

# **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
Operational Context	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.
Autonomy and responsibility for actions	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
Autonomy and responsibility for actions	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
Knowledge and Understanding	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.

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Conceptualisation and Critical Thinking	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.
Synthesis, Problem Solving, Research Enquiry.	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
Synthesis, Problem Solving, Research Enquiry.	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
Analysis and Evaluation	The student's work demonstrates the ability to analyse a range of information using predefined principles, frameworks, or criteria.	The student's work demonstrates the ability to judge the reliability of data and information using predefined 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
Analysis and Evaluation						and judges the appropriateness of the enquiry methodologies used. It also recognises and argues for alternative approaches.
Innovation and Creativity	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**

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

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

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

Subject	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Communication skills	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.
Digital skills and competencies	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	Merit	Pass	Unsuccessful - Marginal Fail	Unsuccessful – Fail
	70 and above	60-69	50-59	45-49	44 and below
Knowledge and Understanding	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.
Knowledge and Understanding	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.

Subject	Distinction	Merit	Pass	Unsuccessful - Marginal Fail	Unsuccessful – Fail
	70 and above	60-69	50-59	45-49	44 and below
Conceptualisation and Critical Thinking	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.
Synthesis, problem solving, research and enquiry	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

Subject	Distinction	Merit	Pass	Unsuccessful - Marginal Fail	Unsuccessful – Fail
	70 and above	60-69	50-59	45-49	
			C 11		44 and below
Synthesis,	substantive	address significant	areas of theory	investigations to	substantive
problem solving,	investigations to	areas of theory	and/or practice. It	address significant	investigations to
research and	address significant	and/or practice. It	also shows some	areas of theory	address significant
enquiry	areas of theory	also shows good	insight in selecting	and/or practice. It	areas of theory
	and/or practice. It	insight in selecting	appropriate	also shows	and/or practice. It
	shows outstanding	appropriate	advanced	inconsistent insight	also shows a lack of
	insight in selecting	advanced	methodological	in selecting	insight in selecting
	appropriate	methodological	approaches and	appropriate	appropriate
	advanced	approaches and	critically evaluating	advanced	advanced
	methodological	critically evaluating	their effectiveness.	methodological	methodological
	approaches and	their effectiveness.		approaches and	approaches and
	critically evaluating			critically evaluating	critically evaluating
	their effectiveness.		<del>-</del>	their effectiveness.	their effectiveness.
Analysis and	The student's work	The student's work	The student's work	The student's work	The student's work
Evaluation	consistently	demonstrates a	demonstrates an	demonstrates a	does not
	demonstrates	well-developed	ability to apply	limited and	demonstrate an
	exceptional ability to	ability to apply	knowledge flexibly	inconsistent ability	ability to apply
	apply knowledge	knowledge flexibly	and creatively,	to apply knowledge	knowledge flexibly
	flexibly and	and creatively,	synthesise ideas or	flexibly and	and creatively,
	creatively,	synthesise ideas or	information in	creatively,	synthesise ideas or
	synthesise ideas or	information in	innovative ways,	synthesise ideas or	information in
	information in	innovative ways,	and generate	information in	innovative ways,
	innovative ways,	and generate	transformative	innovative ways,	and generate
	and generate	transformative	solutions. It also	and generate	transformative
	transformative	solutions. It also	shows skills in	transformative	solutions. It also
	solutions. It also	shows good skills in	undertaking analysis	solutions. It also	does not show skills
	shows exceptional	undertaking analysis	of complex,	shows limited skills	in undertaking
	skill in undertaking	of complex,	incomplete or	in undertaking	analysis of complex,
	analysis of complex,	incomplete or	contradictory	analysis of complex,	incomplete or
	incomplete or	contradictory	evidence/data and	incomplete or	contradictory
	contradictory	evidence/data and	judging the	contradictory	evidence/data and
	evidence/data and	judging the	appropriateness of	evidence/data and	judging the

Subject	Distinction	Merit	Pass	Unsuccessful - Marginal Fail 45-49	Unsuccessful – Fail
	70 and above	60-69	50-59	45-49	44 and below
Analysis and Evaluation	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.
Innovation and Creativity	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

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

## **Practical Skills**

Subject	Distinction	Merit	Pass	Unsuccessful - Marginal Fail	Unsuccessful – Fail
	70 and above	60-69	50-59	45-49	44 and below
Practice, practical and Performance	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.
Team working and interpersonal skills	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 interpersonal skills to work effectively with multiple teams as leader or member. It does not show the

Subject	Distinction	Merit	Pass	Unsuccessful - Marginal Fail	Unsuccessful – Fail
	70 and above	60-69	50-59	45-49	44 and below
Team working and interpersonal skills	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.
Ethical awareness and application	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.
Personal evaluation and development	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

Subject	Distinction 70 and above	Merit 60-69	Pass 50-59	Unsuccessful - Marginal Fail 45-49	Unsuccessful – Fail
					44 and below
Personal evaluation and development	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.
Communication Skills	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.

Subject	Distinction	Merit	Pass	Unsuccessful - Marginal Fail	Unsuccessful – Fail
	70 and above	60-69	50-59	45-49	
					44 and below
Digital skills and competencies	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

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Knowledge and Understanding	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.
Knowledge and Understanding	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 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

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

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

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful - Fail
	70 and above					34 and below
Conceptualisation and Critical Thinking	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.
Synthesis,	The student's	The student's work	The student's work	The student's work	The student's	The student's
problem solving,	work consistently	demonstrates a	demonstrates a	demonstrates an	work	work does not
research and	demonstrates an	well-developed	sound ability to	adequate ability to	demonstrates a	demonstrate
enquiry	exceptional ability	ability to apply	apply knowledge in familiar and	apply knowledge in familiar and	limited and inconsistent	an ability to
	to apply knowledge in	knowledge in familiar and	unfamiliar	unfamiliar	ability to apply	apply knowledge in
	familiar and	unfamiliar	contexts,	contexts,	knowledge in	familiar and
	unfamiliar	contexts,	synthesising ideas,	synthesising ideas,	familiar and	unfamiliar
	contexts,	synthesising ideas,	and/or information	and/or information	unfamiliar	contexts, nor
	synthesising	and/or information	to generate	to generate	contexts. It	to synthesise
	ideas, and/or	to generate novel	solutions. It	solutions. It	shows	ideas, and/or
	information to	solutions. It	demonstrates some	demonstrates some	inconsistency in	information to
	generate novel	demonstrates	confidence and	confidence and	the ability to	generate
	solutions. It	confidence and	flexibility in	flexibility in	synthesise ideas	solutions. It
	demonstrates	flexibility in	identifying and	identifying and	and/or	demonstrates
	outstanding	identifying and	defining complex	defining complex	information to	a lack of
	confidence and	defining complex	problems as well as	problems as well as	generate	confidence

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
	70 and above					below
Synthesis, problem solving, research and enquiry	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 proposing solutions through the synthesis of a range of authoritative sources.
Analysis and Evaluation	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

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful - Fail
	70 and above					34 and below
Analysis and Evaluation	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	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 recommendation s.	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 recommendati ons
Innovation and Creativity	recommendations 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

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful - Fail
	70 and above					34 and below
Innovation and Creativity	contexts and evidences that they seek out new problems/challen ges, 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/challenge s, 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/challenge s, 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/challenge s, 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/challen ges, 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/chal lenges, 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**

First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
70 and above					34 and below
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.
The student' work has consistently demonstrated exceptional capability to make clear,	The student's work has demonstrated a highly developed capability to make strong, valuable	The student's work has demonstrated a sound capability to make coherent and constructive	The student's work has demonstrated adequate capability in making useful	The student's work shows some contribution in group work, but this it is highly inconsistent and	The student's work does not demonstrate a capability to make useful contributions in
	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' work has consistently demonstrated exceptional capability to make	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' work has consistently demonstrated exceptional capability to make clear,	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 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 oshows 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 oshows 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 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 task swills. It also own practical/practice performance tasks, with a very good level of autonomy.  The student's work has demonstrated a highly developed capability to make on practical practical work and p	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 has demonstrated sound technical 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 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 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 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 has demonstrated 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 work has demonstrated a bighly developed capability to make coherent and constructive by the student's work has demonstrated a bighly developed capability to make coherent and constructive by the student's and constructive by the stud	The student's practical work and/or performance consistently demonstrates the shard 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 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 has demonstrated a highly developed 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 student's practical work and/or performance demonstrates the 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 work has demonstrated a highly developed capability to make clear,  The student's practical work and/or performance demonstrates the 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 work has demonstrated a bighly developed capability to make coherent and constructive and constructive and processes to own practical/practice performance tasks, with some level of autonomy and identify how these might be evaluated.  The student's work has demonstrated a bighly to make coherent and constructive and processes to own processes to own processes to own processes to

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Team working and interpersonal skills	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.
Ethical awareness and application	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.

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Ethical	in a highly					
awareness and application	consistent way.					
Personal evaluation and development	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	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

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Personal evaluation and development	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.
Communication Skills	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.

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

Level 5
Application of Knowledge and Understanding

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Knowledge and Understanding	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	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.

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Conceptualisation and Critical Thinking	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	The student's work does not demonstrate an ability to identify, analyse, and communicate principles and concepts, therefore not recognising competing perspectives.
Synthesis, problem solving, research and enquiry	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	perspectives. 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

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Synthesis, problem solving, research and enquiry	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.
Analysis and Evaluation	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.

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

## **Practical Skills**

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

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

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

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful - Fail
	70 and above	c · 1			c · .	34 and below
Personal	professional	professional			professional	
evaluatio	development.	development.			development.	
n and						
developm ent						
Communi	The student's work	The student's work	The student's work	The student's work	The student's work	The student's work
cation	consistently	demonstrates	demonstrates good	demonstrates	demonstrates	does not
Skills	demonstrates	highly developed	communication	adequate	limited	demonstrate
Skills	exceptional	communication	through oral,	communication	communication	adequate
	communication	through oral,	written, numerical	through oral,	through oral,	communication
	through oral,	written, numerical	and visual	written, numerical	written, numerical	through oral,
	written, numerical	and visual	mediums to an	and visual	and visual	written, numerical
	and visual	mediums to an	identified target	mediums to an	mediums to an	and visual
	mediums to an	identified target	audience to a	identified target	identified target	mediums to an
	identified target	audience to a	range of situations	audience to a	audience to a	identified target
	audience to a	range of situations	and audiences. It	range of situations	range of situations	audience to a
	range of situations	and audiences. It	adopts sound	and audiences. It	and audiences.	range of situations
	and audiences. It	adopts very good	articulation and	adopts articulation	The articulation	and audiences.
	adopts outstanding	articulation and	expression with	and expression	and expression	Articulation and
	articulation and	expression with	good use of the	with reasonable	and the use of the	expression and the
	expression with	highly developed	English language	use of the English	English language	use of the English
	exceptional use of	use of the English	and practice in	language and	and practice in	language and
	the English	language and	citation and	practice in citation	citation and	practice in citation
	language and	practice in citation	referencing.	and referencing.	referencing is	and referencing is
	practice in citation	and referencing.	_	_	inconsistent.	not satisfactory.
	and referencing.					
Digital	The student's work	The student's work	The student's work	The student's work	The student's work	The student's work
Skills and	consistently	demonstrates	demonstrates good	demonstrates	demonstrates	does not
Compete	demonstrates the	highly developed	use and adaption	adequate use and	limited and	demonstrate the
ncies	exceptional use	use and adaption	of digital skills to	adaption of digital	inconsistent use	adequate use and
	and adaption of	of digital skills	solve problems,	skills to solve	and adaption of	adaption of digital
	digital skills		create solutions	problems, create	digital skills to	skills to solve

Subject	First class Honours	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours 40-49	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70 and above					34 and below
Digital	to solve problems,	to solve problems,	and communicate	solutions and	solve problems,	problems, create
Skills and	create solutions	create solutions	outcomes.	communicate	create solutions	solutions and
Compete	and communicate	and communicate		outcomes.	and communicate	communicate
ncies	outcomes.	outcomes.			outcomes.	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
Knowledge and Understanding	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
Conceptualisation	The student's	The student's	The student's	The student's	The student's	The student's
and Critical	work consistently	work	work	work	work	work
Thinking	demonstrates an	demonstrates a	demonstrates a	demonstrates	demonstrates	demonstrates

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
Conceptualisation and Critical Thinking	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.
Synthesis, problem solving, research and enquiry	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.

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
Synthesis, problem solving, research and enquiry	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
Analysis and Evaluation	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 predefined techniques and/or criteria.	The students show a lack of judgement on the reliability of data and information using predefined techniques and/or criteria.

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
Innovation and Creativity	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	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
	70 and above					
Practice,	The student's	The student's	The student's	The student's	The student's	The student's
practical and	work shows an	work shows a	work shows a	work shows	work shows	work shows a
Performance	exceptional	highly developed	sound ability to	adequate ability	limited and	lack of ability to
	ability to	ability to	undertake	to undertake	inconsistent	undertake
	undertake	undertake	practical/practice	practical/practice	ability to	practical/practice
	practical/practice	practical/practice	performance	performance	undertake	performance
	performance	performance	tasks that may	tasks that may	practical/practice	tasks that may
	tasks that may	tasks that may	be complex and	be complex and	performance	be complex and
	be complex and	be complex and	non-routine	non-routine	tasks that may	non-routine
	non-routine	non-routine	engaging in self-	engaging in self-	be complex and	engaging in self-
	engaging in self-	engaging in self-	reflection. The	reflection. The	non-routine	reflection. The
	reflection. The	reflection. The	work also	work also	engaging in self-	work also lacks
	work also	work also	demonstrates	demonstrates	reflection. The	the ability to
	demonstrates an	demonstrates a	the ability to	some ability to	work also shows	relate own role
	exceptional	very good ability	relates own role	relates own role	inconsistencies	to specified and
	ability to relate	to relate own	to specified and	to specified and	in the ability to	externally
	own role to	role to specified	externally	externally	relate own role	defined
	specified and	and externally	defined	defined	to specified and	parameters.
	externally	defined	parameters.	parameters.	externally	
	defined	parameters.			defined	
	parameters.				parameters.	
Team working	The student's	The student's	The student's	The student's	The student's	The student's
and	work consistently	work	work	work	work	work
interpersonal	demonstrates an	demonstrates a	demonstrates a	demonstrates an	demonstrates a	demonstrates an
skills	exceptional	highly developed	sound ability to	adequate ability	limited and	inadequate
	ability to use	ability to use	use interpersonal	to use	inconsistent	ability to use
	interpersonal	interpersonal	skills to work	interpersonal	ability to use	interpersonal
	skills to work	skills to work	effectively with	skills to work	interpersonal	skills to work
	effectively with	effectively with	others and	effectively with	skills to work	effectively with
	others and	others and	recognises the	others and	effectively with	others and
	recognises the	recognises the	factors that	recognises the	others. There is	recognises the

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
Team working and interpersonal skills	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.
Ethical awareness and application	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.
Personal evaluation and development	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

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
Personal evaluation and development	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.
Communication skills	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.

Subject	First class Honours	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
	70 and above					
Digital Skills and Competencies	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	Upper Second- class Honours 60-69	Lower Second Class Honours 50-59	Third Class Honours	Unsuccessful - Marginal Fail 35-39	Unsuccessful – Fail
	70+			40-49		34 and below
Knowledge and Understanding	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	Upper Second-class Honours	Lower Second Class Honours 50-59	Third Class Honours	Unsuccessful - Marginal Fail 35-39	Unsuccessful - Fail
	70+	60-69		40-49		34 and below
Conceptualisation and Critical Thinking	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

Subject	First class	Upper	Lower Second	Third Class	Unsuccessful -	Unsuccessful
	Honours	Second-class	Class Honours	Honours	Marginal Fail	- Fail
	70.	Honours	50-59	40.40	35-39	24 and balance
Contle e el e	70+	60-69	Tla	40-49	The standard standard	34 and below
Synthesis,	frameworks and	frameworks and	The student's	The student's	The student's work	The student's
problem solving,	approaches.	approaches.	work	work	demonstrates a	work
research and	The student's	The student's	demonstrates a	demonstrates	limited and	demonstrates
enquiry	work	work	sound ability to	an ability to	inconsistent ability	an inadequate
	demonstrates a	demonstrates a	collect	collect	to collect	ability to collect
	consistently	highly	information to	information to	information to	information to
	exceptional	developed	inform a choice	inform a choice	inform a choice of	inform a choice
	ability to	ability to	of solutions to	of solutions to	solutions to	of solutions to
	collect	collect	standard	standard	standard problems	standard
	information to	information to	problems in	problems in	in familiar contexts.	problems in
	inform a choice	inform a choice	familiar	familiar	It also fails to	familiar
	of solutions to	of solutions to	contexts. It also	contexts. It also	consistently carry	contexts. It also
	standard	standard	shows a good	shows an	out defined	fails to carry
	problems in	problems in	ability to carry	adequate ability	investigative	out defined
	familiar	familiar	out defined	to carry out	strategies and	investigative
	contexts. It also	contexts. It also	investigative	defined	communicates	
	shows an	shows a very				
	outstanding	good ability to				
Synthesis,	ability to carry	carry out	strategies and	investigative	results effectively in	strategies and
problem solving,	out defined	defined	communicates	strategies and	a given format.	communicates
research and	investigative	investigative	results	communicates		results
enquiry	strategies and	strategies and	effectively in a	results		effectively in a
	communicates	communicates	given format.	effectively in a		given format.
	results	results		given format.		
	effectively in	effectively in a				
	any given	given format				
	format.					

Subject	First class Honours	Upper Second-class Honours	Lower Second Class Honours 50-59	Third Class Honours	Unsuccessful - Marginal Fail 35-39	Unsuccessful - Fail
	70+	60-69		40-49		34 and below
Analysis and Evaluation	The student's work consistently demonstrates an exceptional ability to analyse a range of information using predefined principles, frameworks, or criteria.	The student's work demonstrates a highly developed ability to analyse a range of information using predefined principles, frameworks, or criteria.	The student's work demonstrates a sound ability to analyse a range of information using predefined principles, frameworks, or criteria.	The student's work demonstrates an adequate ability to analyse a range of information using predefined 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 predefined principles, frameworks, or criteria.
Innovation and Creativity	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**

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
Practice, practical and Performance	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/practic performance tasks that are complex, but within a clearly defined role.
Team working and interpersonal skills	The student's work consistently demonstrates an exceptional ability to use interpersonal skills, adapt own behaviour to meet obligations to others, whist 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, whist 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, whist 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, whist 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, whist showing empathy and social awareness	The student's work demonstrates ar inadequate ability to use interpersonal skills, adapt owr behaviour to meet

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
Ethical awareness and application	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.
Personal evaluation and development	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.
Communication skills	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

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
	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.
Digital skills and competencies	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

Subject	First class	Upper Second-	Lower Second	Third Class	Unsuccessful -	Unsuccessful –
	Honours	class Honours	Class Honours	Honours	Marginal Fail	Fail
	70+	60-69	50-59	40-49	35-39	34 and below
	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.