

The logo for Kingston University London, featuring the text "Kingston University London" in white on a black rectangular background.

# **Academic Guidance 1:**

## **University Level and Outcome Classification Descriptors**

### **2025-2026**

**All students must read the General Regulations contained in this booklet, before completing the enrolment process, as it is a condition of enrolment at Kingston University that all students accept and agree to abide by them, and they form a part of your contract with the University.**

This document is available in hard copy and on the University intranet and internet sites. Please contact the Information Centres (in each campus library) or the Kingston Students' Union Advice Centre if you have any difficulty in obtaining a copy that you can read or find any aspect of these regulations difficult to understand.

## Academic Guidance 1: University Level and Classification (Grade) Descriptors

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## Introduction

This document sets out Kingston University's approach to generic level and classification descriptors for application to undergraduate and postgraduate taught course and module assessment. The descriptors are aligned to the Framework for Higher Education Qualifications (FHEQ) and the Outcome classification descriptions for FHEQ Level 6 (annexe D), published by the QAA in 2019. This means that academic expectations in our courses and modules are broadly comparable across the University and the sector.

Level and classification descriptors apply to the student's work, and the extent to which it demonstrates that they have acquired/developed the expected skills/competencies/attributes. They can be applied across subjects and modes of learning. The extent to which these knowledge and skills are expected and require demonstration, will normally be embedded in a specific subject base, and indicated to the learner in their programme specifications and module descriptors. Not all aspects of the level descriptors will be present in every element of work undertaken. This document replaces the previously separate documents University Level Descriptors (Academic Guidance 2) and University Grade Descriptors (Academic Guidance 7).

## An Introduction to Level Descriptors

Level Descriptors express the minimum expectations necessary for awarding level related qualifications (e.g. Cert HE, DipHE, Foundation Degree, Honours Degree, Masters etc). They also provide a framework to support programme and module development, by defining the learning outcomes at the required levels. Level descriptors define the depth and complexity of each academic level and outline the expected level of academic skills, amount of prior knowledge and learner autonomy required.

## How to use the Level Descriptors

- Together with the more discipline-specific QAA Subject Benchmark Statements, University level descriptors should be used as a reference point in the development of courses and modules.
- Level descriptors should inform the development of learning outcomes at the specified level in programme specifications and in module descriptors
- Level descriptors should be used to set the expectations for curriculum and assessment design and for the determination of local marking criteria.

## An Introduction to Outcome Classification Descriptors

The Outcome Classification Descriptors set out descriptions of the main outcome classifications for awarding level related qualifications (e.g. Foundation Degree, Honours Degree, Masters etc). The descriptions for each classification are intended to be sufficiently generic in order to be able to sit alongside course-specific learning outcomes which, combined, detail the complexity of understanding and skills that

students must achieve to gain a particular classification. Adhering to the outcome descriptions will ensure consistency in outcomes across the University, and comparability with the sector. Together with level descriptors, Outcome Classification Descriptors are used as a reference point in the development of assessment criteria and marking standards to facilitate the award of appropriate and consistent marking.

Some awarding level qualifications (e.g. Higher National Certificate, Higher National Diploma, Foundation Degree etc.) do not use the outcome classifications of First, Upper Second, Lower Second, Third Class etc. and are validated with alternative classifications (e.g. Merit, distinction etc). Where this is the case, the alternative classifications and their mapping to the classification outcomes outlined in this document are located in the Undergraduate, Postgraduate or Degree Apprenticeship regulations.

### **How to use the Outcome Classification Descriptors**

Outcome classification descriptors facilitate the award of appropriate and consistent marks. They are also an essential tool in helping students to understand the marks that they have been awarded and why they have been awarded them.

Outcome classification descriptors should be used:

- when designing assessment (including assessment briefs, rubrics and assessment criteria) and their intended learning outcomes
- to ensure consistency in the marking of assessment and student assessment feedback across modules and courses by the use of consistent language and terminology

## University Level Descriptors

### Context

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Operational Context</b>	The student's work demonstrates the ability to operate in predictable and defined contexts that require the use of given techniques and information sources.	The student's work demonstrates the ability to operate in a range of varied but predictable contexts that require the use of a specified range of techniques and information sources.	The student's work demonstrates the ability to operate in situations of varying complexity and predictability requiring the application of a wide range of techniques and information sources.	The student's work demonstrates the ability to operate in complex and unpredictable contexts, requiring selection and application from a range of largely standard techniques and information sources.	The student's work demonstrates the ability to operate in complex and unpredictable and/or specialised contexts, requiring selection and application from a wide range of advanced techniques and information sources.	The student's work demonstrates the ability to operate in complex and unpredictable and/or specialised contexts at the forefront of knowledge.
<b>Autonomy and responsibility for actions</b>	The student's work demonstrates the ability to act largely under direction or supervision, within defined guidelines and demonstrates the ability to take	The student's work demonstrates the ability to act with limited autonomy, under direction or supervision, within defined guidelines and demonstrates the ability to take	The student's work demonstrates the ability to act with limited supervision and direction, within defined guidelines accepting responsibility for achieving	The student's work demonstrates the ability to act with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support. It also demonstrates the	The student's work demonstrates the ability to act with initiative in decision making and accessing support, within professional or given guidelines. It also demonstrates the	The student's work demonstrates the ability to act autonomously and with initiative, often in a professional capacity with responsibility for self and often others.

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Autonomy and responsibility for actions</b>	responsibility for initiating and completing tasks and procedures	responsibility for the nature and quality of outputs.	personal and/or group outcomes and/or outputs	ability to accept accountability for determining and achieving personal and/or group outcomes.	ability to accept full accountability for outcomes.	

### Application of Knowledge and Understanding

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Knowledge and Understanding</b>	The student's work demonstrates the ability to understand defined areas of the knowledge base and demonstrates an awareness of current areas of debate in the field of study.	The student's work demonstrates the broad understanding of the knowledge base and its terminology or discourse. It demonstrates awareness that areas of this knowledge base are open to ongoing debate and reformulation.	The student's work demonstrates detailed knowledge of well-established theories and concepts. It also demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	The student's work demonstrates the systematic understanding of the knowledge base and its interrelationship with other fields of study. It also demonstrates current understanding of some specialist areas in depth.	The student's work demonstrates a deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. It also demonstrates an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base.	The student's work demonstrates the ability to work with theoretical/research knowledge at the forefront of the discipline. It also demonstrates a comprehensive understanding of techniques and methodologies applicable to the discipline.

## Cognitive Skills

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Conceptualisation and Critical Thinking</b>	The student's work demonstrates the ability to relate principles and concepts to underlying theoretical frameworks and approaches.	The student's work demonstrates the ability to identify principles and concepts underlying theoretical frameworks and begin to identify their strengths and weaknesses.	The student's work demonstrates the ability to identify, analyse, and communicate principles and concepts recognising competing perspectives.	The student's work demonstrates the ability to work with ideas at a level of abstraction, arguing from competing perspectives. It also identifies the possibility of new concepts within existing knowledge frameworks and approaches.	The student's work demonstrates the ability to use ideas at a high level of abstraction. It also develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.	The student's work demonstrates the ability to develop ideas at a high level of abstraction. It develops theoretical discourses, methodologies or practices critically analysing their development and application.
<b>Synthesis, Problem Solving, Research Enquiry.</b>	The student's work demonstrates the ability to collect information to inform a choice of solutions to standard problems in familiar contexts. It also demonstrates an ability to	The student's work demonstrates the ability to collect information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar	The student's work demonstrates the ability to collect and synthesise information to inform a choice of solutions to problems in unfamiliar contexts. It also demonstrates an ability to identify a well-defined focus for enquiry, plans and	The student's work demonstrates the ability to apply knowledge in unfamiliar contexts, synthesising ideas, or information to generate novel solutions. It demonstrates a body of work or practice that is coherent and resolved. It also demonstrates confidence and flexibility in	The student's work demonstrates the ability to apply knowledge flexibly and creatively, synthesise ideas or information in innovative ways, and generate transformative solutions. It designs and undertakes substantial	The student's work demonstrates the ability to synthesise and apply new approaches, in a manner that can contribute to the development of methodology or understanding in that discipline or practice. The work also demonstrates an

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Synthesis, Problem Solving, Research Enquiry.</b>	carry out defined investigative strategies and communicates results effectively in a given format.	contexts. It also demonstrates an ability to identify a well-defined focus for enquiry, plans and undertakes investigative strategies using a limited and defined range of methods.	undertakes investigative strategies using a limited and defined range of methods.	identifying and defining complex problems. It identifies, selects, and uses investigative strategies and techniques to undertake a critical analysis, evaluating the outcomes.	investigations to address significant areas of theory and/or practice. It also selects appropriate advanced methodological approaches and critically evaluates their effectiveness.	ability to act independently and with originality in problem solving. It also develops or adapts appropriate advanced methodological approaches and critically evaluates their effectiveness
<b>Analysis and Evaluation</b>	The student's work demonstrates the ability to analyse a range of information using pre-defined principles, frameworks, or criteria.	The student's work demonstrates the ability to judge the reliability of data and information using pre-defined techniques and/or criteria.	The student's work demonstrates the ability to analyse a range of information comparing alternative methods and techniques. It demonstrates appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.	The student's work demonstrates the ability to analyse new, novel and/or abstract data using an appropriate range of established subject specific techniques. It also shows an ability to judge the reliability, validity, and significance of evidence to support conclusions and/or recommendations suggests reasons for contradictory data/results.	The student's work demonstrates the ability to undertake analysis of complex, incomplete or contradictory evidence/data and judges the appropriateness of the enquiry methodologies used. The work as recognises and argues for alternative approaches.	The student's work demonstrates the ability to synthesise and apply new approaches, in a manner that contributes to the development of methodology in that discipline or practice. The work also undertakes analysis of complex, incomplete or contradictory evidence/data

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Analysis and Evaluation</b>						and judges the appropriateness of the enquiry methodologies used. It also recognises and argues for alternative approaches.
<b>Innovation and Creativity</b>	The student's work shows creativity and innovation in familiar contexts. It also explores some new approaches or mediums, or some unfamiliar ways of thinking or working.	The student's work demonstrates the ability shows creativity and innovation in familiar contexts and the ability to begin innovating. It also demonstrates an ability to experiment with unfamiliar ideas, concepts, or mediums.	The student's work demonstrates the ability shows creativity and innovation in unfamiliar contexts and the ability to innovate. It also demonstrates an ability to take informed risks to approach problems or challenges, to test unfamiliar concepts, and evaluate outcomes.	The student's work demonstrates the ability shows creativity and innovation in unfamiliar contexts and the ability to create and innovate to create imaginative outcomes. It also demonstrates an ability to seek out new problems/challenges, and test concepts by applying them in different contexts, to work towards unpredictable outcomes or solutions.	The student's work shows creativity and innovation in unfamiliar contexts and the ability to innovate to create novel outcomes. It also demonstrates the ability to adopt multiple/different approaches to challenging problems, and test concepts by applying them in different contexts, to produce unpredictable outcomes or solutions.	The student's work shows creativity and innovation in unfamiliar contexts and the ability to innovate to create original outcomes. It also demonstrates the ability to adopt multiple/different approaches to challenging problems, and test concepts by applying them in different contexts, to produce original outcomes or solutions.

**Practical skills**

<b>Subject</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>	<b>Level 7</b>	<b>Level 8</b>
<b>Practice, practical and performance</b>	The student's work demonstrates the ability to undertake given practical/practice performance tasks that may be complex within a clearly defined role.	The student's work demonstrates the ability to undertake practical/practice performance tasks that may be complex and non-routine engaging in self-reflection. It also shows the ability to relate own role to specified and externally defined parameters.	The student's work demonstrates the ability to undertake complex and non-routine practical/practice performance tasks. It also demonstrates the ability to analyse performance of self and others and suggest improvements. In addition, it identifies external expectations and adapts practice accordingly.	The student's work demonstrates the ability to seek and apply new techniques and processes to own practical/practice performance tasks and identifies how these might be evaluated. It also demonstrates the ability to locate own role within poorly defined and/or flexible contexts requiring a level of autonomy.	The student's work demonstrates the ability to autonomously implement and evaluate improvements to practical/practice performance tasks drawing on innovative or sectoral best practice. It also demonstrates the ability to autonomously adapt performance to multiple contexts.	The student's work demonstrates technical mastery and the ability to perform smoothly with precision and effectiveness. The work also demonstrates the ability to adapt or develop skills and procedures for new situations and autonomously adapt performance to contexts requiring professional outputs.
<b>Team working and interpersonal skills</b>	The student's work demonstrates the ability to use interpersonal skills, adapt own behaviour to meet obligations to others, showing.	The student's work demonstrates the ability to use interpersonal skills to work effectively with others and recognise the factors that affect team.	The student's work demonstrates the ability to use interpersonal skills to interact effectively within a team, giving and receiving information and ideas and	The student's work demonstrates the ability to use interpersonal skills to work effectively within a team, support or proactively leader, negotiate in a professional context and	The student's work demonstrates the ability to use interpersonal skills to work effectively with multiple teams as leader or member. It also shows the ability	The student's work demonstrates the ability to use interpersonal skills to lead and/or work effectively with multiple teams in multiple roles. The work also

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Team working and interpersonal skills</b>	empathy and social awareness	performance; with empathy and social awareness	modifying responses where appropriate. The work also demonstrates the ability to recognise and ameliorate situations likely to lead to conflict with empathy and social awareness.	manage conflict. It also demonstrates an ability to proactively seek to resolve conflict with empathy and social awareness.	to clarify tasks and makes appropriate use of the capacities of team members resolving likely conflict situations before they arise with empathy and social awareness.	shows an ability to manage the capacities of members to achieve outcomes, handling conflict with confidence with empathy and social awareness.
<b>Ethical awareness and application</b>	The student's work demonstrates an awareness of the ethical issues in the main areas of study.	The student's work demonstrates awareness of ethical issues and discusses these in relation to personal beliefs and values.	The student's work demonstrates an awareness of personal responsibility and professional codes of conduct.	The student's work demonstrates an awareness of personal responsibility and professional codes of conduct and incorporates this into practice.	The student's work demonstrates the ability to incorporate a critical ethical dimension to practice, managing the implications of ethical dilemmas, working proactively with others to formulate solutions.	The student's work demonstrates the ability to analyse and manage ethical dilemmas, working proactively with others to formulate and implement solutions.
<b>Personal evaluation and development</b>	The student's work demonstrates the ability to assess own capabilities	The student's work demonstrates an awareness of own capabilities in key areas and	The student's work demonstrates the ability to assess own capabilities using justifiable	The student's work demonstrates the ability to take responsibility for own learning and development using	The student's work demonstrates the ability to use personal reflection to	The student's work demonstrates the ability to reflect on own and others' function

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Personal evaluation and development</b>	against given criteria. It also demonstrates an ability to engage in guided development activity showing some resilience and self-criticality.	an ability to engage in development activity through guided self-direction showing resilience and self-criticality.	criteria set by self and others taking the wider needs of the context into account. The work also demonstrates the ability to use feedback to adapt own actions to reach a desired aim and review impact with resilience and criticality.	reflection and feedback to analyse own capabilities, appraise alternatives and plan and implement actions with resilience and criticality.	analyse self and own actions. It also shows the ability to make connections between known and unknown areas, to allow for adaption and change, showing developed resilience and self-criticality.	to improve practice. It also shows the ability to be independent and self-critical as a learner, guiding and supporting the learning of others and managing professional development. The work reflects the ability to be highly resilience and self-criticality.
<b>Communication skills</b>	The student's work demonstrates the ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in narrowly defined contexts. The work also adopts clear articulation and	The student's work demonstrates the ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a range of contexts. The work also adopts clear articulation and expression	The student's work demonstrates the ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience to a range of situations and audiences. The work also adopts clear articulation	The student's work demonstrates the ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and increasingly complex contexts. The work also adopts clear articulation and expression with	The student's work demonstrates the ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a range of complex and specialised contexts. The work also adopts	The student's work demonstrates the ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and complex and specialised contexts. The

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Communication skills</b>	expression with effective use of the English language and good practice in citation and referencing in narrowly defined contexts.	with effective use of the English language and good practice in citation and referencing in a range of contexts.	and expression with effective use of the English language and good practice in citation and referencing to a range of situations and audiences.	effective use of the English language and good practice in citation and referencing in a wide range of situations and increasingly complex contexts.	clear articulation and expression with effective use of the English language and good practice in citation and referencing in a range of complex and specialised contexts.	work also displays consultancy skills, adopting clear articulation and expression with effective use of the English language and good practice in citation and referencing in a wide range of situations and complex and specialised contexts.
<b>Digital skills and competencies</b>	The student's work demonstrates the ability to use digital skills to solve problems and communicate outcomes.	The student's work demonstrates the ability to use digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the ability to use and adapt digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the ability to use, adapt and develop digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the ability to use, adapt, develop, and evaluate digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the ability to use, adapt develop and critically evaluate digital skills to solve problems, create solutions and communicate outcomes.

## Outcome Classification Descriptions

### Level 7

#### Application of Knowledge and Understanding

Subject	Distinction  70 and above	Merit  60-69	Pass  50-59	Unsuccessful - Marginal Fail 45-49	Unsuccessful – Fail  44 and below
<b>Knowledge and Understanding</b>	The student's work has demonstrated all the required course learning outcomes.	The student's work has demonstrated all the required course learning outcomes.	The student's work has demonstrated all the required course learning outcomes.	The student's work has demonstrated most of the required course learning outcomes.	The student's work has not demonstrated the required course learning outcomes.
<b>Knowledge and Understanding</b>	The student's work consistently demonstrates an exceptionally deep and systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. It consistently shows an outstanding understanding of current theoretical and methodological approaches and how these affect the way the knowledge base has developed.	The student's work demonstrates a well-developed systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. It shows good understanding of current theoretical and methodological approaches and how these affect the way the knowledge base has developed.	The student's work demonstrates a systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. It shows an understanding of current theoretical and methodological approaches and how these affect the way the knowledge base has developed.	The student's work demonstrates a limited systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. It shows an inconsistent understanding of current theoretical and methodological approaches and how these affect the way the knowledge base has developed.	The student's work does not demonstrate a systematic understanding within a specialised field of study and its interrelationship with other relevant disciplines. It shows inadequate understanding of current theoretical and methodological approaches and how these affect the way the knowledge base has developed.

## Cognitive Skills

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Conceptualisation and Critical Thinking</b>	The student's work consistently uses exceptional ideas at a high level of abstraction. It develops exceptionally critical responses to existing theoretical discourses, methodologies or practices and suggests sophisticated new concepts or approaches.	The student's work uses well-developed ideas at a high level of abstraction. It develops highly critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.	The student's work uses ideas at a high level of abstraction. It develops critical responses to existing theoretical discourses, methodologies or practices and suggests new concepts or approaches.	The student's work shows a limited and inconsistent use of ideas at a high level of abstraction. It develops limited critical responses to existing theoretical discourses, methodologies or practices and rarely suggests new concepts or approaches.	The student's work does not use ideas at a high level of abstraction. It doesn't develop critical responses to existing theoretical discourses, methodologies, or practices, nor does it suggest new concepts or approaches.
<b>Synthesis, problem solving, research and enquiry</b>	The student's work consistently demonstrates exceptional aptitude in applying knowledge in unfamiliar contexts, synthesising ideas, or information in innovative ways, and generating transformative solutions. It designs and undertakes exceptionally robust	The students' work demonstrates a well-developed aptitude in applying knowledge in unfamiliar contexts, synthesising ideas, or information in innovative ways, and generating transformative solutions. It designs and undertakes good substantive investigations to	The student's work demonstrates aptitude in applying knowledge in unfamiliar contexts, synthesising ideas, or information in innovative ways, and generating transformative solutions. It designs and undertakes substantive investigations to address significant	The students work demonstrates little aptitude in applying knowledge in unfamiliar contexts, synthesising ideas, or information in innovative ways, and generating transformative solutions. It shows limited evidence of designing and undertaking substantive	The students work does not demonstrate aptitude in applying knowledge in unfamiliar contexts, synthesising ideas, or information in innovative ways, and generating transformative solutions. It does not show evidence of designing and undertaking

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Synthesis, problem solving, research and enquiry</b>	substantive investigations to address significant areas of theory and/or practice. It shows outstanding insight in selecting appropriate advanced methodological approaches and critically evaluating their effectiveness.	address significant areas of theory and/or practice. It also shows good insight in selecting appropriate advanced methodological approaches and critically evaluating their effectiveness.	areas of theory and/or practice. It also shows some insight in selecting appropriate advanced methodological approaches and critically evaluating their effectiveness.	investigations to address significant areas of theory and/or practice. It also shows inconsistent insight in selecting appropriate advanced methodological approaches and critically evaluating their effectiveness.	substantive investigations to address significant areas of theory and/or practice. It also shows a lack of insight in selecting appropriate advanced methodological approaches and critically evaluating their effectiveness.
<b>Analysis and Evaluation</b>	The student's work consistently demonstrates exceptional ability to apply knowledge flexibly and creatively, synthesise ideas or information in innovative ways, and generate transformative solutions. It also shows exceptional skill in undertaking analysis of complex, incomplete or contradictory evidence/data and	The student's work demonstrates a well-developed ability to apply knowledge flexibly and creatively, synthesise ideas or information in innovative ways, and generate transformative solutions. It also shows good skills in undertaking analysis of complex, incomplete or contradictory evidence/data and judging the	The student's work demonstrates an ability to apply knowledge flexibly and creatively, synthesise ideas or information in innovative ways, and generate transformative solutions. It also shows skills in undertaking analysis of complex, incomplete or contradictory evidence/data and judging the appropriateness of	The student's work demonstrates a limited and inconsistent ability to apply knowledge flexibly and creatively, synthesise ideas or information in innovative ways, and generate transformative solutions. It also shows limited skills in undertaking analysis of complex, incomplete or contradictory evidence/data and	The student's work does not demonstrate an ability to apply knowledge flexibly and creatively, synthesise ideas or information in innovative ways, and generate transformative solutions. It also does not show skills in undertaking analysis of complex, incomplete or contradictory evidence/data and judging the

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Analysis and Evaluation</b>	judging the appropriateness of the enquiry methodologies used. The work shows outstanding ability to recognise and argue for sophisticated alternative approaches.	appropriateness of the enquiry methodologies used. The work shows good ability to recognise and argue for alternative approaches.	the enquiry methodologies used. The work shows ability to recognise and argue for alternative approaches.	judging the appropriateness of the enquiry methodologies used. The work shows limited ability to recognise and argue for alternative approaches.	appropriateness of the enquiry methodologies used. The work does not show an ability to recognise and argue for alternative approaches.
<b>Innovation and Creativity</b>	The students' work consistently shows exceptional creativity and innovation in unfamiliar contexts and the ability to innovate to create sophisticated novel outcomes. It demonstrates outstanding skills in the adoption of multiple/different approaches to challenging problems, and tests concepts by applying them in different contexts, to produce	The students' work shows highly developed creativity and innovation in unfamiliar contexts and the ability to innovate to create novel outcomes. It demonstrates good skills in the adoption of multiple/different approaches to challenging problems, and tests concepts by applying them in different contexts, to produce unpredictable outcomes or solutions.	The students' work shows creativity and innovation in unfamiliar contexts and the ability to innovate to create novel outcomes. It demonstrates skills in the adoption of multiple/different approaches to challenging problems, and tests concepts by applying them in different contexts, to produce unpredictable outcomes or solutions.	The students' work shows little evidence of the use of creativity and innovation in unfamiliar contexts and limited ability to innovate to create novel outcomes. It demonstrates limited and inconsistent skills in the adoption of multiple/different approaches to challenging problems, and tests concepts by applying them in different contexts, to produce	The students' work does not show creativity and innovation in unfamiliar contexts, nor does it demonstrate the ability to innovate to create novel outcomes. It does not demonstrate skills in the adoption of multiple/different approaches to challenging problems, and tests concepts by applying them in different contexts, to produce unpredictable

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Innovation and Creativity</b>	unpredictable outcomes or solutions.			unpredictable outcomes or solutions.	outcomes or solutions.

### Practical Skills

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Practice, practical and Performance</b>	The student's work consistently demonstrates exceptional ability to autonomously implement and evaluate improvements to practical/practice performance tasks drawing on innovative sectoral best practice.	The student's work demonstrates good ability to autonomously implement and evaluate improvements to practical/practice performance tasks drawing on innovative sectoral best practice.	The student's work demonstrates ability to autonomously implement and evaluate improvements to practical/practice performance tasks drawing on innovative sectoral best practice.	The student's work demonstrates some limited, but inconsistent, abilities to autonomously implement and evaluate improvements to practical/practice performance tasks drawing on innovative sectoral best practice.	The student's work does not demonstrate abilities to autonomously implement and evaluate improvements to practical/practice performance tasks drawing on innovative sectoral best practice.
<b>Team working and interpersonal skills</b>	The student's work consistently uses exceptional interpersonal skills to work effectively with multiple teams as leader or member. It shows outstanding skills in	The student's work uses highly developed interpersonal skills to work effectively with multiple teams as leader or member. It shows	The student's work uses interpersonal skills to work effectively with multiple teams as leader or member. It shows skills in clarifying tasks and making appropriate	The student's work uses some interpersonal skills to work effectively with multiple teams as leader or member. However, it shows limited skills in clarifying	The student's work does not show evidence of the use of interpersonal skills to work effectively with multiple teams as leader or member. It does not show the

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Team working and interpersonal skills</b>	clarifying tasks and making appropriate use of the capacities of team members, resolving likely conflict situations before they arise with empathy and social awareness.	good skills in clarifying tasks and making appropriate use of the capacities of team members, resolving likely conflict situations before they arise with empathy and social awareness.	use of the capacities of team members resolving likely conflict situations before they arise with empathy and social awareness.	tasks and making appropriate use of the capacities of team members to resolve likely conflict situations before they arise with empathy and social awareness.	clarification of tasks nor evidence of making appropriate use of the capacities of team members to resolve likely conflict situations before they arise with empathy and social awareness.
<b>Ethical awareness and application</b>	The student's work consistently demonstrates an exceptional ability to incorporate a critical ethical dimension into their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.	The student's work demonstrates good ability to incorporate a critical ethical dimension into their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.	The student's work demonstrates an ability to incorporate a critical ethical dimension into their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions.	The student's work demonstrates a limited and inconsistent ability to incorporate a critical ethical dimension into their practice. The management of the implications of ethical dilemmas is limited as is the work to formulate solutions.	The student's work does not demonstrate an ability to incorporate a critical ethical dimension into their practice. Nor does it manage the implications of ethical dilemmas, or the work to formulate solutions.
<b>Personal evaluation and development</b>	The student's work consistently demonstrates an exceptional ability to use personal reflection to analyse self and own actions. It reflects	The student's work demonstrates a good ability to use personal reflection to analyse self and own actions. It reflects a well-developed talent to	The student's work demonstrates an ability to use personal reflection to analyse self and own actions. It reflects a talent to make connections	The student's work demonstrates a limited and inconsistent ability to use personal reflection to analyse self and own actions. It reflects a	The student's work does not demonstrate an ability to use personal reflection to analyse self and own actions. It fails to make connections

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Personal evaluation and development</b>	an outstanding talent to make connections between known and unknown areas, to allow for adaption and change whilst showing developed resilience and exceptional self-criticality.	make connections between known and unknown areas, to allow for adaption and change whilst showing developed resilience and high levels of self-criticality.	between known and unknown areas, to allow for adaption and change whilst showing developed resilience and self-criticality.	limited talent to make connections between known and unknown areas, to allow for adaption and change whilst showing developed resilience and self-criticality.	between known and unknown areas, to allow for adaption and change whilst showing developed resilience and self-criticality.
<b>Communication Skills</b>	The student's work consistently demonstrates an exceptional ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a range of complex and specialised contexts. It adopts outstanding articulation and expression with sophisticated use of the English language and good practice in citation and referencing.	The student's work demonstrates a good ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a range of complex and specialised contexts. It adopts clear articulation and expression with good use of the English language and good practice in citation and referencing.	The student's work demonstrates an ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a range of complex and specialised contexts. It adopts clear articulation and expression with effective use of the English language and good practice in citation and referencing.	The student's work demonstrates a limited and inconsistent ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a range of complex and specialised contexts. Articulation and expression are limited with inconsistent use of the English language and good practice in citation and referencing.	The student's work does not demonstrate an ability to communicate effectively through oral, written, numerical and visual mediums to an identified target audience in a range of complex and specialised contexts. It does not adopt clear articulation and expression, nor effective use of the English language and good practice in citation and referencing.

<b>Subject</b>	<b>Distinction 70 and above</b>	<b>Merit 60-69</b>	<b>Pass 50-59</b>	<b>Unsuccessful - Marginal Fail 45-49</b>	<b>Unsuccessful – Fail 44 and below</b>
<b>Digital skills and competencies</b>	The student's work consistently demonstrates exceptional ability to use, adapt, develop, and evaluate digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates good ability to use, adapt, develop, and evaluate digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates an ability to use, adapt, develop, and evaluate digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates a limited ability to use, adapt, develop, and evaluate digital skills to solve problems, create solutions and communicate outcomes.	The student's work does not demonstrate an ability to use, adapt, develop, and evaluate digital skills to solve problems, create solutions and communicate outcomes.

**Level 6****Application of Knowledge and Understanding**

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Knowledge and Understanding</b>	The student's work has demonstrated all the required course learning outcomes.	The student's work has demonstrated all the required course learning outcomes.	The student's work has demonstrated all the required course learning outcomes.	The student's work has demonstrated all the required course learning outcomes.	The student's work has demonstrated most of the required course learning outcomes.	The student's work has not demonstrated the required course learning outcomes.
<b>Knowledge and Understanding</b>	The student's work shows a consistently exceptional understanding of the knowledge base and its interrelationship with other fields of study. It also demonstrates outstanding understanding of specialist areas as well as broader curriculum content, relationships between key concepts and an exceptionally detailed	The student's work shows a very good and well-developed understanding of the knowledge base and its interrelationship with other fields of study. It also demonstrates a very good understanding of some specialist areas as well as broader curriculum content, relationships between key concepts and a detailed	The student's work shows a good understanding of the knowledge base and its interrelationship with other fields of study. It also demonstrates a good understanding of some specialist areas as well as broader curriculum content, relationships between key concepts and a detailed appreciation of	The student's work shows an understanding of the knowledge base and its interrelationship with other fields of study. It also demonstrates some understanding of specialist areas as well as broader curriculum content, relationships between key concepts and an appreciation of the complexity of the subject, and of aspects of the	The student's work shows a limited and inconsistent understanding of the knowledge base and its interrelationship with other fields of study. It also demonstrates an inconsistent understanding of specialist areas as well as broader curriculum content, relationships between key concepts and a limited appreciation of	The student's work shows an inadequate understanding of the knowledge base and its interrelationship with other fields of study. It does not demonstrate an understanding of some specialist areas as well as broader curriculum content, relationships between key concepts and little appreciation of the complexity of the subject, and

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Knowledge and Understanding</b>	appreciation of the complexity of the subject, and of aspects of the subject which are uncertain or contested.	appreciation of the complexity of the subject, and of aspects of the subject which are uncertain or contested.	the complexity of the subject, and of aspects of the subject which are uncertain or contested.	subject which are uncertain or contested.	the complexity of the subject, and of aspects of the subject which are uncertain or contested.	of aspects of the subject which are uncertain or contested.

### Cognitive Skills

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Conceptualisation and Critical Thinking</b>	The student's work consistently demonstrates an exceptionally critical approach to the key principles, concepts and theories and shows significant ambition and confidence in the evaluation of an extensive range of evidence to substantiate reasoned argument and	The student's work demonstrates a highly developed critical approach to the key principles, concepts and theories and shows confidence in the evaluation of an extensive range of evidence to substantiate reasoned argument and reflection. The work shows a very good level of abstraction, arguing from	The student's work demonstrates a sound critical approach to the key principles, concepts and theories and shows confidence in the evaluation of a range of evidence to substantiate reasoned argument and reflection. The work shows some abstraction, recognising competing perspectives and	The student's work demonstrates an adequately critical approach to the key principles, concepts and theories and shows some confidence in the evaluation of a range of evidence to substantiate reasoned argument and reflection. The work lacks abstraction, with only limited recognition of	The student's work lacks a consistent critical approach to the key principles, concepts and theories and is often descriptive. There is limited and inconsistent evaluation of a range of evidence to substantiate reasoned argument and	The student's work does not adopt a critical approach to the key principles, concepts and theories and is descriptive. It lacks evaluation of a range of evidence to substantiate reasoned argument and reflection and

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Conceptualisation and Critical Thinking</b>	reflection. The work shows an exceptional level of abstraction, arguing from competing perspectives and identifying the possibility of new concepts within existing knowledge frameworks and approaches.	competing perspectives and identifying the possibility of new concepts within existing knowledge frameworks and approaches.	identifying the possibility of new concepts within existing knowledge frameworks and approaches.	competing perspectives.	reflection and also a lack of abstraction, with limited recognition of competing perspectives.	also lacks abstraction, with no recognition of competing perspectives.
<b>Synthesis, problem solving, research and enquiry</b>	The student's work consistently demonstrates an exceptional ability to apply knowledge in familiar and unfamiliar contexts, synthesising ideas, and/or information to generate novel solutions. It demonstrates outstanding confidence and	The student's work demonstrates a well-developed ability to apply knowledge in familiar and unfamiliar contexts, synthesising ideas, and/or information to generate novel solutions. It demonstrates confidence and flexibility in identifying and defining complex	The student's work demonstrates a sound ability to apply knowledge in familiar and unfamiliar contexts, synthesising ideas, and/or information to generate solutions. It demonstrates some confidence and flexibility in identifying and defining complex problems as well as	The student's work demonstrates an adequate ability to apply knowledge in familiar and unfamiliar contexts, synthesising ideas, and/or information to generate solutions. It demonstrates some confidence and flexibility in identifying and defining complex problems as well as	The student's work demonstrates a limited and inconsistent ability to apply knowledge in familiar and unfamiliar contexts. It shows inconsistency in the ability to synthesise ideas and/or information to generate	The student's work does not demonstrate an ability to apply knowledge in familiar and unfamiliar contexts, nor to synthesise ideas, and/or information to generate solutions. It demonstrates a lack of confidence

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Synthesis, problem solving, research and enquiry</b>	flexibility in identifying and defining complex problems as well as a sophisticated aptitude for addressing challenging issues and problems and proposing solutions through the synthesis of an exceptional range of authoritative sources.	problems as well as a sophisticated aptitude for addressing challenging issues and problems and proposing solutions through the synthesis of an extensive range of authoritative sources.	a reasonable aptitude for addressing challenging issues and problems and proposing solutions through the synthesis of a range of authoritative sources.	ability for addressing challenging issues and problems and proposing solutions through the synthesis of a range of authoritative sources.	solutions. It demonstrates limited confidence and flexibility in identifying and defining complex problems as well as limited aptitude for addressing challenging issues and problems and proposing solutions through the synthesis of a range of authoritative sources.	and flexibility in identifying and defining complex problems as well as a limited aptitude for addressing challenging issues and problems and proposing solutions through the synthesis of a range of authoritative sources.
<b>Analysis and Evaluation</b>	The student's work shows consistently exceptional analysis of new, novel and/or abstract data using an appropriate range of established	The student's work shows a highly developed analysis of new, novel and/or abstract data using an appropriate range of established subject specific techniques. It	The student's work shows sound analysis of new, novel and/or abstract data using an appropriate range of established subject specific techniques. It proposes sound	The student's work shows some analysis of new, novel and/or abstract data using an appropriate range of established subject specific techniques. It proposes	The student's work shows a limited and inconsistent analysis of new, novel and/or abstract data using an appropriate range of	The student's work shows inadequate analysis of new, novel and/or abstract data using an appropriate range of

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Analysis and Evaluation</b>	subject specific techniques. It proposes sophisticated hypotheses and makes exceptional use of well-justified, imaginative, and innovative approaches to explore them. The work demonstrates exceptional judgement of issues of reliability, validity, and significance of evidence to support conclusions and/or recommendations	proposes perceptive and thoughtful hypotheses and uses highly developed approaches to explore them. The work demonstrates high levels of judgement of issues of reliability, validity, and significance of evidence to support conclusions and/or recommendations.	hypotheses and makes an attempt to justify approaches to explore them. The work demonstrates a sound level of judgement of issues of reliability, validity, and significance of evidence to support conclusions and/or recommendations.	appropriate hypotheses but makes a limited attempt to justify approaches to explore them. The work demonstrates some judgement of issues of reliability, validity, and significance of evidence to support conclusions and/or recommendations.	established subject specific techniques. It is based on hypotheses but shows an inconsistent attempt to justify approaches and to explore them. The work demonstrates little judgement of issues of reliability, validity, and significance of evidence to support conclusions and/or recommendations.	established subject specific techniques. It is not based on appropriate hypotheses or justified approaches to explore them. The work demonstrates a lack of judgement of issues of reliability, validity, and significance of evidence to support conclusions and/or recommendations.
<b>Innovation and Creativity</b>	The student's work consistently shows exceptional creativity in both familiar and unfamiliar	The student's work shows highly developed levels of creativity in both familiar and unfamiliar contexts	The student's work shows sound levels of creativity in both familiar and unfamiliar contexts and evidences that	The student's work shows adequate creativity in both familiar and unfamiliar contexts and evidences that	The student's work shows some level of creativity in both familiar and unfamiliar	The student's work shows little or no creativity and there is little evidence that

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Innovation and Creativity</b>	contexts and evidences that they seek out new problems/challenges, and test concepts by applying them in different contexts and with an exceptional level of consistency to work towards unpredictable outcomes or solutions, taking well- informed and well-judged risks.	and evidences that they seek out new problems/challenges, and test concepts by applying them in different contexts, to work towards unpredictable outcomes or solutions, taking well- informed and well-judged risks.	they seek out new problems/challenges, and test concepts by applying them in different contexts, to work towards unpredictable outcomes or solutions, taking mostly well-informed and well-judged risks.	they seek out new problems/challenges, and test concepts by applying them in different contexts, to work towards unpredictable outcomes or solutions, taking some well-informed and well-judged risks.	contexts, but only limited evidence that they seek out new problems/challenges, and test concepts by applying them in different contexts, to work towards unpredictable outcomes or solutions. Risks are not consistently well- informed or well-judged.	they seek out new problems/challenges, and test concepts by applying them in different contexts, to work towards unpredictable outcomes or solutions. Risks are not well- informed or well-judged.

## Practical Skills

Subject	First class Honours  70 and above	Upper Second-class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail  34 and below
<b>Practice, practical and Performance</b>	The student's practical work and/or performance consistently demonstrates the exceptional use of appropriate technical skills in its production/ execution. It shows outstanding abilities to seek and apply new techniques and processes to own practical/practice performance tasks, with a significant level of autonomy, and identify how these might be evaluated.	The student's practical work and/or performance demonstrates the highly developed use of appropriate technical skills in its production/ execution. It shows effective abilities to seek and apply new techniques and processes to own practical/practice performance tasks, with a very good level of autonomy, and identify how these might be evaluated.	The student's practical work and /or performance has demonstrated sound technical skills. It also shows abilities to seek and apply new techniques and processes to own practical/practice performance tasks, with some level of autonomy, and identify how these might be evaluated.	The student's practical work and/or performance demonstrates adequate technical skills. It also shows some abilities to seek and apply new techniques and processes to own practical/practice performance tasks, with some level of autonomy, and identify how these might be evaluated.	The student's practical and /or performance work demonstrates that the technical skills used are not always satisfactory. There is only limited evidence of abilities to seek and apply new techniques and processes to own practical/practice performance tasks and identify how these might be evaluated.	The student's practical work and or performance does not demonstrate that appropriate technical skills have been used. There is little evidence of abilities to seek and apply new techniques and processes to own practical/practice performance tasks and identify how these might be evaluated.
<b>Team working and interpersonal skills</b>	The student's work has consistently demonstrated exceptional capability to make clear, authoritative and	The student's work has demonstrated a highly developed capability to make strong, valuable contributions to	The student's work has demonstrated a sound capability to make coherent and constructive contributions to	The student's work has demonstrated adequate capability in making useful contributions to	The student's work shows some contribution in group work, but this it is highly inconsistent and rarely utilises	The student's work does not demonstrate a capability to make useful contributions in group work,

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Team working and interpersonal skills</b>	valuable contributions to group work, with exceptional teamwork and leadership skills. The work demonstrates outstanding interpersonal skills to negotiate in a professional context and manage conflict, proactively seeking to resolve conflict with empathy and social awareness.	group work, with an understanding of team and leadership roles. The work demonstrates the use of highly developed interpersonal skills to negotiate in a professional context and manage conflict, proactively seeking to resolve conflict with empathy and social awareness.	group work. The work demonstrates the use of interpersonal skills to negotiate in a professional context and manage conflict, proactively seeking to resolve conflict with empathy and social awareness.	group work. At times, the work demonstrates the use of interpersonal skills to negotiate in a professional context and manage conflict, proactively seeking to resolve conflict with empathy and social awareness.	interpersonal skills to negotiate in a professional context and manage conflict with empathy and social awareness.	showing a lack of utilisation of interpersonal skills including empathy and social awareness.
<b>Ethical awareness and application</b>	The student's work has consistently shown an exceptional awareness of personal responsibility and professional codes of conduct and incorporates this into their practice	The student's work has shown a highly developed awareness of personal responsibility and professional codes of conduct and incorporates this into their practice in a consistent way	The student's work has shown a sound awareness of personal responsibility and professional codes of conduct and regularly incorporates this into their practice.	The student's work has shown an adequate awareness of personal responsibility and professional codes of mostly conduct and incorporates this into their practice.	The student's work shows limited and inconsistent awareness of personal responsibility and professional codes of conduct and only sometimes incorporates this into their practice.	The student's work shows little or no awareness of personal responsibility and professional codes of conduct and does not incorporate this into their practice.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Ethical awareness and application</b>	in a highly consistent way.					
<b>Personal evaluation and development</b>	The student's work has demonstrated a consistently exceptional ability to take responsibility for own learning and development using reflection and feedback to analyse their own capabilities, appraises alternatives and plans and implements actions with resilience and criticality. The work demonstrates exceptional independence, resilience and self-criticality as a learner and an outstanding ability to guide and	The student's work has demonstrated a highly developed ability to take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plan and implement actions with resilience and criticality. The work demonstrates a highly level of independence and resilience and a well-developed self-criticality as a learner and highly developed ability to guide and support the	The student's work has demonstrated a sound ability to take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plan and implement actions with resilience and criticality. The work demonstrates independence, resilience and self-criticality as a learner and an ability to guide and support the learning of others, thereby supporting	The student's work has demonstrated an adequate ability to take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraise alternatives and plan and implement actions with resilience and criticality. The work demonstrates some independence, resilience and self-criticality as a learner and some ability to guide and support the learning of others thereby supporting	The student's work demonstrates a limited and inconsistent evidence of an ability to take responsibility for own learning and development or reflect and use feedback to analyse own capabilities, appraise alternatives and plan and implement actions with resilience and criticality. The student's work lacks independence, resilience and self-criticality as a learner and rarely demonstrates an ability to guide or	The student's work does not demonstrate evidence of an ability to take responsibility for own learning and development or reflect and use feedback to analyse own capabilities, appraises alternatives and plans and implement actions with resilience and criticality. The student's work has not demonstrated adequate initiative or ability to reflect on their own and others' function, in order to improve practice. It lacks independence,

Subject	First class Honours 70 and above	Upper Second-class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail 34 and below
<b>Personal evaluation and development</b>	support the learning of others, thereby supporting professional development.	learning of others, thereby supporting professional development.	professional development.	professional development.	support the learning of others.	resilience and self-criticality as a learner and does not guide or support the learning of others.
<b>Communication Skills</b>	The student's work consistently demonstrates exceptional communication skills through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and increasingly complex contexts. It adopts outstanding articulation and expression with exceptional use of the English language and excellent practice in citation and referencing.	The student's work demonstrates highly developed communication skills through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and increasingly complex contexts. It adopts clear articulation and expression with highly developed use of the English language and very good practice in citation and referencing.	The student's work demonstrates good communication skills through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and increasingly complex contexts. It adopts clear articulation and expression with a good use of the English language and good practice in citation and referencing.	The student's work demonstrates adequate communication skills through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and increasingly complex contexts. It adopts adequate articulation and expression with reasonable use of the English language and practice in citation and referencing.	The student's work demonstrates limited communication skills through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and increasingly complex contexts. However, it does not consistently show clear articulation and expression and doesn't show consistently adequate use of the English language or good practice in citation and referencing.	The student's work does not demonstrate communication skills through oral, written, numerical and visual mediums to an identified target audience in a wide range of situations and increasingly complex contexts. It does not show clear articulation and expression and also doesn't show sound use of the English language or sound good practice in citation and referencing.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Digital skills and competencies</b>	The student's work consistently demonstrates the use, adaption, and development of exceptional digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the use, adaption, and development of highly developed digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the use, adaption, and development of good digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the adequate use, adaption, and development of digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates limited use, adaption, and development of digital skills to solve problems, create solutions and communicate outcomes.	The student's work does not demonstrate the use, adaption, and development of digital skills to solve problems, create solutions and communicate outcomes.

**Level 5****Application of Knowledge and Understanding**

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Knowledge and Understanding</b>	The student's work consistently shows an exceptionally detailed knowledge of well-established theories and concepts, demonstrating a sophisticated awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	The student's work shows a detailed knowledge of well-established theories and concepts, demonstrating an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	The student's work shows a sound knowledge of well-established theories and concepts, demonstrating an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	The student's work shows an adequate knowledge of well-established theories and concepts, demonstrating an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.	The student's work shows a lack of consistent knowledge of well-established theories and concepts, and a limited awareness of different ideas, contexts and frameworks or the areas where the knowledge base is most/least secure.	The student's work shows a lack of knowledge of well-established theories and concepts, and a lack of awareness of different ideas, contexts and frameworks or the areas where the knowledge base is most/least secure.

## Cognitive Skills

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Conceptualisation and Critical Thinking</b>	The student's work consistently demonstrates an exceptional ability to identify, analyse, and communicate principles and concepts recognising competing perspectives.	The student's work demonstrates a highly developed ability to identify, analyse, and communicate principles and concepts recognising competing perspectives.	The student's work demonstrates a good ability to identify, analyse, and communicate principles and concepts recognising competing perspectives.	The student's work demonstrates an adequate ability to identify, analyse, and communicate principles and concepts recognising competing perspectives.	The student's work does not consistently demonstrate an ability to identify, analyse, and communicate principles and concepts, therefore not always recognising competing perspectives.	The student's work does not demonstrate an ability to identify, analyse, and communicate principles and concepts, therefore not recognising competing perspectives.
<b>Synthesis, problem solving, research and enquiry</b>	The student's work consistently demonstrates an exceptional ability to collect and synthesise information to inform a choice of solutions to problems in familiar and unfamiliar contexts. There is an outstanding demonstration of enquiry, and of developing and	The student's work demonstrates a well-developed ability to collect and synthesise information to inform a choice of solutions to problems in familiar and unfamiliar contexts. There is a very good demonstration of enquiry, and of developing and	The student's work demonstrates a sound ability to collect and synthesise information to inform a choice of solutions to problems in familiar and unfamiliar contexts. There is a good demonstration of enquiry, and of developing and	The student's work demonstrates an adequate ability to collect and synthesise information to inform a choice of solutions to problems in familiar and unfamiliar contexts. There is some demonstration of enquiry, and of developing and	The student's work demonstrates a limited and inconsistent ability to collect and synthesise information to inform a choice of solutions to problems in familiar and unfamiliar contexts. The work lacks consistent demonstration of	The student's work demonstrates a lack of ability to collect and synthesise information to inform a choice of solutions to problems in familiar and unfamiliar contexts. It lacks a well-defined focus for enquiry or undertaking of investigative

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Synthesis, problem solving, research and enquiry</b>	undertaking plans and investigative strategies using a defined range of methods.	undertaking plans and investigative strategies using a defined range of methods.	undertaking plans and investigative strategies using a defined range of methods.	undertaking plans and investigative strategies using a defined range of methods.	enquiry, and of developing and undertaking plans and investigative strategies using a defined range of methods.	strategies using defined range of methods.
<b>Analysis and Evaluation</b>	The student's work consistently demonstrates exceptional analysis of a range of information comparing alternative methods and techniques. Consistently, it adopts appropriate techniques and relevant data/evidence for an outstanding quality of evaluation and proposes sophisticated, perceptive, and	The student's work demonstrates well developed analysis of a range of information comparing alternative methods and techniques. It adopts appropriate techniques and relevant data/evidence for very good quality evaluation and proposes thoughtful hypotheses.	The student's work demonstrates good analysis of a range of information comparing alternative methods and techniques. It adopts appropriate techniques and relevant data/evidence for evaluation and proposes sound hypotheses.	The student's work demonstrates adequate analysis of a range of information comparing alternative methods and techniques. It adopts some appropriate techniques and relevant data/evidence for evaluation and proposes appropriate hypotheses.	The student's work demonstrates limited and inconsistent analysis. It adopts some appropriate techniques and relevant data/evidence for evaluation, but the work is based on hypotheses with little justification.	The student's work demonstrates a lack of analysis. It does not adopt appropriate techniques and relevant data/evidence for evaluation and is not based on appropriate hypotheses.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Analysis and Evaluation</b>	thoughtful hypotheses.					
<b>Innovation and Creativity</b>	The student's work consistently shows outstanding creativity in familiar and unfamiliar contexts and takes exceptionally well-informed risks to approach problems or challenges, test unfamiliar concepts, and provides highly effective evaluation of the outcomes.	The student's work shows a high level of creativity in familiar and unfamiliar contexts and takes well-informed risks to approach problems or challenges, test unfamiliar concepts, and provide effective evaluation of the outcomes.	The student's work shows sound creativity in familiar and unfamiliar contexts and takes some informed risks to approach problems or challenges, test unfamiliar concepts, and provide sound evaluation of the outcomes.	The student's work shows adequate creativity in familiar and unfamiliar contexts and takes some risks to approach problems or challenges, test unfamiliar concepts, and provide evaluation of the outcomes	The student's work shows a lack of creativity in familiar and unfamiliar contexts and takes only limited risks to approach problems or challenges, test unfamiliar concepts, and provide an evaluation of the outcomes.	The student's work shows little or no creativity in familiar and unfamiliar contexts and doesn't evidence taking risks to approach problems or challenges, test unfamiliar concepts, and provide evaluation of the outcomes.

## Practical Skills

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Practice, practical and Performance</b>	The student's practical work and/or performance consistently undertakes complex and non-routine practical/practice/performance tasks, demonstrating the exceptional use of appropriate technical skills in its production/execution. There is outstanding analysis of the practice/practical/performance of self and others and makes suggestions for improvements. The students' work shows the adaption of own practice to external expectations.	The student's practical work and/or performance undertakes complex and non-routine practical/practice/performance tasks, demonstrating very good use of appropriate technical skills in its production/execution. There is very good analysis of the practice/practical/performance of self and others and makes suggestions for improvements. The student's work shows the adaption of own practice to external expectations.	The student's practical work and/or performance undertakes complex and non-routine practical/practice/performance tasks, demonstrating sound use of appropriate technical skills in its production/execution. Some analysis of the practice/practical/performance of self and others and makes suggestions for improvements. The student's work shows the adaption of own practice to external expectations.	The student's practical work and/or performance undertakes some complex and non-routine practical/practice/performance tasks, demonstrating adequate use of appropriate technical skills in its production/execution. Some, if limited, analysis of the practice/practical/performance of self and others and only sometimes makes suggestions for improvements.	The student's practical work and/or performance inconsistently undertakes complex and non-routine practical/practice/performance tasks. However, it lacks consistent demonstration of appropriate technical skills in its production/execution. There is a lack of analysis of the practice/practical/performance of self and others and fails to make suggestions for improvements.	The student's practical work and/or performance doesn't undertake complex and non-routine practical/practice/performance tasks. It also doesn't demonstrate the use of appropriate technical skills in its production/execution. It lacks analysis of the practice/practical/performance of self and others and fails to make suggestions for improvements.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Team working and interpersonal skills</b>	The student' work consistently demonstrates exceptional capability to use interpersonal skills to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. There is an outstanding recognition and amelioration of situations likely to lead to conflict with empathy and social awareness.	The student' work demonstrates a well-developed capability to use interpersonal skills to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. There is very good recognition and amelioration of situations likely to lead to conflict with empathy and social awareness.	The student' work demonstrates a sound capability to use interpersonal skills to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. There is good recognition and amelioration of situations likely to lead to conflict with empathy and social awareness.	The student' work demonstrated adequate capability to use interpersonal skills to interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. There is some recognition and amelioration of situations likely to lead to conflict with empathy and social awareness.	The student' work shows that the capability to use interpersonal skills to interact effectively within a team is inconsistent, with little evidence of giving and receiving information and ideas and modifying responses where appropriate. There is limited awareness of how to recognise and ameliorate situations likely to lead to conflict with empathy and social awareness.	The student' work shows a lack of capability to use interpersonal skills to interact effectively within a team, with little evidence of giving and receiving information and ideas and modifying responses where appropriate. The work lacks awareness of how to recognise and ameliorate situations likely to lead to conflict with empathy and social awareness.
<b>Ethical awareness and application</b>	The student's work consistently shows an exceptional awareness of personal responsibility and professional codes of conduct.	The student's work shows a well-developed awareness of personal responsibility and professional codes of conduct.	The student's work shows a sound awareness of personal responsibility and professional codes of conduct.	The student's work shows an adequate awareness of personal responsibility and professional codes of conduct.	The student's work shows a limited and inconsistent awareness of personal responsibility and professional codes of conduct.	The student's work shows a lack of awareness of personal responsibility and professional codes of conduct.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Personal evaluation and development</b>	The student's work consistently demonstrated an exceptional ability to assess own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. The work evidences the outstanding use of feedback to adapt own actions to reach a desired aim and reviews impact with resilience and criticality. It also demonstrates exceptional independence, resilience and self-criticality as a learner and an excellent ability to guide and support the learning of others, thereby supporting	The student's work has demonstrated a well-developed ability to assess own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. The work evidences a very good use of feedback to adapt own actions to reach a desired aim and reviews impact with resilience and criticality. It also demonstrates very good independence, resilience and self-criticality as a learner and an ability to guide and support the learning of others, thereby supporting	The student's work has demonstrated a sound ability to assess own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. The work evidences the use of feedback to adapt own actions to reach a desired aim and reviews impact with resilience and criticality. It demonstrates good and consistent independence, resilience and self-criticality as a learner and an ability to guide and support the learning of others, thereby supporting professional development.	The student's work has demonstrated an adequate ability to assess own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. The work evidences the adequate use of feedback to adapt own actions to reach a desired aim and reviews impact with resilience and criticality. It demonstrates some independence, resilience and self-criticality as a learner and an ability to guide and support the learning of others, thereby supporting professional development.	The student's work has demonstrated limited ability to assess own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. There is limited evidence of the use of feedback to adapt own actions to reach a desired aim and reviews impact with resilience and criticality. There is an inconsistent demonstration of independence, resilience and self-criticality as a learner and an ability to guide and support the learning of others, thereby supporting	The student's work has not consistently demonstrated an adequate ability to assess own capabilities using justifiable criteria set by self and others taking the wider needs of the context into account. It fails to evidence the use of feedback to adapt own actions to reach a desired aim and reviews impact with resilience and criticality. The work lacks demonstration of independence, resilience and self-criticality as a learner and does not guide or support the learning of others.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Personal evaluation and development</b>	professional development.	professional development.			professional development.	
<b>Communication Skills</b>	The student's work consistently demonstrates exceptional communication through oral, written, numerical and visual mediums to an identified target audience to a range of situations and audiences. It adopts outstanding articulation and expression with exceptional use of the English language and practice in citation and referencing.	The student's work demonstrates highly developed communication through oral, written, numerical and visual mediums to an identified target audience to a range of situations and audiences. It adopts very good articulation and expression with highly developed use of the English language and practice in citation and referencing.	The student's work demonstrates good communication through oral, written, numerical and visual mediums to an identified target audience to a range of situations and audiences. It adopts sound articulation and expression with good use of the English language and practice in citation and referencing.	The student's work demonstrates adequate communication through oral, written, numerical and visual mediums to an identified target audience to a range of situations and audiences. It adopts articulation and expression with reasonable use of the English language and practice in citation and referencing.	The student's work demonstrates limited communication through oral, written, numerical and visual mediums to an identified target audience to a range of situations and audiences. The articulation and expression and the use of the English language and practice in citation and referencing is inconsistent.	The student's work does not demonstrate adequate communication through oral, written, numerical and visual mediums to an identified target audience to a range of situations and audiences. Articulation and expression and the use of the English language and practice in citation and referencing is not satisfactory.
<b>Digital Skills and Competencies</b>	The student's work consistently demonstrates the exceptional use and adaption of digital skills	The student's work demonstrates highly developed use and adaption of digital skills	The student's work demonstrates good use and adaption of digital skills to solve problems, create solutions	The student's work demonstrates adequate use and adaption of digital skills to solve problems, create	The student's work demonstrates limited and inconsistent use and adaption of digital skills to	The student's work does not demonstrate the adequate use and adaption of digital skills to solve

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Digital Skills and Competencies</b>	to solve problems, create solutions and communicate outcomes.	to solve problems, create solutions and communicate outcomes.	and communicate outcomes.	solutions and communicate outcomes.	solve problems, create solutions and communicate outcomes.	problems, create solutions and communicate outcomes.

## Level 4

### Application of Knowledge and Understanding

Subject	First class Honours 70 and above	Upper Second-class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful -Marginal Fail 35-39	Unsuccessful – Fail 34 and below
<b>Knowledge and Understanding</b>	The student's work consistently shows an exceptional understanding of the knowledge base and its terminology or discourse. It demonstrates outstanding awareness that areas of this knowledge base are open to ongoing debate and reformulation.	The student's work shows a highly developed understanding of the knowledge base and its terminology or discourse. It demonstrates very good awareness that areas of this knowledge base are open to ongoing debate and reformulation.	The student's work shows a sound understanding of the knowledge base and its terminology or discourse. It demonstrates good awareness that areas of this knowledge base are open to ongoing debate and reformulation.	The student's work shows an adequate understanding of the knowledge base and its terminology or discourse. It demonstrates some awareness that areas of this knowledge base are open to ongoing debate and reformulation.	The student's work shows a limited and inconsistent understanding of the knowledge base and its terminology or discourse. It demonstrates limited awareness that areas of this knowledge base are open to ongoing debate and reformulation.	The student's work shows a lack of understanding of the knowledge base and its terminology or discourse. It fails to demonstrate awareness that areas of this knowledge base are open to ongoing debate and reformulation.

### Cognitive Skills

Subject	First class Honours 70 and above	Upper Second-class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful -Marginal Fail 35-39	Unsuccessful – Fail 34 and below
<b>Conceptualisation and Critical Thinking</b>	The student's work consistently demonstrates an	The student's work demonstrates a	The student's work demonstrates a	The student's work demonstrates	The student's work demonstrates	The student's work demonstrates

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful -Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Conceptualisation and Critical Thinking</b>	exceptional ability to identify principles and concepts underlying theoretical frameworks and begin to identify their strengths and weaknesses.	highly developed ability to identify principles and concepts underlying theoretical frameworks and begin to identify their strengths and weaknesses.	sound ability to identify principles and concepts underlying theoretical frameworks and begin to identify their strengths and weaknesses.	some ability to identify principles and concepts underlying theoretical frameworks and begin to identify their strengths and weaknesses.	a limited and inconsistent ability to identify principles and concepts underlying theoretical frameworks and fails to identify their strengths and weaknesses.	a lack of ability to identify principles and concepts underlying theoretical frameworks and fails to identify their strengths and weaknesses.
<b>Synthesis, problem solving, research and enquiry</b>	The student's work consistently demonstrates an exceptional ability to collect information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts.	The student's work demonstrates a highly developed ability to collect information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts.	The student's work demonstrates a sound ability to collect information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts. The work also	The student's work demonstrates some ability to collect information from a variety of authoritative sources to inform a choice of solutions to standard problems in familiar contexts. The work also	The student's work demonstrates a limited and inconsistent ability to collect information from a variety of authoritative sources to inform a choice of solutions to	The student's work demonstrates an inadequate ability to collect information from a variety of authoritative sources to inform a choice of solutions to standard.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful -Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Synthesis, problem solving, research and enquiry</b>	The work also shows an outstanding ability to identify a well-defined focus for enquiry and plan and undertake investigative strategies using a limited and defined range of methods.	The work also shows a very good ability to identify a well-defined focus for enquiry and plan and undertake investigative strategies using a limited and defined range of methods.	shows a good ability to identify a well-defined focus for enquiry and plan and undertake investigative strategies using a limited and defined range of methods.	shows an adequate ability to identify a well-defined focus for enquiry and plan and undertake investigative strategies using a limited and defined range of methods.	standard problems in familiar contexts. The student's work also fails to adequately identify a well-defined focus for enquiry and fails to plan and undertake investigative strategies using a limited and defined range of methods.	problems in familiar contexts. The student's work also fails to identify a well-defined focus for enquiry, as well as plan and undertake investigative strategies using a limited and defined range of methods
<b>Analysis and Evaluation</b>	The students work shows exceptional judgement on the reliability of data and information using pre-defined techniques and/or criteria.	The students work shows a highly developed judgement on the reliability of data and information using pre-defined techniques and/or criteria.	The students work shows a sound judgement on the reliability of data and information using pre-defined techniques and/or criteria.	The students work shows some judgement on the reliability of data and information using pre-defined techniques and/or criteria.	The students work shows a limited and inconsistent judgement on the reliability of data and information using pre-defined techniques and/or criteria.	The students show a lack of judgement on the reliability of data and information using pre-defined techniques and/or criteria.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful -Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Innovation and Creativity</b>	The student's work shows exceptional creativity and innovation and a sophisticated ability to experiment with unfamiliar ideas, concepts, or mediums.	The student's work shows highly developed creativity and innovation and ability to experiment with unfamiliar ideas, concepts, or mediums.	The student's work shows a sound level of creativity and innovation and ability to experiment with unfamiliar ideas, concepts, or mediums.	The student's work shows adequate creativity and innovation and ability to experiment with unfamiliar ideas, concepts, or mediums.	The student's work shows limited creativity and innovation and inconsistent ability to experiment with unfamiliar ideas, concepts, or mediums.	The student's work shows in adequate creativity and innovation and a lack of ability to experiment with unfamiliar ideas, concepts, or mediums.

## Practical Skills

Subject	First class Honours  70 and above	Upper Second-class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail 34 and below
<b>Practice, practical and Performance</b>	The student's work shows an exceptional ability to undertake practical/practice performance tasks that may be complex and non-routine engaging in self-reflection. The work also demonstrates an exceptional ability to relate own role to specified and externally defined parameters.	The student's work shows a highly developed ability to undertake practical/practice performance tasks that may be complex and non-routine engaging in self-reflection. The work also demonstrates a very good ability to relate own role to specified and externally defined parameters.	The student's work shows a sound ability to undertake practical/practice performance tasks that may be complex and non-routine engaging in self-reflection. The work also demonstrates the ability to relate own role to specified and externally defined parameters.	The student's work shows adequate ability to undertake practical/practice performance tasks that may be complex and non-routine engaging in self-reflection. The work also demonstrates some ability to relate own role to specified and externally defined parameters.	The student's work shows limited and inconsistent ability to undertake practical/practice performance tasks that may be complex and non-routine engaging in self-reflection. The work also shows inconsistencies in the ability to relate own role to specified and externally defined parameters.	The student's work shows a lack of ability to undertake practical/practice performance tasks that may be complex and non-routine engaging in self-reflection. The work also lacks the ability to relate own role to specified and externally defined parameters.
<b>Team working and interpersonal skills</b>	The student's work consistently demonstrates an exceptional ability to use interpersonal skills to work effectively with others and recognises the	The student's work demonstrates a highly developed ability to use interpersonal skills to work effectively with others and recognises the	The student's work demonstrates a sound ability to use interpersonal skills to work effectively with others and recognises the factors that	The student's work demonstrates an adequate ability to use interpersonal skills to work effectively with others and recognises the	The student's work demonstrates a limited and inconsistent ability to use interpersonal skills to work effectively with others. There is	The student's work demonstrates an inadequate ability to use interpersonal skills to work effectively with others and recognises the

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Team working and interpersonal skills</b>	factors that affect team performance; with empathy and social awareness.	factors that affect team performance; with empathy and social awareness.	affect team performance; with empathy and social awareness.	factors that affect team performance; with empathy and social awareness.	limited recognition of the factors that affect team performance; with empathy and social awareness.	factors that affect team performance; with empathy and social awareness.
<b>Ethical awareness and application</b>	The student's work consistently demonstrates exceptional awareness of ethical issues and can discuss these in relation to personal beliefs and values.	The student's work demonstrates a highly developed awareness of ethical issues and can discuss these in relation to personal beliefs and values.	The student's work demonstrates a sound awareness of ethical issues and can discuss these in relation to personal beliefs and values.	The student's work demonstrates adequate awareness of ethical issues and can discuss these in relation to personal beliefs and values.	The student's work demonstrates a limited and inconsistent awareness of ethical issues. It shows limited ability to discuss these in relation to personal beliefs and values.	The student's work demonstrates an inadequate awareness of ethical issues. It fails to discuss these in relation to personal beliefs and values.
<b>Personal evaluation and development</b>	The student's work consistently shows an exceptional awareness of their capabilities in key areas and engages in development activity through guided self-	The student's work shows a highly developed awareness of their capabilities in key areas and engages in development activity through guided self-direction showing	The student's work shows a sound awareness of their capabilities in key areas and engages in development activity through guided self-direction showing	The student's work shows an adequate awareness of their capabilities in key areas and engages in development activity through guided self-direction showing	The student's work shows a limited and inconsistent awareness of their capabilities in key areas. The work shows inconsistent engagement in development	The student's work shows an inadequate awareness of their capabilities in key areas. The work fails to adequately engage in development activity through

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Personal evaluation and development</b>	direction showing exceptional resilience and self-criticality.	a very good level of resilience and self-criticality.	resilience and self-criticality.	resilience and self-criticality.	activity through guided self-direction, showing limited resilience and self-criticality.	guided self-direction showing little resilience and self-criticality.
<b>Communication skills</b>	The student's work consistently demonstrates exceptional communication through oral, written, numerical and visual mediums to an identified target audience in a range of contexts. It adopts outstanding articulation and expression with the exceptional use of the English language and practice in citation and referencing.	The student's work demonstrates highly developed communication through oral, written, numerical and visual mediums to an identified target audience in a range of contexts. It adopts a highly developed articulation and expression with very good use of the English language and practice in citation and referencing.	The student's work demonstrates sound communication through oral, written, numerical and visual mediums to an identified target audience in a range of contexts. It adopts a good articulation and expression with the good use of the English language and practice in citation and referencing.	The student's work demonstrates adequate communication through oral, written, numerical and visual mediums to an identified target audience in a range of contexts. It adopts reasonable articulation and expression with the adequate use of the English language and practice in citation and referencing.	The student's work demonstrates a limited and inconsistent level of communication through oral, written, numerical and visual mediums to an identified target audience in a range of contexts. The articulation and expression are not always adequate and the use of the English language and practice in citation and referencing is inconsistent.	The student's work demonstrates an inadequate level of communication through oral, written, numerical and visual mediums to an identified target audience in a range of contexts. The articulation and expression are also not satisfactory and the use of the English language and practice in citation and referencing is poor.

<b>Subject</b>	<b>First class Honours 70 and above</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Digital Skills and Competencies</b>	The student's work consistently demonstrates the use of exceptional digital skills to solve problems, create solutions, and communicate outcomes.	The student's work demonstrates the use of highly developed digital skills to solve problems, create solutions and communicate outcomes.	The student's work demonstrates the sound use of digital skills to solve problems, create solutions, and communicate outcomes.	The student's work demonstrates the adequate use of digital skills to solve problems, create solutions, and communicate outcomes.	The student's work demonstrates limited and inconsistent use of digital skills to solve problems, create solutions, and communicate outcomes.	The student's work does not demonstrate the use of digital skills to solve problems, create solutions, and communicate outcomes.

### Level 3

#### Application of Knowledge and Understanding

Subject	First class Honours 70+	Upper Second-class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail 34 and below
<b>Knowledge and Understanding</b>	The student's work demonstrates a consistently exceptional understanding of defined areas of the knowledge base. It demonstrates an outstanding awareness of current areas of debate in the field of study.	The student's work demonstrates a highly developed understanding of defined areas of the knowledge base. It demonstrates a very good awareness of current areas of debate in the field of study.	The student's work demonstrates a sound understanding of defined areas of the knowledge base. It demonstrates a good awareness of current areas of debate in the field of study.	The student's work demonstrates adequate understanding of defined areas of the knowledge base. It demonstrates some awareness of current areas of debate in the field of study.	The student's work shows limited and inconsistent understanding of defined areas of the knowledge base. It also fails to demonstrate a consistent awareness of current areas of debate in the field of study.	The student's work shows an inadequate understanding of defined areas of the knowledge base. It also fails to demonstrate an awareness of current areas of debate in the field of study.

#### Cognitive Skills

Subject	First class Honours 70+	Upper Second-class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail 34 and below
<b>Conceptualisation and Critical Thinking</b>	principles and concepts to underlying theoretical	principles and concepts to underlying theoretical	underlying theoretical frameworks and approaches.	concepts to underlying theoretical frameworks and approaches.	underlying theoretical frameworks and approaches.	concepts to underlying theoretical frameworks and approaches

<b>Subject</b>	<b>First class Honours 70+</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Synthesis, problem solving, research and enquiry</b>	frameworks and approaches. The student's work demonstrates a consistently exceptional ability to collect information to inform a choice of solutions to standard problems in familiar contexts. It also shows an outstanding	frameworks and approaches. The student's work demonstrates a highly developed ability to collect information to inform a choice of solutions to standard problems in familiar contexts. It also shows a very good ability to	The student's work demonstrates a sound ability to collect information to inform a choice of solutions to standard problems in familiar contexts. It also shows a good ability to carry out defined investigative	The student's work demonstrates an ability to collect information to inform a choice of solutions to standard problems in familiar contexts. It also shows an adequate ability to carry out defined	The student's work demonstrates a limited and inconsistent ability to collect information to inform a choice of solutions to standard problems in familiar contexts. It also fails to consistently carry out defined investigative strategies and communicates	The student's work demonstrates an inadequate ability to collect information to inform a choice of solutions to standard problems in familiar contexts. It also fails to carry out defined investigative
<b>Synthesis, problem solving, research and enquiry</b>	ability to carry out defined investigative strategies and communicates results effectively in any given format.	carry out defined investigative strategies and communicates results effectively in a given format	strategies and communicates results effectively in a given format.	investigative strategies and communicates results effectively in a given format.	results effectively in a given format.	strategies and communicates results effectively in a given format.

<b>Subject</b>	<b>First class Honours 70+</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Analysis and Evaluation</b>	The student's work consistently demonstrates an exceptional ability to analyse a range of information using pre-defined principles, frameworks, or criteria.	The student's work demonstrates a highly developed ability to analyse a range of information using pre-defined principles, frameworks, or criteria.	The student's work demonstrates a sound ability to analyse a range of information using pre-defined principles, frameworks, or criteria.	The student's work demonstrates an adequate ability to analyse a range of information using pre-defined principles, frameworks, or criteria.	The student's work demonstrates a limited and inconsistent ability to analyse a range of information using pre-defined principles, frameworks, or criteria.	The student's work demonstrates an inadequate ability to analyse a range of information using pre-defined principles, frameworks, or criteria.
<b>Innovation and Creativity</b>	The student's work consistently shows exceptional creativity and innovation and is highly effective at exploring new approaches or mediums and unfamiliar ways of thinking or working.	The student's work shows a highly developed creativity and innovation and is effective at exploring new approaches or mediums and unfamiliar ways of thinking or working.	The student's work shows sound level of creativity and innovation and explores new approaches or mediums and unfamiliar ways of thinking or working	The student's work shows an adequate level of creativity and innovation and explores some new approaches or mediums and unfamiliar ways of thinking or working	The student's work shows a limited creativity and innovation and fails to consistently explore new approaches or mediums and unfamiliar ways of thinking or working	The student's work shows a lack of creativity and innovation and fails to explore new approaches or mediums and unfamiliar ways of thinking or working

## Practical Skills

<b>Subject</b>	<b>First class Honours 70+</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Practice, practical and Performance</b>	The student's work consistently demonstrates exceptional practical/practice performance tasks that are complex, but within a clearly defined role.	The student's work demonstrates highly developed/ very good practical/practice performance tasks that are complex, but within a clearly defined role.	The student's work demonstrates good practical/practice performance tasks that are complex, but within a clearly defined role.	The student's work demonstrates practical/practice performance tasks that are complex, but within a clearly defined role.	The student's work demonstrates limited practical/practice performance tasks that are complex, but within a clearly defined role.	The student's work fails to demonstrate practical/practice performance tasks that are complex, but within a clearly defined role.
<b>Team working and interpersonal skills</b>	The student's work consistently demonstrates an exceptional ability to use interpersonal skills, adapt own behaviour to meet obligations to others, whilst showing empathy and social awareness	The student's work demonstrates a highly developed ability to use interpersonal skills, adapt own behaviour to meet obligations to others, whilst showing empathy and social awareness	The student's work demonstrates a sound ability to use interpersonal skills, adapt own behaviour to meet obligations to others, whilst showing empathy and social awareness	The student's work demonstrates an adequate ability to use interpersonal skills, adapt own behaviour to meet obligations to others, whilst showing empathy and social awareness	The student's work demonstrates a limited and inconsistent ability to use interpersonal skills, adapt own behaviour to meet obligations to others, whilst showing empathy and social awareness	The student's work demonstrates an inadequate ability to use interpersonal skills, adapt own behaviour to meet

<b>Subject</b>	<b>First class Honours 70+</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
<b>Ethical awareness and application</b>	The student's work consistently demonstrates an exceptional awareness of the ethical issues in the main areas of study.	The student's work demonstrates a highly developed awareness of the ethical issues in the main areas of study.	The student's work demonstrates a sound awareness of the ethical issues in the main areas of study.	The student's work demonstrates an adequate awareness of the ethical issues in the main areas of study.	The student's work demonstrates a limited and inconsistent awareness of the ethical issues in the main areas of study.	The student's work demonstrates a lack of awareness of the ethical issues in the main areas of study.
<b>Personal evaluation and development</b>	The student's work consistently demonstrates exceptional ability to assess own capabilities against given criteria and engage in guided development activity showing extremely well-developed skills of resilience and self-criticality.	The student's work demonstrates a highly developed ability to assess own capabilities against given criteria and engage in guided development activity showing very good skills of resilience and self-criticality.	The student's work demonstrates sound ability to assess own capabilities against given criteria and engage in guided development activity showing good skills of resilience and self-criticality.	The student's work demonstrates an adequate ability to assess own capabilities against given criteria and engage in guided development activity showing resilience and self-criticality.	The student's work demonstrates a limited and inconsistent ability to assess own capabilities against given criteria and engage in guided development activity showing limited resilience and self-criticality.	The student's work demonstrates a lack of ability to assess own capabilities against given criteria and engage in guided development activity showing a lack of resilience and self-criticality.
<b>Communication skills</b>	The student's work	The student's work	The student's work	The student's work	The student's work demonstrates a	The student's work

<b>Subject</b>	<b>First class Honours 70+</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
	consistently demonstrates exceptional communication through oral, written, numerical and visual mediums to an identified target audience in narrowly defined contexts. It adopts outstanding articulation and expression with the sophisticated use of the English language and practice in citation and referencing.	demonstrates highly developed communication through oral, written, numerical and visual mediums to an identified target audience in narrowly defined contexts. It adopts very good articulation and expression with good use of the English language and practice in citation and referencing.	demonstrates sound communication through oral, written, numerical and visual mediums to an identified target audience in narrowly defined contexts. It adopts good articulation and expression with good use of the English language and practice in citation and referencing.	demonstrates adequate communication through oral, written, numerical and visual mediums to an identified target audience in narrowly defined contexts. It adopts adequate articulation and expression with adequate use of the English language and good practice in citation and referencing.	limited and inconsistent level of communication through oral, written, numerical and visual mediums to an identified target audience in narrowly defined contexts. There is limited and inconsistent adoption of clear articulation and expression with a lack of the effective use of the English language and practice in citation and referencing.	demonstrates an inadequate level of communication through oral, written, numerical and visual mediums to an identified target audience in narrowly defined contexts. The articulation and expression with effective use of the English language and good practice in citation and referencing is also inadequate.
<b>Digital skills and competencies</b>	The student's work demonstrates the exceptional use of digital	The student's work demonstrates the highly developed use of	The student's work demonstrates good use of digital skills to	The student's work demonstrates the adequate use of digital	The student's work demonstrates limited digital skills to solve problems, create solutions	The student's work does not demonstrate the use of digital skills to solve

<b>Subject</b>	<b>First class Honours 70+</b>	<b>Upper Second-class Honours 60-69</b>	<b>Lower Second Class Honours 50-59</b>	<b>Third Class Honours 40-49</b>	<b>Unsuccessful - Marginal Fail 35-39</b>	<b>Unsuccessful – Fail 34 and below</b>
	skills to solve problems, create solutions and communicate outcomes.	digital skills to solve problems, create solutions and communicate outcomes.	solve problems, create solutions and communicate outcomes.	skills to solve problems, create solutions, and communicate outcomes.	and communicate outcomes.	problems, create solutions, and communicate outcomes.