University Centre Colchester

Assessment Procedures 2026/2027

Policy Details			
Policy Owner	UCC Academic Services		
CE Sponsor	Principal and Chief Executive Officer		
Date created this year	15/10/2025		
Version:	**Approved by:**	**Date approved:**	**To be reviewed:**
2.3	College Executive	15.10.2025	September 2027

Version Control	
Version Number	**Changes from previous 12 months policy**
2.3	Removal of word targets for performance/creative work.
	Changes to policy in year

Equality Impact Assessment Tool

Name of Policy: UCC Assessment Procedures 2025-26

		Yes/No	Comments
1	**Does the policy/guidance affect one group less or more favourably than another on the basis of:**		
	Race or ethnicity	No	
	Disability	No	
	Gender	No	
	Religion or belief	No	
	Sexual orientation	No	
	Age	No	
	Marriage and Civil Partnership	No	
	Maternity and Pregnancy	No	
	Gender Reassignment	No	
2	**Is there any evidence that some groups are affected differently?**	No	
3	**If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?**	N/A	
4	**Is the impact of the policy/guidance likely to be negative?**	No	
5	**If so, can the impact be avoided?**	N/A	
6	**What alternatives are there to achieving the policy/guidance without the impact?**	N/A	
7	**Can we reduce the impact by taking different action?**	N/A	

Contents

1. Assessment Procedures 4

2. Presentation of Assessed Work 5

2.1 Written Submissions 5

2.2 Word Targets 6

2.3 Live and Pre-Recorded Presentations 6

2.4 Mood Boards/Mind Maps/Sketch Books/Artifacts/Other Annotated Creative Work in Non-Essay Format 6

2.5 Submission of Presentation Materials (Including Group Presentations) 6

3. Marking of Work 7

4 University Centre Colchester Reassessment Policy 7

Appendix A: University Centre Colchester Policy on Assessment 9

Appendix B: Sample Level Descriptors – (Threshold Standards) 10

Appendix C Sample Grade Descriptors 12

1. Assessment Procedures

1.1 A schedule showing the assessments for each module, together with the dates on which each shall be issued and on which each shall be required to be handed in, shall normally be issued to all students taking the module during the induction week at the start of the Semester. At latest, this schedule shall be provided by week three of the module delivery.

1.2 The submission of work for assessment is the sole responsibility of the student. Students are required to ensure that:

- assignments are submitted by electronic method (Moodle/ATS2) or physical hand-in by 12 noon on the due date;
- hard copy physical hand-ins to be securely fastened with a University Centre Colchester (UCC) front cover assignment sheet;
- for hard copy physical hand-ins they receive a University Centre Colchester (UCC) Assignment Receipt duly notarised and dated as proof of submission. University Centre Colchester will not be responsible for any assignment which goes missing without proof of submission. The assignment will be deemed a failure in this situation;
- Students who have been assessed as having specific learning difficulties (dyslexia, dyspraxia or has a significant hearing impairment) should contact UCC Academic Services to be considered for Reasonable Adjustments including consideration for specialised marking polices.

1.3 All coursework deadlines are set by course areas. If a student is unable to meet a specified deadline, their work will be classified as 'late'. For students studying on a University of East Anglia, validated programme work submitted after the published deadline date but no more than 7 days late will be penalised and capped at a maximum mark of 40 (postgraduate submissions will be capped at a mark of 50). For students studying on a Pearson HNC/HND programme work submitted after the published deadline date, but no more than **14 days** late will be penalised and capped at a maximum mark of pass. It should be noted that no allowance will be made for UCC closure due to statutory holidays. For re-submissions there will be no late submission period and all work submitted after the published deadline will be awarded a zero or fail mark.

1.4 Where assignments are marked on a pass or fail basis, an assignment submitted after the published deadline date will be failed.

1.5 Students who submit their work late but within 7 days of the deadline (14 for students on Pearson HNC/HND programmes) may apply for their work to be uncapped through the extenuating circumstances regulations.

1.6 Work submitted more than one week after the published deadline date (two weeks for Pearson HNC/HND programmes) will not be accepted or marked.

1.7 Students are required to retain all marked written assignments together with cover sheets and tutor comments until the module has been considered by the Board of Examiners and the period of Appeal (four weeks after notification of results) has been completed.

2. Presentation of Assessed Work

2.1 Written Submissions

2.1.2 A word target, or equivalent, will be specified for all written assignments. Students must declare the actual word count on the title page of the submission. Assignments may not be marked where an actual word count is not clearly indicated.

2.1.3 Please note, the following contents of a written document **are excluded** from the word count:

- cover page;
- abstract;
- contents page;
- headers and footers;
- headings;
- headings of charts and tables;
- appendices;
- reference list.

2.1.4 The following **are included** in the word count:

- citations (including 'indented quotes') and in text referencing
- footnotes and/or endnotes
- words contained within charts and tables.

2.1.5 The following features should be applied to ensure the marker can read written assignments clearly:

- Font style: Ariel, Calibri or New Times Roman;
- Font size: 11/12;
- Line spacing: 1.5;
- Page numbers.

2.1.6 The following information should be included to identify whose assignment it is and what module it relates to:

- Module title;
- Module code;
- Student number (work should be anonymised).

2.1.7 Appendices and footnotes/endnotes should only include material which markers are not required to read, but to which they may refer if they wish. Appendices therefore include information which supports the assignment, such as, for example, data sheets and anonymised survey feedback. Appendices must not be used as a device for extending the main text. Quotes from secondary sources can be used to illustrate or support the points of your assignments but should be referenced and included in the reference list.

2.2 Word Targets

2.2.1 Students may submit assignments with a variation of the required word target by plus or minus 10% without incurring any penalty.

2.2.2 A specified word target serves two purposes. Firstly, the upper end of the available word count range requires a writer to be selective in the information included and concise in the manner in which it is presented. Secondly, the lower end of the word count range is indicative of the detail required to respond satisfactorily to the assignment task.

2.2.3 Should an assignment fall outside the permitted variables of the specified word target, the marker will be required to deduct 3 percentage points from the mark awarded. (e.g. a mark of 50% will be reduced to 47%).

2.2.4 Should the 3% reduction of a mark result in the assignment's mark being below 40%, the penalty will be capped at 40%.

2.2.5 Direct citations should not make up more than 10% of your total word count.

2.3 Live and Pre-Recorded Presentations

2.3.1 Presentations enable students to demonstrate their engagement with, and response to, a range of subject-specific tasks. Presentations should evidence the ability of the presenter's skills, as well as the ability to communicate the material in a professional way.

2.3.2 Framework for Presentations

- The overall delivery time of a presentation needs to adhere to the time stipulated in the respective module description.*

- Unless the module specification indicates otherwise, there is a permitted variation from the overall delivery time of +-10% of the stipulated requirement.

- If the presentation time does not fall within the +-10% regulation, the marker will be required to deduct 3% (out of 100%) from the mark awarded.

- In the case of over-long presentations, the markers are entitled to stop the delivery when they have heard enough to form a judgment

2.4 Mood Boards/Mind Maps/Sketch Books/Artifacts/Other Annotated Creative Work in Non-Essay Format

Neither the word target policy, not the 3% (out of 100%) reduction applies to work of this nature, because the establishing of such parameters runs contrary to an element of the assignment itself, in which the identifying and applying of a format for a submission are deemed to be part of the assignment task.

2.5 Submission of Presentation Materials (Including Group Presentations)

2.5.1 Presentation assessments are defined as the physical presentation, and any supporting materials required to be submitted as per the assignment brief in the relevant module guide.

2.5.2 Submission deadlines for supporting materials should be prior to the physical presentation taking place.

2.5.3 Submission of the required supporting materials is a pre-requisite for marking. For students' work to be graded, both the physical presentation and the submission of supporting materials must have taken place. Failure to submit either will result in a grade of 0 being awarded for both. If supporting materials are submitted late, a student's grade will be capped accordingly.

2.5.4 All individual members of a group are expected to submit supporting materials independently of each other. It is the student's responsibility to submit their work to be considered for grading, including group presentations.

2.5.5 If one member of the group fails to submit supporting materials, or submits late, they will have their individual grade capped accordingly.

3. Marking of Work

3.1 Marking should take into account University Centre Colchester policy and guidance on the use of assessment criteria and grade descriptors (as attached in Appendices B-E). All assessments should conform to the basic requirements of this UCC-wide policy, though particularisation and contextualisation to meet the local needs of programmes is encouraged.

3.2 Work should be marked within four weeks of its submission by the student.

3.3 Information relating to internal verification and second marking can now be found in the University Centre Colchester Internal Verification and Marking Policies.

4 University Centre Colchester Reassessment Policy

4.1 When designing reassessment instruments for validated provision programme teams should refer to the following University Centre Colchester policy on reassessment:

i *Reassessment should by default take the same form as the original mode of assessment.*

ii *Where this is not possible, the department must seek approval from the validating organization to offer a different form of reassessment setting out the reason why like-for-like reassessment is not possible.*

iii *Where approval has been given to offer a different form of reassessment, the department should normally operate a consistent approach across the modules for which approval has been given.*

iv *Notwithstanding iii, there should be consistency across University Centre Colchester in how certain modes of assessment are reassessed. departments should consult UCC Academic Services for a list of approved modes of reassessment before requesting approval to offer a different form of reassessment.*

v *In respect of each of their modules, departments are required to publish information on reassessment. Normally, this will be done through module guides.*

4.2 Key Principles of Reassessment:

University Centre Colchester approves the use of original assessment instruments in the following contexts;

- Where the conditions of the original assessment instrument can be maintained;
- Where the original assessment instrument can be used in a reduced context or environment which does not negatively impact on the students' ability to meet the learning outcomes of the assessment.

University Centre Colchester does not approve the use of original assessment instruments in the following contexts;

- Where students are asked to retake a previously blind written examination.

If a reassessment is unable to meet the above criteria programme leaders will be required to submit a request for an alternative reassessment to UCC Academic Services for consideration by the validating provider.

4.3 Requesting an Alternative Reassessment

Requests should be made prior to the start of the academic year, and explain the reasoning behind why the original assessment method cannot be used. Staff will be required to demonstrate how the reassessment assesses the learning outcomes of the original assessment without negatively impacting on either the students' ability to achieve or to reduce the validity of the assessment.

If an alternative reassessment request is approved, details of the reassessment should be included in module guides.

The process for requesting an alternative assessment as a Reasonable Adjustment for a student can be found in the **Code of Practice on Learning Support and Reasonable Adjustments.**

Appendix A: University Centre Colchester Policy on Assessment

1 All assignments should indicate the assessment **criteria that** are relevant to the assignment.

- Assessment criteria should be categorised under the headings:
  - **knowledge** (subject specific);
  - **cognitive skills** (generic);
  - **practical skills** (subject specific);
  - and **key /transferable skills** (generic)

- Particular assessment criteria for a modular assessment should be derived from the relevant programme outcomes detailed in the module map (found in the programme validation document);
- Assessment criteria should be stated either on the assignment brief or on a marking sheet, if used;
- Programme teams are encouraged to expand upon a criterion and describe it in particularised and contextualised terms. For example: *"You will be assessed on the extent to which you worked effectively with others in your committee meeting and met obligations to others (i.e. other committee members and relevant business stakeholders)."*

2. Assignments should indicate the relative weighting given to each assessment criterium:

- Preferably, these should be stated in percentage terms;
- This indication should be stated either on the assignment brief or on a marking sheet, if used.

3. Guided by University Centre Colchester guidelines on grade descriptors, each assignment should indicate what achievement / performance is required to attain a mark in a particular grade band:

- The college wide guidelines on grade descriptors could be used, without adaptation, if appropriate;
- Alternatively, grade descriptors could be stated in terms that are specific to the subject and the assignment.

4. Feedback / feed forward to students should be provided against each of the module outcomes.

- Language used in feedback should be consistent with that used in the grade descriptors;
- It is often helpful to indicate what the student needed to have done in order to gain a higher mark. Language used in such feed forward should be consistent with grade descriptors for higher mark bands;
- This does not preclude general comments.

5. Marking should be guided by the stated grade descriptors. An overall mark will be calculated / derived according to the relative weighting given to each assessment criterion

- If percentage weightings are used for assessment criteria, the overall mark will be a summation of the separate grades.

6. All work submitted is received on the understanding that it is the student's own, except where references and citations are clearly identified. Any work submitted under the student's name but of their authorship will lead be processed as suspected academic misconduct.

Appendix B: Sample Level Descriptors – (Threshold Standards)

Level 4	Level 5	Level 6	Level 7
Engagement	**Consolidation**	**Independence**	**Sophistication**
Students will gain foundation knowledge of theories, concepts, principles, debates, research methodologies and practical skills relevant to their discipline. They will also explore professional, legislative, and ethical standards relating to their discipline. Students will be able to source, manage and summarise information from credible sources of evidence and demonstrate appropriate application of referencing conventions. They will construct coherent evidence-based arguments and apply basic critical thinking skills, including analysis, evaluation, synthesis, reflection, and problem solving. Students will be able to communicate their knowledge and findings in different formats, use appropriate terminology and demonstrate appropriate	Students will consolidate and expand upon the foundation knowledge and skills acquired in the previous level. They will explore a wider range of theories, concepts, principles, debates, research methodologies, and practical skills relevant to their discipline. Students will start to apply these within the wider professional context and consider the broader influences which underpin these. They will be able to source, manage and summarise information from a wider range of credible sources of evidence and demonstrate appropriate application of referencing conventions. Students will construct coherent and logical evidence-based arguments and apply deepening critical thinking skills with emerging criticality. They will communicate their knowledge and findings in different formats whilst developing their academic writing skills.	Students will explore a diverse and advanced range of theories, concepts, principles, debates, research methodologies, and practical skills relevant to their discipline with greater complexity. They will apply these to specialised professional or research-based contexts in preparation of career advancement or postgraduate study. Students will demonstrate advancing critical thinking skills, engage in scholarly debate at an advanced level with critical insight, and synthesise information from a diverse range of credible sources to construct authoritative arguments. They will strive to become independent learners and exercise greater autonomy in decision making, including initiating, and carrying out a research project. Students will communicate their knowledge and findings in different formats whilst advancing their academic writing skills.	Students will consolidate and expand upon the skills developed in undergraduate study. They will engage with diverse and complex theories, concepts, principles, debates, research methodologies, and practical skills at the forefront of their discipline. Students will become sophisticated, independent critical thinkers who are able to demonstrate originality in thought. They will be able to apply their knowledge and skills to challenging and complex contexts, in a rigorous, nuanced, and innovative manner whilst demonstrating expert critical thinking skills. Students are expected to evaluate and critique existing literature, methodologies, and research findings, whilst developing their own informed perspectives and original insights on key issues within their discipline. They will communicate their knowledge and findings in different formats whilst demonstrating expertise in their academic writing skills.

academic writing conventions to this level of study. They will exercise some personal responsibility, whilst demonstrating academic integrity in all aspects of their work.	Students will develop autonomy and independence in their learning, whilst maintaining academic integrity in all aspects of their work.	They will continue to maintain academic integrity in all aspects of their work.	They will continue to maintain academic integrity in all aspects of their work.

Based on: https://www.qaa.ac.uk/docs/qaa/quality-code/the-frameworks-for-higher-education-qualifications-of-uk-degree-awarding-bodies-2024.pdf?sfvrsn=3562b281_11

Appendix C: Sample Grade Descriptors

A guide to grading assignments against set assessment criteria.

The following matrices provide college wide guidelines on grade descriptors that can be used, without adaptation, if appropriate for the three undergraduate levels and Masters level:

Level 4 (NQF 4), Level 5 (NQF 5) Level 6 (NQF 6) and Level 7 (NQF 7)

Grade descriptors can also be used in terms that are specific to the subject and the assignment. If utilised these grade descriptors must be published in module guides and made available to students at the start of the semester.

SAMPLE GRADE DESCRIPTORS FOR ASSESSMENT - LEVEL 4

Grading Criteria (see highlighted areas)								
Criteria		**0-19%**	**20-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85% +**
Knowledge & Understanding	Students will demonstrate foundation knowledge and understanding of the subject matter by demonstrating emerging knowledge of key concepts, terminology, theories, debates, and methodologies associated with their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Application	Students will demonstrate rudimental application of key concepts, theories, debates and methodologies to specific contexts or scenarios, including where appropriate, the employment context.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Analysis	Students will examine in detail and make sense of straightforward situations and problems by breaking information into parts and identifying the relevant motives, causes, influences and main inherent issues. They will start to identify connections between sources and ideas.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Evaluation	Students will demonstrate fundamental evaluation skills. They will start to assess the strengths and weaknesses of arguments and/or evidence presented and may provide sound judgments of key concepts, theories, debates, and methodologies related to their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Synthesis	Students will start to summarise and integrate information from different sources related to their area(s) of study to construct a coherent and well-reasoned argument.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Research	Students will select and organise appropriate information/data from recommended credible sources such as books, articles, journals, and appropriate online resources. They should demonstrate an ability to quote, summarise and paraphrase information from sources effectively. In-text citations should be consistent, and the reference list formatted consistently in accordance with the referencing conventions for their area of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Self-Evaluation	Students will demonstrate fundamental reflection and self-assessment skills, guided by an appropriate reflective framework. They will provide straightforward observations and/or basic analysis of their experiences, identify core strengths and weaknesses and attempt to analyse these within a broader, professional and/or theoretical context. They will consider feedback from relevant sources to enhance learning; summarise key learning points; and offer simple evidence-informed recommendations for improvement.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Communication	Students will be able to communicate accurately and reliably with structured and coherent arguments. They will adhere to the minimum requirements set for submitting assignments and engage with fundamental conventions of academic writing. Information should be organised and presented in a logical manner in accordance with the type of assessment, typically including an introduction, body paragraphs, conclusion, reference list and appendix (where relevant). A sound command of spelling, punctuation, grammar, and vocabulary will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Problem Solving	Students will demonstrate basic problem-solving skills by using theory, principles, and techniques in different ways to address straightforward situations and problems in their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Practical Skills	Students will demonstrate fundamental practical skills through the planning, design, and execution (where appropriate) of practical skills in real world, professional or simulated context(s). They will select and use appropriate evidence-informed tools and techniques for the accomplishment of practical tasks or exercises related to their area(s) of study with structured guidance. Industry/professional standards, including appropriate statutory guidance and/or legislation will be considered, where relevant.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

SAMPLE GRADE DESCRIPTORS FOR ASSESSMENT - LEVEL 5

Grading Criteria (see highlighted areas)								
Criteria		**0-19%**	**20-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85% +**
Knowledge & Understanding	Students will demonstrate deepening knowledge and understanding of the subject matter, demonstrating developing knowledge of key concepts, terminology, theories, debates and methodologies associated with their area(s) of study. An emerging critical understanding of these principles will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Application	Students will demonstrate deepening application of key concepts, theories, debates and methodologies to specific contexts or scenarios, which may include outside of the context in which they were first studied, including where appropriate, the employment context.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Analysis	Students will examine in more detail and make sense of more complex situations and problems by breaking information into parts and identifying the relevant motives, causes, influences and main inherent issues. This will include identifying emergent findings, including common themes and patterns, and alternative or conflicting perspectives to gain a deeper understanding of the area(s) of study. An emerging critical approach will be adopted where evidence and perspectives presented will be probed.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Evaluation	Students will demonstrate deepening evidence-based evaluation skills. They will assess the strengths and weaknesses of arguments and/or evidence presented and will provide well-reasoned judgments in accordance with the analysis of more complex concepts, theories, debates, and methodologies related to their area(s) of study. An emerging critical approach will be adopted, and recommendations to address identified problems/limitations will be presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Synthesis	Students will summarise and integrate information from multiple and diverse sources related to their area(s) of study to construct a coherent and well-reasoned argument.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Research	Students will select and organise appropriate information/data independently from a wider range of credible primary and secondary sources. Seminal sources will be compared with contemporary sources to highlight their relevance. They should demonstrate an ability to summarise and paraphrase information from sources effectively, with less reliance on direct quotations. In-text citations should be accurate, and the reference list formatted consistently with minimal errors in accordance with the referencing conventions for their area of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Self-Evaluation	Students will demonstrate deepening reflection and self-evaluation skills, guided by an appropriate reflective framework. They will provide thorough observations and/or analysis of their experiences, identify a range of strengths and weaknesses and analyse these within a broader, professional and/or theoretical context. They will utilise feedback from relevant sources to drive learning; summarise key learning points at a deeper level; and offer evidence-informed recommendations for improvement. An emerging critical approach will be adopted throughout. Students will start to demonstrate reflexivity and self-awareness by acknowledging some inherent biases, values and perspectives that may influence their reflections. Attempts to address potential issues caused by these will be made.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Communication	Students will be able to communicate their argument or ideas with greater precision and clarity across a range of formats. They will adhere to the minimum requirements set for submitting and engage with conventions of academic writing. Information should be organised and presented in a logical manner in accordance with the type of assessment, typically including a strong introduction, body paragraphs, comprehensive conclusion, reference list and appendix (where relevant). A strong command of spelling, punctuation, grammar, and vocabulary will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Problem Solving	Students will demonstrate deepening problem-solving skills by using theory, principles, and techniques in different ways to analyse and address situations and problems in their area(s) of study. They will incorporate multiple perspectives and solutions, drawing upon evidence and logical reasoning. An emerging critical approach will be adopted.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Practical Skills	Students will demonstrate enhanced practical skills through the planning, design, and execution (where appropriate) of practical skills in real world, professional or simulated context(s). They will select, use, and develop appropriate evidence-informed tools and techniques for the accomplishment of practical tasks or exercises related to their area(s) of study with some guidance. Students will troubleshoot and adapt their approach when faced with practical challenges. Industry/professional standards, including appropriate statutory guidance and/or legislation will be considered, where relevant.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

SAMPLE GRADE DESCRIPTORS FOR ASSESSMENT – LEVEL 6

Grading Criteria (see highlighted areas)								
Criteria		**0-19%**	**20-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85% +**
Knowledge & Understanding	Students will demonstrate advancing knowledge and critical understanding of the subject matter, demonstrating a detailed and coherent grasp of more complex concepts, terminology, theories, debates, and methodologies, with some insight drawn from an awareness of current issues and emerging insights at the forefront of their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Application	Students will demonstrate advanced application of key concepts, theories, debates and methodologies to specific contexts or scenarios, which may include outside of the context in which they were first studied, including where appropriate, the employment context.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Analysis	Students will examine in greater detail and make sense of complex situations and problems by systematically breaking information into parts and identifying the relevant motives, causes, influences and main inherent issues. This will include identifying emergent findings, including common themes and patterns, and alternative or conflicting perspectives to gain a deep understanding of the area(s) of study. A critical approach will be adopted where evidence and perspectives presented will be probed.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Evaluation	Students will demonstrate advanced evidence-based evaluation skills. They will systematically assess the strengths and weaknesses of arguments and/or evidence presented and will provide well-reasoned nuanced judgments in accordance with the analysis of complex concepts, theories, debates, and methodologies related to their area(s) of study. A critical approach will be adopted, and recommendations to address identified problems/limitations will be presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Synthesis	Students will systematically summarise and integrate information from multiple and diverse sources related to their area(s) of study (or outside their usual context) to construct a coherent and well-reasoned argument. They will start to identify gaps/limitations in the argument(s) presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Research	Students will select and organise appropriate information/data independently from a comprehensive range of credible primary and secondary sources. Seminal sources will be compared with contemporary sources to highlight their relevance. They should demonstrate an ability to summarise and paraphrase information from sources effectively, with little reliance on direct quotations. In-text citations should be accurate, and the reference list formatted consistently without errors in accordance with the referencing conventions for their area of study. The use of multiple referencing will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Self-Evaluation	Students will demonstrate advanced reflection and self-evaluation skills, guided by an appropriate reflective framework. They will demonstrate a high level of self-awareness through systematic observations and/or analysis of their experiences. They will systematically identify a range of strengths and weaknesses and analyse these within a broader, professional and/or theoretical context. They will utilise feedback from a diverse range of sources to drive learning; summarise learning points at an advanced level; and offer a range of evidence-informed recommendations for improvement. A critical approach will be adopted throughout. Students will demonstrate reflexivity and self-awareness by acknowledging inherent biases, values and perspectives that may influence their reflections. Potential issues caused by these will be addressed.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Communication	Students will be able to communicate their argument or ideas with a high degree of precision, clarity, and nuance across a range of formats. They will adhere to the minimum requirements set for submitting assignments and engage with advanced conventions of academic writing. Information should be organised and presented in a logical and engaging manner in accordance with the type of assessment, typically including a detailed introduction, body paragraphs, thorough conclusion, reference list and appendix (where relevant). An excellent command of spelling, punctuation, grammar, and vocabulary will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Problem Solving	Students will demonstrate advanced problem-solving skills by using theory, principles, and techniques in different ways to analyse and address complex and unpredictable situations and problems in their area(s) of study. They will incorporate diverse and nuanced perspectives and solutions, drawing upon evidence and logical reasoning. The broader context and implications of their ideas will be considered. A critical approach will be adopted.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Practical Skills	Students will demonstrate advanced practical skills through the planning, design, and execution (where appropriate) of practical skills in real world, professional or simulated context(s). They will select, use, and develop evidence-informed tools and techniques for the accomplishment of challenging practical tasks or exercises related to their area(s) of study with minimal guidance. Students will anticipate and plan for potential challenges in advance and innovate and troubleshoot effectively when faced with a range of practical challenges. Industry/professional standards, including appropriate statutory guidance and/or legislation will be considered, where relevant.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

SAMPLE GRADE DESCRIPTORS FOR ASSESSMENT – LEVEL 7

Grading Criteria (see highlighted areas)								
Criteria		**0-19%**	**20-39%**	**40-49%**	**50-59%**	**60-69%**	**70-84%**	**85% +**
Knowledge & Understanding	Students will demonstrate expertise in knowledge and understanding of the subject matter, showcasing mastery of complex concepts, theories, terminology, debates, and methodologies within their area(s) of study, including a critical awareness of current issues and emerging insights at the forefront of their area(s) of study.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Application	Students will demonstrate innovation and originality in the application of complex concepts, theories, debates and methodologies to specific contexts or scenarios, which may include outside the context in which they were first studied, including where appropriate, the employment context.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Analysis	Students will examine in expert detail and make sense of complex and challenging situations and problems by systematically and rigorously breaking information into parts and identifying the relevant motives, causes, influences and main inherent issues. This will include identifying emergent and original findings and making evidenced based interpretations from multiple perspectives/theoretical standpoints, including pioneering empirical research. A rigorous and critical approach will be adopted.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Evaluation	Students will demonstrate expert evidence-based evaluation skills. They will systematically and rigorously assess the strengths and weaknesses of arguments and/or evidence presented and will provide comprehensive, well-reasoned, nuanced judgments in accordance with the analysis of complex and challenging concepts, theories, debates, and methodologies related to their area(s) of study. A systematic, critical approach will be adopted, and original and/or innovative recommendations to problems or limitations will be presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Synthesis	Students will systematically and rigorously summarise and integrate complex and disparate information from multiple and diverse sources related to their area(s) of study (or outside their usual context) to construct an original, coherent and well-reasoned argument. They will identify gaps/limitations in the argument(s) presented.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Research	Students will select and organise appropriate information/data independently from an extensive range of pioneering, innovative, complex, credible primary and secondary sources. Seminal sources will be compared with contemporary sources to highlight their relevance. They should demonstrate an ability to summarise and paraphrase information from sources effectively, with little reliance on direct quotations. In-text citations should be accurate, and the reference list formatted consistently without errors in accordance with the referencing conventions for their area of study. The use of multiple referencing will be prevalent.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Self-Evaluation	Students will demonstrate deep, introspective reflection and self-evaluation skills, guided by an appropriate reflective framework. They will demonstrate a sophisticated level of self-awareness through systematic and rigorous observations and/or analysis of their experiences. They will systematically and rigorously identify a range of strengths and weaknesses and analyse these within a broader, professional and/or theoretical context. Students will utilise feedback from a sophisticated range of sources to drive learning; summarise learning points at an expert level; and offer a diverse range of innovative, evidence-informed recommendations for improvement. A rigorous, critical approach will be adopted throughout. They will demonstrate rigorous reflexivity and self-awareness by acknowledging inherent biases, values and perspectives that may influence their reflections. Potential issues caused by these will be addressed with expertise.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Communication	Students will be able to communicate their argument or ideas with an expert level of precision, nuance, and sophistication across a range of formats. They will adhere to the minimum requirements set for submitting assignments and engage with sophisticated conventions of academic writing. Information should be organised and presented in a logical and engaging manner which may exemplify innovation and originality, in accordance with the type of assessment, typically including a detailed introduction, body paragraphs, conclusion, reference list and appendix (where relevant). A mastery of spelling, punctuation, grammar, and vocabulary will be evident.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.
Problem Solving	Students will demonstrate sophisticated problem-solving skills by using theory, principles, and techniques in different ways to analyse and address complex and unpredictable situations and problems in their area(s) of study. They will incorporate diverse and nuanced perspectives to generate original and creative solutions, drawing upon pioneering evidence at the forefront of their area(s) of study. The broader context and implications of their ideas will be considered; they will act autonomously and adopt a critical approach.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.

Practical Skills	Students will demonstrate sophisticated practical skills through the planning, design, and execution (where appropriate) of practical skills in real world, professional or simulated context(s). They will select, use, and develop evidence-informed tools and techniques for the accomplishment of novel/complex practical tasks or exercises related to their area(s) of study independently. They will anticipate and plan for potential challenges in advance and innovate and troubleshoot with mastery when faced with a diverse range of practical challenges. Industry/professional standards, including appropriate statutory guidance and/or legislation will be considered, where relevant.	Significantly fails to provide adequate evidence of addressing the criteria.	Fails to provide adequate evidence of addressing the criteria.	Provides adequate evidence of addressing the criteria, albeit there may be some inaccuracies and/or some shortfalls in addressing the criteria.	Provides sound evidence of addressing the criteria, albeit with minor omissions and/or inconsistencies in addressing the criteria.	Provides commendable evidence of addressing the criteria in an accurate and consistent manner.	Provides distinguished evidence of addressing the criteria in a sustained and systematic manner.	Provides exceptional evidence of addressing the criteria in a rigorous and outstanding manner.