investigation/question/data; ability to evaluate critically the appropriateness of different approaches including their limits; good level of synthesis in addition to analysis; ability to apply concepts outside areas in which they were first studied; proposes own good ideas/interpretations	High quality, coherent, clear and balanced argument; strong focus on relevant issues; use of logical structure including clear and valid conclusions; accurate spelling and grammar; accurate and consistent citation and referencing
<b>50-59 Reasonable</b>	Reasonable knowledge of principles and concepts; some ability to understand ways in which principles and ideas have developed; limited awareness of limits to knowledge	Some evidence of research-informed reading relevant to the module; competent ability to identify data, information and/or sources appropriate to nature of investigation/question	Competency in applying methods of enquiry relevant to investigation/question/data; some ability to evaluate critically the appropriateness of different approaches; some ability to apply concepts outside areas in which they were first studied; proposes some good independent ideas/interpretations	Reasonable, clear argument; focus on relevant issues; appropriate logical structure with good conclusion; accurate spelling and grammar; accurate and consistent citation and referencing

40-49 Limited	<b>Threshold level</b> Limited knowledge of principles and concepts; limited ability to understand ways in which principles and ideas have developed; basic awareness of limits to knowledge	<b>Threshold level</b> Limited evidence of research-informed reading relevant to the module; ability to identify some data, information and/or sources appropriate to the nature of investigation/question	<b>Threshold level</b> Limited application of some methods of enquiry relevant to investigation/question/data; shows some ability to evaluate the appropriateness of different approaches; proposes limited independent ideas/interpretations	<b>Threshold level</b> Limited argument; reasonable focus; some errors in spelling and grammar; structure evident; evidence of largely correct referencing and citation
35-39 Poor	Work does not meet the standards required to pass; gaps in knowledge of principles and concepts; little ability to understand ways in which principles and ideas have developed	Little evidence of relevant reading; limited ability to identify data, information and/or sources appropriate to the nature of investigation/question	Deficient in relevant methods of enquiry to investigation/question/data; no understanding of different approaches; little analysis; lacking in independent ideas/interpretations	Work does not meet the standards required to pass; unstructured argument; lacking in focus; weak spelling and grammar; severe weaknesses in referencing and citation
1-34 Very Poor	Work is well below the standards required to pass; Major gaps in knowledge of principles and concepts; lacking ability to understand ways in which principles and ideas have developed	Absence of relevant reading; inability to identify any data, information and/or sources	No relevant methods of enquiry; no understanding of different approaches; analysis absent; no independent ideas/interpretations	Work is well below the standards required to pass; littered with spelling and grammar errors ,lacks argument; no focus; no referencing
0	Work of no merit or absent			

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

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>Knowledge and Understanding</b>	<b>Research and evidence</b>	<b>Analysis and Evaluation</b>	<b>Presentation</b>
<b>Grade</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 spelling and grammar; 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 spelling and grammar; 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 spelling and grammar; 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 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 spelling and grammar; 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 spelling and grammar; accurate and consistent citation and referencing

<b>35-39 Poor</b>	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	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	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
<b>1-34 Very Poor</b>	Work is well below the standards required to pass; lacks understanding of the area of study; major gaps in knowledge	Unable to manage own learning; unable to identify data, information and/or sources appropriate to nature of investigation/question	Demonstrates no conceptual understanding; no structured analysis and/or problem solving; lacks ideas and techniques; no attempt to make judgements
<b>0</b>	Work of no merit or absent		