

04.3

GUIDANCE ON ASSESSMENT MARKING

CARDIFF METROPOLITAN UNIVERSITY

GUIDANCE ON ASSESSMENT MARKING

1. Introduction

- 1.1 This section is intended to provide guidance for academic staff and students in the use of the University's Generic Band Descriptors (GBDs). Specifically, it includes:
 - 1.1.1 the main aims;
 - 1.1.2 the key principles underpinning the descriptors;
 - 1.1.3 commentary on the position of the descriptors within the overall learning, teaching and assessment process;
 - 1.1.4 commentary on the structure of the descriptors.
- 1.2 In the University, percentages are used to measure student attainment rather than grades and these marks are then grouped into bands. In appropriate cases, these bands may equate to degree classifications. Therefore, the term 'band descriptors' is used in the University rather than 'grade descriptors'. Nevertheless, the above QAA reference to grade descriptors also applies to the University's band descriptors.

2. Aims

- 2.1 The University's GBDs aim to:
 - 2.1.1 promote greater consistency of marking across the University;
 - 2.1.2 build assessors' confidence in using the full range of marks from 0% to 100%;
 - 2.1.3 help assessors make fine distinctions, particularly in borderline cases;
 - 2.1.4 steer students in their understanding of what is required of them to gain a mark/degree classification.

3. Key principles

- 3.1 The GBDs have been aligned with the undergraduate and postgraduate qualification descriptors within the QAA Framework for Higher Education Qualifications (FHEQ) (*August 2008*).
- 3.2 The descriptors identify the standards required at Level 4, 5 or 6 (undergraduate) and Level 7 (postgraduate).
- 3.3 The descriptors apply to all undergraduate or taught Masters degree programmes at the University and all types of assessment (for example: coursework and examinations) and, therefore, represent broad principles that are necessarily expressed in generic terms.

- 3.4 As generic descriptors, the GBDs should be used in conjunction with discipline-specific and/or assessment-specific descriptors that are developed within Schools and/or programmes. For consistency, discipline-specific and assessment-specific descriptors should be developed according to the principles underpinning the generic descriptors.
- 3.5 The GBDs are intended to be helpful for both staff *and* students. Therefore, the language used aims to be accessible, direct and avoid jargon so that both groups can understand the standards required in each band.
- 3.6 As far as possible, pass descriptors (40% and above) are expressed in positive terms.
- 3.7 Each descriptor expresses the characteristics of work in a particular percentage band and avoids indicating what the work is lacking in relation to the descriptor of a higher band.
- 3.8 The descriptors are intended to describe *general* characteristics within a particular % band. Students may sometimes produce work that demonstrates some characteristics of two, consecutive bands, in which case a 'best fit', professional judgement needs to be made by the marker.
- 3.9 Although the descriptors are couched in terms of summative judgements, nevertheless, it is intended that they are also used for formative assessment purposes. Students gaining a mark in a particular band will be aware of the expectations of the band immediately above. This can aid formative assessment feedback through the clear identification of areas for improvement and related target setting.

4. The role of GBDs in learning, teaching and assessment

- 4.1 The GBDs are part of a cycle of learning, teaching and assessment. Learning outcomes are set out in module descriptors and identify the knowledge, skills and understanding that students need to demonstrate at the end of the module. The curriculum design of content and learning and teaching activities, ensures that these learning outcomes are not only addressed but that opportunities are provided to enable their achievement at a high level.
- 4.2 In order to measure the extent to which students have achieved the learning outcomes, assessment tasks are then set. Assessment criteria are devised by programme teams to enable markers to measure the extent of student attainment and these are used by markers and moderators. In the case of undergraduate or Masters programmes, GBDs provide guidance for markers in deciding on the level of student attainment. Discipline-specific band descriptors are also used

(developed at programme or School level) to reflect the particular context of the assessed work (e.g. seminar presentation and management of a group discussion; production of a professional portfolio; exhibition of artwork; recording of an original musical composition etc.). Discipline-specific band descriptors, therefore, may supplement the GBDs.

- 4.3 As indicated at 3.9 above, as well as their obvious application for summative assessment, it is intended that the GBDs are used as a formative assessment tool. For this to be effective, it is essential that students receive and discuss the relationship of learning outcomes, assessment tasks, assessment criteria, discipline-specific band descriptors and GBDs at the beginning of each academic year. This enables students to be informed about expectations and standards and to have a full understanding of assessment feedback and target setting.

5. Structure of the descriptors.

- 5.1 The descriptors are structured as follows:

5.1.1 Descriptors are provided in 10% bands ranging from 0% to 100%.

5.1.2 Percentage bands are mapped onto undergraduate or Masters award classifications (including fail).

5.1.3 Apart from the bands within the 0% to 19% range, band descriptors comprise

- a statement that describes the overall level of attainment in that band;
- a series of five detailed descriptors that relate to: (i) knowledge and understanding/application of knowledge; (ii) presentation and communication; (iii) analysis and critical enquiry; (iv) research/scholarship; (v) critical evaluation and reflection.

5.1.4 The two top bands within the first class category (undergraduate degrees) or Distinction Category (Masters degrees) (80%-89% and 90% to 100%) are supplemented by characteristics that are likely to be present in work at that level.

5.1.5 As with all of the other percentage bands, the two lowest bands (1%-9% and 10% - 19%) feature statements that describe the overall level of attainment. However, instead of the five detailed descriptors that appear in other percentage bands, characteristics are listed that are likely to be present in work at that level.

5.1.6 A statement is also provided indicating the circumstances that will lead to awarding a mark of zero.

TABLE A

GENERIC UNDERGRADUATE (LEVEL 4) BAND DESCRIPTORS

PASS DESCRIPTORS

Overview

This range of marks represents the level of attainment commensurate with the **award of a Level 4 qualification**. The range is subdivided into the following bands:

- 70%-79%
- 80%-89%
- 90%-100%
- 60%-69%
- 50%-59%
- 40%-49%

70%-79%

This band of marks represents the level of attainment commensurate with the **award of a Level 4 qualification**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **very good** level.

Within the assessment submission the student:

1. May demonstrate a detailed knowledge of the underlying aspects of the field of study relevant to the task. There is strong evidence of an ability to apply such knowledge. The student also demonstrates an ability to engage in confident discussion of basic concepts and an awareness of the limitations and/or ambiguity of disciplinary knowledge. Independent thinking and original insights are also features of work at this level.
2. May demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid. Arguments are well-defined and clearly articulated.
3. May demonstrate an ability to evaluate the appropriateness of different approaches to solving problems related to their area of study. The student is highly successful in presenting and commenting on outcomes and is able to comment perceptively and with some insight on the relationship between theory and practice.

4. May demonstrate an awareness of current research/advanced scholarship in the discipline. The use of scholarly reviews/primary sources is confident and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. A basic knowledge and understanding of research processes, techniques and methods is demonstrated along with an ability to apply research knowledge and skills successfully in appropriate contexts.
5. May demonstrate an ability to communicate the results of their study/work accurately and reliably with structured and coherent arguments. Arguments are well developed, sustained and substantiated. Where relevant, basic assumptions are challenged and there is recognition of the complexities of academic debate. Appropriate solutions are offered to problems. There is strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's own work and/or professional practice is highly perceptive and there is a full awareness of the implications for future development.

80%-89%

This band of marks represents the level of attainment commensurate with the **award of a Level 4 qualification**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **excellent** level.

90%-100%

This band of marks represents the level of attainment commensurate with the **award of a Level 4 qualification**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **outstanding and exceptional** level.

Further to the five descriptors listed in the 70%-79% band, work in the **80%-89% or 90%-100% bands would extend beyond that expected at Level 4**.

60%-69%

This band of marks represents the level of attainment commensurate with the award of a **Level 4 qualification**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **good** level.

Within the assessment submission the student:

- May demonstrate a detailed knowledge of the underlying aspects of the field of study relevant to the task. There is clear evidence of an ability to apply such knowledge and, in some contexts, to extend and transform it. The discussion of basic concepts is often tackled successfully and there is evidence of independent thinking.
- May demonstrate an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Work is well presented and the format appropriate. Key points are appropriately organised and in written work, the writing style is fluent and arguments are well articulated.
- May demonstrate an ability to evaluate the appropriateness of different approaches to solving problems related to their area of study by making use of appropriate techniques and has considerable success in presenting and commenting on outcomes. There is some linkage between theory and practice.
- May demonstrate an awareness of current research/advanced scholarship in the discipline. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources provided. The referencing of literature and other sources is almost always accurate. A secure knowledge of research processes is evident along with an ability to apply research skills and knowledge in the appropriate context.
- May demonstrate an ability to communicate the results of their study/work accurately and reliably. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems. The student also demonstrates an ability to engage in reflective practice and to take account of personal evaluations when planning for future development.

50%-59%

This band of marks represents the level of attainment commensurate with the award of a **Level 4 qualification**. In the work presented for assessment, students awarded grades within this band will have demonstrated a secure understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **satisfactory** level.

Within the assessment submission the student:

- May demonstrate a sound knowledge of the underlying aspects of the field of study relevant to the task. Although there may be a tendency to rely on information received from elsewhere (e.g. programme materials), there is still some evidence of independent thinking. A few errors and/or misconceptions may be present but these will not be in important areas.

- May demonstrate some ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Overall, the structure and format of the work are appropriate. There may be occasional faults in the presentation of work but overall, these do not detract from the clarity of expression.
- May demonstrate an ability to evaluate the appropriateness of different approaches to solving problems related to their area of study and generally has success in presenting and commenting on outcomes.
- May demonstrate some awareness of current research/advanced scholarship in the discipline. Examples of research/scholarship referred to in the work demonstrate individual reading and investigation. Occasional errors may be present in the referencing of literature and other sources. Some knowledge of research processes is evident and the application of research skills and knowledge is generally successful, although there may be a reliance on tutor support.
- May demonstrate, at times, an ability to communicate the results of their study/work accurately and reliably, although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated. There is some evidence of the student's ability to evaluate and reflect on her/his own practice but reflections may lack insight and the implications for future development may be underestimated.

40%-49%

This band of marks represents the level of attainment commensurate with the award of a **Level 4 qualification**. In the work presented for assessment, students awarded marks within this band will have demonstrated a basic understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **threshold** level.

Within the assessment submission the student:

- May demonstrate a basic knowledge of the underlying aspects of the field of study relevant to the task. Reproducing information received from elsewhere (e.g. programme materials) is a frequent feature of work at this level. Errors and misconceptions will be evident but these are outweighed by the degree of knowledge and understanding demonstrated overall.
- May demonstrate limited ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. However, more success is

achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is appropriately structured although key points may not be logically sequenced. Although there will be faults in the presentation of work, the meaning is still clear.

- May demonstrate a limited ability to evaluate the appropriateness of different approaches to solving problems related to their area of study and has intermittent success in presenting and commenting on outcomes.
- May demonstrate limited awareness of current research/advanced scholarship in the discipline. Examples of research/scholarship referred to in the work may indicate an over-reliance on programme materials rather than individual reading and investigation. There are errors in the referencing of literature and other sources. Some knowledge of research processes is evident although the application of such knowledge is less secure.
- May demonstrate a limited ability to communicate the results of their study/work accurately and reliably. The balance within the work is likely to be in favour of description and factual presentation. Arguments are generally substantiated but may be under-developed. There is some evidence of the student's ability to evaluate and reflect on her/his own practice although reflections may be limited and superficial with little consideration of their relevance for future development.

GENERIC UNDERGRADUATE (LEVEL 4) BAND DESCRIPTORS

FAIL DESCRIPTORS

Fail (1%-39%): Overview

This range of marks represents levels of attainment that **fall below the standard required to pass a Level 4 qualification**. The range is further subdivided into the following bands:

- 30%-39%
- 20%-29%
- 10%-19%
- 1%-9%
- 0%

Fail: 30%-39%

This band of marks reflects a level of attainment that **falls below the standard required to pass a Level 4 qualification**. The work presented for assessment is unsatisfactory overall. At the top end of the band, the standard of work might best be described as a '**narrow fail**'. Students awarded marks within this band will have demonstrated partial understanding of the set task and an ability to have met some of the associated learning outcomes at a **basic** level. However, attainment is uneven with some learning outcomes not met and some assessment criteria unaddressed.

Within the assessment submission the student:

- May demonstrate limited knowledge and understanding of the underlying aspects of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work may be irrelevant to the task.
- May demonstrate limited ability to present, evaluate and interpret qualitative and quantitative data. However, faults in the presentation of work and in its structure and organisation mar the clarity of expression. If attempted, the presentation of arguments and more complex ideas may be confused and clumsily expressed.
- is likely to have demonstrated a limited ability to evaluate the appropriateness of different approaches to solving problems related to their area of study but outcomes may be naïve, simplistic and/or unconvincing.
- May demonstrate limited or sporadic knowledge awareness of current research/advanced scholarship in the discipline. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. Although limited knowledge of research processes may be

evident, nevertheless, the application of such knowledge is largely unsuccessful.

- May demonstrate limited evidence of an ability to communicate the results of their study/work accurately and reliably. The work is largely descriptive and arguments, if attempted, are rarely substantiated. Self-evaluation and reflections on her/his own practice are extremely limited.

Fail: 20%-29%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Level 4 qualification**. The work presented for assessment is poor overall and the standard of work across the band might best be described as a '**clear fail**'. Students awarded marks within this band will have demonstrated minimal understanding of the set task and will partially have met one or two learning outcomes. Many assessment criteria are unaddressed.

Within the assessment submission the student:

- May demonstrate little knowledge and understanding of the underlying aspects of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in many important areas and these outweigh the degree of knowledge and understanding demonstrated. Substantial elements of the assessed work may be irrelevant to the task.
- May demonstrate little ability to present, evaluate and interpret qualitative and quantitative data. Frequent faults in the presentation of work and significant difficulties in its structure and organisation detract from the clarity and meaning overall. The writing style is often clumsy and inappropriate.
- May demonstrate little ability to evaluate the appropriateness of different approaches to solving problems related to their area of study. Where such work has been attempted, outcomes may be inappropriate, or absent.
- May demonstrate little knowledge of current research/scholarship in the discipline. Evidence of individual reading and investigation is negligible and the limited referencing of literature and other sources is frequently inaccurate. Very limited knowledge of research processes is apparent and there is a failure to apply this knowledge.
- May demonstrate little evidence of an ability to communicate the results of their study/work accurately and reliably. Self-evaluation and reflections on her/his own practice are negligible or absent.

Fail: 10%-19%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Level 4 qualification**. The work presented for assessment is best described as ‘**very poor**’ overall. Students awarded marks within this band may have misunderstood or misinterpreted the set task and provided a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two. Assessment criteria are largely unaddressed.

Fail: 1%-9%

This band of marks represents a level of attainment that **falls well below the standard required to pass a Level 4 qualification**. The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning outcomes is minimal and assessment criteria are not addressed.

Characteristics of work that falls into these bands are:

- short
- irrelevant
- serious and numerous errors and misunderstandings
- very poor standard of presentation and inappropriate format
- very poor communication of information and ideas

Fail: 0%

Zero will be awarded in cases where:

- i) no answer has been attempted;
- ii) an allegation of unfair practice has been substantiated by a Committee of Enquiry or Examination Board (including Fixed Penalty) and the original mark awarded has been cancelled.

The award of zero in either case is considered to be a fail.

In the case of (ii) above, if unfair practice is suspected at the marking stage, the marker(s) should award a mark as if it were the candidate’s own work. If an allegation of unfair practice is subsequently substantiated, there has to be a mark to cancel, and the Committee of Enquiry or Examination Board will need to know the magnitude of the original mark when determining further penalty to impose.

TABLE B

GENERIC UNDERGRADUATE (LEVEL 5) BAND DESCRIPTORS

PASS DESCRIPTORS

First Class Category (70%-100%): Overview

This range of marks represents the level of attainment commensurate with the **award of a Diploma in Higher Education: Distinction**. The range is subdivided into the following bands:

- 70%-79%
- 80%-89%
- 90%-100%

A full descriptor is provided below for the 70%-79% band. Points 1 to 5 within this descriptor also apply to the 80%-89% and 90%-100% bands. However, in the case of these higher levels, additional characteristics have been identified in order to reflect the excellent and outstanding nature of such work.

First Class Category: 70%-79%

This band of marks represents the level of attainment commensurate with the **award of a Diploma in Higher Education: Distinction**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **very good** level.

Within the assessment submission the student:

6. demonstrates a detailed knowledge of underlying concepts and principles of the field of study relevant to the task. There is strong evidence of an ability to extend, transform and apply such knowledge. The student also demonstrates an ability to engage in confident discussion of complex concepts and to recognise the limitations and/or ambiguity of disciplinary knowledge. Independent thinking and original insights are also features of work at this level.
7. demonstrates an ability to communicate information, arguments and analysis in a coherent and succinct manner. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid and mature. Arguments are well-defined and clearly articulated.
8. demonstrates an ability to undertake analysis of qualitative and quantitative data by making excellent use of a range of established techniques. The student is highly successful in presenting, synthesising

and commenting on outcomes and is able to comment perceptively and with insight on the relationship between theory and practice.

9. demonstrates a detailed and thorough knowledge of current research/advanced scholarship in the discipline. The use of scholarly reviews/primary sources is confident and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. A thorough knowledge and understanding of research processes, techniques and methods is demonstrated along with an ability to apply research knowledge and skills successfully in appropriate contexts.
10. demonstrates an ability to solve problems and to engage in critical understanding of principles in the field of study. Arguments are well developed, sustained and substantiated. Where relevant, assumptions are challenged and there is clear recognition of the complexities of academic debate. Appropriate and sometimes innovative solutions are offered to problems. There is strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's own work and/or professional practice is highly perceptive and there is a full awareness of the implications for future development.

First Class Category: 80%-89%

This band of marks represents the level of attainment commensurate with the **award of a Diploma in Higher Education: Distinction**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **excellent** level.

First Class Category: 90%-100%

This band of marks represents the level of attainment commensurate with the **award of a Diploma in Higher Education: Distinction**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **outstanding and exceptional** level.

Further to the five descriptors listed in the 70%-79% band, characteristics of work in the **80%-89% and 90%-100% bands** include the following.

- In written coursework, reference citations extend significantly beyond the main body of reading normally expected in the discipline/field of study. In examinations, a substantial range of reference citations are included.
- Important insights are offered that are informed by critical evaluation of current research/scholarship/professional practice.

- Students demonstrate the ability to design and undertake their own research or advanced scholarship, applying relevant techniques and methods appropriately.
- The exceptional standard of the work extends beyond that expected at Level 5 and has features consistent with Level 6.

Upper Second Class Category: 60%-69%

This band of marks represents the level of attainment commensurate with the award of a **Diploma in Higher Education: Pass**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **good** level.

Within the assessment submission the student:

- demonstrates a detailed knowledge of underlying concepts and principles of the field of study relevant to the task. There is good evidence of an ability to extend, transform and apply such knowledge. The discussion of complex concepts is often tackled successfully and there is evidence of independent thinking.
- demonstrates an ability to communicate information, arguments and analysis in a coherent and succinct manner. Work is well presented and the format appropriate. Key points are appropriately organised and in written work, the writing style is fluent and arguments are well articulated.
- demonstrates an ability to undertake analysis of qualitative and quantitative data by making good use of a range of established techniques. The student is considerably successful in presenting, synthesising and commenting on outcomes and is able to comment perceptively and with insight on the relationship between theory and practice.
- demonstrates a good knowledge of current research/scholarship in the discipline. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources provided. The referencing of literature and other sources is almost always accurate. A secure knowledge of research processes is evident along with an ability to apply research skills and knowledge in the appropriate context.
- demonstrates an ability to solve problems and to engage in critical understanding of principles in the field of study. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems. The student also demonstrates an ability to engage in reflective practice and

to take account of personal evaluations when planning for future development.

Lower Second Class Category: 50%-59%

This band of marks represents the level of attainment commensurate with the award of a **Diploma in Higher Education: Pass**. In the work presented for assessment, students awarded grades within this band will have demonstrated a secure understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **satisfactory** level.

Within the assessment submission the student:

- demonstrates a sound knowledge of underlying concepts and principles of the field of study relevant to the task. There is evidence of an ability to extend, transform and apply such knowledge. Although there may be a tendency to reproduce information received from elsewhere (e.g. programme materials), there is still some evidence of independent thinking. A few errors and/or misconceptions may be present but these will not be in important areas.
- demonstrates a satisfactory ability to communicate information, arguments and analysis in a coherent and succinct manner. Overall, the structure and format of the work are appropriate. There may be occasional faults in the presentation of work; these do not detract from the clarity of expression.
- demonstrates an ability to undertake analysis of qualitative and quantitative data by making use of a range of established techniques and generally has success in presenting and commenting on outcomes.
- demonstrates a satisfactory knowledge of current research/scholarship in the discipline and shows an ability to discuss its implications. Examples of research/scholarship referred to in the work demonstrate individual reading and investigation. Occasional errors may be present in the referencing of literature and other sources. Some knowledge of research processes is evident and the application of research skills and knowledge is generally successful, although there may be a reliance on tutor support.
- Demonstrates a satisfactory ability to solve problems and to engage in critical understanding of principles in the field of study, although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated. There is some evidence of the student's ability to evaluate and reflect on her/his own practice but reflections may lack insight and the implications for future development may be underestimated.

Third Class Category: 40%-49%

This band of marks represents the level of attainment commensurate with the award of a **Diploma in Higher Education: Pass**. In the work presented for assessment, students awarded marks within this band will have demonstrated a basic understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **threshold** level.

Within the assessment submission the student:

- demonstrates a basic knowledge of underlying concepts and principles of the field of study relevant to the task. There is some evidence of an ability to extend, transform and apply such knowledge. Reproducing information received from elsewhere (e.g. programme materials) is a frequent feature of work at this level. Errors and misconceptions will be evident but these are outweighed by the degree of knowledge and understanding demonstrated overall.
- demonstrates a basic ability to communicate information, arguments and analysis in a coherent and succinct manner. However, more success is achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is appropriately structured although key points may not be logically sequenced. Although there will be faults in the presentation of work, the meaning is still clear.
- demonstrates an ability to undertake analysis of qualitative and quantitative data by making basic use of a range of established techniques and has intermittent success in presenting and commenting on outcomes.
- demonstrates basic knowledge of current research/scholarship in the discipline and demonstrates an ability to provide limited comment and/or discussion of its implications. Examples of research/scholarship referred to in the work may indicate an over-reliance on programme materials rather than individual reading and investigation. There are errors in the referencing of literature and other sources. Some knowledge of research processes is evident although the application of such knowledge is less secure.
- demonstrates a basic ability to solve problems and to engage in critical understanding of principles in the field of study. Although some critical reflection is evident, the balance within the work is likely to be in favour of description and factual presentation. Arguments are generally substantiated but may be under-developed. There is some evidence of the student's ability to evaluate and reflect on her/his own practice although reflections may be limited and superficial with little consideration of their relevance for future development.

GENERIC UNDERGRADUATE (LEVEL 5) BAND DESCRIPTORS

FAIL DESCRIPTORS

Fail (1%-39%): Overview

This range of marks represents levels of attainment that **fall below the standard required to pass a Diploma of Education**. The range is further subdivided into the following bands:

- 30%-39%
- 20%-29%
- 10%-19%
- 1%-9%
- 0%

Fail: 30%-39%

This band of marks reflects a level of attainment that **falls below the standard required to pass a Diploma of Education**. The work presented for assessment is unsatisfactory overall. At the top end of the band, the standard of work might best be described as a '**narrow fail**'. Students awarded marks within this band will have demonstrated partial understanding of the set task and an ability to have met some of the associated learning outcomes at a basic level. However, attainment is uneven with some learning outcomes not met and some assessment criteria unaddressed.

Within the assessment submission the student:

- demonstrates limited knowledge of underlying concepts and principles of the field of study relevant to the task. There is insufficient evidence of an ability to extend, transform and apply such knowledge. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work may be irrelevant to the task.
- demonstrates a limited ability to communicate some basic concepts, arguments and analysis. If attempted, the presentation of arguments and more complex ideas may be confused and clumsily expressed.
- is likely to have attempted to undertake analysis of qualitative and quantitative data relevant to the task/discipline but outcomes may be naïve, simplistic and/or unconvincing.
- demonstrates limited or sporadic knowledge of current research/scholarship in the discipline. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. Although limited knowledge of research processes may be evident, nevertheless, the application of such knowledge is largely unsuccessful.

- demonstrates little evidence of ability to solve problems and to engage in critical understanding of principles in the field of study. The work is largely descriptive and arguments, if attempted, are rarely substantiated. Self-evaluation and reflections on her/his own practice are extremely limited.

Fail: 20%-29%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Diploma of Higher Education**. The work presented for assessment is poor overall and the standard of work across the band might best be described as a '**clear fail**'. Students awarded marks within this band will have demonstrated minimal understanding of the set task and will partially have met one or two learning outcomes. Many assessment criteria are unaddressed.

Within the assessment submission the student:

- demonstrates little knowledge of underlying concepts and principles of the field of study relevant to the task. There is little evidence of an ability to extend, transform and apply such knowledge. Factual inaccuracies, errors and misconceptions are evident in many important areas and these outweigh the degree of knowledge and understanding demonstrated. Substantial elements of the assessed work may be irrelevant to the task.
- demonstrates a little ability to communicate some basic concepts, arguments and analysis. Frequent faults in the presentation of work and significant difficulties in its structure and organisation detract from the clarity and meaning overall. The writing style is often clumsy and inappropriate.
- demonstrates little evidence of being able to undertake analysis of qualitative and quantitative data relevant to the task/discipline. Where such work has been attempted, outcomes may be inappropriate, or absent.
- demonstrates little knowledge of current research/scholarship in the discipline. Evidence of individual reading and investigation is negligible and the limited referencing of literature and other sources is frequently inaccurate. Very limited knowledge of research processes is apparent and there is a failure to apply this knowledge.
- Demonstrates little ability to describe and report but very little evidence is available to indicate an ability to solve problems and engage in critical understanding. Self-evaluation and reflections on her/his own practice are negligible or absent.

Fail: 10%-19%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Diploma in Higher Education**. The work presented for assessment is best described as 'very poor' overall. Students awarded marks within this band may have misunderstood or misinterpreted the set task and provided a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two. Assessment criteria are largely unaddressed.

Fail: 1%-9%

This band of marks represents a level of attainment that **falls well below the standard required to pass a Diploma in Higher Education**. The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning outcomes is minimal and assessment criteria are not addressed.

Characteristics of work that falls into these bands are:

- short
- irrelevant
- serious and numerous errors and misunderstandings
- no evidence of analysis, synthesis, critical evaluation and reflection
- no reference/minimal reference to external sources
- very poor standard of presentation and inappropriate format
- very poor communication of information and ideas

Fail: 0%

Zero will be awarded in cases where:

- i) no answer has been attempted;
- ii) an allegation of unfair practice has been substantiated by a Committee of Enquiry or Examination Board (including Fixed Penalty) and the original mark awarded has been cancelled.

The award of zero in either case is considered to be a fail.

In the case of (ii) above, if unfair practice is suspected at the marking stage, the marker(s) should award a mark as if it were the candidate's own work. If an allegation of unfair practice is subsequently substantiated, there has to be a mark to cancel, and the Committee of Enquiry or Examination Board will need to know the magnitude of the original mark when determining further penalty to impose.

TABLE C

GENERIC UNDERGRADUATE (LEVEL 6) BAND DESCRIPTORS

PASS DESCRIPTORS

First Class Category (70%-100%): Overview

This range of marks represents the level of attainment commensurate with the **award of a Bachelors degree with Honours: first class**. The range is subdivided into the following bands:

- 70%-79%
- 80%-89%
- 90%-100%

A full descriptor is provided below for the 70%-79% band. Points 1 to 5 within this descriptor also apply to the 80%-89% and 90%-100% bands. However, in the case of these higher levels, additional characteristics have been identified in order to reflect the excellent and outstanding nature of such work.

First Class Category: 70%-79%

This band of marks represents the level of attainment commensurate with the **award of a Bachelors degree with Honours: first class**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **very good** level.

Within the assessment submission the student:

11. demonstrates a detailed knowledge and systematic understanding of key aspects of the field of study relevant to the task. There is strong evidence of an ability to extend, transform and apply such knowledge. The student also demonstrates an ability to engage in confident discussion of complex concepts and to recognise the limitations and/or ambiguity of disciplinary knowledge. Independent thinking and original insights are also features of work at this level.
12. demonstrates an ability to communicate information, complex ideas and concepts in a coherent and succinct manner. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid and mature. Arguments are well-defined and clearly articulated.
13. demonstrates an ability to undertake detailed analysis and critical enquiry of qualitative and quantitative data relevant to the task/discipline by making excellent use of a number of appropriate techniques. The student is highly successful in presenting, synthesising and commenting

on outcomes and is able to comment perceptively and with insight on the relationship between theory and practice.

14. demonstrates a detailed and thorough knowledge of current research/advanced scholarship in the discipline. The use of scholarly reviews/primary sources is confident and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. A thorough knowledge and understanding of research processes, techniques and methods is demonstrated along with an ability to apply research knowledge and skills successfully in appropriate contexts.

15. demonstrates an ability to engage in critical evaluation of concepts/arguments/data and to make appropriate and informed judgements. Arguments are well developed, sustained and substantiated. Where relevant, assumptions are challenged and there is clear recognition of the complexities of academic debate. Appropriate and sometimes innovative solutions are offered to problems. There is strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's own work and/or professional practice is highly perceptive and there is a full awareness of the implications for future development.

First Class Category: 80%-89%

This band of marks represents the level of attainment commensurate with the **award of a Bachelors degree with Honours: first class**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **excellent** level.

First Class Category: 90%-100%

This band of marks represents the level of attainment commensurate with the **award of a Bachelors degree with Honours: first class**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **outstanding and exceptional** level.

Further to the five descriptors listed in the 70%-79% band, characteristics of work in the **80%-89% and 90%-100% bands** include the following.

- Work is of a standard deemed to be worthy of publication/manufacture/public exhibition/public performance.

- In written coursework, reference citations extend significantly beyond the main body of reading normally expected in the discipline/field of study. In examinations, a substantial range of reference citations are included.
- Work may challenge the boundaries of knowledge within the discipline/field of study and is informed by innovative and/or creative thinking.
- New insights are offered that are informed by critical evaluation of current research/scholarship/professional practice.
- Students demonstrate the ability to design and undertake their own research or advanced scholarship, applying relevant techniques and methods appropriately.
- The exceptional standard of the work extends beyond that expected at Level 6 and has features consistent with Level 7.

Upper Second Class Category: 60%-69%

This band of marks represents the level of attainment commensurate with the award of a **Bachelors degree with Honours: upper second class**. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **good** level.

Within the assessment submission the student:

- demonstrates a detailed knowledge and thorough understanding of key aspects of the field of study relevant to the task. There is clear evidence of an ability to apply such knowledge and, in some contexts, to extend and transform it. The discussion of complex concepts is often tackled successfully and there is evidence of independent thinking.
- demonstrates an ability to communicate information, ideas and concepts clearly and succinctly. Work is well presented and the format appropriate. Key points are appropriately organised and in written work, the writing style is fluent and arguments are well articulated.
- demonstrates an ability to undertake detailed analysis and critical enquiry of qualitative and quantitative data relevant to the task/discipline by making use of appropriate techniques and has considerable success in presenting, synthesising and commenting on outcomes. There is some linkage between theory and practice.
- demonstrates a thorough knowledge of current research/scholarship in the discipline. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources provided. The referencing of literature and other sources is almost

always accurate. A secure knowledge of research processes is evident along with an ability to apply research skills and knowledge in the appropriate context.

- demonstrates an ability to engage in critical evaluation and reflection. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems. The student also demonstrates an ability to engage in reflective practice and to take account of personal evaluations when planning for future development.

Lower Second Class Category: 50%-59%

This band of marks represents the level of attainment commensurate with the award of a **Bachelors degree with Honours: lower second class**. In the work presented for assessment, students awarded grades within this band will have demonstrated a secure understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **satisfactory** level.

Within the assessment submission the student:

- demonstrates a sound knowledge and understanding of most key aspects of the field of study relevant to the task and there is some evidence of an ability to apply such knowledge. Although there may be a tendency to reproduce information received from elsewhere (e.g. programme materials), there is still some evidence of independent thinking. A few errors and/or misconceptions may be present but these will not be in important areas.
- generally demonstrates an ability to communicate information, ideas, concepts and arguments successfully. Overall, the structure and format of the work are appropriate. There may be occasional faults in the presentation of work but overall, these do not detract from the clarity of expression.
- demonstrates an ability to utilise some techniques to undertake analysis and enquiry of qualitative and quantitative data relevant to the task/discipline and generally has success in presenting, synthesising and commenting on outcomes.
- demonstrates a sound knowledge of current research/scholarship in the discipline and shows an ability to discuss its implications. Examples of research/scholarship referred to in the work demonstrate individual reading and investigation. Occasional errors may be present in the referencing of literature and other sources. Some knowledge of research processes is evident and the application of research skills and knowledge is generally successful, although there may be a reliance on tutor support.

- demonstrates, at times, an ability to critically evaluate and reflect although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated. There is some evidence of the student's ability to evaluate and reflect on her/his own practice but reflections may lack insight and the implications for future development may be underestimated.

Third Class Category: 40%-49%

This band of marks represents the level of attainment commensurate with the award of a **Bachelors degree with Honours: third class**. In the work presented for assessment, students awarded marks within this band will have demonstrated a basic understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **threshold** level.

Within the assessment submission the student:

- demonstrates a basic knowledge and understanding of many aspects of the field of study relevant to the task. Reproducing information received from elsewhere (e.g. programme materials) is a frequent feature of work at this level. Errors and misconceptions will be evident but these are outweighed by the degree of knowledge and understanding demonstrated overall.
- demonstrates some ability to communicate information, ideas, concepts and arguments. However, more success is achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is appropriately structured although key points may not be logically sequenced. Although there will be faults in the presentation of work, the meaning is still clear.
- demonstrates an ability to undertake some limited analysis and enquiry of qualitative and quantitative data relevant to the task/discipline and has intermittent success in presenting, synthesising and commenting on outcomes.
- demonstrates some knowledge of current research/scholarship in the discipline and demonstrates an ability to provide limited comment and/or discussion of its implications. Examples of research/scholarship referred to in the work may indicate an over-reliance on programme materials rather than individual reading and investigation. There are errors in the referencing of literature and other sources. Some knowledge of research processes is evident although the application of such knowledge is less secure.
- demonstrates a limited ability to critically evaluate and reflect. Although some critical reflection is evident, the balance within the work is likely to be in favour of description and factual presentation. Arguments are generally substantiated but may be under-developed. There is some

evidence of the student's ability to evaluate and reflect on her/his own practice although reflections may be limited and superficial with little consideration of their relevance for future development.

GENERIC UNDERGRADUATE (LEVEL 6) BAND DESCRIPTORS

FAIL DESCRIPTORS

Fail (1%-39%): Overview

This range of marks represents levels of attainment that **fall below the standard required to pass a Bachelors degree**. The range is further subdivided into the following bands:

- 30%-39%
- 20%-29%
- 10%-19%
- 1%-9%
- 0%

Fail: 30%-39%

This band of marks reflects a level of attainment that **falls below the standard required to pass a Bachelors degree**. The work presented for assessment is unsatisfactory overall. At the top end of the band, the standard of work might best be described as a '**narrow fail**'. Students awarded marks within this band will have demonstrated partial understanding of the set task and an ability to have met some of the associated learning outcomes at a basic level. However, attainment is uneven with some learning outcomes not met and some assessment criteria unaddressed.

Within the assessment submission the student:

- demonstrates limited knowledge and understanding of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work may be irrelevant to the task.
- demonstrates an ability to communicate some simple concepts and/or factual information. However, faults in the presentation of work and in its structure and organisation mar the clarity of expression. If attempted, the presentation of arguments and more complex ideas may be confused and clumsily expressed.
- is likely to have attempted some enquiry and analysis of qualitative and quantitative data relevant to the task/discipline but outcomes may be naïve, simplistic and/or unconvincing.
- demonstrates limited or sporadic knowledge of current research/scholarship in the discipline. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. Although limited knowledge of research processes may be evident, nevertheless, the application of such knowledge is largely unsuccessful.

- demonstrates limited evidence of critical evaluation and reflection. The work is largely descriptive and arguments, if attempted, are rarely substantiated. Self-evaluation and reflections on her/his own practice are extremely limited.

Fail: 20%-29%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Bachelors degree**. The work presented for assessment is poor overall and the standard of work across the band might best be described as a '**clear fail**'. Students awarded marks within this band will have demonstrated minimal understanding of the set task and will partially have met one or two learning outcomes. Many assessment criteria are unaddressed.

Within the assessment submission the student:

- demonstrates little knowledge and understanding of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in many important areas and these outweigh the degree of knowledge and understanding demonstrated. Substantial elements of the assessed work may be irrelevant to the task.
- demonstrates little ability to communicate simple concepts and/or factual information. Frequent faults in the presentation of work and significant difficulties in its structure and organisation detract from the clarity and meaning overall. The writing style is often clumsy and inappropriate.
- demonstrates little evidence of being able to undertake enquiry and analysis of qualitative and quantitative data relevant to the task/discipline. Where such work has been attempted, outcomes may be inappropriate, or absent.
- demonstrates little knowledge of current research/scholarship in the discipline. Evidence of individual reading and investigation is negligible and the limited referencing of literature and other sources is frequently inaccurate. Very limited knowledge of research processes is apparent and there is a failure to apply this knowledge.
- Demonstrates little ability to describe and report but very little evidence is available to indicate an ability to engage in critical evaluation and reflection. Self-evaluation and reflections on her/his own practice are negligible or absent.

Fail: 10%-19%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Bachelors degree**. The work presented for assessment is best described as ‘**very poor**’ overall. Students awarded marks within this band may have misunderstood or misinterpreted the set task and provided a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two. Assessment criteria are largely unaddressed.

Fail: 1%-9%

This band of marks represents a level of attainment that **falls well below the standard required to pass a Bachelors degree**. The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning outcomes is minimal and assessment criteria are not addressed.

Characteristics of work that falls into these bands are:

- short
- irrelevant
- serious and numerous errors and misunderstandings
- no evidence of analysis, synthesis, critical evaluation and reflection
- no reference/minimal reference to external sources
- very poor standard of presentation and inappropriate format
- very poor communication of information and ideas

Fail: 0%

Zero will be awarded in cases where:

- i) no answer has been attempted;
- ii) an allegation of unfair practice has been substantiated by a Committee of Enquiry or Examination Board (including Fixed Penalty) and the original mark awarded has been cancelled.

The award of zero in either case is considered to be a fail.

In the case of (ii) above, if unfair practice is suspected at the marking stage, the marker(s) should award a mark as if it were the candidate’s own work. If an allegation of unfair practice is subsequently substantiated, there has to be a mark to cancel, and the Committee of Enquiry or Examination Board will need to know the magnitude of the original mark when determining further penalty to impose.

TABLE D

GENERIC LEVEL 7 BAND DESCRIPTORS

PASS DESCRIPTORS

Distinction Level Category (70%-100%): Overview

This range of marks represents the level of attainment commensurate with the **award of a Masters degree with Distinction**. The range is subdivided into the following bands:

- 70%-79%
- 80%-89%
- 90%-100%

A full descriptor is provided below for the 70%-79% band. Points 1 to 5 within this descriptor also apply to the 80%-89% and 90%-100% bands. However, in the case of these higher levels, additional characteristics have been identified in order to reflect the excellent and outstanding nature of such work.

Distinction Level Category: 70%-79%

This band of marks represents the level of attainment commensurate with the **award of a Masters degree with Distinction**. In the work presented for assessment, students awarded marks within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **very good** level.

Within the assessment submission the student:

- demonstrates mastery of a complex and specialised area of knowledge. There is strong evidence of an ability to extend, transform and apply such knowledge. The student also demonstrates an ability to engage in sophisticated discussion of complex concepts and to recognise the limitations and/or ambiguity of disciplinary knowledge. Independent thinking and original insights are also features of work at this level.
- demonstrates an ability to communicate information, complex ideas, results of research and concepts in a coherent and succinct manner. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid and mature. Arguments are well-defined and clearly articulated.
- demonstrates an ability to conduct research or advanced technical or professional activity, undertake detailed analysis and critical enquiry relevant to the task/discipline, and expertise in highly specialised and advanced technical, professional and/or research skills, by making excellent use of a number of appropriate techniques. The student is highly successful in presenting, synthesising and commenting on

research process and outcomes and is able to comment perceptively and with insight on the relationship between theory and practice.

- demonstrates a detailed and thorough knowledge of current research/advanced scholarship in the discipline. The use of scholarly reviews/primary sources is sophisticated and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. A thorough knowledge and understanding of research processes, techniques and methods, is demonstrated along with an ability to design and apply appropriate research methodologies, apply research knowledge and skills successfully in appropriate contexts.
- demonstrates an ability to engage in critical evaluation of concepts/arguments/data and to make appropriate and informed judgements. Arguments are well developed, sustained and substantiated. Where relevant, assumptions are challenged and there is clear recognition of the complexities of academic debate. Appropriate and sometimes innovative solutions are offered to problems. There is strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's own work and/or professional practice is highly perceptive and there is a full awareness of the implications for future development.

Distinction Level Category: 80%-89%

This band of marks represents the level of attainment commensurate with the **award of a Masters degree with Distinction**. In the work presented for assessment, students awarded marks within this band will in addition have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **excellent** level.

Distinction Level Category: 90%-100%

This band of marks represents the level of attainment commensurate with the **award of a Masters degree with Distinction**. In the work presented for assessment, students awarded marks within this band will in addition have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an **outstanding and exceptional** level.

Further to the five descriptors listed in the 70%-79% band, characteristics of work in the **80%-89% and 90%-100% bands** include the following.

- Work is of a standard deemed to be worthy of publication/manufacture/public exhibition/public performance.

- In written coursework, reference citations extend significantly beyond the main body of reading normally expected in the discipline/field of study. In examinations, a substantial range of reference citations are included.
- Work may challenge the boundaries of knowledge within the discipline/field of study and is informed by innovative and/or creative thinking.
- New insights are offered that are informed by critical evaluation of current research/scholarship/professional practice.
- Students demonstrate the ability to design and undertake their own research or advanced scholarship, applying relevant techniques and methods appropriately.
- The exceptional standard of the work extends beyond that expected at Level 7 and has features consistent with Level 8.

Merit Level Category: 60%-69%

This band of marks represents the level of attainment commensurate with the award of a **Masters degree with Merit**. In the work presented for assessment, students awarded marks within this band will have demonstrated a full understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a **good** level.

Within the assessment submission the student:

- demonstrates mastery of a complex and specialised area of knowledge. There is clear evidence of an ability to apply such knowledge and, in some contexts, to extend and transform it. The discussion of complex concepts is often tackled successfully and there is evidence of independent thinking.
- demonstrates an ability to communicate information, results of research, ideas and concepts clearly and succinctly. Work is well presented and the format appropriate. Key points are appropriately organised, fluently conveyed and are well articulated.
- demonstrates an ability to conduct research or advanced technical or professional activity, undertake detailed analysis and critical enquiry relevant to the task/discipline, and expertise in highly specialised and advanced technical, professional and/or research skills, by making use of appropriate techniques and has considerable success in presenting and commenting on research process and outcomes. There is some linkage between theory and practice.
- demonstrates a thorough knowledge of current research/scholarship in the discipline. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources

provided. The referencing of literature and other sources is almost always accurate. A secure knowledge of research processes is evident along with an ability to design and apply appropriate research methodologies, apply research skills and knowledge in the appropriate context.

- demonstrates an ability to engage in critical evaluation and reflection. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems. The student also demonstrates an ability to engage in reflective practice and to take account of personal evaluations when planning for future development.

Pass Level Category: 50%-59%

This band of marks represents the level of attainment commensurate with the award of a **Masters degree at Pass level**. In the work presented for assessment, students awarded grades within this band will have demonstrated a secure understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **satisfactory** level.

Within the assessment submission the student:

- demonstrates mastery of a complex and specialised area of knowledge, and there is some evidence of an ability to apply such knowledge. Although there may be a tendency to reproduce information received from elsewhere (e.g. programme materials), there is still some evidence of independent thinking. A few errors and/or misconceptions may be present but these will not be in important areas.
- generally demonstrates an ability to communicate information, results of research, ideas, concepts and arguments successfully. Overall, the structure and format of the work are appropriate. There may be occasional faults in the presentation of work, but overall, these do not detract from the clarity of expression.
- demonstrates an ability to conduct research or advanced technical or professional activity, utilise some techniques to undertake analysis and enquiry relevant to the task/discipline, and expertise in highly specialised and advanced technical, professional and/or research skills, and generally has success in presenting and commenting on research process and outcomes.
- demonstrates a sound knowledge of current research/scholarship in the discipline and shows an ability to discuss its implications. Examples of research/scholarship referred to in the work demonstrate individual reading and investigation. Occasional errors may be present in the referencing of literature and other sources. Some knowledge of research processes is evident and the design and application of appropriate research methodologies, application of research skills and

knowledge is generally successful, although there may be a reliance on tutor support.

- demonstrates, at times, an ability to critically evaluate and reflect although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated. There is some evidence of the student's ability to evaluate and reflect on her/his own practice but reflections may lack insight and the implications for future development may be underestimated.

Pass Level Category: 40%-49%

This band of marks represents the level of attainment commensurate with the award of a **Masters degree at Pass level**. In the work presented for assessment, students awarded marks within this band will have demonstrated a basic understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a **threshold** level.

Within the assessment submission the student:

- demonstrates mastery of a complex and specialised area of knowledge, but reproducing information received from elsewhere (e.g. programme materials) is a frequent feature of work at this level. Errors and misconceptions will be evident but these are outweighed by the degree of knowledge and understanding demonstrated overall.
- demonstrates some ability to communicate information, results of research, ideas, concepts and arguments. However, more success is achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is appropriately structured although key points may not be logically sequenced. Although there will be faults in the presentation of work, the meaning is still clear.
- demonstrates an ability to conduct research or advanced technical or professional activity and undertake some limited analysis and enquiry relevant to the task/discipline, and expertise in highly specialised and advanced technical, professional and/or research skills, and has intermittent success in presenting and commenting on research process and outcomes.
- demonstrates some knowledge of current research/scholarship in the discipline and demonstrates an ability to provide limited comment and/or discussion of its implications. Examples of research/scholarship referred to in the work may indicate an over-reliance on programme materials rather than individual reading and investigation. There may be errors in the referencing of literature and other sources. Some knowledge of research processes is evident although the design and application of appropriate research methodologies and the application of such knowledge is less secure.

- demonstrates a limited ability to critically evaluate and reflect. Although some critical reflection is evident, the balance within the work is likely to be in favour of description and factual presentation. Arguments are generally substantiated but may be under-developed. There is some evidence of the student's ability to evaluate and reflect on her/his own practice although reflections may be limited and superficial with little consideration of their relevance for future development.

GENERIC LEVEL 7 BAND DESCRIPTORS

FAIL DESCRIPTORS

Fail (1%-39%): Overview

This range of marks represents levels of attainment that **fall below the standard required to pass a Masters degree**. The range is further subdivided into the following bands:

- 30%-39%
- 20%-29%
- 10%-19%
- 1%-9%
- 0%

Fail: 30%-39%

This band of marks reflects a level of attainment that **falls below the standard required to pass a Masters degree**. The work presented for assessment is unsatisfactory overall. At the top end of the band, the standard of work might best be described as a '**narrow fail**'. Students awarded marks within this band will have demonstrated partial understanding of the set task and an ability to have met some of the associated learning outcomes at a basic level. However, attainment is uneven with some learning outcomes not met and some assessment criteria unaddressed.

Within the assessment submission the student:

- demonstrates limited knowledge and understanding of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work may be irrelevant to the task.
- demonstrates an ability to communicate some simple concepts and/or factual information. However, faults in the presentation of work and in its structure and organisation mar the clarity of expression. If attempted, the presentation of arguments and more complex ideas may be confused and clumsily expressed.
- is likely to have attempted some enquiry and analysis relevant to the task/discipline but research process and outcomes may be naïve, simplistic and/or unconvincing.
- demonstrates limited or sporadic knowledge of current research/scholarship in the discipline. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. Although limited knowledge of research processes may be evident, nevertheless, the application of such knowledge is largely unsuccessful.

- demonstrates little evidence of critical evaluation and reflection. The work is largely descriptive and arguments, if attempted, are rarely substantiated. Self-evaluation and reflections on her/his own practice are extremely limited.

Fail: 20%-29%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Masters degree**. The work presented for assessment is poor overall and the standard of work across the band might best be described as a '**clear fail**'. Students awarded marks within this band will have demonstrated minimal understanding of the set task and will partially have met one or two learning outcomes. Many assessment criteria are unaddressed.

Within the assessment submission the student:

- demonstrates little knowledge and understanding of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in many important areas and these outweigh the degree of knowledge and understanding demonstrated. Substantial elements of the assessed work may be irrelevant to the task.
- demonstrates a limited ability to communicate simple concepts and/or factual information. Frequent faults in the presentation of work and significant difficulties in its structure and organisation detract from the clarity and meaning overall. The writing style is often clumsy and inappropriate.
- demonstrates little evidence of being able to undertake enquiry and analysis relevant to the task/discipline. Where such work has been attempted, research process and outcomes may be inappropriate, or absent.
- demonstrates little knowledge of current research/scholarship in the discipline. Evidence of individual reading and investigation is negligible and the limited referencing of literature and other sources is frequently inaccurate. Very limited knowledge of research processes is apparent and there is a failure to apply this knowledge.
- Demonstrates some ability to describe and report but very little evidence is available to indicate an ability to engage in critical evaluation and reflection. Self-evaluation and reflections on her/his own practice are negligible or absent.

Fail: 10%-19%

This band of marks reflects a level of attainment that **falls well below the standard required to pass a Masters degree**. The work presented for assessment is best described as 'very poor' overall. There may be some notes relevant to the question but without coherence. Students awarded marks within this band may have misunderstood or misinterpreted the set task and provided a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two. Assessment criteria are largely unaddressed.

Fail: 1%-9%

This band of marks represents a level of attainment that **falls well below the standard required to pass a Masters degree**. The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning outcomes is minimal and assessment criteria are not addressed.

Characteristics of work that falls into these bands are:

- short
- irrelevant
- serious and numerous errors and misunderstandings
- no evidence of analysis, synthesis, critical evaluation and reflection
- no reference/minimal reference to external sources
- very poor standard of presentation and inappropriate format
- very poor communication of information and ideas

Fail: 0%

Zero will be awarded in cases where:

- i) no answer has been attempted;
- ii) an allegation of unfair practice has been substantiated by a Committee of Enquiry or Examination Board (including Fixed Penalty) and the original mark awarded has been cancelled.

The award of zero in either case is considered to be a fail.

In the case of (ii) above, if unfair practice is suspected at the marking stage, the marker(s) should award a mark as if it were the candidate's own work. If an allegation of unfair practice is subsequently substantiated, there has to be a mark to cancel, and the Committee of Enquiry or Examination Board will need to know the magnitude of the original mark when determining further penalty to impose.

Appendix 1

Undergraduate General Band Descriptors in Tabular Form

	Level 4	Level 5	Level 6
90 – 100%	<p>This band of marks represents the level of attainment commensurate with the award of a Level 4 qualification. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an outstanding and exceptional level.</p> <p>Further to the five descriptors listed in the 70%-79% band, work in the 80%-89% or 90%-100% bands would extend beyond that expected at Level 4.</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Diploma in Higher Education: Distinction. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated the following a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an outstanding and exceptional level.</p> <p>Further to the five descriptors listed in the 70%-79% band, characteristics of work in the 80%-89% and 90%-100% bands include the following:</p> <ul style="list-style-type: none"> • In written coursework, reference citations extend significantly beyond the main body of reading normally expected in the discipline/field of study. In examinations, a substantial range 	<p>This band of marks represents the level of attainment commensurate with the award of a Bachelors degree with Honours: first class. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated the following a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an outstanding and exceptional level.</p> <p>Further to the five descriptors listed in the 70%-79% band, characteristics of work in the 80%-89% and 90%-100% bands include the following:</p> <ul style="list-style-type: none"> • Work is of a standard deemed to be worthy of publication/manufacture/public exhibition/public performance. • In written coursework, reference citations extend significantly beyond the main body of reading

		<p>of reference citations are included.</p> <ul style="list-style-type: none"> • Important insights are offered that are informed by critical evaluation of current research/scholarship/professional practice. • Students demonstrate the ability to design and undertake their own research or advanced scholarship, applying relevant techniques and methods appropriately. • The exceptional standard of the work extends beyond that expected at Level 5 and has features consistent with Level 6. 	<p>normally expected in the discipline/field of study. In examinations, a substantial range of reference citations are included.</p> <ul style="list-style-type: none"> • Work may challenge the boundaries of knowledge within the discipline/field of study and is informed by innovative and/or creative thinking. • New insights are offered that are informed by critical evaluation of current research/scholarship/professional practice. • Students demonstrate the ability to design and undertake their own research or advanced scholarship, applying relevant techniques and methods appropriately. • The exceptional standard of the work extends beyond that expected at Level 6 and has features consistent with Level 7.
80 – 89%	This band of marks represents the level of attainment commensurate with the award of a Level 4	This band of marks represents the level of attainment commensurate with the award of a Diploma in Higher	This band of marks represents the level of attainment commensurate with the award of a Bachelors degree with

	<p>qualification. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated the following a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an excellent level.</p>	<p>Education: Distinction. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an excellent level.</p>	<p>Honours: first class. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at an excellent level.</p>
70 – 79%	<p>This band of marks represents the level of attainment commensurate with the award of a Level 4 qualification. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a very good level. Within the assessment submission the student may demonstrate:</p> <p>a detailed knowledge of the underlying aspects of the field of</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Diploma in Higher Education: Distinction. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a very good level. Within the assessment submission the student may demonstrate:</p> <p>a detailed knowledge of underlying concepts and principles of the field of study relevant to the task. There is strong evidence of an ability to extend, transform and apply such</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Bachelors degree with Honours: first class. In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a very good level. Within the assessment submission the student may demonstrate:</p> <p>a detailed knowledge and systematic understanding of key aspects of the field of study relevant to the task. There is strong evidence of an ability to extend, transform and apply such</p>

	<p>study relevant to the task. There is strong evidence of an ability to apply such knowledge. The student also demonstrates an ability to engage in confident discussion of basic concepts and an awareness of the limitations and/or ambiguity of disciplinary knowledge. Independent thinking and original insights are also features of work at this level;</p> <p>-----</p> <p>an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid. Arguments are well-defined and clearly articulated;</p> <p>-----</p> <p>an ability to evaluate the appropriateness of different approaches to solving problems related to their area of study. The student is highly successful in</p>	<p>knowledge. The student also demonstrates an ability to engage in confident discussion of complex concepts and to recognise the limitations and/or ambiguity of disciplinary knowledge. Independent thinking and original insights are also features of work at this level;</p> <p>-----</p> <p>an ability to communicate information, arguments and analysis in a coherent and succinct manner. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid and mature. Arguments are well-defined and clearly articulated;</p> <p>-----</p> <p>an ability to undertake analysis of qualitative and quantitative data by making excellent use of a range of established techniques. The student is highly successful in presenting, synthesising and commenting on outcomes and is able to comment</p>	<p>knowledge. The student also demonstrates an ability to engage in confident discussion of complex concepts and to recognise the limitations and/or ambiguity of disciplinary knowledge. Independent thinking and original insights are also features of work at this level;</p> <p>-----</p> <p>an ability to communicate information, complex ideas and concepts in a coherent and succinct manner. The standard of presentation is high and the format appropriate. Key points are logically organised and in written work, the style is lucid and mature. Arguments are well-defined and clearly articulated;</p> <p>-----</p> <p>demonstrates an ability to undertake detailed analysis and critical enquiry of qualitative and quantitative data relevant to the task/discipline by making excellent use of a number of appropriate techniques. The student is highly</p>
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	<p>presenting and commenting on outcomes and is able to comment perceptively and with some insight on the relationship between theory and practice;</p> <p>-----</p> <p>an awareness of current research/advanced scholarship in the discipline. The use of scholarly reviews/primary sources is confident and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. A basic knowledge and understanding of research processes, techniques and methods is demonstrated along with an ability to apply research knowledge and skills successfully in appropriate contexts;</p> <p>-----</p> <p>an ability to communicate the results of their study/work accurately and reliably with structured and coherent</p>	<p>perceptively and with insight on the relationship between theory and practice;</p> <p>-----</p> <p>a detailed and thorough knowledge of current research/advanced scholarship in the discipline. The use of scholarly reviews/primary sources is confident and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. A thorough knowledge and understanding of research processes, techniques and methods is demonstrated along with an ability to apply research knowledge and skills successfully in appropriate contexts;</p> <p>-----</p> <p>an ability to solve problems and to engage in critical understanding of principles in the field of study. Arguments are well developed, sustained and substantiated. Where relevant, assumptions are challenged</p>	<p>successful in presenting, synthesising and commenting on outcomes and is able to comment perceptively and with insight on the relationship between theory and practice.</p> <p>-----</p> <p>a detailed and thorough knowledge of current research/advanced scholarship in the discipline. The use of scholarly reviews/primary sources is confident and a breadth and depth of individual reading and investigation, extending beyond the sources provided, is apparent. The referencing of literature and other sources is accurate and in line with academic conventions. A thorough knowledge and understanding of research processes, techniques and methods is demonstrated along with an ability to apply research knowledge and skills successfully in appropriate contexts;</p> <p>-----</p> <p>an ability to engage in critical evaluation of concepts/arguments/data and to make appropriate and informed judgements. Arguments are well developed, sustained and substantiated. Where relevant, assumptions are challenged and there</p>
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	arguments. Arguments are well developed, sustained and substantiated. Where relevant, basic assumptions are challenged and there is recognition of the complexities of academic debate. Appropriate solutions are offered to problems. There is strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's own work and/or professional practice is highly perceptive and there is a full awareness of the implications for future development	and there is clear recognition of the complexities of academic debate. Appropriate and sometimes innovative solutions are offered to problems. There is strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's own work and/or professional practice is highly perceptive and there is a full awareness of the implications for future development	is clear recognition of the complexities of academic debate. Appropriate and sometimes innovative solutions are offered to problems. There is strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's own work and/or professional practice is highly perceptive and there is a full awareness of the implications for future development
60 – 69%	This band of marks represents the level of attainment commensurate with the award of a Level 4 qualification . In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a good level. Within the assessment submission the student may demonstrate:	This band of marks represents the level of attainment commensurate with the award of a Diploma in Higher Education: Pass . In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a good level. Within the assessment submission the student may demonstrate:	This band of marks represents the level of attainment commensurate with the award of a Bachelors degree with Honours: upper second class . In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full understanding of the set task and an ability to have met the learning outcomes and address the assessment criteria at a good level. Within the assessment submission the student may demonstrate :

	<p>-----</p> <p>a detailed knowledge of the underlying aspects of the field of study relevant to the task. There is clear evidence of an ability to apply such knowledge and, in some contexts, to extend and transform it. The discussion of basic concepts is often tackled successfully and there is evidence of independent thinking;</p> <p>an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Work is well presented and the format appropriate. Key points are appropriately organised and in written work, the writing style is fluent and arguments are well articulated;</p> <p>-----</p> <p>an ability to evaluate the appropriateness of different approaches to solving problems related to their area of study by making use of appropriate techniques</p>	<p>-----</p> <p>a detailed knowledge of underlying concepts and principles of the field of study relevant to the task. There is good evidence of an ability to extend, transform and apply such knowledge. The discussion of complex concepts is often tackled successfully and there is evidence of independent thinking;</p> <p>an ability to communicate information, arguments and analysis in a coherent and succinct manner. Work is well presented and the format appropriate. Key points are appropriately organised and in written work, the writing style is fluent and arguments are well articulated;</p> <p>-----</p> <p>an ability to undertake analysis of qualitative and quantitative data by making good use of a range of established techniques. The student is considerably successful in presenting, synthesising and commenting on outcomes and is able to comment</p>	<p>-----</p> <p>a detailed knowledge and thorough understanding of key aspects of the field of study relevant to the task. There is clear evidence of an ability to apply such knowledge and, in some contexts, to extend and transform it. The discussion of complex concepts is often tackled successfully and there is evidence of independent thinking; an ability to communicate information, ideas and concepts clearly and succinctly. Work is well presented and the format appropriate. Key points are appropriately organised and in written work, the writing style is fluent and arguments are well articulated;</p> <p>-----</p> <p>an ability to undertake detailed analysis and critical enquiry relevant to the task/discipline by making use of appropriate techniques and has considerable success in presenting, synthesising and commenting on</p>
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	<p>and has considerable success in presenting and commenting on outcomes. There is some linkage between theory and practice;</p> <p>-----</p> <p>an awareness of current research/advanced scholarship in the discipline. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources provided. The referencing of literature and other sources is almost always accurate. A secure knowledge of research processes is evident along with an ability to apply research skills and knowledge in the appropriate context;</p> <p>-----</p> <p>an ability to communicate the results of their study/work accurately and reliably. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems. The student also demonstrates an ability to engage in reflective practice and to take account of personal evaluations</p>	<p>perceptively and with insight on the relationship between theory and practice;</p> <p>-----</p> <p>a good knowledge of current research/scholarship in the discipline. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources provided. The referencing of literature and other sources is almost always accurate. A secure knowledge of research processes is evident along with an ability to apply research skills and knowledge in the appropriate context</p> <p>-----</p> <p>an ability to solve problems and to engage in critical understanding of principles in the field of study. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems. The student also demonstrates an ability to engage in reflective practice and to take account of personal evaluations when planning for future development</p>	<p>outcomes. There is some linkage between theory and practice;</p> <p>-----</p> <p>a thorough knowledge of current research/scholarship in the discipline. Examples referred to indicate a breadth and depth of individual reading and investigation that extend beyond the sources provided. The referencing of literature and other sources is almost always accurate. A secure knowledge of research processes is evident along with an ability to apply research skills and knowledge in the appropriate context;</p> <p>-----</p> <p>an ability to engage in critical evaluation and reflection. Arguments are clearly considered and substantiated and there is evidence of an ability to make appropriate judgements and to suggest solutions to problems. The student also demonstrates an ability to engage in reflective practice and to take account of personal evaluations when planning for future development</p>
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	when planning for future development		
50 – 59%	<p>This band of marks represents the level of attainment commensurate with the award of a Level 4 qualification. In the work presented for assessment, students awarded grades within this band will have demonstrated a secure understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a satisfactory level.</p> <p>Within the assessment submission the student may demonstrate:</p> <p>-----</p> <p>a sound knowledge of the underlying aspects of the field of study relevant to the task. Although there may be a tendency to rely on information received from elsewhere (e.g. programme materials), there is still some evidence of independent thinking. A few errors and/or misconceptions may be present but these will not be in important areas;</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Diploma in Higher Education: Pass. In the work presented for assessment, students awarded grades within this band will have demonstrated a secure understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a satisfactory level.</p> <p>Within the assessment submission the student may demonstrate:</p> <p>-----</p> <p>a sound knowledge of underlying concepts and principles of the field of study relevant to the task. There is evidence of an ability to extend, transform and apply such knowledge. Although there may be a tendency to reproduce information received from elsewhere (e.g. programme materials), there is still some evidence of independent thinking. A few errors and/or misconceptions may be present but these will not be in important areas;</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Bachelors degree with Honours: lower second class. In the work presented for assessment, students awarded grades within this band will have demonstrated a secure understanding of the set task and an ability to have met the associated learning outcomes and address the assessment criteria at a satisfactory level.</p> <p>Within the assessment submission the student may demonstrate:</p> <p>-----</p> <p>a sound knowledge and understanding of most key aspects of the field of study relevant to the task and there is some evidence of an ability to apply such knowledge. Although there may be a tendency to reproduce information received from elsewhere (e.g. programme materials), there is still some evidence of independent thinking. A few errors and/or misconceptions may be present but these will not be in important areas;</p>

	<p>some ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. Overall, the structure and format of the work are appropriate. There may be occasional faults in the presentation of work but overall, these do not detract from the clarity of expression;</p> <p>-----</p> <p>an ability to evaluate the appropriateness of different approaches to solving problems related to their area of study and generally has success in presenting and commenting on outcomes;</p> <p>-----</p> <p>some awareness of current research/advanced scholarship in the discipline. Examples of research/scholarship referred to in the work demonstrate individual reading and investigation. Occasional errors may be present in</p>	<p>a satisfactory ability to communicate information, arguments and analysis in a coherent and succinct manner. Overall, the structure and format of the work are appropriate. There may be occasional faults in the presentation of work, these do not detract from the clarity of expression;</p> <p>-----</p> <p>an ability to undertake analysis of qualitative and quantitative data by making use of a range of established techniques and generally has success in presenting and commenting on outcomes;</p> <p>-----</p> <p>a satisfactory knowledge of current research/scholarship in the discipline and shows an ability to discuss its implications. Examples of research/scholarship referred to in the work demonstrate individual reading and investigation. Occasional errors may be present in the referencing of literature and other sources. Some</p>	<p>generally demonstrates an ability to communicate information, ideas, concepts and arguments successfully. Overall, the structure and format of the work are appropriate. There may be occasional faults in the presentation of work but overall, these do not detract from the clarity of expression;</p> <p>-----</p> <p>an ability to utilise some techniques to undertake analysis and enquiry relevant to the task/discipline and generally has success in presenting and commenting on outcomes;</p> <p>-----</p> <p>a sound knowledge of current research/scholarship in the discipline and shows an ability to discuss its implications. Examples of research/scholarship referred to in the work demonstrate individual reading and investigation. Occasional errors may be present in the referencing of literature and other sources. Some</p>
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	<p>the referencing of literature and other sources. Some knowledge of research processes is evident and the application of research skills and knowledge is generally successful, although there may be a reliance on tutor support;</p> <p>-----</p> <p>at times, an ability to communicate the results of their study/work accurately and reliably, although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated. There is some evidence of the student's ability to evaluate and reflect on her/his own practice but reflections may lack insight and the implications for future development may be underestimated</p>	<p>knowledge of research processes is evident and the application of research skills and knowledge is generally successful, although there may be a reliance on tutor support;</p> <p>-----</p> <p>a satisfactory ability to solve problems and to engage in critical understanding of principles in the field of study, although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated. There is some evidence of the student's ability to evaluate and reflect on her/his own practice but reflections may lack insight and the implications for future development may be underestimated</p>	<p>knowledge of research processes is evident and the application of research skills and knowledge is generally successful, although there may be a reliance on tutor support;</p> <p>-----</p> <p>at times, an ability to critically evaluate and reflect although there may be some over-reliance on description and factual presentation. Arguments are usually substantiated. There is some evidence of the student's ability to evaluate and reflect on her/his own practice but reflections may lack insight and the implications for future development may be underestimated</p>
<p>40 – 49%</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Level 4 qualification. In the work presented for assessment, students awarded marks within this band will have demonstrated a basic understanding of the set task and an ability to have met the associated learning</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Diploma in Higher Education: Pass. In the work presented for assessment, students awarded marks within this band will have demonstrated a basic understanding of the set task and an ability to have met the associated</p>	<p>This band of marks represents the level of attainment commensurate with the award of a Bachelors degree with Honours: third class. In the work presented for assessment, students awarded marks within this band will have demonstrated a basic understanding of the set task and an ability to have met the associated</p>

	<p>outcomes and address the assessment criteria at a threshold level. Within the assessment submission the student may demonstrate:</p> <p>a basic knowledge of the underlying aspects of the field of study relevant to the task. Reproducing information received from elsewhere (e.g. programme materials) is a frequent feature of work at this level. Errors and misconceptions will be evident but these are outweighed by the degree of knowledge and understanding demonstrated overall;</p> <p>-----</p> <p>limited ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. However, more success is achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is</p>	<p>learning outcomes and address the assessment criteria at a threshold level. Within the assessment submission the student may demonstrate:</p> <p>a basic knowledge of underlying concepts and principles of the field of study relevant to the task. There is some evidence of an ability to extend, transform and apply such knowledge. Reproducing information received from elsewhere (e.g. programme materials) is a frequent feature of work at this level. Errors and misconceptions will be evident but these are outweighed by the degree of knowledge and understanding demonstrated overall;</p> <p>-----</p> <p>a basic ability to communicate information, arguments and analysis in a coherent and succinct manner. However, more success is achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is appropriately structured although key points may not be logically sequenced. Although there will be faults in the</p>	<p>learning outcomes and address the assessment criteria at a threshold level. Within the assessment submission the student may demonstrate:</p> <p>a basic knowledge and understanding of many aspects of the field of study relevant to the task. Reproducing information received from elsewhere (e.g. programme materials) is a frequent feature of work at this level. Errors and misconceptions will be evident but these are outweighed by the degree of knowledge and understanding demonstrated overall;</p> <p>-----</p> <p>some ability to communicate information, ideas, concepts and arguments. However, more success is achieved in describing and reporting factual information rather than communicating complex ideas. Generally, the work is appropriately structured although key points may not be logically sequenced. Although there will be faults in the presentation of work, the meaning is still clear;</p>
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	<p>appropriately structured although key points may not be logically sequenced. Although there will be faults in the presentation of work, the meaning is still clear;</p> <p>-----</p> <p>a limited ability to evaluate the appropriateness of different approaches to solving problems related to their area of study and has intermittent success in presenting and commenting on outcomes;</p> <p>-----</p> <p>limited awareness of current research/advanced scholarship in the discipline. Examples of research/scholarship referred to in the work may indicate an over-reliance on programme materials rather than individual reading and investigation. There are errors in the referencing of literature and other sources. Some knowledge of research processes is evident although the application of such knowledge is less secure;</p>	<p>presentation of work, the meaning is still clear;</p> <p>-----</p> <p>an ability to undertake analysis of qualitative and quantitative data by making basic use of a range of established techniques and has intermittent success in presenting and commenting on outcomes;</p> <p>-----</p> <p>basic knowledge of current research/scholarship in the discipline and demonstrates an ability to provide limited comment and/or discussion of its implications. Examples of research/scholarship referred to in the work may indicate an over-reliance on programme materials rather than individual reading and investigation. There are errors in the referencing of literature and other sources. Some knowledge of research processes is evident although the application of such knowledge is less secure;</p> <p>a basic ability to solve problems and to engage in critical understanding of</p>	<p>-----</p> <p>an ability to undertake some limited analysis and enquiry relevant to the task/discipline and has intermittent success in presenting, synthesising and commenting on outcomes;</p> <p>-----</p> <p>some knowledge of current research/scholarship in the discipline and demonstrates an ability to provide limited comment and/or discussion of its implications. Examples of research/scholarship referred to in the work may indicate an over-reliance on programme materials rather than individual reading and investigation. There are errors in the referencing of literature and other sources. Some knowledge of research processes is evident although the application of such knowledge is less secure;</p> <p>a limited ability to critically evaluate and reflect. Although some critical reflection</p>
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	<p>a limited ability to communicate the results of their study/work accurately and reliably. The balance within the work is likely to be in favour of description and factual presentation. Arguments are generally substantiated but may be under-developed. There is some evidence of the student's ability to evaluate and reflect on her/his own practice although reflections may be limited and superficial with little consideration of their relevance for future development</p>	<p>principles in the field of study. Although some critical reflection is evident, the balance within the work is likely to be in favour of description and factual presentation. Arguments are generally substantiated but may be under-developed. There is some evidence of the student's ability to evaluate and reflect on her/his own practice although reflections may be limited and superficial with little consideration of their relevance for future development</p>	<p>is evident, the balance within the work is likely to be in favour of description and factual presentation. Arguments are generally substantiated but may be under-developed. There is some evidence of the student's ability to evaluate and reflect on her/his own practice although reflections may be limited and superficial with little consideration of their relevance for future development</p>
<p>30 – 39%</p>	<p>This band of marks reflects a level of attainment that falls below the standard required to pass a Level 4 qualification. The work presented for assessment is unsatisfactory overall. At the top end of the band, the standard of work might best be described as a 'narrow fail'. Students awarded marks within this band will have demonstrated partial understanding of the set task and an ability to have met some of the associated learning outcomes at a basic level. However, attainment is uneven with some learning outcomes</p>	<p>This band of marks reflects a level of attainment that falls below the standard required to pass a Diploma of Education. The work presented for assessment is unsatisfactory overall. At the top end of the band, the standard of work might best be described as a 'narrow fail'. Students awarded marks within this band will have demonstrated partial understanding of the set task and an ability to have met some of the associated learning outcomes at a basic level. However, attainment is uneven with some learning outcomes not met and some assessment criteria unaddressed.</p>	<p>This band of marks reflects a level of attainment that falls below the standard required to pass a Bachelors degree. The work presented for assessment is unsatisfactory overall. At the top end of the band, the standard of work might best be described as a 'narrow fail'. Students awarded marks within this band will have demonstrated partial understanding of the set task and an ability to have met some of the associated learning outcomes at a basic level. However, attainment is uneven with some learning outcomes not met</p>

	<p>not met and some assessment criteria unaddressed. Within the assessment submission the student may demonstrate:</p> <p>limited knowledge and understanding of the underlying aspects of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work may be irrelevant to the task;</p> <p>-----</p> <p>limited ability to present, evaluate and interpret qualitative and quantitative data. However, faults in the presentation of work and in its structure and organisation mar the clarity of expression. If attempted, the presentation of arguments and more complex ideas may be confused and clumsily expressed;</p> <p>-----</p> <p>is likely to have demonstrates a limited ability to evaluate the appropriateness of different approaches to solving problems</p>	<p>Within the assessment submission the student may demonstrate:</p> <p>limited knowledge of underlying concepts and principles of the field of study relevant to the task. There is insufficient evidence of an ability to extend, transform and apply such knowledge. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work may be irrelevant to the task;</p> <p>-----</p> <p>a limited ability to communicate some basic concepts, arguments and analysis. If attempted, the presentation of arguments and more complex ideas may be confused and clumsily expressed;</p> <p>-----</p> <p>is likely to have attempted to undertake analysis of qualitative and quantitative data relevant to the task/discipline but outcomes may be naïve, simplistic and/or unconvincing;</p>	<p>and some assessment criteria unaddressed. Within the assessment submission the student may demonstrate:</p> <p>limited knowledge and understanding of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in important areas and elements of the assessed work may be irrelevant to the task;</p> <p>-----</p> <p>an ability to communicate some simple concepts and/or factual information. However, faults in the presentation of work and in its structure and organisation mar the clarity of expression. If attempted, the presentation of arguments and more complex ideas may be confused and clumsily expressed;</p> <p>-----</p> <p>is likely to have attempted some enquiry and analysis relevant to the task/discipline but outcomes may be naïve, simplistic and/or unconvincing;</p>
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	<p>related to their area of study but outcomes may be naïve, simplistic and/or unconvincing;</p> <p>-----</p> <p>limited or sporadic knowledge awareness of current research/advanced scholarship in the discipline. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. Although limited knowledge of research processes may be evident, nevertheless, the application of such knowledge is largely unsuccessful;</p> <p>-----</p> <p>limited evidence of an ability to communicate the results of their study/work accurately and reliably. The work is largely descriptive and arguments, if attempted, are rarely substantiated. Self-evaluation and reflections on her/his own practice are extremely limited</p>	<p>-----</p> <p>limited or sporadic knowledge of current research/scholarship in the discipline. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. Although limited knowledge of research processes may be evident, nevertheless, the application of such knowledge is largely unsuccessful;</p> <p>-----</p> <p>limited evidence of ability to solve problems and to engage in critical understanding of principles in the field of study. The work is largely descriptive and arguments, if attempted, are rarely substantiated. Self-evaluation and reflections on her/his own practice are extremely limited</p>	<p>-----</p> <p>limited or sporadic knowledge of current research/scholarship in the discipline. A restricted range of sources are used but overall, there is an over-reliance on programme materials with little evidence of individual reading and investigation. There are frequent errors in the referencing of literature and other sources. Although limited knowledge of research processes may be evident, nevertheless, the application of such knowledge is largely unsuccessful;</p> <p>-----</p> <p>limited evidence of critical evaluation and reflection. The work is largely descriptive and arguments, if attempted, are rarely substantiated. Self-evaluation and reflections on her/his own practice are extremely limited</p>
20 – 29%	This band of marks reflects a level of attainment that falls well below the	This band of marks reflects a level of attainment that falls well below the	This band of marks reflects a level of attainment that falls well below the

	<p>standard required to pass a Level 4 qualification. The work presented for assessment is poor overall and the standard of work across the band might best be described as a 'clear fail'. Students awarded marks within this band will have demonstrated minimal understanding of the set task and will partially have met one or two learning outcomes. Many assessment criteria are unaddressed. Within the assessment submission the student may demonstrate:</p> <p>little knowledge and understanding of the underlying aspects of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in many important areas and these outweigh the degree of knowledge and understanding demonstrated. Substantial elements of the assessed work may be irrelevant to the task;</p> <p>-----</p> <p>little ability to present, evaluate and interpret qualitative and quantitative</p>	<p>standard required to pass a Diploma of Higher Education. The work presented for assessment is poor overall and the standard of work across the band might best be described as a 'clear fail'. Students awarded marks within this band will have demonstrated minimal understanding of the set task and will partially have met one or two learning outcomes. Many assessment criteria are unaddressed. Within the assessment submission the student may demonstrate:</p> <p>little knowledge of underlying concepts and principles of the field of study relevant to the task. There is little evidence of an ability to extend, transform and apply such knowledge. Factual inaccuracies, errors and misconceptions are evident in many important areas and these outweigh the degree of knowledge and understanding demonstrated. Substantial elements of the assessed work may be irrelevant to the task;</p> <p>-----</p> <p>little ability to communicate some basic concepts, arguments and analysis. Frequent faults in the presentation of</p>	<p>standard required to pass a Bachelors degree. The work presented for assessment is poor overall and the standard of work across the band might best be described as a 'clear fail'. Students awarded marks within this band will have demonstrated minimal understanding of the set task and will partially have met one or two learning outcomes. Many assessment criteria are unaddressed. Within the assessment submission the student may demonstrate :</p> <p>little knowledge and understanding of the field of study relevant to the task. Factual inaccuracies, errors and misconceptions are evident in many important areas and these outweigh the degree of knowledge and understanding demonstrated. Substantial elements of the assessed work may be irrelevant to the task;</p> <p>-----</p> <p>little ability to communicate simple concepts and/or factual information. Frequent faults in the presentation of</p>
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<p>data. Frequent faults in the presentation of work and significant difficulties in its structure and organisation detract from the clarity and meaning overall. The writing style is often clumsy and inappropriate;</p> <p>-----</p> <p>little ability to evaluate the appropriateness of different approaches to solving problems related to their area of study. Where such work has been attempted, outcomes may be inappropriate, or absent;</p> <p>-----</p> <p>little knowledge of current research/scholarship in the discipline. Evidence of individual reading and investigation is negligible and the limited referencing of literature and other sources is frequently inaccurate. Very limited knowledge of research processes is apparent and there is a failure to apply this knowledge;</p> <p>-----</p> <p>little evidence of an ability to communicate the results of their study/work accurately and reliably.</p>	<p>work and significant difficulties in its structure and organisation detract from the clarity and meaning overall. The writing style is often clumsy and inappropriate;</p> <p>-----</p> <p>little evidence of being able to undertake analysis of qualitative and quantitative data relevant to the task/discipline. Where such work has been attempted, outcomes may be inappropriate, or absent;</p> <p>-----</p> <p>little knowledge of current research/scholarship in the discipline. Evidence of individual reading and investigation is negligible and the limited referencing of literature and other sources is frequently inaccurate. Very limited knowledge of research processes is apparent and there is a failure to apply this knowledge;</p> <p>-----</p> <p>little ability to describe and report but very little evidence is available to indicate an ability to solve problems and engage in critical understanding. Self-evaluation and reflections on her/his own practice are negligible or absent</p>	<p>work and significant difficulties in its structure and organisation detract from the clarity and meaning overall. The writing style is often clumsy and inappropriate;</p> <p>-----</p> <p>little evidence of being able to undertake enquiry and analysis relevant to the task/discipline. Where such work has been attempted, outcomes may be inappropriate, or absent</p> <p>-----</p> <p>little knowledge of current research/scholarship in the discipline. Evidence of individual reading and investigation is negligible and the limited referencing of literature and other sources is frequently inaccurate. Very limited knowledge of research processes is apparent and there is a failure to apply this knowledge;</p> <p>-----</p> <p>little ability to describe and report but very little evidence is available to indicate an ability to engage in critical evaluation and reflection. Self-evaluation and reflections on her/his own practice are negligible or absent</p>
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	Self-evaluation and reflections on her/his own practice are negligible or absent		
10 – 19%	This band of marks reflects a level of attainment that falls well below the standard required to pass a Level 4 qualification . The work presented for assessment is best described as 'very poor' overall. Students awarded marks within this band may have misunderstood or misinterpreted the set task and provided a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two. Assessment criteria are largely unaddressed.	This band of marks reflects a level of attainment that falls well below the standard required to pass a Diploma in Higher Education . The work presented for assessment is best described as 'very poor' overall. Students awarded marks within this band may have misunderstood or misinterpreted the set task and provided a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two. Assessment criteria are largely unaddressed.	This band of marks reflects a level of attainment that falls well below the standard required to pass a Bachelors degree . The work presented for assessment is best described as 'very poor' overall. Students awarded marks within this band may have misunderstood or misinterpreted the set task and provided a short and/or largely irrelevant response. Consequently, no learning outcomes are met in full although there may be minimal attainment in relation to one or two. Assessment criteria are largely unaddressed.
1 – 9%	This band of marks represents a level of attainment that falls well below the standard required to pass a Level 4 qualification . The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning outcomes is minimal and	This band of marks represents a level of attainment that falls well below the standard required to pass a Diploma in Higher Education . The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning	This band of marks represents a level of attainment that falls well below the standard required to pass a Bachelors degree . The work presented for assessment may be incomplete and/or irrelevant and demonstrates a serious lack of comprehension and/or engagement with the set task. Attainment of the learning outcomes is

	<p>assessment criteria are not addressed.</p> <p>Characteristics of work that falls into these bands are:</p> <ul style="list-style-type: none"> • short • irrelevant • serious and numerous errors and misunderstandings • very poor standard of presentation and inappropriate format • very poor communication of information and ideas 	<p>outcomes is minimal and assessment criteria are not addressed.</p> <p>Characteristics of work that falls into these bands are:</p> <ul style="list-style-type: none"> • short • irrelevant • serious and numerous errors and misunderstandings • no evidence of analysis, synthesis, critical evaluation and reflection • no reference/minimal reference to external sources • very poor standard of presentation and inappropriate format • very poor communication of information and ideas 	<p>minimal and assessment criteria are not addressed.</p> <p>Characteristics of work that falls into these bands are:</p> <ul style="list-style-type: none"> • short • irrelevant • serious and numerous errors and misunderstandings • no evidence of analysis, synthesis, critical evaluation and reflection • no reference/minimal reference to external sources • very poor standard of presentation and inappropriate format • very poor communication of information and ideas
0%	<p>Zero will be awarded in cases where: no answer has been attempted; an allegation of unfair practice has been substantiated by a Committee of Enquiry or Examination Board (including Fixed Penalty) and the original mark awarded has been cancelled.</p> <p>The award of zero in either case is considered to be a fail.</p>	<p>Zero will be awarded in cases where: no answer has been attempted; an allegation of unfair practice has been substantiated by a Committee of Enquiry Examination Board (including Fixed Penalty) and the original mark awarded has been cancelled.</p> <p>The award of zero in either case is considered to be a fail.</p>	<p>Zero will be awarded in cases where: no answer has been attempted; an allegation of unfair practice has been substantiated by a Committee of Enquiry Examination Board (including Fixed Penalty) and the original mark awarded has been cancelled.</p> <p>The award of zero in either case is considered to be a fail.</p>

	<p>In the case of (ii) above, if unfair practice is suspected at the marking stage, the marker(s) should award a mark as if it were the candidate's own work. If an allegation of unfair practice is subsequently substantiated, there has to be a mark to cancel, and the Committee of Enquiry or Examination Board will need to know the magnitude of the original mark when determining further penalty to impose.</p>	<p>In the case of (ii) above, if unfair practice suspected at the marking stage, the marker(s) should award a mark as if it were the candidate's own work. If an allegation of unfair practice is subsequently substantiated, there has to be a mark to cancel, and the Committee of Enquiry or Examination Board will need to know the magnitude of the original mark when determining further penalty to impose.</p>	<p>In the case of (ii) above, if unfair practice suspected at the marking stage, the marker(s) should award a mark as if it were the candidate's own work. If an allegation of unfair practice is subsequently substantiated, there has to be a mark to cancel, and the Committee of Enquiry or Examination Board will need to know the magnitude of the original mark when determining further penalty to impose.</p>
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