



# **UNIVERSAL CONVENTIONS AND PROCEDURES**

## **Academic Year 2023/24**

### **Indicative Assessment Descriptors**

#### **1 Implementation**

**The Conventions are reviewed annually and apply for the academic year 2023/24.**

#### **2 Undergraduate Courses [except Masters within Integrated Masters]**

The following requirement applies to all Undergraduate Courses

Where subject specific assessment criteria do not cover technical proficiency in English the following guidance will be applied:

The University expects students to submit assessments which are of a high-quality including in relation to clarity of expression. Students are advised to proof read their assessments before submission in order to identify and eliminate errors. Where the academic quality and precision remains, students will not be unnecessarily penalised for insignificant errors in syntax, spelling, grammar or presentation.

Feedback given to students will include appropriate signposting to support with academic writing where necessary. This guidance does not affect any alternative learning needs assessed through learning support plans.

## Level F (3) Foundation Level

Grade	Mark	Grade Descriptor
A++;  first class honours	92  88	<p><b>Outstanding</b> performance and achievement overall appropriate to <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding:</b> outstanding in relevant foundational concepts and principles; demonstrates comprehension appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> an exceptionally high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them to limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use interpretive cognitive skills (evaluation of information and ideas, using highly appropriate skills, methods and procedures) in a diverse range of contexts. Outstanding ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> very high level of competence with well-structured argument throughout;</p> <p><b>Presentation:</b> outstanding, work professionally presented, and communicated with meticulous attention to detail.</p> <p><b>Referencing:</b> work, references accurate, reliable and precise, thoughtful background reading where appropriate.</p>
A+;  first class honours	84	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>foundation</b> level <b>with outstanding features in some elements:</b></p> <p><b>Knowledge &amp; understanding:</b> excellent knowledge and comprehension of relevant theories, fundamental concepts and principles with some features that are outstanding; Demonstrating understanding and evidence of reasoned judgements appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> an excellent ability in applying key process skills/professional practice skills, including the ability to apply them to limitations of theoretical concepts. There are some outstanding elements emerging.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use interpretive cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts. Excellent ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> highly competent, Work excellently presented and communicated with attention to detail.</p> <p><b>Referencing:</b> work accurate, reliable, precise and appropriately referenced, indicative of thoughtful background reading where appropriate.</p>
A;  first class honours	76	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding:</b> excellent knowledge and comprehension of relevant theories, fundamental concepts and principles; Demonstrating understanding and evidence of reasoned judgements appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> an excellent ability in applying key process skills/professional practice skills, including the ability to apply them to limitations of theoretical concepts.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use interpretive cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts. Excellent ability to apply knowledge and analyse information in order to make reasoned judgements;</p>

		<p><b>Communication:</b> high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> highly competent, Work excellently presented and communicated with attention to detail.</p> <p><b>Referencing:</b> work accurate, reliable, precise and appropriately referenced, indicative of thoughtful background reading where appropriate.</p>
A- first class honours	70	Work shows characteristics of first class achievement but is more secure in some aspects than others meaning that the final mark reflects both excellent and very good standards of performance overall.
B+; upper second class honours	68	<p>A <b>very good</b> standard of performance and achievement at a level appropriate to <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding:</b> Demonstrates very good knowledge and comprehension of relevant theories, fundamental concepts and principles; showing understanding and the ability to make some lines of judgement appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> a very good level of ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to utilise them to examples of limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a very good ability to access and interpretive cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts. Very good ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> very good level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> accurate and appropriate work, precisely presented and communicated;</p> <p><b>Referencing:</b> work references accurate and reliably referenced, indicative of background reading where appropriate.</p>
B; upper second class honours	64	<p>A <b>good</b> standard of performance and achievement appropriate to <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding:</b> Demonstrates good knowledge and comprehension of relevant theories, fundamental concepts and principles; showing understanding and the ability to make some lines of judgement appropriate to these basic principles;</p> <p><b>Subject specific/professional practice skills:</b> a good level of ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to utilise them to examples of limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a good ability to access and interpret cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts. good ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> good level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> work, accurate and appropriately presented and communicated;</p> <p><b>Referencing</b> References accurate and reliably referenced, few errors and showing a range of background reading</p>
B-; upper second class honours	60	Work shows characteristics of upper second class achievement but is more secure in some aspects than others meaning that the final mark reflects both good and very competent standards of performance overall.
C+; lower second class honours	58	<p>A <b>very competent</b> performance and achievement appropriate to <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding:</b> Demonstrates very competent knowledge and comprehension of relevant theories; very competent in fundamental concepts and principles;</p>

		<p><b>Subject specific/professional practice skills:</b> sound application of key process skills/professional practice skills, including some ability to apply them to examples of limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> very competent in ability to access and interpret appropriate information in a confident manner, using higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts. Shows very competent application of knowledge and analyses information in order to make reasoned judgements</p> <p><b>Communication:</b> very competent communication with some limited evidence of an argument apparent.</p> <p><b>Presentation:</b> Work is accurate and appropriate in the main, clearly presented and communicated.</p> <p><b>Referencing:</b> References generally accurate with minor deficiencies, but may have limitations in some aspects and largely indicative of lower level background reading.</p>
C; lower second class honours	54	<p>A <b>competent</b> performance and achievement appropriate to <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding:</b> Demonstrates very competent knowledge and comprehension of relevant theories, competent in the majority of fundamental concepts and principles;</p> <p><b>Subject specific/professional practice skills:</b> sound application of some of the key process skills/professional practice skills, ability to apply them to examples of limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> in the main, a competent ability to access and interpret appropriate information in a confident manner, using cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; evidence of description rather than analysis emerging as a key feature. Shows competent application of knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> competent communication with some limited evidence of an argument apparent.</p> <p><b>Presentation:</b> accurate, appropriate, clearly presented and communicated in the main</p> <p><b>Referencing:</b> References generally accurate with some deficiencies, but may have limitations in some aspects and largely indicative of lower level background reading.</p>
C-; lower second class honours	50	<p>Work shows characteristics of lower second class achievement but is more secure in some aspects than others meaning that the final mark reflects both competent and adequate standards of performance overall.</p>
D; third class honours	48	<p>An <b>adequate</b> level of achievement overall. The work of the candidate has clearly exceeded the threshold standard for <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding</b> Demonstrates satisfactory knowledge and comprehension of relevant theories, adequate in the majority of fundamental concepts and principles but with some flaws apparent;</p> <p><b>Subject specific/professional practice skills:</b> application of some of the key process skills/professional practice skills, but with evidence of flaws and errors in some aspects.</p> <p><b>Argument, analysis &amp; reflection:</b> some foundation ability to access and interpret appropriate information using cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence of description rather than analysis emerging as a key feature. Shows a satisfactory ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> satisfactory communication but with little evidence of an argument apparent.</p> <p><b>Presentation:</b> satisfactorily presented and communicated, with some deficiencies in attention to detail.</p> <p><b>Referencing:</b> some use of referencing, where appropriate, but narrow range of sources and some errors present; limitations and largely indicative of lower level background reading.</p>

E; third class honours	42	<p>A <b>threshold</b> level of achievement overall. The work of the candidate has marginally exceeded the threshold standard for <b>foundation</b> level:</p> <p><b>Knowledge &amp; understanding</b> Demonstrates adequate knowledge and comprehension of relevant theories. Adequate in the majority of fundamental concepts and principles but with significant flaws and deficiencies apparent;  <b>Subject specific/professional practice skills:</b> Sufficient ability to access and interpret appropriate information, identification of some of the key process skills/professional practice skills, but with little if any evidence of application.  <b>Argument, analysis &amp; reflection:</b> limited ability to use cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence is descriptive; Shows a satisfactory ability to apply knowledge and analyse information in order to make reasoned judgements  <b>Communication:</b> satisfactory communication but with limited evidence of an argument apparent.  <b>Presentation:</b> Satisfactorily presented and communicated but with clear weaknesses;  <b>Referencing:</b> Inconsistent and limited referencing, where appropriate, but range of sources generally only just acceptable and errors present; many limitations and indicative of lower level background reading.</p>
F+; Marginal Fail	38	<p>The student has <b>marginally failed</b> to reach the standard required to Pass at <b>foundation</b> level.</p> <p><b>Knowledge &amp; understanding</b> limited knowledge and comprehension of relevant theories; inadequate in the majority of fundamental concepts and principles, significant flaws apparent;  <b>Subject specific/professional practice skills:</b> inadequate and limited ability in application of some of the key process skills/professional practice skills, with clear weaknesses.  <b>Argument, analysis &amp; reflection:</b> minimal evidence of the use of higher cognitive skills (analysis, synthesis, evaluation and problem solving); argument analysis and reflection are largely missing or inaccurate; a limited ability to apply knowledge and analyse information in order to make reasoned judgements</p> <p><b>Communication:</b> satisfactory communication but with little evidence of an argument apparent.  <b>Presentation:</b> inadequately presented and communicated, weak or inaccurate;  <b>Referencing:</b> references inaccurate and inconsistent, little or no evidence of appropriate referencing.</p> <p>However, in the judgement of the marker, it would have been feasible for the student, without significantly more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student passed the subject overall.</p>
F; Clear Fail	32	<p>The work is <b>below</b> the standard required to Pass and the failure cannot be compensated at <b>foundation</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>However, the work has sufficient strengths to suggest that, if this standard was maintained throughout the subject, the student would be able to pass on reassessment without the need to retake the subject with attendance.</p>

F-; Comprehensive Fail	<b>22</b>	<p>The work is <b>substantially below</b> the standard required to Pass at <b>foundation</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggests that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>
WF; Weak Fail	<b>12</b>	
U; unclassified	<b>2</b>	<p>The work presented by the student is <b>rudimentary</b>, inappropriate or dysfunctional at <b>foundation</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>

## Level C (4) Certificate of Higher Education

Grade	Mark	Grade Descriptor
A++;  first class honours	92  88	<p><b>Outstanding</b> performance and achievement overall appropriate to <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> outstanding in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> an exceptionally high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them to ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts;</p> <p><b>Communication:</b> very high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> outstanding, with meticulous attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive and insightful, thoughtful background reading where appropriate.</p>
A+,  First class honours	84	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> outstanding in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> a very high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them to ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts;</p> <p><b>Communication:</b> high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> highly competent, with clear attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive and insightful, thoughtful background reading where appropriate.</p>
A;  first class honours	76	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>certificate</b> level <b>with outstanding features in some elements:</b></p> <p><b>Knowledge &amp; understanding:</b> excellent knowledge and comprehension of relevant theories, fundamental concepts and principles with some features that are outstanding; Demonstrating understanding and evidence of reasoned judgements appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> an excellent ability in applying key process skills/professional practice skills, including the ability to apply them to limitations of theoretical concepts. There are some outstanding elements emerging.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use interpretive cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts. Excellent ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> highly competent, Work excellently presented and communicated with attention to detail.</p> <p><b>Referencing:</b> work accurate, reliable, precise and appropriately referenced, indicative of thoughtful background reading where appropriate.</p>

A-; first class honours	<b>70</b>	Work shows characteristics of first class achievement but is but is more secure in some aspects than others meaning that the final mark reflects both <u>excellent</u> and <u>very good</u> standards of performance overall.
B+;  upper second class honours	<b>68</b>	A <u>very good</u> standard of performance and achievement at a level appropriate to <b>certificate</b> level:  <b>Knowledge &amp; understanding:</b> very good in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles; <b>Subject specific/professional practice skills:</b> a high level of ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to utilise them to examples of ambiguities and limitations of theoretical concepts; <b>Argument, analysis &amp; reflection:</b> a very good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; <b>Communication:</b> very good level of competence with well-structured and coherent argument throughout; <b>Presentation:</b> accurate and appropriate; <b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive and insightful, thoughtful background reading where appropriate.
B;  upper second class honours	<b>64</b>	A <u>good</u> standard of performance and achievement appropriate to <b>certificate</b> level: <b>Knowledge &amp; understanding:</b> good in fundamental concepts and principles; showing understanding and the ability to make lines of judgement appropriate to these foundation principles <b>Subject specific/professional practice skills:</b> good in applying key process skills/professional practice skills, including ability to apply them to some examples of ambiguities and limitations of theoretical concepts; <b>Argument, analysis &amp; reflection:</b> a good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a range of contexts; <b>Communication:</b> good level of competence with a structured and coherent argument throughout; <b>Presentation:</b> accurate and appropriate; <b>Referencing:</b> work accurately and appropriately referenced, few errors and showing a range of background reading.
B-; upper second class honours	<b>60</b>	Work shows characteristics of upper second class achievement but is more secure in some aspects than others meaning that the final mark reflects both <u>good</u> and <u>very competent</u> standards of performance overall.
C+;	<b>58</b>	A <u>very competent</u> performance and achievement appropriate to <b>certificate</b> level:



lower second class honours		<p><b>Knowledge &amp; understanding:</b> very competent in fundamental concepts and principles;</p> <p><b>Subject specific/professional practice skills:</b> sound application of key process skills/professional practice skills, including some ability to apply them to examples of ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a very competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts;</p> <p><b>Communication:</b> very competent communication with some limited evidence of an argument apparent.</p> <p><b>Presentation:</b> accurate and appropriate in the main;</p> <p><b>Referencing:</b> work generally accurately and appropriately referenced, but may have limitations in some aspects and largely indicative of lower level background reading.</p>
C; lower second class honours	54	<p>A <b>competent</b> performance and achievement appropriate to <b>certificate</b> level :</p> <p><b>Knowledge &amp; understanding:</b> competent in the majority of fundamental concepts and principles;</p> <p><b>Subject specific/professional practice skills:</b> sound application of some of the key process skills/professional practice skills, but with limited ability to apply them to examples of ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> in the main, a competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; evidence of description rather than analysis emerging as a key feature;</p> <p><b>Communication:</b> competent communication with some limited evidence of an argument apparent.</p> <p><b>Presentation:</b> accurate and appropriate in the main;</p> <p><b>Referencing:</b> work generally accurately and appropriately referenced, but may have limitations in some aspects and largely indicative of lower level background reading.</p>
C-; lower second class honours	50	<ul style="list-style-type: none"> <li>• Work shows characteristics of lower second class achievement but is more secure in some aspects than others meaning that the final mark reflects both competent and adequate standards of performance overall.</li> </ul>
D; third class honours	48	<p>An <b>adequate</b> level of achievement overall. The work of the candidate has clearly exceeded the threshold standard for <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of fundamental concepts and principles but with some flaws apparent;</p> <p><b>Subject specific/professional practice skills:</b> application of some of the key process skills/professional practice skills, but with but with evidence of flaws and errors in some aspects.</p> <p><b>Argument, analysis &amp; reflection:</b> some ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence of description rather than analysis emerging as a key feature;</p> <p><b>Communication:</b> satisfactory communication but with little evidence of an argument apparent.</p> <p><b>Presentation:</b> adequate presentation, with some attention to detail lacking.</p> <p><b>Referencing:</b> some use of referencing, where appropriate, but narrow range of sources and some errors present; limitations and largely indicative of lower level background reading.</p>
E; third class honours	42	<p>A <b>threshold</b> level of achievement overall. The work of the candidate has marginally exceeded the threshold standard for <b>certificate</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of fundamental concepts and principles but with significant flaws apparent;</p>

		<p><b>Subject specific/professional practice skills:</b> adequate application of some of the key process skills/professional practice skills, but with little if any evidence of application.</p> <p><b>Argument, analysis &amp; reflection:</b> limited ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence is descriptive;</p> <p><b>Communication:</b> satisfactory communication but with limited evidence of an argument apparent.</p> <p><b>Presentation:</b> adequate presentation, but with clear weaknesses.</p> <p><b>Referencing:</b> limited referencing, where appropriate, but range of sources generally only just acceptable and errors present; many limitations and indicative of lower level background reading.</p>
F+; Marginal Fail	38	<p>The student has <b>marginally failed</b> to reach the standard required to Pass at <b>certificate</b> level.</p> <p><b>Knowledge &amp; understanding</b> unsatisfactory in the majority of fundamental concepts and principles, significant flaws apparent;</p> <p><b>Subject specific/professional practice skills:</b> inadequate application of some of the key process skills/professional practice skills, with clear weaknesses.</p> <p><b>Argument, analysis &amp; reflection:</b> minimal evidence of the use of higher cognitive skills (analysis, synthesis, evaluation and problem solving); argument analysis and reflection are largely missing or inaccurate;</p> <p><b>Communication:</b> satisfactory communication but with little evidence of an argument apparent.</p> <p><b>Presentation:</b> presentation may be weak or inaccurate;</p> <p><b>Referencing:</b> little or no evidence of appropriate referencing.</p> <p>However, in the judgement of the marker, it would have been feasible for the student, without significantly more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student passed the subject overall.</p>
F; Clear Fail	32	<p>The work is <b>below</b> the standard required to Pass and the failure cannot be compensated at <b>certificate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>However, the work has sufficient strengths to suggest that, if this standard was maintained throughout the subject, the student would be able to pass on reassessment without the need to retake the subject with attendance.</p>
F-; Comprehensive Fail	22	<p>The work is <b>substantially below</b> the standard required to Pass at <b>certificate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>
WF; Weak Fail	12	

U; unclassified	<b>2</b>	<p>The work presented by the student is <b>rudimentary</b>, inappropriate or dysfunctional at <b>certificate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>
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## Level I (5) Diploma of Higher Education (or Foundation Degree if appropriate)

Mark Awarded	Mark	Grade Descriptor
A++; first class honours	92  88	<p><b>Outstanding</b> performance and achievement overall appropriate to <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> outstanding in well-established concepts and principles; showing understanding and evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> an exceptionally high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them to ambiguities and limitations of theoretical concepts; application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts; outstanding level of analysis, highly persuasive, robust argument involving synthesis of concepts, views and ideas.</p> <p><b>Communication:</b> very high level of competence with well-structured argument throughout; exceptional clarity and coherence.</p> <p><b>Presentation:</b> outstanding, with flair and meticulous attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive, thoughtful and insight, relevant background reading from core and wider sources.</p>
A+; First class honours	84	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>Intermediate</b> level <b>with outstanding features in some elements:</b></p> <p><b>Knowledge &amp; understanding:</b> excellent knowledge and comprehension of relevant theories, fundamental concepts and principles with some features that are outstanding; Demonstrating understanding and evidence of reasoned judgements appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> an excellent ability in applying key process skills/professional practice skills, including the ability to apply them to limitations of theoretical concepts. There are some outstanding elements emerging.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use interpretive cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts. Excellent ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> highly competent, Work excellently presented and communicated with attention to detail.</p> <p><b>Referencing:</b> work accurate, reliable, precise and appropriately referenced, indicative of thoughtful background reading where appropriate.</p>

A; first class honours	76	<p><b>Excellent</b> performance and achievement appropriate to <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> in well-established concepts and principles; showing understanding and evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> a very high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them to a range of ambiguities and limitations of theoretical concepts; application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts; sophisticated perception with some critical insight and interpretation.</p> <p><b>Communication:</b> high level of competence with well-structured argument throughout; exceptional clarity and coherence of expression.</p> <p><b>Presentation:</b> outstanding, with clarity and excellent attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of wide-ranging, thoughtful and insightful, relevant background reading from core and wider sources.</p>
A-; First Class Honours	70	Work shows characteristics of first class achievement but is but is more secure in some aspects than others meaning that the final mark reflects both excellent and very good standards of performance overall.
B+; upper second class honours	68	<p>A <b>very good</b> standard of performance and achievement appropriate to <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> very good in well-established concepts and principles; showing understanding and evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> a high level of ability in applying key process skills/professional practice skill, including a clearly demonstrated ability to apply them to some examples of ambiguities and limitations of theoretical concepts; some application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a very good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; perceptive and thoughtful interpretation.</p> <p><b>Communication:</b> very good level of competence with coherent argument throughout;</p> <p><b>Presentation:</b> very clear and appropriate with attention to detail evident;</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive background reading in a range of wider sources.</p>
B; upper second class honours	64	<p>A <b>good</b> standard of performance and achievement appropriate to <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> good in in well-established concepts and principles; showing understanding and evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> good in applying key process skills/professional practice skills, including ability to apply them to some examples of ambiguities and limitations of theoretical concepts; limited application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a range of contexts;</p> <p><b>Communication:</b> good level of competence with structured argument throughout;</p> <p><b>Presentation:</b> clear, accurate and appropriate;</p> <p><b>Referencing:</b> work accurately and appropriately referenced from a range of materials including core and some wider reading, a few errors in using the referencing system.</p>
B-; upper second class honours	60	<ul style="list-style-type: none"> <li>Work shows characteristics of upper second class achievement but is more secure in some aspects than others meaning that the final mark reflects both good and very competent standards of performance overall.</li> </ul>
C+;	58	A <b>very competent</b> performance and achievement at a level appropriate to <b>intermediate</b> level:

lower second class honours		<p><b>Knowledge &amp; understanding:</b> very competent in well-established concepts and principles; showing understanding and some evidence of critical thought</p> <p><b>Subject specific/professional practice skills:</b> sound application of key process skills/professional practice skills , including some ability to apply them to examples of ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> a very competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts;</p> <p><b>Communication:</b> very competent communication with evidence of an argument apparent;</p> <p><b>Presentation:</b> accurate and appropriate;</p> <p><b>Referencing:</b> work generally accurately and appropriately referenced from sources that are mainly from directed core reading, largely indicative of lower level background reading.</p>
C; lower second class honours	54	<p>A <b>competent</b> performance and achievement appropriate to <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding:</b> competent in the majority of well-established concepts and principles; showing understanding and some evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> sound application of some of the key process skills/professional practice skills, but with limited ability to apply to examples of ambiguities and limitations of theoretical concepts;</p> <p><b>Argument, analysis &amp; reflection:</b> in the main, a competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; evidence of description rather than analysis emerging as a key feature;</p> <p><b>Communication:</b> competent communication with some evidence of an argument apparent;</p> <p><b>Presentation:</b> accurate and appropriate;</p> <p><b>Referencing:</b> work generally accurately and appropriately referenced, but may have limitations in some aspects and largely indicative of lower level background reading.</p>
C-; lower second class honours	50	<ul style="list-style-type: none"> <li>• Work shows characteristics of lower second class achievement but is more secure in some aspects than others meaning that the final mark reflects both competent and adequate standards of performance overall.</li> </ul>
D; third class honours	48	<p>An <b>adequate</b> level of achievement overall. The work of the candidate has clearly exceeded the threshold standard for <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of well-established concepts and principles but with some flaws apparent; showing understanding and some limited evidence of critical thought;</p> <p><b>Subject specific/professional practice skills:</b> adequate application of some of the key process skills/professional practice skills, but with evidence of flaws and errors in some aspects;</p> <p><b>Argument, analysis &amp; reflection:</b> some ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence of description rather than analysis emerging as a key feature;</p> <p><b>Communication:</b> satisfactory communication but evidence of a structured argument is problematic and may be disjointed and/or weak.</p> <p><b>Presentation:</b> adequate presentation, with some attention to detail lacking.</p> <p><b>Referencing:</b> some use of referencing, where appropriate, but limited consistency in style and largely indicative of lower level background reading.</p>
E; third class honours	42	<p>A <b>threshold</b> level of achievement overall. The work of the candidate has marginally exceeded the threshold standard for <b>intermediate</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of well-established concepts and principles but with some flaws apparent; evidence of criticality is limited throughout;</p>

		<p><b>Subject specific/professional practice skills:</b> limited application of some of the key process skills/professional practice skills in a limited range of contexts; flaws and errors are significant</p> <p><b>Argument, analysis &amp; reflection:</b> limited ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence is descriptive;</p> <p><b>Communication:</b> satisfactory communication but with limited evidence of an argument apparent.</p> <p><b>Presentation:</b> adequate presentation.</p> <p><b>Referencing:</b> limited referencing, where appropriate, but range of sources generally only just acceptable and errors present; limitations and largely indicative of lower level background reading.</p>
F+; Marginal Fail	38	<p>The student has <b>marginally failed</b> to reach the standard required to Pass at <b>intermediate</b> level.</p> <p><b>Knowledge &amp; understanding</b> unsatisfactory in the majority of well-established concepts and principles, flaws apparent; criticality is absent;</p> <p><b>Subject specific/professional practice skills:</b> inadequate application of some of the key process skills/professional practice skills, with clear weaknesses.</p> <p><b>Argument, analysis &amp; reflection:</b> minimal evidence of the use of higher cognitive skills (analysis, synthesis, evaluation and problem solving); argument, analysis and reflection are limited or inaccurate;</p> <p><b>Communicating Accurately and reliably arguments:</b> satisfactory communication but with limited evidence of an argument apparent.</p> <p><b>Presentation:</b> presentation may be inadequate;</p> <p><b>Referencing:</b> some evidence of referencing but with errors in style, consistency and adhering mainly to lower level background material.</p> <p>However, in the judgement of the marker, it would have been feasible for the student, without a lot more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student passed the subject overall.</p>
F; Clear Fail	32	<p>The work is <b>below</b> the standard required to Pass and the failure cannot be compensated at <b>intermediate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communicating Accurately and reliably arguments;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>However, the work has sufficient strengths to suggest that, if this standard was maintained throughout the subject, the student would be able to pass on reassessment without the need to retake the subject with attendance.</p>
F-; Comprehensive Fail	22	<p>The work is <b>substantially below</b> the standard required to Pass at <b>intermediate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communicating Accurately and reliably arguments;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>
WF; Weak Fail	12	

U; unclassified	2	<p>The work presented by the student is <b>rudimentary</b>, inappropriate or dysfunctional at <b>intermediate</b> level. The work is clearly unsatisfactory in all key features:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communicating Accurately and reliably arguments;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.</p>
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## Level H (6) Bachelor's Degree with honours

Mark Awarded	Mark	Grade Descriptor
A++;  first class honours	92  88	<p><b>Outstanding</b> performance and achievement overall appropriate to <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding:</b> exceptional in disciplinary concepts and principles with specialism in particular aspects of the discipline; some evidence of originality of thought informed by the forefront of the discipline; work may be publishable in the future; develops new perspectives beyond standard arguments;</p> <p><b>Subject specific/professional practice skills:</b> an exceptionally high ability to deploy accurately established techniques of analysis and enquiry within the discipline including critical application to ambiguities and limitations of theoretical concepts; application to a range of areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> an exceptional ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts; outstanding level of critical analysis, highly persuasive, robust argument involving novel synthesis of concepts, views and ideas.</p> <p><b>Communication:</b> exceptional level of competence with a high level of argument throughout; exceptional clarity and coherence.</p> <p><b>Presentation:</b> exceptional, with flair and meticulous attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of thoughtful and insightful high level background reading from a very extensive set of sources, both scholarly reviews and primary sources.</p>
A+;  first class honours	84	<p><b>Excellent</b> performance and achievement at a level appropriate to <b>Honours</b> level <b>with outstanding features in some elements:</b></p> <p><b>Knowledge &amp; understanding:</b> excellent knowledge and comprehension of relevant theories, fundamental concepts and principles with some features that are outstanding; Demonstrating understanding and evidence of reasoned judgements appropriate to these foundation principles;</p> <p><b>Subject specific/professional practice skills:</b> an excellent ability in applying key process skills/professional practice skills, including the ability to apply them to limitations of theoretical concepts. There are some outstanding elements emerging.</p> <p><b>Argument, analysis &amp; reflection:</b> a clearly-demonstrated ability to use interpretive cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts. Excellent ability to apply knowledge and analyse information in order to make reasoned judgements;</p> <p><b>Communication:</b> high level of competence with well-structured and coherent argument throughout;</p> <p><b>Presentation:</b> highly competent, Work excellently presented and communicated with attention to detail.</p> <p><b>Referencing:</b> work accurate, reliable, precise and appropriately referenced, indicative of thoughtful background reading where appropriate.</p>

A; first class honours	76	<p><b>Excellent</b> performance and achievement appropriate to <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding:</b> excellent in disciplinary concepts and principles with specialism in particular aspects of the discipline; evidence of originality of thought informed by the forefront of the discipline; work may be publishable in the future; develops some new perspectives beyond standard arguments.</p> <p><b>Subject specific/professional practice skills:</b> excellence in applying key process skills/professional practice skills, including critical application to ambiguities and limitations of theoretical concepts; application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> excellence in using higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a diverse range of contexts; evidence of critical analysis, highly persuasive, robust argument involving novel synthesis of concepts, views and ideas.</p> <p><b>Communication:</b> excellent level of competence with an argument maintained throughout; excellent clarity and coherence.</p> <p><b>Presentation:</b> excellent, with flair and meticulous attention to detail.</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive, thoughtful and insightful high level background reading, both scholarly reviews and primary sources.</p>
A-; first class honours	70	Work shows characteristics of first class achievement but is but is more secure in some aspects than others meaning that the final mark reflects both excellent and very good standards of performance overall.
B+; upper second class honours	68	<p>A <b>very good</b> standard of performance and achievement appropriate to <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding:</b> very good in disciplinary concepts and principles with evidence of being informed by work at the forefront of the discipline; specialism in particular aspects of the discipline;</p> <p><b>Subject specific/professional practice skills:</b> a high ability in applying key process skills/professional practice skills, including a clearly demonstrated ability to apply them critically to some examples of ambiguities and limitations of theoretical concepts; some application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a very good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; perceptive and thoughtful interpretation; argument is reflective of critical analysis although this may not be maintained throughout.</p> <p><b>Communication:</b> very good level of competence with coherent argument throughout;</p> <p><b>Presentation:</b> very clear and appropriate with attention to detail evident;</p> <p><b>Referencing:</b> work accurately and appropriately referenced, indicative of extensive background reading in a range of wider sources, including some scholarly reviews and primary sources.</p>
B; upper second class honours	64	<p>A <b>good</b> standard of performance and achievement at a level appropriate to <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding:</b> good in disciplinary concepts and principles; systematic but may be lacking in criticality; some evidence of being informed by work at the forefront of the discipline with specialism in particular aspects of the discipline;</p> <p><b>Subject specific/professional practice skills:</b> good in applying key process skills/professional practice skills, including ability to apply them to ambiguities and limitations of theoretical concepts; some application to areas outside that which is taught is evident.</p> <p><b>Argument, analysis &amp; reflection:</b> a good ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a range of contexts; argument is reflective of some critical analysis although this may not be maintained throughout.</p> <p><b>Communication:</b> good level of competence with structured argument throughout;</p> <p><b>Presentation:</b> clear, accurate and appropriate;</p>

		<b>Referencing:</b> work accurately and appropriately referenced from a range of materials including core and some wider reading, including some scholarly reviews and primary sources.
B-; upper second class honours	<b>60</b>	<ul style="list-style-type: none"> <li>Work shows characteristics of upper second class achievement but is more secure in some aspects than others meaning that the final mark reflects both good and very competent standards of performance overall.</li> </ul>
C+;  lower second class honours	<b>58</b>	<p>A <b>very competent</b> performance and achievement at a level appropriate to <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding:</b> very competent in disciplinary concepts and principles with specialism in particular aspects of the discipline;</p> <p><b>Subject specific/professional practice skills:</b> sound application of key process skills/professional practice skills , including ability to apply them to examples of ambiguities and limitations of theoretical concepts; material is largely focussed on that which was taught;</p> <p><b>Argument, analysis &amp; reflection:</b> a very competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; argument shows some elements of critical analysis, but there is over-emphasis on description;</p> <p><b>Communication:</b> very competent communication with evidence of an argument apparent, although this may not be strongly maintained throughout.</p> <p><b>Presentation:</b> accurate and appropriate;</p> <p><b>Referencing:</b> work accurately and appropriately referenced from sources that are mainly from directed core reading, over-dependence on lower level background reading.</p>
C;  lower second class honours	<b>54</b>	<p>A <b>competent</b> performance and achievement at a level appropriate to <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding:</b> competent in the majority of disciplinary concepts and principles with specialism in particular aspects of the discipline;</p> <p><b>Subject specific/professional practice skills:</b> sound application of some of the key process skills/professional practice skills, , including ability to apply them to examples of ambiguities and limitations of theoretical concepts; material is largely focussed on that which was taught</p> <p><b>Argument, analysis &amp; reflection:</b> a competent ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a number of contexts; evidence of description rather than critical analysis emerging as a key feature;</p> <p><b>Communication:</b> competent communication with evidence of an argument apparent although this may not be maintained throughout.</p> <p><b>Presentation:</b> accurate and appropriate;</p> <p><b>Referencing:</b> work generally accurately and appropriately referenced, but may have limitations in some aspects and largely indicative of lower level background reading.</p>
C-; lower second class honours	<b>50</b>	Work shows characteristics of lower second class achievement but is more secure in some aspects than others meaning that the final mark reflects both competent and adequate standards of performance overall.
D;  third class honours	<b>48</b>	<p>An <b>adequate</b> level of achievement overall. The work of the candidate has clearly exceeded the threshold standard for <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of disciplinary concepts and principles but with some flaws apparent; specialism in particular aspects of the discipline;</p> <p><b>Subject specific/professional practice skills:</b> adequate application of some of the key process skills/professional practice skills, but with some evidence of flaws and errors in key aspects. material is largely focussed on that which was taught and there are some errors apparent;</p> <p><b>Argument, analysis &amp; reflection:</b> some ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence of description rather than critical analysis emerging as a key feature;</p>

		<p><b>Communication:</b> satisfactory communication but evidence of a structured argument is disjointed and weak and, at times, may contain flaws.</p> <p><b>Presentation:</b> adequate presentation, lacking some attention to detail.</p> <p><b>Referencing:</b> some use of referencing, where appropriate, but consistency in style is lost in places and is indicative of lower level background reading.</p>
E; third class honours	42	<p>A <b>threshold</b> level of achievement overall. The work of the candidate has marginally exceeded the threshold standard for <b>honours</b> level:</p> <p><b>Knowledge &amp; understanding</b> adequate in the majority of disciplinary concepts and principles but there are multiple flaws apparent; specialism in particular aspects of the discipline;</p> <p><b>Subject specific/professional practice skills:</b> limited application of some of the key process skills/professional practice skills in a very limited range of contexts; evidence is descriptive; material is largely focussed on that which is taught with significant omissions;</p> <p><b>Argument, analysis &amp; reflection:</b> limited ability to use higher cognitive skills (analysis, synthesis, evaluation and problem solving) in a limited range of contexts; evidence is descriptive;</p> <p><b>Communication:</b> satisfactory communication but with limited evidence of an argument apparent.</p> <p><b>Presentation:</b> adequate presentation.</p> <p><b>Referencing:</b> limited referencing, where appropriate, but range of sources generally only just acceptable and errors present; limitations and largely indicative of lower level background reading.</p>
F+; Marginal Fail	38	<p>The student has <b>marginally failed</b> to reach the standard required to Pass at <b>honours</b> level.</p> <p><b>Knowledge &amp; understanding</b> unsatisfactory in key aspects of disciplinary concepts and principles, significant flaws apparent;</p> <p><b>Subject specific/professional practice skills:</b> inadequate application of some of the key process skills/professional practice skills, with clear weaknesses. Despite adhering to examples developed in taught classes, there are misunderstandings and errors;</p> <p><b>Argument, analysis &amp; reflection:</b> some evidence of the use of higher cognitive skills (analysis, synthesis, evaluation and problem solving) but argument analysis and reflection are limited to description and show some inaccuracies;</p> <p><b>Communication:</b> satisfactory communication but the argument lacks coherence.</p> <p><b>Presentation:</b> presentation may be inadequate;</p> <p><b>Referencing:</b> some evidence of referencing but with errors in style, consistency and adhering mainly to lower level background material.</p> <p>However, in the judgement of the marker, it would have been feasible for the student, without a lot more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student passed the subject overall.</p>
F; Clear Fail	32	<p>The work is <b>below</b> the standard required to Pass and the failure cannot be compensated at <b>honours</b> level. The work is clearly unsatisfactory in key features including:</p> <p><b>Knowledge &amp; understanding;</b>  <b>Subject specific/professional practice skills.</b>  <b>Argument, analysis &amp; reflection</b>  <b>Communication;</b>  <b>Presentation</b>  <b>Referencing</b></p> <p>However, the work has sufficient strengths to suggest that, if this standard was maintained throughout the subject, the student would be able to pass on reassessment without the need to retake the subject with attendance.</p>

F-; Comprehensive Fail	<b>22</b>	The work is <b>substantially below</b> the standard required to Pass at <b>honours</b> level. The work is clearly unsatisfactory in all key features: <b>Knowledge &amp; understanding;</b> <b>Subject specific/professional practice skills.</b> <b>Argument, analysis &amp; reflection</b> <b>Communication;</b> <b>Presentation</b> <b>Referencing</b>  Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.
WF; Weak Fail	<b>12</b>	
U; unclassified	<b>2</b>	The work presented by the student is <b>rudimentary</b> , inappropriate or dysfunctional at <b>honours</b> level. The work is clearly unsatisfactory in all key features: <b>Knowledge &amp; understanding;</b> <b>Subject specific/professional practice skills.</b> <b>Argument, analysis &amp; reflection</b> <b>Communication;</b> <b>Presentation</b> <b>Referencing</b>  Moreover, in the judgement of the markers, the weaknesses of the work suggest that, if this standard was maintained throughout the subject, the student would be unable to pass without retaking the subject with attendance.

### 3 Postgraduate Courses including Level M of Integrated Masters Awards

The following requirement applies to all Postgraduate Courses

Where subject specific assessment criteria do not cover technical proficiency in English the following guidance will be applied:

The University expects students to submit assessments which are of a high-quality including in relation to clarity of expression. Students are advised to proof read their assessments before submission in order to identify and eliminate errors. Where the academic quality and precision remains, students will not be unnecessarily penalised for insignificant errors in syntax, spelling, grammar or presentation.

Feedback given to students will include appropriate signposting to support with academic writing where necessary. This guidance does not affect any alternative learning needs assessed through learning support plans.

Mark Awarded	Mark	Grade Descriptor
<p>A++;</p> <p>Pass with Distinction</p>	<p>92</p> <p>88</p>	<p>An <b>exceptional standard</b> of performance and achievement overall:</p> <ul style="list-style-type: none"> <li>• Authoritative handling of complex material, demonstrating highly developed knowledge;</li> <li>• understanding and application of theoretical issues and concepts;</li> <li>• convincing and well-focused analysis/argument, developed with depth and precision of thought and evidence;</li> <li>• well-structured and lucid presentation;</li> <li>• well-developed insight and capacity for individual thought;</li> <li>• imagination in approach and application;</li> <li>• evidence of extensive and in-depth reading;</li> <li>• a high degree of skill in handling quotations, references, footnotes, bibliographical material;</li> <li>• where appropriate: authoritative handling of data (including appropriate analytical techniques);</li> <li>• where appropriate: demonstration of a full appreciation of research design and the ability to give a comprehensive critique of the methodology used.</li> </ul> <p><b>Significantly, the work may be close to publishable or of a commercial standard and extends beyond the expectations of a student at Masters level and Liverpool Hope’s Research Degrees SubCommittee will interpret marks as implying that the student has demonstrated potential to succeed in doctoral study.</b></p>
<p>A+;</p> <p>A,</p> <p>A-</p> <p>Pass with Distinction</p>	<p>84</p> <p>76</p> <p>70</p>	<p>An <b>excellent standard</b> of performance and achievement overall; <b>at the higher end of the band elements of the work may have outstanding features:</b></p> <ul style="list-style-type: none"> <li>• Authoritative handling of complex material, demonstrating highly developed knowledge;</li> <li>• understanding and application of theoretical issues and concepts;</li> <li>• convincing and well-focused analysis/argument, developed with depth and precision of thought and evidence;</li> <li>• well-structured and lucid presentation;</li> <li>• well-developed insight and capacity for individual thought;</li> <li>• imagination in approach and application;</li> <li>• evidence of extensive and in-depth reading;</li> <li>• a high degree of skill in handling quotations, references, footnotes, bibliographical material;</li> <li>• where appropriate: authoritative handling of data (including appropriate analytical techniques);</li> <li>• where appropriate: demonstration of a full appreciation of research design and the ability to give a comprehensive critique of the methodology used.</li> </ul> <p><b>Significantly, the work extends beyond the expectations of a student at Masters level in one or more of these aspects and Liverpool Hope’s Research Degrees SubCommittee will interpret marks as implying that the student has demonstrated potential to succeed in doctoral study.</b></p>
<p>B+</p> <p>Pass with Merit</p>	<p>68</p>	<p>A <b>very good</b> standard of performance and achievement overall:</p> <ul style="list-style-type: none"> <li>• Skilled handling of material, demonstrating a sound knowledge, understanding and application of theoretical issues and concepts;</li> <li>• the ability to structure material and formulate an argument logically, along with and effective and mature written style;</li> <li>• coherent and soundly structured presentation;</li> <li>• evidence of wide and in-depth reading;</li> <li>• skill in handling quotations, references, footnotes, bibliographical material;</li> <li>• where appropriate: skilled handling of data, demonstrating sound use of statistics;</li> <li>• where appropriate: ability to give detailed criticisms of the methods used and to appreciate research design.</li> </ul> <p><b>Significantly the work approaches, but does NOT quite meet the requirements for distinction; and Liverpool Hope’s Research Degrees SubCommittee will interpret</b></p>

		<b>marks as implying that the student has NOT demonstrated potential to succeed in doctoral study.</b>
B,  B-  Pass with Merit	<b>64</b>  <b>60</b>	A <b>very good</b> standard of performance and achievement overall: <ul style="list-style-type: none"> <li>• Skilled handling of material, demonstrating a sound knowledge, understanding and application of theoretical issues and concepts;</li> <li>• the ability to structure material and formulate an argument logically, along with an effective and mature written style;</li> <li>• coherent and soundly structured presentation;</li> <li>• evidence of wide and in-depth reading;</li> <li>• skill in handling quotations, references, footnotes, bibliographical material;</li> <li>• where appropriate: skilled handling of data, demonstrating sound use of statistics;</li> <li>• where appropriate: ability to give detailed criticisms of the methods used and to appreciate research design.</li> </ul>
C+ Pass	<b>58</b>	A <b>very competent standard</b> of performance and achievement overall: <ul style="list-style-type: none"> <li>• Satisfactory handling of material, indicating a general knowledge, understanding and application of the main theoretical issues and concepts;</li> <li>• the ability to formulate an argument logically, along with a competent written style;</li> <li>• a reasonably lucid and adequately structured presentation;</li> <li>• evidence of wide reading;</li> <li>• ability to use quotations, references, footnotes, bibliographical material;</li> <li>• where appropriate: satisfactory handling of data demonstrating awareness of analytical techniques;</li> <li>• where appropriate: satisfactory critique of methodology, some appreciation of research design.</li> </ul> <p><b>The work is a sound pass, with no significant weaknesses; however, there is an over-reliance on secondary sources and therefore the level of critical analysis is limited.</b></p>
C,  C-  Pass	<b>54</b>  <b>50</b>	A <b>competent standard</b> of performance and achievement overall but with significant weaknesses: <ul style="list-style-type: none"> <li>• Satisfactory handling of material, indicating a general knowledge, understanding and application of the main theoretical issues and concepts;</li> <li>• the ability to formulate an argument logically, along with a competent written style;</li> <li>• a reasonably lucid and adequately structured presentation;</li> <li>• evidence of wide reading;</li> <li>• ability to use quotations, references, footnotes, bibliographical material;</li> <li>• where appropriate: satisfactory handling of data demonstrating awareness of analytical techniques;</li> <li>• where appropriate: satisfactory critique of methodology, some appreciation of research design.</li> </ul>
F+  Marginal Fail	<b>48</b>	The student has <b>marginally failed</b> to reach the standard required to Pass. <ul style="list-style-type: none"> <li>• However, in the judgement of the marker, it would have been feasible for the student, without a lot more work, to have raised the quality to a bare pass, and the work has sufficient strengths to allow the failure to be compensated if the student passed the module overall [where appropriate].</li> </ul>
F  Clear Fail	<b>42</b>  <b>38</b>	In general, the student has not reached the standard required to Pass at Level M[7], as evidenced by at least some of the characteristics listed below: <p>Typical characteristics:</p> <ul style="list-style-type: none"> <li>• Insufficient knowledge, understanding and application of course material;</li> </ul>

F –  Comprehensive Fail	<b>32</b>  <b>22</b>	<ul style="list-style-type: none"> <li>• failure to meet the objectives of the assignment;</li> <li>• a lack of balance and adequately developed arguments;</li> <li>• evidence that the student has little understanding of how to structure arguments, present evidence and use concepts;</li> <li>• insufficient critical analysis;</li> <li>• insufficient appropriate use of sources and data;</li> <li>• poor literacy skills &amp;/or inadequate referencing skills.</li> </ul>
WF  Weak Fail	<b>12</b>	<p>In general, the student has not reached the standard required to Pass at Level M[7], as evidenced by some or all of the characteristics listed below, the work has substantial weakness and little of merit.</p> <p>Typical characteristics:</p> <ul style="list-style-type: none"> <li>• Insufficient knowledge, understanding and application of course material;</li> <li>• failure to meet the objectives of the assignment;</li> <li>• a lack of balance and adequately developed arguments;</li> <li>• evidence that the student has little understanding of how to structure arguments, present evidence and use concepts;</li> <li>• insufficient critical analysis;</li> <li>• insufficient appropriate use of sources and data;</li> <li>• poor literacy skills &amp;/or inadequate referencing skills.</li> </ul>
U Unclassified	<b>2</b>	<ul style="list-style-type: none"> <li>• evidence that the student has little understanding of how to structure arguments, present evidence and use concepts; insufficient critical analysis.</li> </ul>