UNIVERSITY OF WINCHESTER

ASSESSMENT REGULATIONS

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Indicate whether the document is for public access or internal access only **Indicate whether the document applies to collaborative provision?** ***(Strikethrough text, as appropriate)***	Public Access ~~Internal Access Only~~ Applies to Collaborative Provision

Description
This document collates the strategies, regulations and guidelines relating to assessments and applies to all taught provision at the University and its Collaborative Partners. **These regulations make reference to other policies, procedures and regulations which can be found here: Policies and Regulations - University of Winchester**

Equality Impact Assessment	
Summary of process undertaken to determine equality impacts:	Assurance of access and inclusivity and that no principal or required procedure would place an unfair advantage or disadvantage for any person possessing, associated with or perceived to be possessing any of the protected characteristics as defined in the Equalities Act 2010.
University Committee (name/ date) where equality impacts discussed (may be Committee of approval, or another):	Academic Regulations, Policies & Procedures (ARPP) Committee and Senate
Identified equality impact(s) on colleagues and students (i.e. any specific impacts related to this policy that may cause disadvantage for people due to one or more particular protective characteristic)	
Protected Characteristic	Impact(s) identified and any action(s)/mitigation(s) to address these impact(s), as necessary.
Age	No impacts identified.
Disability	No impacts identified.
Gender Identity	No impacts identified.
Marriage/Civil Partnership	No impacts identified.
Pregnancy and Maternity	No impacts identified.
Race (incl. nationality)	No impacts identified.
Religion and Belief	No impacts identified.
Sex	No impacts identified.
Sexual Orientation	No impacts identified.

ASSESSMENT REGULATIONS

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SECTION A INTRODUCTION AND CONTEXT

A1 Introduction/Scope

A1.1 The *Assessment Regulations* define the University of Winchester's approach to assessment types and formats, the relationship between programmes and assessments, marking schemes, award calculations and classification methods.

A1.2 The *Assessment Regulations* apply to all taught provision of the University of Winchester and to all students undertaking that provision whether at the University of Winchester or at a Collaborative Partner.

A1.3 Alongside the Assessment Regulations, the University operates a wide range of institutional policies and procedures. Key aspects of these policies and procedures are incorporated within the Assessment Regulations and reference is made to the full policy or procedures below:

- Appeals Regulations
- Academic Integrity Policy
- Academic Regulations for Taught Programmes
- Academic Regulations for Postgraduate Research Programmes
- Accessible & Inclusive Learning Policy
- External Examiners of Taught Programmes - Policy
- Exceptional Circumstances Policy
- University End Point Assessment Policy (EPA) Apprenticeships Only

A1.4 Emergency Regulations or Impact Measures may also be directed by Senate, under the authority of the Executive Leadership Team, that suspend all or parts of the Academic Regulations in order to mitigate against unforeseen detrimental impacts on students.

A1.5 Throughout these regulations any reference to Working Days refer to weekdays with the exception of days when the University is closed as a result of English bank holidays or University statutory and closure days (e.g. period between Christmas and New Year).

A2 Exemption from and Suspension of the Regulations

A2.1 Emergency Regulations or Impact Measures may also be directed by Senate, with oversight from the Executive Leadership Team, that suspend all or parts of the Assessment Regulations in order to mitigate against unforeseen detrimental impacts on students.

A2.2 In exceptional circumstances as directed by Professional, Statutory and Regulatory Bodies (PSRBs), and following appropriate consultation, there may be an evidenced requirement at module or programme level to suspend elements of the regulations. Approval will be sought via the Academic Regulations, Policies and Procedures committee and, where necessary, approved by Senate. Where approval is secured, students shall be explicitly notified before implementation.

A2.3 In some circumstances, and for some defined programme types, these Regulations will be superseded by contractual, statutory or external regulatory frameworks in relation to Degree Apprenticeships under the authority of the Institute for Apprenticeships and Technical Education (IfATE). Specific requirements can be found in the relevant programme specifications and separate policies.

SECTION B DEFINING ASSESSMENTS AND SUBMISSION REQUIREMENTS

B1 Defining Assessments

B1.1 All assessments will be defined in the Module Descriptions, which accompany the Programme Specification approved at (re)validation or via the Programme Amendment process.

B1.2 The content and structure of the programme and its assessment strategy provide students with the opportunities for learning and assessment to demonstrate that they have met the programme learning outcomes.

B1.3 Assessment types and forms include formative (where graded, grades do not contribute to overall module grade) and summative (graded, evaluative assessment of achievement of learning outcomes) where summative assessments contribute to the overall module grade. Both are designed and proposed by Programme Teams. Summative assessments are approved via (Re)Validation or through formal amendment processes and formative assessments are designed for students to test their readiness for the summative assessments. Programmes are encouraged to include formative assessments and consider the most appropriate and authentic assessment types when determining their overall assessment strategy.

B1.4 When setting assessments, programmes shall take into account the educational aims and intended learning outcomes of a particular programme and module, as well as what can reasonably be expected of students at a given level, the purpose of the assessment (including whether it is for formative or summative purposes) and practical considerations such as group size, space and resources. Assessment regimes should include a variety of assessment methods, ensure inclusivity, give consideration to building student assessment literacies and be clearly embedded within the programme approaches to learning.

B1.5 The language of learning, teaching and assessment shall be English except in the case of Collaborative Partners, who have obtained a specific exemption within their formal agreement.

B1.6 Students shall not submit the same assessment for two or more modules even if they are repeating the module. Where students wish to reuse some work from one assessment in another, they shall self-reference, as appropriate.

B2 Number and Types of assessment for Undergraduate Programmes

B2.1 Students will have a minimum of six and a maximum of twelve summative assessments to complete per level of study.

B2.2 Any piece of work that has a percentage weighting within a module assessment regime, has its own submission date, is graded individually and receives separate feedback is deemed to be a single assessment.

B2.3 A continuous assessment regime is where the module's assessment is split into smaller multiple assessments that are submitted at regular intervals throughout a module delivery, and they receive individual grades and weighting. Continuous assessment will equal the assessment burden within credit allowances and be deemed a single summative assessment.

B2.4 A portfolio assessment is a single summative assessment, and it must comply with the following criteria:

a. There is a single submission date for all elements;
b. The related components are marked together as a whole;
c. A single mark/grade is received for an assessment and;
d. A student who fails the portfolio is required to resubmit all the constituent components.

B2.5 The table below highlights the differences between multiple assessment points within a module and a portfolio of assessments:

	Individual Module Assessments (Standard Model)	**Portfolio**
Elements	Multiple	Multiple
Weighting	Separate, e.g. 25%, 50% and 25%	100% combined
Grading	Separate for each element	Single grade
Submission	Separate submissions for each element	Single submission of all work together
Dates & Times	Can be separate or the same	Can only be a single date and time for all elements
Feedback	Separated or combined	Must be combined
Aggregation	Yes, can be applied, unless specific programme requirement under PSRB restriction/requirement	Not applicable as single grade applied
Pass Grade Required for Continuation (PSRB regulation Only)	Can be a requirement for single or all assessment elements as a specific programme requirement	Must be for entire portfolio of elements
Non-Graded Assessment Elements (PSRB regulation Only)	Can be a requirement for single or all assessment elements as a specific programme requirement	Not applicable
Trail/Resit	Can be for single assessment element	Must be for entire portfolio of elements
Repeat	Must be for all elements	Must be for all elements

B2.6 All undergraduate programmes must include a summative time constrained assessment (TCA) at level 4 and subsequently at least one at Level 5 or Level 6. (see B2.7 below).

B2.7 The following are examples of time constrained assessments:

a. All examinations, including scheduled on campus, online or take-home papers
b. Take away assessments with a short-term deadline where students can take advantage of a range of academic and skills resources but submit answers within a set period
c. Live assessments e.g. vivas, clinical tests, performances, critiques, practical skills tests such as physiological or biomechanical tests and other kinds of activity
d. Online quizzes or digital tests
e. Group based assessments which might be game based, involve role play or simulation or ‘tabletop assessment’.

B2.8 Presentations may count as a time constrained assessment but only if the period of time between notification of the requirement to present as part of assessment falls within the maximum window of two weeks.

B2.9 For take away exams the minimum period is 48 hours and the maximum period for any pre-seen element is two weeks (10 working days).

B3 Word Counts for Assessments

B3.1 The standard **maximum** word counts for written coursework submissions for modules at level 3 – 7 inclusive are as follows:

- Level 3 no more than 150 words per credit
- Level 4 no more than 200 words per credit.
- Level 5 no more than 250 words per credit
- Level 6 no more than 250 words per credit
- Level 7 no more than 300 words per credit

B3.2 There are no institutional minimum word counts. Minimum word counts should be determined at programme level.

B3.3 For Independent Study modules the following is expected:

a. Master's Independent Study module between 15 – 20k for a module of 60 credits.
b. Extended Independent Study module between 8 - 10k for a module of 30 credits.

B3.4 In setting individual assessment word count limits, the programme shall take into account:

a. the assessment criteria;
b. the range of issues expected in a submission;
c. the expected depth/breadth of the submission;
d. the need to encourage students to write succinctly and clearly;
e. the need to ensure equity for all the students completing the assessment.

B3.5 A word count limit will also determine a word limit to ensure equity for all students and shall follow the requirements in Appendix 4.

B4 Assessment Pattern in Module Description

B4.1 A student's achievement in each module shall be assessed so that a student may be awarded a final mark and/or grade for each module.

Module assessments may be categorised as Pass/Fail only when evidentially required by a PSRB and consequently not given a specific grade. Module assessments may also be required to be passed, i.e. not compensated or aggregated, by a PSRB.

B4.2 The Module Description shall define:

a. name of assessment type/ a brief description of what the assessment entails;
b. word count for written assessments and duration for exams/practical assessments;
c. weight of the total mark for each assessment as a percentage or whether one or more elements are graded Pass/Fail only (PSRB requirement/restriction only);
d. whether any element graded Pass/Fail only must be passed to pass the module overall (PSRB requirement/restriction only);
e. whether a minimum pass mark is required for each assessment or whether the module may be passed on aggregate (PSRB requirement/restriction only);
f. the module's learning outcomes.

B4.3 Each module must have assessment criteria for each assessment which use the category headings from the University Wide Assessment Criteria (detailed guidance is in Appendix 8 University Wide Assessment Criteria) and clearly identify for students which learning outcome(s) relates to which each assessment criteria. Programmes should not test the same module learning outcome on more than two modules.

B5 Format and Submission of Assessments

B5.1 Students are notified of assessments via the Module or Programme VLE (Canvas) homepage. In line with the University's Inclusive Assessment Practice, all assessment

expectations, including the Assessment Brief and Assessment Schedule, will be made available at the commencement of the module delivery.

B5.2 Students will be provided support and guidance relating to assessment preparation within their module delivery as part of the University's Inclusive Assessment Practice.

B5.3 It is the responsibility of the student to submit all work for assessment and attend all practical assessments and examinations in accordance with the requirements for each module or programme, as defined in the Programme/Module information.

B5.4 Coursework shall be submitted electronically via Canvas.

B5.5 If both an electronic and a hard copy submission are required, the time and date set shall be same for both and shall normally be set between 9.30am and 3.30pm GMT on weekdays.

B5.7 Where students are required to submit work in hard copy to a Faculty Office, a receipt shall normally be issued. The student is responsible for retaining this as proof of submission.

B6 Assessment Submission Requirements

B6.1 Programmes shall specify their expectations/requirements, e.g. whether files shall be submitted in a particular format or have other specific requirements. Programmes shall also clearly state the penalties or criteria that will apply for work that does not meet clearly articulated programme requirements.

B6.2 Students are responsible for uploading their own work to Canvas and for checking that they are submitting the final/correct version of their work and that this has uploaded correctly.

B6.3 If a student wishes to resubmit an assessment to make changes, additions or corrections, they may only do so before the submission deadline.

B6.4 Where a problem is identified before the due date for submission has passed, the student may resubmit the work up to the original assessment deadline. Where multiple submissions are received from a student for the same assessment element, the final submission will be deemed the intended submission.

B6.5 Students will be permitted a single submission within the Graduated Penalty late submission period (See Section B8 for which levels of study this applies to in 2025/6) or Exceptional Circumstances submission period (See section B9).

B7 Problems Uploading Assessments

B7.1 If students are experiencing problems uploading their assessment to Canvas, they must contact Canvas Support, who can either assist or provide evidence of a technical issue if the problem cannot be resolved before the deadline. Evidence from Canvas support *may* be permitted in cases where the student wishes to seek an Exceptional Circumstances extension due to technical issues related to Canvas (See Exceptional Circumstances policy)

B7.2 Where it is identified at University level that there are technical issues either with Canvas or digital infrastructure then, under authority of the Executive Leadership Team, Deans of Faculty or the Academic Registrar, a blanket extension period, subsequent to issues being rectified, will be communicated to all affected students at either module, level, programme or institutional level.

B8 Penalties for failing to meet submission requirements

Late Submission Rules

For all students enrolled at Level 6 in 2025/6 or at Level 7 where first enrolment was in 2024/5 or earlier ONLY:

B8.1 All assessments, including those for the Independent Study module. Extended Independent Study module or End Point Assessment module, submitted up to five working days after the deadline (i.e. one week late) shall be accepted as a first attempt but the substantive mark shall be capped at the minimum pass mark unless an agreed extension is in place (See Section B9).

B8.2 Students may not re-submit an assessment for up to five working days after the deadline if they have already made a submission by the deadline. Any work submitted after the one-week late submission deadline and before the deadline for permitted second attempts shall be accepted as a second attempt, capped at the minimum pass and there shall be no further opportunities for submission.

B8.3 Second attempts submitted after the original assessment deadline, without approved Exceptional Circumstances, shall be deemed a Fail and given a mark of 1% only, to indicate submission. Refer to Appendix 5 - Submission Processes Flowchart for further details.

For all students enrolled at Levels 3 (Foundation), 4 and 5 and new Level 7 entrants in 2025/6 ONLY:

B8.4 All assessments, including those for the Independent Study module, Extended Independent Study module or End Point Assessment module, submitted up to five working days after the deadline (i.e. one week late) shall be accepted as a first attempt but the substantive mark shall be subject to a Graduated Penalty Scheme:

a. A cumulative penalty deduction of 3 marks from the substantive grade per each 24-hour period of late submission for a maximum of 15 marks penalty.

b. The Graduated Penalty submission period is up to 5 working days after the original assessment deadline.

c. Graduated Penalties will not reduce a substantive grade below the pass grade threshold of 40% for undergraduate assessment and 50% for postgraduate assessment.

d. Graduated Penalties will take a fail grade below the threshold for compensation (See Section E5).

B8.5 Students may not re-submit an assessment after the original deadline if they have already made a submission by the deadline.

Submission

B8.6 A fail grade and mark of 1% shall be imposed as a penalty in the following circumstances:

a. Corrupt, illegible or incorrect file format submitted: this includes a file that cannot be opened directly
b. Wrong assessment submitted.

B8.7 If a student has submitted work to the wrong module on Canvas or to an incorrect section of the right module on Canvas, but they have made a bona-fide attempt, and can submit valid evidence in proof of that, the submission should be accepted. The Module Leader will consider the case, based on the evidence provided, accordingly.

Incorrect presentation

B8.8 Students are expected to present their work in the format which is prescribed in the assessment brief and guidance. Marks shall only be deducted for breaches of **Academic English Standards (for students)** where it is clear the presentation does not meet the assessment requirements.

B9 Deferrals and extensions for assessments

B9.1 Deadlines for all assessments may only be extended by a previously agreed extension: no substantive mark may be awarded for late work for which no extension has been agreed.

B9.2 Time constrained assessments with approved exceptional circumstances will be deferred to the next time constrained assessment scheduled opportunity.[1] Written assessments with approved exceptional circumstances will be granted a 5 working day extension or be deferred to the next scheduled assessment opportunity.

B9.3 Students, where permitted[2], may notify their Faculty that they are self-certificating for an assessment, up to a maximum of one assessment per term, excluding time constrained assessments, indicating their reason. This will be without penalty and students can be signposted to other support or extension mechanisms if this would be deemed to be in their best interests. (See Exceptional Circumstances policy)

B9.4 Where an extension request for the dissertation or final/major project module would result in missing the deadline for marks to be considered at the Progression and Award Board, the extension shall not normally be extended beyond 20 working days and student attainment considered and confirmed at the next Progression and Award Board. If not completed by the end of an academic year, then a student will be required to either trail credit or repeat study as determined by the final Progression and Award Board for the academic year.

B9.5 Where an original assessment cannot be practicably replicated, for example in the case of group work, or under the application of exceptional third attempts/trail credit procedures, the programme has discretion to set an alternative assessment subject to the maintenance of the purposes of the original assessment and module learning outcomes and any PSRB or IfATE EPA Assessment Plan requirements and restrictions.

B10 Timing of assessments

B10.1 Assessments can be scheduled at any point within a module delivery but no later than the last date of the end of the module's two-week assessment period.

B10.2 Exceptions to the above may be approved for students who are granted an extension or deferral due to exceptional circumstances or where the programme has an exemption from the Regulations, under PSRB requirements or restrictions, to teach outside the term periods or extend the module across two academic years, such as in the case of programmes whose entry point is term 2 or term 3.

B10.3 The major assessment for the Independent Study module (for Masters Programmes) shall be submitted no later than one year and two weeks subsequent to enrolment onto the programme for full time study, 2 years and 2 weeks or three years and two weeks for part time study programmes.

B10.4 The date of submission and return of work shall be recorded in the Module/Programme information (as appropriate). The date for second attempts and return of work shall also be recorded.

B11 First Attempts at Assessments

B11.1 Marks awarded for first attempts that are submitted on time shall be a substantive mark between 0 – 100% or graded Pass/Fail only (PSRB restrictions or requirements only).

[1] Students who are pregnant or are shortly due to become a parent should refer to the *Pregnancy, Adoption and Becoming a Parent While Studying- Guidelines.*

[2] For 2025/6 this mechanism is only available for student enrolled at Level 6 and where initial enrolment for Level 7 was in 2024/5 or earlier.

B12 Second Attempts at Assessments

B12.1 Students will be permitted an automatic second attempt for all failed first attempts. This includes non-submissions.

B12.2 Deadlines for second attempts will be no later than the end of the next available assessment period. Written work and locally managed time constrained assessments can be scheduled at any time subsequent to the release of first attempt grades and the end of the next available assessment period at the programme level. Centrally organised formal examination second attempts will be scheduled during the next available assessment weeks only.

B12.3 Where a student has passed the module on aggregate, there will not be a further assessment opportunity to resit or retake a failed assessment element.

B12.4 For a second attempt at written coursework, a student shall normally be required to resubmit the original assignment. A resit for an exam or a practical assessment may be based on a new examination or practical assessment. However, if repeating the original assessment is not feasible or practicable, the programme may opt to set an alternative assignment, subject to the maintenance of the purposes of the original assignment and module aims. This may include setting one alternative assignment to meet the learning outcomes of two of more of the original failed elements of assessment.

B13 Exceptional Third Attempts at Assessments

B13.1 Progression and Award Boards have the authority to offer a student the opportunity to complete an exceptional third attempt at an assessment. This option only applies when:

a. Students have previously engaged with first and/or second attempt assessment opportunities and subsequently failed or have not submitted or attempted assessment opportunities and have an approved Exceptional Circumstances claim;

b. Foundation Year students who have successfully passed all but one module (unless they are currently undertaking a repeat year of study).

B13.2 Third attempts at assessments may also be offered as part of the resolution to a successful academic appeal where 13.1a above applies.

B13.3 Where exceptional third attempt assessment opportunities are afforded these must be completed and considered by a Progression and Award Board by the end of a programme's academic year. If this is not practicable, then the student will be required to undertake the third attempt as a trail credit. Where a trail credit is not practicable or permissible, such as for centrally organised examinations, an alternative assessment could be granted, or the student may be required to repeat study. Students who have more than 30 credits to retrieve that cannot be completed by the end of the programme's academic year will be required to repeat study. (See *Academic Regulations*)

B13.4 Exceptional third attempts will be for capped marks unless applied as a resolution for a successful Academic Appeal or under Exceptional Circumstances provisions.

B13.5 Exceptional third attempts for written assessments, unless otherwise restricted or required by PSRB accreditation, will be a reworking of an attempted and subsequently failed second attempt resit. In these circumstances the grade will always be capped.

B13.6 Exceptional third attempts for all types of practical and time constrained assessments, apart from unseen examinations or unless otherwise restricted or required by PSRB accreditation, may be a reworking of an attempted and subsequently failed second attempt resit.

B13.7 Exceptional third attempts are not permitted for Short Course programmes. Where a student fails both the first and second attempt even if in possession of an approved Exceptional Circumstances claim, then the student will be required to withdraw and reapply for entry on the next scheduled delivery of the Short Course programme.

B14 Special Provisions for Adapting Assessments

B14.1 Students who need to join/leave year-long modules, especially in the case of Study Abroad students, require careful management to ensure that they are not short of academic credit at the end of the academic year.

B14.2 Programme Leaders, in collaboration with the International Student Success team, have a responsibility to ensure that they are aware of how students undertaking Study Abroad have their transfers managed. This includes ensuring that the student will complete the requisite number of credits for their studies at the University of Winchester for the level.

B14.3 In order to adhere to ESFA funding rules, students on higher/degree apprenticeship programmes must not re-learn knowledge, skills, or behaviours they have already achieved. Such students might therefore achieve partial module credits through Recognition of Prior Learning (RPL). In such cases, the Programme will determine whether an alternative/bespoke assessment is required: the assessment would be approved via Programme Amendment Committee.

Refer to Appendix 3 for Transfers and Credit Issues for Year-Long Modules for further details.

B15 Students with a temporary or permanent disability, chronic illness or additional need

B15.1 The University encourages all students to disclose any disability or additional need prior to enrolling on their programme where engagement with assessments may require additional support.

B15.2 A Learning Support Agreement shall be arranged on an individual basis as a reasonable adjustment for students who may otherwise be disadvantaged by a temporary or permanent disability or additional need. Any alternative assessment method that is approved shall be capable of assessing the same learning outcomes by alternative means and capable of being implemented, within the provisions available to the University.

B15.3 Allocation of extra time afforded to students with Learning Support Agreements does not extend to 'take home' time constrained assessments as the minimum time allowances for TCAs affords all students time capacity to complete within the time constraints permitted.

B16 Retention of students' assessments

B16.1 Records of all student assessments will be kept and archived as determined by the Office for Students, Institute for Apprenticeships and Technical Education (IfATE) or other Professional, Statutory or Regulatory Body (PSRB)requirements.

SECTION C DEFINING EXAMINATIONS

C1 Conduct of Exams

C1.1 Examinations held at the Winchester campus are normally centrally timetabled and arranged by Registry. Where programmes decide to make local arrangements, whether on-site or off-site, they are required to follow examination *protocols.*

C1.2 Exam scripts shall be marked anonymously.

C1.3 Each Module Descriptor and/or Programme Specification will detail for examinations which additional materials students are permitted to bring with them for use in their examinations.

C1.4 Students who inadvertently bring unauthorised aids or support materials will need to surrender these before the examination commences and if discovered to be using them will be subject to penalties and sanctions under the *Academic*

Integrity policy.

C1.5 The University and Collaborative Partners determine when examinations take place, and students must attend examinations as required. Students sitting University examinations must read all procedures made available to them with respect to the delivery of their examinations under the Examination and Invigilation Guidance.

C1.6 It is a student's responsibility to ensure that they know the correct date, time and location of their examinations including where examinations may take place in venues off-site, i.e. away from their normal teaching and learning environment.

C1.7 Students are required to maintain standards of academic integrity during their examination acting with honesty to fulfil the requirements set for academic work. Any attempt to gain improper advantage in any assessment by infringement of the University's Regulations, or any attempt to assist another student to gain improper advantage constitutes academic misconduct and shall be addressed through the *Academic Integrity Policy*.

SECTION D MARKING AND MODERATION PROCESSES

D1 Marking Assessment

D1.1 All assessments (Levels 4-7) will be marked with reference to the University's Generic Grade Descriptors (Appendix 7) which are aligned to the Framework for Higher Education Qualifications (FHEQ) and describe the quality and standard of assessed work within grade bands at each FHEQ level.

D1.2 Assessments will also be marked with reference to Assessment Criteria which indicate to students and markers what will be assessed.

D1.3 Not all criteria headings are required for each assessment, with the exception of Academic Skills, as all assessments using written or spoken English must have an Academic Skills criteria relating to Academic English Standards. Further detail on the criteria can be added to the category heading. **Further information on Academic English Standards can be found via these links: Academic English Standards (for staff) and Academic English Standards (for students).**

D1.4 Each student taking part in group assessments shall receive an individual grade for their own work and assessment contribution.

D1.5 All marks and grades for modules at L3 – 8 inclusive are provisional until confirmed by a Progression and Award Board, usually held at the end of the academic year or 12-month period of study.

D1.6 Appendix 2 defines the full range of the marks and grades used by markers at the University as well as the grades used on transcripts to indicate the status of modules, where the final outcome is pending, or the module has not been passed.

D2 Marking process

D2.1 Unless impractical all summative assessments will be marked anonymously.

D2.2 Markers shall record a substantive mark on all assessments, even in circumstances where the mark for an assessment is to be capped. This provides feedback to the student and is also required if a student were to successfully appeal against a Progression and Award Board decision to cap a mark and subsequently be awarded a substantive mark.

D3 Moderation: Internal and External

D3.1 Internal moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers.

D3.2 External moderation is achieved via scrutiny by External Examiners of assessments, marking and moderation processes, and the alignment of the Progression and Award Board with University expectations. For details of the sample of work to be seen by External Examiners, refer to the *External Examiners of Taught Programmes Policy*

D3.3 Additional internal and external scrutiny is also informed by (re)validation of programmes when programmes, learning and teaching and assessments are reviewed by a panel of internal academic staff and students and external academics and professionals.

D3.4 Appendix 6 defines the regulations governing the process of moderation, reconciliation of marking differences and how students may lodge an appeal concerning the marking and/or moderation process.

D4 Marking time and return of work to students

D4.1 Marking of student work is a normal part of the duties of academic staff. It is not driven by the term dates which apply to student attendance and shall not be delayed by student vacation periods.

D4.2 All summative assessments shall be marked and returned to students at the end of 15 working days after the published submission date. Moderation must be completed within the 15 working days. The only exceptions to this are:

a. work which is double-marked shall be marked and returned to students at the end of 20 working days of the published submission date. Double marking must be completed within the 20 working days;
b. the Masters Independent Study which shall be marked and returned to students at the end of 20 working days after the published submission date. Double marking must be completed within the 20 working days;
c. where students are on placement, the programme may return the work after the placement has been completed;
d. assessments which are being investigated following an allegation of poor academic practice or academic integrity breach. If the investigation is still on-going at the point when the assessment is due to be returned, the Academic Conduct Officer shall inform the student that the work is being investigated in accordance with the *Academic Integrity Policy*;
e. in cases of staff absence, the Department shall publish a deferred return date at the earliest opportunity. Where staff absence continues for more than 10 working days, the Department shall seek alternative markers;
f. In the case of late submissions by students who have an extension approved because of an exceptional circumstances claim, summative assessments shall be returned to students as soon as they are marked and no later than 15 days after the extended submission date;
g. second and third attempts at assessments may be returned as soon as they are marked and not more than 15 working days after submission.

D5 Feedback – format and purpose

D5.1 Students will receive feedback on their summative work on an individual basis. Additional feedback can also be given at the cohort level in class.

D5.2 Students will be given the opportunity to discuss their grade and feedback in person with the module leader or marker.

D6 Queries about marks, transcription errors or marking procedures

D6.1 Queries about marks, feedback, transcription errors or marking procedures should be raised at the time of the assessment or as soon as possible after assessments are returned.

D6.2 Students cannot request that an assessment be remarked, moderated or submitted to the External Examiner.

D6.3 Marks can only be formally appealed after a Progression and Award Board.

D7 Academic Integrity breaches, including plagiarism and poor academic practice

D7.1 Where a marker or student believes that they have identified an instance of academic integrity breach the marker shall investigate the matter fully in accordance with the *Academic Integrity Policy* and the student shall pass the relevant details to their Faculty Office or the Doctoral School who shall proceed with an investigation.

SECTION E AWARD CALCULATION PROCESSES AND PROGRESSION AND AWARD BOARD PROCESSES

E1 Calculation of module results

E1.1 The mark for each assessment, entered on the University's student record system, shall always be a whole number. Where a module's assessment is made of two or more elements, each element shall normally be entered separately on the University's student record system (SITS) and the final mark shall be calculated as an aggregate of the marks for all of the elements, based on the weightings shown in the module description.

E1.2 The rule for rounding to a whole number for assessments with multiple elements and for overall module results calculated by the student record system (SITS) is as follows:

a. If the first digit immediately following the decimal place is 4 or lower, then no change is made to whole number and the numbers to the right of the decimal place are removed (thus 44.49 would become 44)

b. If the first digit immediately following the decimal place is 5 or higher than add one to the digit to the left of the decimal place and all numbers to the right of the decimal place are removed (thus 44.51 would become 45)

E1.3 Where a module is graded Pass/Fail only (PSRB requirement or restriction only), no mark shall be allocated, and the result will not contribute to the calculation for award classification.

E1.4 Where a module has more than one assessment element and can be passed on aggregate, all assessment elements must be attempted for an aggregate pass grade to be awarded.

E2 Award of Credit

E2.1 Students are required to take modules in accordance with the pathway defined for their programme. Students are awarded credit for all modules for which they successfully complete the assessment and other specified requirements as stated in the Programme Specification and/or Module Description.

E2.2 Where a student is permitted to retake a module, either via repeat study or trail credit, for which credit and/or marks have already been received, any previously received credit and/or marks shall no longer count as part of the student's academic profile for the programme but will appear on the student's transcript. The student is also required to attend and retake all elements of the repeated module(s) and submit new work for all assessments when they repeat study. However, a student will be required to re-submit the assessments only and not attend if they trail credit. See also Section C of the *Academic Regulations for Taught Programmes* for details about trail credits and assessment.

E3 Auditing

E3.1 Students auditing modules is exceptional and only with the permission of the Dean of Faculty, in sight of a clear rationale.

E4 Calculation of awards, classifications and exit awards

E4.1 The *Academic Regulations for Taught Programmes* defines the credit requirements for awards and the award calculation rules.

E4.2 The method for calculating a final award shall be to calculate the result correct to a whole number, using the same rounding method as described in Section E1.

E5 Compensation

E5.1 Compensation is where a grade within a module's assessment regime or a module with a single assessment meets the minimum fail threshold of 30% (40% for postgraduate taught modules) but is a fail grade below the 40% pass threshold, can be compensated with a pass grade of 40% and confirmed at a Progression and Award Board.

E5.2 Compensation where the module has more than one weighted assessment element is only applied where an aggregated grade of the individual assessments would not lead to a passing grade at the module level:

Undergraduate Example 1:

Assessment 1 weighted at 50% of the module: Grade given: 38% (FAIL)

Assessment 2 weighted at 50% of the module: Grade given: 56% (PASS)

Overall Module Grade = (0.5 x 38) + (0.5 x 56) = 47% PASS

Assessment 1 does not need compensation to be applied as the overall module grade is a pass.

Undergraduate Example 2:

Assessment 1 weighted at 50% of the module: Grade given: 31% (FAIL)

Assessment 2 weighted at 50% of the module: Grade given: 45% (PASS)

Overall Module Grade = (0.5 x 31) + (0.5 x 45) = 38% FAIL

Assessment 1 can then be compensated and given a 40% pass resulting in an overall pass grade of 40% for the module (50% for Postgraduate)

Where an assessment is compensated the maximum grade that can be awarded for the module is 40% (50% for Postgraduate).

E5.3 Compensation can be applied to a maximum of 30 credits per academic level of study.

E5.4 Compensation cannot be utilised where an assessment grade falls below the 30% fail threshold.

E5.5 Except when restricted by an accrediting body, PSRB or IfATE apprenticeship standard, the Progression and Award Board will be able to compensate module failure *once* at each level of a programme (excluding level 3 and level 8), up to a maximum of 30 credits provided the following requirements are met:

a. no more than 30 credits in total from wither a single module or multiple modules;
b. the learning outcomes required for that level of study have been achieved (with the exception of those solely associated with the Masters Independent Study module).

The following govern the application of compensation:

a. The module grade for a compensated assessment or compensated module will appear as a pass mark with compensation on transcripts.

b. The assessment or module may be compensated whether or not the student is permitted a second attempt.
c. Compensation may not be applied for work that is not submitted
d. Compensation cannot be given where there is a single assessment only for a Short Course programme.
e. Compensation cannot be given where a breach of Academic Integrity has been proven

Section E6 Compensation on grounds of Exceptional Circumstances

E6.1 Where valid exceptional circumstances have been confirmed then the Progression and Award Board is permitted to raise a failed grade to a pass grade when applying the compensation protocols.

E6.2 Students may elect not to accept the compensation decisions and may request permission to submit a further attempt for the assessment or retake the module(s) for a substantive mark, provided that they have not already been offered an opportunity to do so. This might involve a repeat period of study. The deadline for such requests shall normally be within five working days of the date of the letter confirming the decision of the Progression and Award Board.

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APPENDIX 1 QUALIFICATION BENCHMARKS

1.1 Qualification Descriptors

1.1.1 Each programme is required to provide a programme-specific qualification descriptor for the final award and any exit qualifications associated with the programme in their Programme Specification. These descriptors comply with the Qualification Descriptors defined by the QAA in *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* which is a key reference point in the *UK Quality Code for Higher Education Higher Education*. *Quality Code (qaa.ac.uk)*

1.1.2 Each programme shall ensure alignment to the FHEQ for each level of study as per the QAA Quality Code and the Office for Students 'B Conditions' *Conditions of registration - Office for Students*

1.1.3 QAA publishes the FHEQ of UK degree awarding bodies and they play a key role in the setting and maintenance of standards of HE provisions with OfS sector recognised standards containing elements from and reference to the FHEQ

APPENDIX 2 MARK SCHEME FOR LEVELS 3 - 8

Pass Grades and Marks for Levels 3 – 8

Table 1 Pass Grades and the equivalent percentage mark range

Level 3 – 6 Minimum pass mark is 40%	**Level 7** Minimum pass mark is 50%	**Level 8**
A / AQ 70% or above B / BQ 60 – 69% C / CQ 50 – 59% D / DQ 40 – 49% UP / UPQ ungraded Pass for Pass / Fail modules *	PD / PDQ 70% or above PM / PMQ 60% - 69% P / PQ 50 – 59% UP / UPQ ungraded Pass for Pass / Fail modules *	UP an ungraded Pass *

* *Ungraded Passes (UP) shall have no accompanying percentage mark.*

2.1 A substantive mark:

reflects the student's academic achievement and is the range of 0 – 100%. A substantive mark is awarded for the first attempt at an assessment (unless the assessment is graded Pass/Fail only under PSRB requirements). It may also be awarded for a second attempt if the student is deemed to have approved exceptional circumstances.

2.2 A capped mark:

is the mark awarded for a late submission without approved exceptional circumstances or a second or exceptional third attempt following failure or non-submission. All work must be given an indicative mark but where the student is submitting a second attempt (following failure or non-submission) or repeating a module, the mark recorded on their transcript will normally be 'capped' at the minimum pass mark for that level. Where a module is to be capped, then each assessment for that module shall be capped before the overall module result is calculated, i.e. the University shall not aggregate the indicative marks and then cap the module result.

2.3 Grading Conventions indicated on Transcripts

Indicates that this is a first attempt at an assessment, which has an approved extension and when the mark is received, it will be for a substantive mark

Indicates a failed assessment/module for which the student is permitted to submit a second attempt for a capped mark.

F Indicates a failed assessment/module for which no opportunity for a second attempt exists.

Indicates that a student withdrew from the module before completion.

AP Indicates that there is a case of alleged academic misconduct against an assessment within the module. This code is only used when the alleged plagiarism is under investigation (refer to the University's *Academic Integrity Policy* for further details). If the alleged academic misconduct is unfounded, then the module grade will be changed to that appropriate to the aggregate mark by senior Registry staff.

PR/PF Indicates a case of academic misconduct proven through the University's *Academic Integrity Policy*. Used only by senior Registry staff. (The assessment shall be given a mark 1% to indicate work was submitted.)

CP Indicates that the module was a compensated pass.

CN Indicates that the module was compensated due to Exceptional Circumstances

APPENDIX 3 TRANSFERS AND CREDIT ISSUES FOR YEAR-LONG MODULES

3.1. Full-time undergraduate students shall complete 120 credits each academic year. Part-time undergraduate students shall complete the modules for which they are registered each year of study up to a maximum of 90 credits.

3.2. Mid-year transfers are not permitted and students wishing to change programmes must do so before the end of the third week of teaching at the beginning of the academic year for the programme or at the end of the academic year at the continuation point.

3.3. Students leaving for or returning from a single term Study Abroad may be permitted to leave or join a yearlong module at the midway point as long as the assessment weighting for the part of the module they intend to join can be given a credit value equal or greater than the element(s) studied abroad and the relevant credit transfer protocol. (see paragraphs 3.5-3.6 below)

3.4. Where students are required to Repeat Study to retrieve credit and the programme's module structure and content has changed to a new structure students will be permitted to leave or join a year long module at the midway point as long as the assessment weighting for the part of the module they intend to join can be given a credit value equal or greater than the element(s) previously studied and the relevant credit transfer protocol. Students who do not complete a module for which they either joined or left at the midpoint shall be deemed to have failed the module and this may mean that they are unable to continue to the next level of study and/or complete their programme, In such circumstances trail credit and repeat study protocols will apply.

Year-long modules with assessment split 50:50 over the two terms

3.5. If a student leaves a year-long module part way through the year or returns to a module part way through the year, then the student will receive credit for the assessments completed. A requirement is that a minimum of fifty percent of the module, i.e. 15 credits worth of assessment is completed.

Year-long modules with assessment split unevenly over the two terms

3.6. Where a module does not split the assessments evenly over the academic year the Programme Leader will determine whether the student shall either:

a. be given an individually customised assessment to enable them to complete 50% of the assessment load and be credited with half the normal credits for that module (e.g. 15 credits of a 30 credit module) or
b. complete the module as validated.

Customised Assessments

Customised assessments may be set to enable students leaving a module at the end of term 1 to be assessed on teaching and learning covered in term 1 only. Students joining a module at the start of term 2 should be assessed on teaching and learning covered in term 2 only. Where necessary, programmes shall ensure that additional support is provided if work covered in term 1 is necessary to successfully complete term 2 assessments. This could involve setting formative assessments.

APPENDIX 4 SETTING WORD COUNT LIMITS

Setting Word Limits with Penalties is Optional

4.1 Word count limits for assessments are defined by programmes in the individual Module Descriptors. A word count is a guide to students and staff about what is expected for each assessment.

4.2 Students are expected to adhere to Word count limits

4.3 The Programme/Module Leader shall make the word count limit and penalties clear to students:

a) by verbally informing the students when discussing assessments and

b) by including details in the Module and/or Programme online information.

4.4 Programmes may set their own penalties for equivalent infringements of time-limited or other forms of assessments e.g. for presentations or performances. In such cases, module/programme information shall specify these.

Calculating the number of words

4.5 Module and/or programme information shall specify the method of calculating the number of words for assessments and shall specify what must be included and excluded.

4.6 The following is an *example* of how this might be expressed:

Included in the word count:

a. every word from the introduction to the conclusion, including headings;
b. quotations included in the body of the text (see also f) below);
c. in-line references;

Excluded in the word count:

a. title pages;
b. abstracts;
c. indented quotations of 3 lines or more;
d. bibliographies;
e. list of references;
f. footnotes/endnotes, unless excessive;
g. appendices (which might be confined to diagrams, tables, maps, and visual images and would normally be no more than half the size of the main work);
h. original diagrams, graphs, images etc (if included would normally be considered as equivalent to a ½ page of text regardless of their size i.e. approximately 100 words, regardless of font size.)

Word Count Declarations

4.11 Word counts should be stated by students on their assessments.

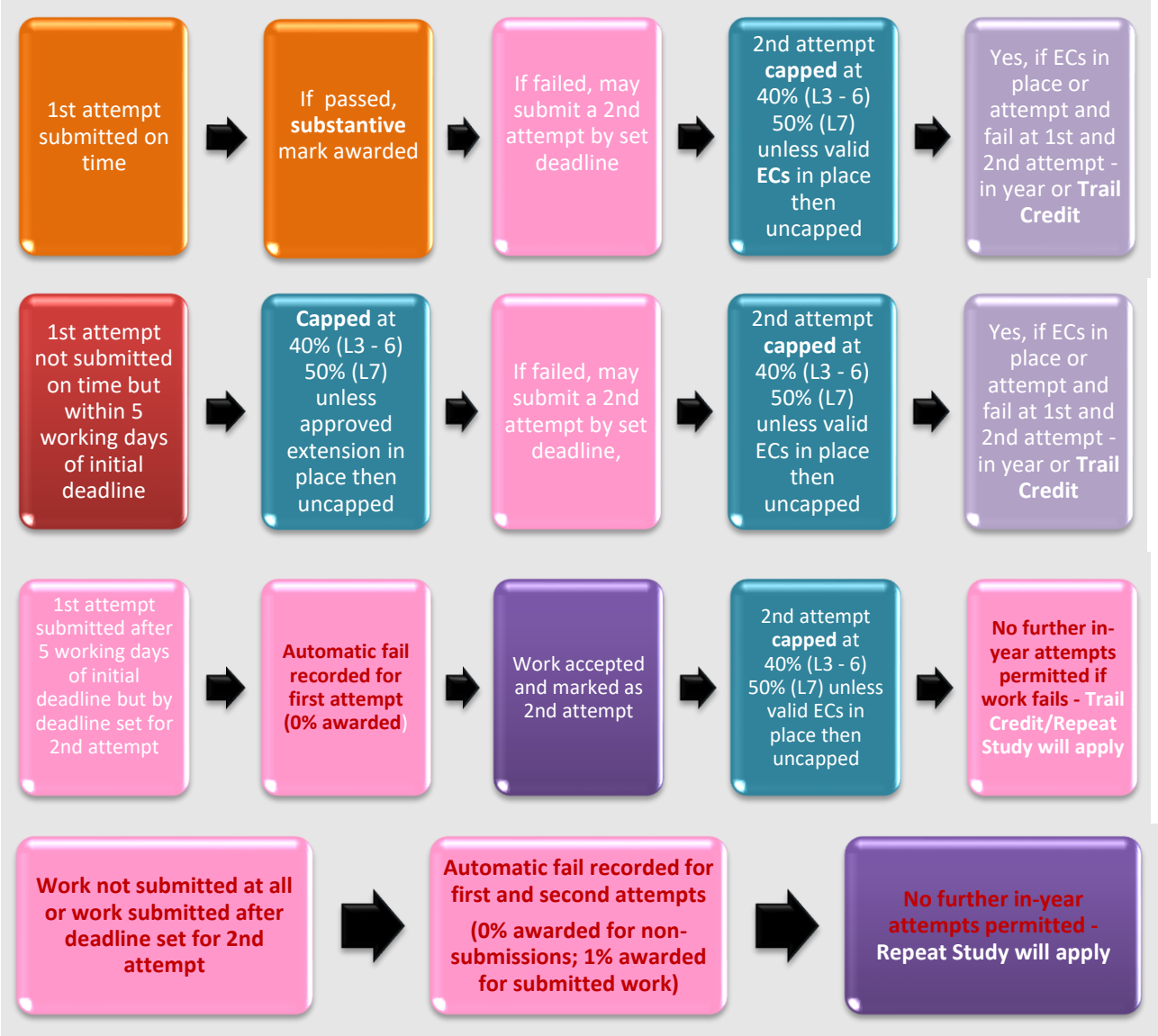
4.12 Word count declarations shall be checked where it appears to markers that the word limit for the assessment has been breached; in addition, some assessments should be randomly selected for testing.

APPENDIX 5 SUBMISSION PROCESSES FLOWCHART

For all students enrolled at Level 6 in 2025/6 or at Level 7 where first enrolment was in 2024/5 or earlier ONLY:

5.1. This flow chart illustrates the process described in Section B of these Regulations relating to first and second attempts, including late submission, for all summative assessments taken at the first attempt or retaken where students repeat study or trail credits. It does not cover the provisions of Section B13 Exceptional Third Attempts at Assessments.

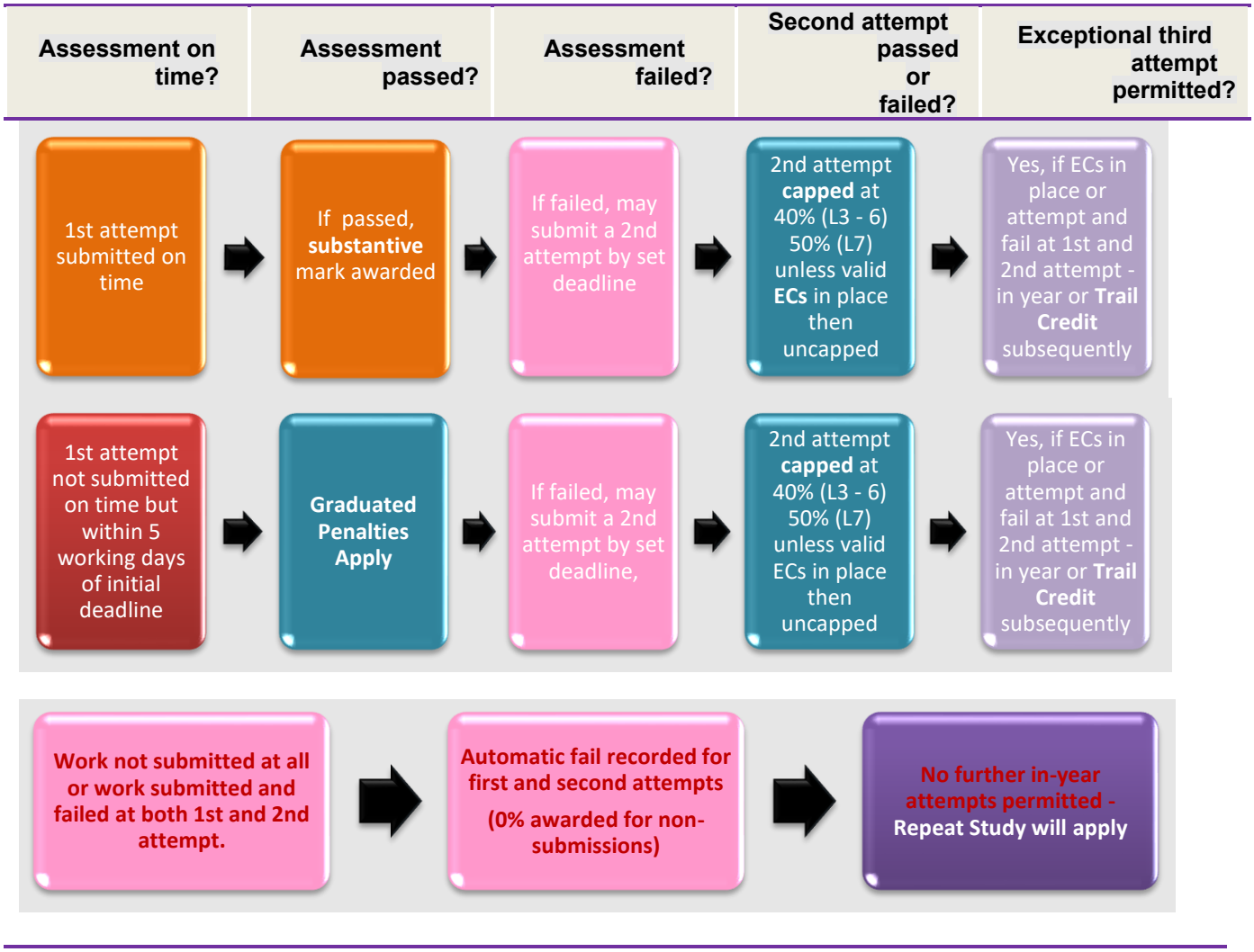
5.2. The one-week period refers to five working days when the University is open and may, therefore, include student vacation periods but not University closure days.



For all students enrolled at Levels 3 (Foundation), 4 and 5 and new Level 7 entrants in 2025/6 ONLY:

5.3. This flow chart illustrates the process described in Section B of these Regulations relating to first and second attempts, including late submission, for all summative assessments taken at the first attempt or retaken where students repeat study or trail credits. It does not cover the provisions of Section B13 Exceptional Third Attempts at Assessments.

5.4. The one-week period refers to five working days when the University is open and may, therefore, include student vacation periods but not University closure days.



APPENDIX 6 MARKING AND MODERATION PROCESSES

6.1. The requirements below set out University expectations around marking and moderation.

Definitions

6.2. The following terms relating to marking are defined as follows:

a. Single marking refers to the process where assessments are marked once by a single marker who may be one of a team of markers.

b. Moderation is the overall process by which the University confirms that an assessment has been marked in line with its expressed aims and learning outcomes and the assessment criteria. It provides assurance for students of fairness and equality of marking and assures internal consistency of assessment within a module and a programme.

As per Section D3 above:

i. Internal moderation is a process separate from that of marking and provides assurance that assessment criteria have been applied appropriately, reflecting the shared understanding of the markers.
ii. External moderation is achieved via scrutiny by External Examiners of assessments, marking and moderation processes, and the alignment of the Progression and Award Board with University expectations. For details of the sample of work to be seen by External Examiners, refer to the *External Examiners of Taught Programmes Policy*.
iii. Additional internal and external scrutiny is also informed by (re)validation of programmes when programmes, learning and teaching and assessments are reviewed by a panel of internal academic staff and students and external academics and professionals.

d. Double marking refers to the process by which an entire set of assessments is marked independently by two markers without knowledge of each other's grades before coming together to seek agreement. Double marking should be used at the Dean's discretion where a moderation process is deemed unsuitable.

e. Where both double markers cannot agree then moderation by an independent third marker should be put in place.

Process of Moderation

6.3. Markers shall normally be a member of the teaching team for the module or first supervisor for the project.

6.4. The moderator shall normally be a member of the teaching team for the module, or as designated. The moderator ensures the University's definition of moderation is followed. A moderator may not change marks.

6.5. Where it established that a student has a personal relationship with a marker or moderator, as defined in the University *Relationships Policy,* then the marking and moderating or both will be reassigned by the Programme Leader or Head of Department.

6.6. All markers and moderators shall have a copy of the criteria being applied and, except in the case of double marking, a full list of marks for the assessment in question (not just for the sample).

6.7. Students will receive either feedback from the lead marker alone.

6.8. Baseline requirements for moderation are as follows:

Assessment type	Marking process	Comments
Assessment at all levels which constitutes less than 20% of the module mark	Single marking only	
Assessment of practice modules where the theoretical assessment is linked to practice and where the practice element must meet the competency standard set by professional statutory bodies	Single marking only (observation)	Students must be observed on separate but not necessarily successive occasions as defined in the validated programme content and communicated to students via programme/module information
Assessment at level 4 which constitutes 20% or more of the module mark	Single marking and moderation	Sample: 10% of the **failed assessments only** or a minimum of 7 failed assessments, whichever is the larger *
Assessment at levels 3, 5, 6, 7, and 8 which constitutes 20% or more of the module mark	Single marking and moderation	Sample: 10% of the work submitted or a minimum of 7 pieces of work, whichever is the larger; and must include assessments across all grade categories from failures to firsts/ distinctions. *
Assessment which is not available for post-hoc scrutiny e.g. performances, presentations where part or all of the mark depends on the standard of presentation or the demonstration of practical skills	Single marking with recording for moderation purposes OR Synchronous Double marking. i.e. where both markers are present and can come together and discuss at the same time, with option for AV recording for External Examiner	Programmes may opt for double marking or moderating for the whole cohort or for a sample of at least 10% of the total or a minimum of 7 assessments, whichever is the larger. Where a sample is moderated, this must include assessments across all grade categories from failures to firsts/ distinctions. * Where AV recordings are made to aid marking, these may also be made available to External Examiners.
The Extended Independent Study (level 6), Independent Study e.g. dissertations or equivalent at level 7 or for the single assessment for a module worth 30 credits or more	Single marking by way of a sample moderation OR Double marking	A sample of all Distinction/First Class and Pass grades to be moderated as well as a 10% of all other classifications OR All assessments are marked independently by two markers without knowledge of each other's grades before coming to together to seek agreement
Marking conducted by a member of staff with less than one year's marking experience at the level in question	Single marking and moderation	Sample: 10% of the work or a minimum of 7 pieces of work, whichever is the larger; and must include assessments across all grade categories from failures to firsts/ distinctions *

* *The need to include assessments across the marking range may result in the sample size being larger than the minimum 10% or seven pieces of work. Where, because of exceptional circumstances extensions, the number of students submitting by the original deadline does not meet the minimum sample size, the requirement is that all assessments submitted by the original deadline shall be moderated or double marked.*

6.9. Where first marking is completed by a team of markers, the sample seen by the moderator(s) shall include assessments marked by each of the first markers to ensure a comprehensive sample.

6.10. A sample of work is sent to External Examiners to enable them to report to the University on the soundness and fairness of the assessment process and on the standards of student achievement. External examiners may not change individual marks. Further details may be found in the *External Examiners of Taught Programmes Policy.*

Reconciling Marking Differences

Double Marking

6.11. Once double marking has been completed, the markers should discuss any adjustments and reach a consensus before the work is returned to the students. Markers must not just split the difference when they disagree significantly. As noted in G1.4 above, all double markers shall be recorded on the cover sheet.

6.12. In cases where the Double markers cannot agree a final mark, then a third internal marker, or moderator, should be designated by the Programme Leader[2]:

a. The third marker, or moderator, shall mark the work and may discuss the marks with the double markers before making a decision;
b. In the case of assessments unavailable for post hoc scrutiny, the third marker, or moderator, shall normally mediate a discussion between the first two markers in an effort to resolve the difference. But if no agreement can be reached, then the third marker, or moderator, shall make a decision based on the comments of the first two markers;
c. In all cases, the third marker's, or moderator's, decision shall be final;
d. Assessments referred for third marking, or moderating, shall normally be included in the sample sent to the External Examiner.

Moderating

6.13. If the moderator believes that individual marks within the sample are not at the correct level, the moderator shall not change the individual marks for the work but shall liaise with the first marker(s) with a view to the first marker(s) reviewing and adjusting the marking for the whole batch i.e. the moderator cannot recommend the first marker to review marks for a proportion of the batch.

6.14. If the moderator finds any systematic irregularity or over-harsh/generous marking in the marking for the sample or the cohort, the overall module profile should be discussed with the first marker(s).

6.15. If the first marker and the moderator agree that a comprehensive review is required, this shall normally be undertaken by the first marker.

6.16. If there is no agreement following discussion between first marker and the moderator, then a mediator (normally the Programme Leader or Head of Department if the Programme Leader is first marker or moderator) shall conduct further exploration in an effort to resolve the difference. If an agreement still cannot be reached, then the mediator shall make a decision based on the points raised in the discussion and their

[2] Where a Programme Leader is involved in the marking process, the Head of Department shall take on this role.

decision shall be final. This shall normally result in one of the following: no action being taken; the work is reviewed by the first marker or a third marker.

6.17. The issue and its resolution shall be reported to the External Examiner, in the usual way.

6.18. In the case of approved forms of assessment, which are not available for post-hoc scrutiny, programmes shall develop, where possible, appropriate procedures that would enable the objectives of moderation to be achieved.

6.19. Accurate and clear recording of the method and result of the reconciliation of marks shall be made available to the External Examiner to provide evidence that marking procedures have been conducted in a fair and consistent way.

External Examiner

6.20. If the External Examiner finds any systematic irregularity in the marking for the sample or the cohort, the overall module profile should be discussed with the Programme Leader to determine whether the assessments have been marked fairly and consistently in line with the expressed aims and learning outcomes and the assessment criteria.

Appeals Against the Marking and/or Moderation Process

6.21. Students may only appeal against a mark in accordance with the criteria defined in the *Appeals Regulations*.

6.22. Information on how to submit and Academic Appeal can be found in the *Appeals Regulations.*

APPENDIX 7 – GRADE DESCRIPTORS

The university's generic grade descriptors set out the quality and standard of assessed work within grade bands at each FHEQ level.

STATEMENT OF LEVEL: 4 ***(based on sector frameworks and benchmarks)***

At this level students should be working towards developing a rigorous approach to the acquisition of a broad knowledge base; employing a range of specialised skills; evaluating information using it to develop ideas, plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems showing awareness of creativity in their discipline; and operating in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; communicating accurately and reliably with an ability to clearly structure argument/presentation of information; developing new skills in a managed environment. Presenting evaluating and interpreting qualitative/quantitative data; develop arguments and make sound judgements in line with basic principles of subject.

GRADING DESCRIPTOR LEVEL 4

Assessment Criteria	A* 80-100%	A 70-79	B 60-69	C 50-59	D 40-49	F 30-39	F 1-29
Required Category							
Academic Skills -as a minimum to include a criterion for Academic English Standards for all assessments using written or spoken English.	Exceptional: fulfilment of assessment brief has exceeded all expectations with regard to structure, content, style, argument and conventions.	Excellent: fulfilment of assessment brief with regard to structure, content, style, argument and conventions is of a high calibre.	Very Good: fulfilment of assessment brief has seen all relevant academic skills very well applied.	Good: fulfilment of assessment brief has seen most relevant academic skills well applied.	Satisfactory: fulfilment of assessment brief has seen sufficient evidence of some relevant academic skills.	Unsatisfactory: the relevant academic skills have been inadequately demonstrated. Notable failure to address assessment task	Poor: little to no evidence of ability to employ relevant academic skills. May have failed to address assessment task completely
And at least one of the following categories:							
Research and Enquiry	Exceptional: exploration and use of a significant range of relevant resources (e.g. extensive reading) which exceeds expectations. Outstanding ability to compare, evaluate & integrate materials using a range of techniques while demonstrating acute awareness of limitations or contradictions in data.	Excellent: substantial and appropriate use of range of relevant resources; widely read. Robust ability to compare, evaluate & integrate materials using a range of techniques. The work offers evidence that the student is aware of, and can respond insightfully to, limitations or contradictions in data.	Very Good: thorough use of appropriate relevant resources, such as literature. Consistently able to compare, evaluate & integrate materials using a range of techniques. The work demonstrates awareness of and responds to limitations or contradictions in data.	Good: appropriate use of relevant resources, such as literature. Consistently able to compare, evaluate & integrate materials using appropriate techniques. The work refers to limitations or contradictions in data.	Satisfactory: sufficient relevant resources, such as literature, are drawn on. The work demonstrates the ability to compare, evaluate & integrate materials using appropriate techniques. The work offers evidence that the student can identify differences in literature/theoretical positions/source materials.	Unsatisfactory: insufficient relevant resources, such as literature, are drawn on. Ability to compare, evaluate & integrate materials using appropriate techniques is not adequately demonstrated.	Poor: there is little, or no evidence of research and the work does not demonstrate key aspects of research and enquiry required by this module and at this level.
Subject Knowledge and Understanding	Exceptional: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory all exceed expectations for task at this level. Significant analytical capability, conceptual understanding is highly developed showing deep insight and grasp of wider issues/context. The work is highly advanced, and may also be highly original and/or imaginative showing creative thinking.	Excellent: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory are all at an extremely high level. Significant analytical capability, conceptual understanding is highly developed showing deep insight and grasp of wider issues/context. The work is advanced and may also be original and/or imaginative showing creative thinking.	Very Good: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory are strong and consistent. Analytical capability is well evidenced, and conceptual understanding shows insight and grasp of wider issues/context. The work may show aspects of creative thinking.	Good: clear evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Clear evidence of analysis and conceptual understanding. Evidence of awareness of creativity as expressed in the subject.	Satisfactory: sufficient evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Evidence of analysis and conceptual understanding.	Unsatisfactory: insufficient evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Inadequate evidence of analysis and conceptual understanding.	Poor: little to no understanding of subject and its context

Applied and Practical Skills	Exceptional: management and application of, and prowess/dexterity/capability with relevant skills exceeds expectations for the task at this level.	Excellent: excellent management and application of, and prowess/dexterity/capability with relevant skills.	Very Good: management and application of, and prowess/dexterity/capability with relevant skills.	Good: management and application of, and prowess/dexterity/capability with relevant skills.	Satisfactory: management and application of, and prowess/dexterity/capability with relevant skills.	Unsatisfactory: management and application of, and prowess/dexterity/capability with relevant skills.	Poor: management and application of, and prowess/dexterity/capability 3131 with relevant skills
Values, Qualities and Attributes	Exceptional: appreciation of ethical implications and demonstration of values, qualities and attributes are all outstanding	Excellent: appreciation of ethical implications and demonstration of values, qualities and attributes are all excellent	Very good: appreciation of ethical implications and demonstration of values, qualities and attributes are very good	Good: good appreciation of ethical implications and demonstration of values, qualities and attributes	Satisfactory: sufficient appreciation of ethical implications and demonstration of values, qualities and attributes	Unsatisfactory: insufficient appreciation of ethical implications and demonstration of values, qualities and attributes	Poor: little to no appreciation of ethical implications and demonstration of values, qualities and attributes

STATEMENT OF LEVEL: 5 ***(based on sector frameworks and benchmarks)***

At this level students are expected to generate range of ideas through the application and analysis of concepts at an abstract level and outside the original context of enquiry, with a command of specialised skills and the formulation of responses to well defined and abstract problems showing creativity; use main methods of enquiry in the subject to analyse and evaluate information and solve problems; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes. They should be able to evidence knowledge and understanding of well-established principles of their area of study and their development; understand the limits of their knowledge and how this influences their analyses. Can communicate arguments and analysis in variety of forms to specialist and non-specialist audiences.

GRADING DESCRIPTOR: LEVEL 5

Assessment Criteria	A* 80-100%	A 70-79	B 60-69	C 50-59	D 40-49	F 30-39	F 1-29
Required Category							
Academic Skills – as a minimum to include a criterion for Academic English Standards for all assessments using written or spoken English.	Exceptional: fulfilment of assessment brief has exceeded all expectations with regard to structure, content, style, argument, conventions.	Excellent: fulfilment of assessment brief with regard to structure, content, style, argument, conventions are of a high calibre.	Very Good: fulfilment of assessment brief has seen all relevant academic skills very well applied.	Good: fulfilment of assessment brief has seen most relevant academic skills well applied.	Satisfactory: fulfilment of assessment brief has seen sufficient evidence of some relevant academic skills.	Unsatisfactory: the relevant academic skills have been inadequately demonstrated. Notable failure to address assessment task	Poor: little to no evidence of ability to employ relevant academic skills. May have failed to address assessment task completely
And at least one of the following categories:							
Research and Enquiry	Exceptional: exploration and use of significant range of relevant resources (e.g. extensive reading) exceeds expectations. Outstanding ability to compare, evaluate and integrate materials using a range of techniques while demonstrating acute awareness of limitations or contradictions in data.	Excellent: substantial and appropriate use of range of relevant resources; widely read. Robust ability to compare, evaluate and integrate materials using a range of techniques. The work offers evidence that the student is well aware of, and can respond insightfully to, limitations or contradictions in data.	Very Good: thorough use of appropriate relevant resources, such as literature. Consistently able to compare, evaluate and integrate materials using a range of techniques. The work demonstrates awareness of and responds to limitations or contradictions in data.	Good: appropriate use of relevant resources, such as literature. Consistently able to compare, evaluate and integrate materials using appropriate techniques. The work refers to limitations or contradictions in data.	Satisfactory: sufficient relevant resources, such as literature, are drawn on. The work demonstrates the ability to compare, evaluate and integrate materials using appropriate techniques. The work offers evidence that the student can identify differences in literature/theoretical. positions/source materials.	Unsatisfactory: insufficient relevant resources, such as literature, are drawn on. Ability to compare, evaluate and integrate materials using appropriate techniques is not adequately demonstrated.	Poor: there is little, or no evidence of research and the work does not demonstrate key aspects of research and enquiry required by this module and at this level.

Subject Knowledge and Understanding	Exceptional: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory all exceed expectations for task at this level. Significant analytical capability, conceptual understanding is highly developed showing deep insight and grasp of wider issues/context. The work is highly advanced and may also be highly original and/or imaginative showing creative thinking.	Excellent: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory are all at an extremely high level. Significant analytical capability, conceptual understanding is highly developed showing deep insight and grasp of wider issues/context. The work is advanced and may also be. original and/or imaginative showing creative thinking	Very Good: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory are strong and consistent. Analytical capability is well evidenced, and conceptual understanding shows insight and grasp of wider issues/context. The work may show aspects of creative thinking.	Good: clear evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Clear evidence of analysis and conceptual understanding. Evidence of awareness of creativity as expressed in the subject.	Satisfactory: sufficient evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Evidence of analysis and conceptual understanding.	Unsatisfactory: insufficient evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Inadequate evidence of analysis and conceptual understanding.	Poor: little to no understanding of subject and its context
Applied and Practical Skills	Exceptional: management and application of, and prowess/dexterity/capability with relevant skills exceeds expectations for the task at this level.	Excellent: excellent management and application of, and prowess/dexterity/capability with relevant skills.	Very Good: management and application of, and prowess/dexterity/capability with relevant skills.	Good: management and application of, and prowess/dexterity/capability with relevant skills.	Satisfactory: management and application of, and prowess/dexterity/capability with relevant skills.	Unsatisfactory: management and application of, and prowess/dexterity/capability with relevant skills.	Poor: management and application of, and prowess/dexterity/capability with relevant skills
Values, Qualities and Attributes	Exceptional: appreciation of ethical implications and demonstration of values, qualities and attributes are all outstanding	Excellent: appreciation of ethical implications and demonstration of values, qualities and attributes are all excellent	Very good: appreciation of ethical implications and demonstration of values, qualities and attributes are very good	Good: good appreciation of ethical implications and demonstration of values, qualities and attributes	Satisfactory: sufficient appreciation of ethical implications and demonstration of values, qualities and attributes	Unsatisfactory: insufficient appreciation of ethical implications and demonstration of values, qualities and attributes	Poor: little to no appreciation of ethical implications and demonstration of values, qualities and attributes

STATEMENT OF LEVEL: 6 ***(based on sector frameworks and benchmarks)***

At this level students are expected to have systematic, deep and detailed understanding of key aspects of the field; their conceptual understanding supports sustained argument and development of a wide range of ideas and their approaches to problem solving include those at the forefront of the discipline showing significant creativity. They are able to critically review, consolidate and extend a systematic and coherent body of knowledge, utilizing specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources, including incomplete information; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes. They can communicate ideas, problems and solutions to specialist/non-specialist audiences and appreciate the uncertainty, ambiguity and limits of knowledge. They can manage their own learning and research and comment on advanced scholarship and research in their field.

GRADING DESCRIPTOR: 6

Assessment Criteria	A* 80-100%	A 70-79	B 60-69	C 50-59	D 40-49	F 30-39	F 1-29
Required Category							
Academic Skills -as a minimum to include a criterion for Academic English Standards for all assessments using written or spoken English.	Exceptional: fulfilment of assessment brief has exceeded all expectations with regard to structure, content, style, argument, conventions.	Excellent: fulfilment of assessment brief with regard to structure, content, style, argument, conventions are of a high calibre.	Very Good: fulfilment of assessment brief has seen all relevant academic skills very well applied.	Good: fulfilment of assessment brief has seen most relevant academic skills well applied.	Satisfactory: fulfilment of assessment brief has seen sufficient evidence of some relevant academic skills.	Unsatisfactory: the relevant academic skills have been inadequately demonstrated. Notable failure to address assessment task	Poor: little to no evidence of ability to employ relevant academic skills. May have failed to address assessment task completely
And at least one of the following categories:							

Research and Enquiry	Exceptional: exploration and use of significant range of relevant resources (e.g. extensive reading) exceeds expectations. Outstanding ability to compare, evaluate and integrate materials using a range of techniques while demonstrating acute awareness of limitations or contradictions in data.	Excellent: substantial and appropriate use of range of relevant resources; widely read. Robust ability to compare, evaluate and integrate materials using a range of techniques. The work offers evidence that the student is well aware of, and can respond insightfully to, limitations or contradictions in data.	Very Good: thorough use of appropriate relevant resources, such as literature. Consistently able to compare, evaluate and integrate materials using a range of techniques. The work demonstrates awareness of and responds to limitations or contradictions in data.	Good: appropriate use of relevant resources, such as literature. Consistently able to compare, evaluate and integrate materials using appropriate techniques. The work refers to limitations or contradictions in data.	Satisfactory: sufficient relevant resources, such as literature, are drawn on. The work demonstrates the ability to compare, evaluate and integrate materials using appropriate techniques. The work offers evidence that the student can identify differences in literature/theoretical positions/source materials.	Unsatisfactory: insufficient relevant resources, such as literature, are drawn on. Ability to compare, evaluate and integrate materials using appropriate techniques is not adequately demonstrated.	Poor: there is little, or no evidence of research and the work does not demonstrate key aspects of research and enquiry required by this module and at this level.
Subject Knowledge and Understanding	Exceptional: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory all exceed expectations for task at this level. Significant analytical capability, conceptual understanding is highly developed showing deep insight and grasp of wider issues/context. The work is highly advanced, and may also be highly original and/or Imaginative showing creative thinking.	Excellent: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory are all at an extremely high level. Significant analytical capability, conceptual understanding is highly developed showing deep insight and grasp of wider issues/context. The work is advanced, and may also be original and/or imaginative showing creative thinking	Very Good: knowledge, critical evaluation, synthesis and development of a range of ideas, problem-solving, grasp and application of theory are strong and consistent. Analytical capability is well evidenced, and conceptual understanding shows insight and grasp of wider issues/context. The work may show aspects of creative thinking.	Good: clear evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Clear evidence of analysis and conceptual understanding. Evidence of awareness of creativity as expressed in the subject.	Satisfactory: sufficient evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Evidence of analysis and conceptual understanding.	Unsatisfactory: insufficient evidence of knowledge, ability to evaluate, synthesise and develop ideas, solve problems, understand and apply theory. Inadequate evidence of analysis and conceptual understanding.	Poor: little to no understanding of subject and its context
Applied and Practical Skills	Exceptional: management and application of, and prowess/dexterity/capability with relevant skills exceeds expectations for the task at this level.	Excellent: excellent management and application of, and prowess/dexterity/capability with relevant skills.	Very Good: management and application of, and prowess/dexterity/capability with relevant skills.	Good: management and application of, and prowess/dexterity/capability with relevant skills.	Satisfactory: management and application of, and prowess/dexterity/capability with relevant skills.	Unsatisfactory: management and application of, and prowess/dexterity/capability with relevant skills.	Poor: management and application of, and prowess/dexterity/capability with relevant skills
Values, Qualities and Attributes	Exceptional: appreciation of ethical implications and demonstration of values, qualities and attributes are all outstanding	Excellent: appreciation of ethical implications and demonstration of values, qualities and attributes are all excellent	Very good: appreciation of ethical implications and demonstration of values, qualities and attributes are very good	Good: good appreciation of ethical implications and demonstration of values, qualities and attributes	Satisfactory: sufficient appreciation of ethical implications and demonstration of values, qualities and attributes	Unsatisfactory: insufficient appreciation of ethical implications and demonstration of values, qualities and attributes	Poor: little to no appreciation of ethical implications and demonstration of values, qualities and attributes

STATEMENT OF LEVEL: 7 ***(based on sector frameworks and benchmarks)***

At this level and in this context, students should be able to apply research and critical perspectives to professional situations, both practical and theoretical, and to be able to use a range of techniques and research methods applicable to their professional activities. They will demonstrate systematic understanding, advanced conceptual grasp, acute awareness of problems. They are able to critically evaluate information, data and methodologies and propose new approaches/positions and/or offer insights into current topics/issues, including those at forefront of disciplinary enquiry.

GRADING DESCRIPTOR LEVEL 7

Assessment Criteria	A* PD Excellent (80%+) to Exceptional (90%+)	A PD 70-79 Very Good	B PM 60-69 Good	C P 50-59 Satisfactory	F 40-49 Below Level 7 Threshold	F 30-39 Unsatisfactory	F[3] 1-29 Poor
Required Category							

Academic Skills -as a minimum to include a criterion for Academic English Standards for all assessments using written or spoken English.	Fulfilment of assessment brief has exceeded all expectations with regard to requirements, structure, content, style, argument, conventions.	Fulfilment of assessment brief with regard to academic skills is of a high calibre.	Fulfilment of assessment brief has seen all relevant academic skills well applied.	Fulfilment of assessment brief has seen all relevant academic skills are satisfactorily applied.	Fulfilment of assessment brief has fallen below the Level 7 threshold in terms of evidence of all relevant academic skills.	Significant errors in academic skills.	Little to no evidence of ability to employ relevant academic skills.
And at least one of the following categories:							
Advanced Research and Enquiry	Engagement with an exceptionally wide range of relevant resources e.g. literature which exceeds expectations. Outstanding ability to critique and evaluate/investigate using a range of techniques while demonstrating acute awareness of limitations or contradictions in data. For empirical studies: The process for data analysis is rigorous, transparent and creative. The findings are powerfully presented with a focused discussion with novel use of theoretical frameworks and published research. Compelling conclusions drawn from sophisticated analysis of the data, make a new contribution to the knowledge base of the discipline with the power to challenge and transform it.it	Engagement with a significant range of relevant resources e.g. literature. Robust ability to compare and evaluate/investigate using a range of techniques. The work demonstrates awareness of, and insightful response to, limitations or contradictions in data. For empirical studies: The process for data analysis is transparent and rigorous. The findings are robustly presented with a focused discussion of their relationship to existing research with substantial use of theory and published research. Compelling conclusions are drawn directly from rigorous analysis of the data. Coherent and engaging lines of argument lead to insightful and important implications	Engagement with a wide range of relevant resources, e.g. literature. Consistently demonstrates the ability to compare and evaluate/investigate using a range of techniques. The work demonstrates awareness of and responds to limitations or contradictions in data. For empirical studies: The data is thoroughly analysed, and findings are well presented and critically explored, in relation to key theory and published research. Perceptive conclusions drawn directly from careful analysis of the data are firmly and comprehensively articulated. Implications are clearly identified and analysed.	Engagement with a wide range of relevant resources, e.g. a range of relevant literature Consistently demonstrates the ability to critique and evaluate/investigate using appropriate techniques. Limitations or contradictions in data are noted. For empirical studies: The data is appropriately analysed, and findings are clearly presented and discussed in relation to some key theory and published research. Appropriate conclusions drawn directly from analysis of the data and are firmly articulated. Some implications are discussed.	Insufficient engagement with relevant resources, e.g. literature falling below the level 7 threshold. Limited evidence of the ability to critique and evaluate evaluate/investigate /using appropriate techniques. Limitations or contradictions in data are not adequately discussed. For empirical studies: The data tends to have been summarised, displayed or described rather than analysed. With little discussion in relation to key theory and published research. Limited conclusions are drawn, which lack clear links to the data. Limited implications are outlined.	Very limited engagement with relevant resources, e.g. literature, a. Inadequate evidence of the ability to critique and evaluate/investigate materials using appropriate techniques. Limitations or contradictions in data are identified but not discussed. For empirical studies: Limited data is presented. There is little evidence of analysis of the data with little discussion in relation to key theory / published research. In the conclusions there is very little evidence of links to the data collected. There is little evidence that the investigation will have impact.	Very limited engagement with resources, e.g. literature. No evidence of the ability to critique and evaluate/investigate using appropriate techniques. Limitations or contradictions in data are not recognised. For empirical studies: Limited data is presented. There is little evidence of analysis of the data with no discussion in relation to key theory / published research. In the conclusions there is no evidence of links to the data collected. There is no evidence that the investigation will have impact.

Subject Knowledge and Understanding	The work has significant elements of creativity, with some original insights. The work demonstrates an exceptional knowledge base engaging with a wide, discerning and balanced range of literature key and peripheral primary and secondary sources. Ability to discriminate and justify key issues and relate them to the wider context and think in innovative ways is demonstrated. Synthesis and original application of knowledge is exceptional, demonstrating highly critical engagement with theoretical perspectives / published research. Innovative lines of thought are synthesised coherently. Arguments are confidently expressed to develop compelling and novel lines of argument, that challenge received wisdom in the subject.	The work is creative and has elements of originality a The work demonstrates a comprehensive knowledge base engaging with a wide range of well-chosen literature. Synthesis and original application of knowledge is excellent, demonstrating critical engagement with theoretical perspectives / published research. In-depth critical evaluation and application of theoretical perspectives and current research the relevance of which is clearly understood. Lines of thought are synthesised coherently. Arguments are confidently expressed, leading to exceptional insight.	The work shows grasp of wider issues/context. The work demonstrates a substantial knowledge base, engaging with a wide range of relevant literature. Synthesis and original application of knowledge is very good, demonstrating engagement with appropriate theoretical perspectives and published research. Critical understanding and application of theoretical perspectives and current research the relevance of which is recognised.	The work shows satisfactory evidence of analysis and conceptual understanding. The work demonstrates a satisfactory knowledge base. Synthesis and original application of knowledge is good, demonstrating some engagement with appropriate theoretical perspectives and published research. Some critical evaluation of literature relating to current research in the field. Ability to discriminate key issues. Arguments are generally expressed through clear, logical lines of thought.	The work demonstrates a weak knowledge base, drawing on a limited range of literature. Inadequate evidence of analysis and conceptual understanding and falls below the Level 7 threshold. Inadequate synthesis of ideas with limited engagement with theoretical perspectives and published research. Reference to literature is limited. A mainly descriptive account, with little attempt at critical analysis of issues. Limited development of arguments where lines of thought are discernible in some ways.	The work demonstrates a very limited knowledge base, drawing on a very limited range of literature. Very little evidence of analysis and conceptual understanding. Very little evidence of engagement with theoretical perspectives and published research. Reference to literature is insufficient or inappropriate Very limited development of arguments where lines of thought are unclear.	The work demonstrates an inaccurate knowledge base, drawing on a very limited range of poorly selected literature. No evidence of engagement with theoretical perspectives and published research. Reference to literature is insufficient or inappropriate No development of arguments and lines of thought are very unclear.
Applied and Practical Skills	Management and application of, and prowess/dexterity/capability with relevant skills exceeds expectations for the task at this level. For empirical studies: A clearly defined focus for the study is identified, with compelling justification, A thorough and well-reasoned justification is provided for the research design, which is very well-matched to the research questions. The strengths and weaknesses of the approaches and methods adopted and implications of these for the research design are reflected on critically and with depth of insight. How they may have shaped the findings are explored in depth.	Very good management and application of, and prowess/dexterity/capability with relevant skills. For empirical studies: A clearly defined focus for study is identified, with convincing justification. A thorough and well-reasoned justification is given for the research design, which is very well-matched to the research questions. There is evidence of critical engagement with research approaches and methods for data collection and analysis. Strengths and weaknesses of the approaches and methods adopted and implications of these for the research design are reflected on critically.	Good management and application of, and prowess/dexterity/capability with relevant skills. For empirical studies: A clearly defined focus for study is identified, with a secure justification. A thorough justification is given for the design of the project, which is well-matched to the research questions. The research methods and techniques for data analysis are clearly described and a secure justification is offered for them. The key strengths and weaknesses of the approaches and methods adopted are reflected on with some critical exploration.	Satisfactory management and application of, and prowess/dexterity/capability with relevant skills. For empirical studies: A specific focus for the study is identified with adequate justification. A clear justification is given for the design of the project, which is appropriately matched to the research questions. The research approaches and methods for data collection and analysis are adequately described and some appropriate justification is offered for them. There is some reflection on the strengths and weaknesses of the approaches and methods adopted.	Engagement with and application of, and prowess/dexterity/capability with relevant skills falls below the Level 7 threshold. For empirical studies: A specific focus for the study is identified, but there is inadequate or limited justification. The research design is sketched in outline that is generally appropriately matched to the research questions. Appropriate approaches and methods are selected. Some rationale is offered for these. There is little reflection on the strengths and weaknesses of the approaches and methods adopted.	Unsatisfactory management and application of, and prowess/dexterity/capability with relevant skills. For empirical studies: The focus of the study is unclear making it difficult to provide a rationale. The research design is poorly described, with little justification for the approaches and methods employed. The research methods are ill-matched to the research questions they are intended to explore. There is very limited reflection on the strengths and weaknesses of the approaches and methods adopted.	Management and application of, and evidence prowess/dexterity/capability with relevant skills are poor. For empirical studies: The focus of the study is unclear making it difficult to provide a rationale. The research design is very poorly described, with no justification for the approaches and methods employed. The research methods are ill-matched to the research questions they are intended to explore. There is no reflection on the strengths and weaknesses of the approaches and methods adopted.
Values, Qualities and Attributes	Appreciation of ethical implications and/or demonstration of values, qualities and attributes are all outstanding.	Appreciation of ethical implications and/or demonstration of values, qualities and attributes are very well-developed.	Appreciation of ethical implications and/or demonstration of values, qualities and attributes are well-developed.	Satisfactory appreciation of ethical implications and/or demonstration of values, qualities and attributes.	Appreciation of ethical implications and demonstration of values, qualities and attributes fall below the Level 7 threshold.	Very little appreciation of ethical implications and demonstration of values, qualities and attributes.	No appreciation of ethical implications and demonstration of values, qualities and attributes.

APPENDIX 8 – University wide ASSESSMENT CRITERIA

Assessment criteria indicate to students and markers what will be judged in an assessment. The university wide assessment criteria set out the categories that judgements typically fall under, and these are expanded on below. These headings must be used, but not all the category headings are required for each assessment, with the exception of Academic Skills, as all assessments using written or spoken English must have an Academic Skills criteria relating to Academic English Standards. See the Academic English Standards (for staff) and Academic English Standards (for students) resources. Further detail on the criteria specific to the assessment can be added to the category heading.

Assessment Criteria levels 4 - 6

Academic Skills

Academic conventions, structures, referencing, ability to respond to brief, according to subject requirements, communication and presentation

Academic English Standards: these are the standards of proficiency in English language (appropriate to the level and content of your course) by which we assess your academic writing or speaking. Work should express your understanding, ideas and/or arguments clearly through adopting an appropriate tone and grammar and, in writing, using correct spelling, and punctuation. In addition, your work should be focused, concise, and follow a clear structure. Individual programmes may also require you to adhere to subject-specific standards (such as those specified in PSRB requirements). Where this is the case, these will be communicated clearly to you.

Research and Enquiry

Ability to identify relevant sources, evaluate, integrate and use materials and compare data in a range of forms and from diverse sources

Subject Knowledge and Understanding

Intellectual engagement, grasp of concepts, principles, key tenets of subject, theory, and context, ability to identify limitations, synthesise materials and develop relevant new ideas supporting creativity.

Applied and Practical Skills

Technical/professional/performative/field or lab based/digital etc. May include discipline specific skills such as creative writing, scientific hypothesis testing and data analysis.

Values, Qualities and Attributes

Ethical, legal, moral, subject- related and professional values, hard and soft skills; desired characteristics, behaviours and attributes e.g. self-criticality and reflection

Assessment Criteria level 7

Academic Skills

Proficiency in academic conventions, structures, referencing. Ability to respond to brief, according to subject requirements, and to communicate and present conclusions clearly to specialist and non-specialist audiences.

Academic English Standards: these are the standards of proficiency in English language (appropriate to the level and content of your course) by which we assess your academic writing or speaking. Work

should express your understanding, ideas and/or arguments clearly through adopting an appropriate tone and grammar and, in writing, using correct spelling, and punctuation. In addition, your work should be focused, concise, and follow a clear structure. Individual programmes may also require you to adhere to subject-specific standards (such as those specified in PSRB requirements). Where this is the case, these will be communicated clearly to you.

Advanced Research and Enquiry

Ability to identify relevant sources, critically evaluate, integrate and selectively use materials and compare data in a range of forms and from diverse sources, identify, apply and critically evaluate information, data and research methodologies

Subject Knowledge and Understanding

Critical and systematic engagement with concepts, principles, key tenets of subject, theory, context, limitations and acute awareness of problems. In-depth and advanced systematic knowledge, sufficient to develop new ideas showing creativity, and critical understanding of the subject and professional context, informed by perceptive insight into current practice, research and scholarship.

Applied and Practical Skills

Proficiency in and understanding of techniques applicable to the specific field of research or advanced scholarship being studied (technical; professional; performative; field or lab based; digital etc.). Understanding and critical evaluation of methodologies and techniques applicable to students' own research or advanced scholarship. Practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

Values, Qualities and Attributes

Evidence of engagement with ethical, legal, moral, subject-related and professional values. Demonstration of self-direction and originality in tackling and solving problems, and ability to act autonomously in planning and implementing tasks.

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