| **CRITERION** | **100-80**  **Excellent** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Fail** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A. KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1. Knowledge and application of subject and theories** | Shows systematic and accurate knowledge and understanding of key theories beyond what has been taught. Theories are consistently and appropriately applied in the assignment. | Demonstrates an accurate, systematic understanding of key theories. Appropriately selected theoretical knowledge is applied in the assignment. | Shows an accurate understanding of key subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound but descriptive knowledge of key theories with appropriate application; the work is balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and understanding are generalised or limited. | Knowledge of key theories is inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding is very limited. | There is a lack of relevant subject-specific theory. |
| **2. Information gathering/ processing** | Selects a broad range of highly relevant information and processes it effectively. | Selects a range of relevant information and processes it effectively. | Selects mostly appropriate information and processes it on the whole effectively. | Selects generally appropriate information and processes it adequately. | Selects some appropriate information and processes it mainly adequately albeit with some omissions or errors. | The selection of information is not appropriate to the task and does not seem to be systematic. Information is not processed adequately and there may be inaccurate use of processing tools. | The selection of information is not appropriate to the task and the information is not processed. |
| **3. Evaluation of process and the quality of information / data developed** | Effectively evaluates information/ data and the inquiry process, including some perceptive critique of the techniques used. | Effectively evaluates information/ data and the inquiry process using prescribed guidelines. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows an accurate basic evaluation of information and/or data and some basic evaluation of the inquiry process used. | Shows mostly accurate evaluation of information and or/data and some consideration of the process used. | Evaluation of process and the information and/or data is incomplete or inaccurate. | The work shows limited or no evaluation of either process or outcomes. |

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| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Uses a combination of primary sources and high-quality secondary sources. | Some use of primary sources in conjunction with high quality secondary sources. | Uses appropriate secondary sources, with some limited use of primary sources. | Mostly uses appropriate secondary sources, with some limited use of primary sources. | Uses a limited number of appropriate secondary sources with little or no direct use of primary sources. | The work makes some use of appropriate sources, but also draws upon unreliable and/or inappropriate sources. | The work is based on unreliable and/ or inappropriate sources. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and are used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Most elements of individual references are present and accurate. | Most sources used are acknowledged in the text and reference list. Referencing generally follows an approach, appropriate to the discipline. Most elements of individual references are present and accurate. | Consistent attempts to cite sources in the text but contains inaccuracies, inconsistencies and/or omissions. Integration between text and reference list is inconsistent. Some elements of individual references contain errors. | Citations of sources in the text are inconsistent, inaccurate and/or incomplete. Entries in the bibliography/reference list are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list. |
| **6. Clarity of objectives and focus of work** | This work defines appropriate objectives and addresses them logically and coherently throughout the work to an impressive extent. | This work defines appropriate objectives and addresses them logically and coherently giving clear focus to the work. | This work defines some appropriate objectives and addresses them coherently, providing a clear focus to the work. | This work outlines some appropriate but generalised objectives and addresses them in a way which gives some focus to the work. | This work uses generalised objectives to provide adequate but limited focus to the work | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work no objectives are identified, and the assignment lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Methodology selected is effective and appropriate to the aims and objectives of the task and an excellent rationale for its selection is provided. | Methodology chosen is appropriate to the task and a very good rationale is given to the selection of this methodology from the range of prescribed ones. | Methodology selected is appropriate to the aims and objectives of the task and a coherent rationale is provided for the selection of this methodology from the range of prescribed ones. | Choice of methodology is generally appropriate to the task and a limited rationale is given for the selection of this methodology from the range of prescribed ones. | Methodology used is reasonably appropriate to the task, albeit with some exceptions, and the brief rationale offered for the selection of this methodology refers to established guidance. | The choice of methodology and relationship to information and/or data being collected is confused and confusing. | The issue of methodology is not addressed and/or an inappropriate methodology is selected. There is little evidence of how planning was used to complete the task. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **8. Analysis** | Makes excellent use of pre-defined techniques of analysis relevant to the discipline. Shows developing ability to compare alternative theories / analytic approaches (where relevant). | Makes very effective use of pre-defined techniques of analysis relevant to the discipline. Shows some awareness of alternative theories/ analytic approaches (where relevant). | Makes reasonable and accurate use of pre-defined techniques of analysis, relevant to the discipline. Shows developing awareness of alternative theories/ analytic approaches (where relevant). | Makes satisfactory but limited use of pre-defined techniques of analysis, relevant to the discipline. | Makes mainly satisfactory but limited use of established techniques of analysis, relevant to the discipline. Some errors or omissions may be present. | Here the attempts at analysis are ineffective and/or uninformed by the discipline. | The work does not contain effective analysis and does not yet engage with key disciplinary techniques. |
| **9. Conclusions** | Conclusions show critical insight and excellent development of thinking. They draw the assignment to a convincing close and relate clearly and logically to an accurate representation of relevant evidence/ theory/ literature. | Conclusions show critical insight and very good development of thinking. They draw the assignment to a convincing close and relate logically to an accurate representation of relevant evidence/ theory/ literature. | Logical conclusions are drawn which show some critical insight and are clearly derived from a mainly accurate representation of relevant evidence/ theory/ literature. | Generally sound conclusions are drawn, supported by relevant evidence/ theory/ literature. Some omissions or confusions may be present. | Some relevant conclusions are drawn which are derived from limited understanding of evidence/ theory/ literature. Some confusions, digressions and omissions may detract from the clarity of the work. | The work demonstrates limited or inaccurate understanding of the evidence and does not draw together arguments effectively. | The work either lacks a conclusion or presents an unsubstantiated and/or invalid conclusion. |
| **10. Initiative (taking action, independence)** | Effectively assesses the needs of a situation and takes independent (and sometimes imaginative) action necessary to achieve goals. If in a group setting, recognises the needs and views of others. | Assesses the needs of a situation and acts to achieve appropriate goals. If in a group setting, shows awareness of the needs and views of others. | Where goals and methods are defined, will undertake tasks requiring independence. If in a group setting, shows some awareness of the needs and views of others. | Demonstrates ability to undertake some tasks beyond those prescribed where goals and methods are defined. If in a group setting, shows limited awareness of the needs and views of others. | Demonstrates limited ability to undertake tasks beyond those prescribed. If in a group setting, shows very limited ability to take account of the needs and views of others. | Limited ability has been demonstrated here to undertake tasks beyond those prescribed. If in a group setting, the needs and views of others have not been meaningfully considered. | Ability to undertake independent tasks was not demonstrated on this occasion. If in a group setting, the needs and views of others have not been considered. |

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| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **11. Decision making** | Uses appropriate information to evaluate options. Final decision is clear and clearly and logically derived from evaluation. | Uses available information to evaluate possible options. Final decision is clear and linked to the evaluation. | Recognises benefits and disadvantages of some possible options. Final decision is clear but an evidenced rationale for final decision is limited. | When decisions are made a reasonably logical rationale for decisions is provided. | When decisions are made, a reasonably logical but limited rationale for decisions is provided in some but not all cases. | The rationale behind the outcome or choice is unclear or untenable. | The outcome or choice is unclear or absent. In this work the student has not demonstrated ability to make decisions. |
| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results. Personal style makes its mark on models and moulds influences with originality and style. | Creative work shows developed imagination and technique. Processes involved are handled with assurance to achieve creative results. Personal style makes its mark on models and moulds influences with some originality and style. | Creative work shows some developing imagination and technique. Processes involved have some creative application and outcomes. Personal style makes its mark at times in the work and shows some original application or adaptation of models. | Creative works shows a sound level of imagination and technique. Processes involved have some creative consequence. Personal style is evident at times in work which is otherwise largely derivative in origin. | Creative work shows a basic level of imagination and technique. Processes involved have developing creative consequence. Personal style is lacking, and the work is mainly derivative in origin. | This work contains undeveloped ideas and/or little creativity or skill/technique. Minimal personal style and little insight into effective working processes are demonstrated here. | In this piece of work skills and techniques are undeveloped. Creativity or innovation are not evidenced. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **C. PRACTICAL SKILLS continued** | | | | | | | |
| **13. Performance** | Compelling, communicative and convincing performance, demonstrating thorough understanding of style. Accurate, flexible, focused, well-rehearsed, convincing, and precise performance. Improvisations are imaginative, creative, and stylistically assured. Stage craft presentation is excellent. | Focused performance demonstrating communication, commitment, and thorough understanding of style with careful attention to detail, displaying consistently high level of technical ability. Improvised passages are stylistically correct and considered. Performance well-prepared, assured and persuasive. Stage craft presentation of a very high standard. | Performance demonstrates communication, commitment, and an understanding of the genre with careful attention to detail, displaying a good level of technical ability. Improvised passages show a good understanding of style. Performance well- rehearsed. Stage craft presentation of a good standard. | Performance demonstrates communication, commitment and understanding of the genre with some attention to detail and technical ability. Improvised passages show a sound understanding of style. Limited confidence and attention to stage craft presentation. | Performance that mostly demonstrates communication, commitment and understanding of the genre but with little attention to detail and displaying a basic level of technical ability. Improvised passages show some understanding of style. Lacks confidence and little attention given to stage craft presentation. | Performance in which communication, commitment and style are limited by struggles with technical control. Improvised passages show poor understanding of the style and may be inappropriate. Performance is under-rehearsed and unconvincing and stage conduct is barely addressed. | Performance in which fluency and focus are severely limited by a lack of technical control. Improvised passages do not yet show understanding of style/genre or conventions of performance here. This performance is under-rehearsed, lacking in confidence and stage conduct is not appropriate. |
| **14. Form and content in a practical context** | Evidence of critically relating theory to practice. Demonstrates well developed ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of some creativity. Technically and professionally competent in most respects. | Beginning to evidence awareness of the relationship between theory and practice. Work tends to be conventional but shows good ability to relate form and content. Aspects of creativity present. Structure and content are relevant and approaching technical and professional competence throughout. | Evidence of an appropriate relationship between form and content. Limited presence of creativity. Moderate degree of technical and professional competence. | Reasonable evidence of understanding the relationship between form and content. Limited degree of technical and professional competence and creativity. | Some evidence of understanding of the relationship between form and content. Adequate degree of technical and professional competence. Limited creativity. | Work shows little or no evidence of an understanding of the relationship between form and content. The submission lacks creativity and is technically poor. | The work has not addressed the brief in a way that shows understanding of the relationship between form and content. |

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| **D. TRANSFERABLE SKILLS** | | | | | | | |
| **15. Communication and presentation (appropriate to discipline)** | Extremely effective communication which demonstrates a strong and sophisticated understanding of the discipline. | Very effective communication in a format appropriate to the discipline which demonstrates strong understanding of the discipline. | Effective communication in a format appropriate to the discipline. | Generally effective communication in a format appropriate to the discipline. | Generally clear communication and some evidence of a limited awareness of an appropriate academic style for the discipline. | Communication is unstructured and unfocused and/or in a format inappropriate to the discipline. | Communication is disorganised and/or incoherent and does not show understanding of the discipline’s style. |
| **16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)** | Fluent writing style, appropriate to assignment. grammar, spelling, and numeracy are highly accurate. | Fluent writing style, appropriate to the assignment. grammar, spelling, and numeracy are accurate. | Language generally fluent and expressive. grammar, spelling, and numeracy are accurate. | Meaning is clear but language not always used fluently. grammar, spelling and/or numeracy are mainly accurate. | Meaning is largely clear, but language choices include errors which detract from the style and fluency. Accuracy of spelling, grammar, punctuation and numeracy allows understanding but needs to be improved. | The meaning is often unclear with frequent errors in grammar, spelling, and or numeracy. | The meaning is unclear throughout. Errors in spelling, grammar, punctuation and/or numeracy make interpretation challenging for an assessor. |
| **17. Digital skills** | Excellent use of a range of appropriate digital technologies to enhance the work, showing digital literacy and originality. | A range of digital technologies are used accurately to enhance the work, demonstrating very good digital literacy. | A range of appropriate digital technologies are used largely accurately to enhance the work, showing good digital literacy. | Appropriate digital technologies are used to enhance the work, showing some digital literacy. | Understandable and clear work with use of appropriate digital technologies but errors which detract from digital literacy. | Some appropriate digital technologies are used but overall digital literacy is poor. | Digital technologies are not used appropriately; digital literacy not demonstrated. |
| **18. Presentation (visual)** | Message is presented clearly and imaginatively with very strong visual impact. | Message is presented clearly and creatively with strong visual impact. | Presentation is clear and has some visual impact. | Presentation has a generally sound structure and visual tools are used effectively. | Visual aspect and/or structure of presentation is adequate but with limited creativity. | Presented in a disorganised manner. Lacks appropriate support from visual tools. | Presentation is disorganised and/or incoherent and/or medium is non-visual. |
| **19. Presentation (oral)** | Presentation is very well structured and engaging. Audibility and pace are appropriate to audience and used engagingly with excellent effect to enhance the presentation. | Presentation is well structured and engaging. Audibility and pace are effective in engaging the audience. | Presentation is well-structured and attempts to engage the audience. Pace and audibility are very good. | Presentation has a generally sound structure. Pace and audibility are satisfactory most of the time. | Pace, audibility and/or structure of presentation are adequate with some areas for development. | Delivery is disorganised and/or pace and audibility is poor. | Presentation is not understandable and/or inaudible and/or not an oral presentation. |
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| **D. TRANSFERABLE SKILLS continued** | | | | | | | |
| **20. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)** | Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate. | Meets obligations to others (tutors and/or peers) providing contributions to support shared objectives. Recognises and assesses alternative options. | Shows awareness of the need to adopt a range of responses to interact effectively. Contributes effectively to group aims. | Shows awareness of the need for adopting a range of responses to interact effectively. Contributes reasonably effectively to group aims. | Uses basic interactive skills appropriately to usefully contribute to the group aims. | In this assignment there was a tendency to avoid working with others or contributions to this group activity were not effective or constructive. | In this assignment there was a lack of contributions to the group, or the contributions made were unconstructive and made it harder for the group to achieve their aims. |
| **21. Self-presentation / interpersonal skills** | Confident self-presentation employing a range of interpersonal skills appropriate to the individual’s aims and setting(s). | Confident self-presentation and interpersonal skills appropriate to the individual’s aims and setting(s). | Adopts both a formal and informal style and uses basic interpersonal skills appropriate to the setting(s). | Adopts both a formal and informal style and uses basic interpersonal skills generally appropriately but not always matching the needs of the situation. | Shows awareness of different styles of self-presentation and is willing to use them in different situations but without always matching the needs of the situation. | Demonstrates some self-awareness and/or interpersonal skills but at key moments the skills deployed did not match the needs of the situation. | In this task self-awareness and appropriate interpersonal skills were not matched to the needs of the situation. |
| **22. Time management / self-management** | Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance/feedback. | Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. | Makes plans and implements them in an effective manner to meet deadlines. | Meets important deadlines. Exhibits some limited evidence of planning. | Usually meets important deadlines. Exhibits limited evidence of planning. | Some deadlines met, but most deadlines missed. Extremely limited evidence of effective time management. | Deadlines not or rarely met. Not yet demonstrating ability to make and implement plans. |
| **23. Independence / autonomy (including planning and managing learning)** | Identifies learning needs and follows activities to improve performance. Is autonomous in learning tasks and shows a desire to keep learning and improving. | Shows independence in planning learning, identifying appropriate learning resources, and acting on feedback to keep learning and improving performance. | Largely works independently. Accesses and uses a range of learning resources, feedback, and support to try to keep learning and improving performance. | Undertakes clearly directed work independently. Uses the standard learning resources and feedback to try to keep learning and improving performance. | Demonstrates limited ability to work independently, needing significant guidance on methods and resources. Engages with guidance to meet core requirements. | Demonstrates very limited ability to work independently, needing significant guidance on methods and resources. Is unsuccessful in engaging with guidance to meet core requirements | Has not yet demonstrated ability to work independently, needing significant guidance on all or almost all methods and resources. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **D. TRANSFERABLE SKILLS continued** | | | | | | | |
| **24. Reflection (including self-criticism / awareness)** | Confidently evaluates own strengths and weaknesses and the criteria by which such judgements are made. Interrogates received opinion, prejudices and value sets operating. | Confidently evaluates own strengths and weaknesses and shows developing understanding of the criteria by which such judgements are made. Prepared to question received opinion, prejudices and value sets operating. | Able to evaluate own strengths and weaknesses and shows understanding of criteria for judgements. Starts to question received opinion, prejudices and value sets operating. | Demonstrates an understanding of the criteria set by others. Recognises own strengths and weaknesses in relation to these criteria. Does not question received opinion. | Dependent on criteria set by others. Begins to recognise own strengths and weaknesses in relation to these criteria. Does not question received opinion. | Partial awareness of criteria set by others and limited ability to evaluate own strengths and weaknesses in relation to them. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses. An inaccurate view of the situation is presented. |
| **25. Critical review (to be used in peer assessment)** | Assesses / evaluates the work of others convincingly using a range of criteria (existing and some self-determined), indicating possibilities for improvement. | Assesses and/or evaluates the work of others using existing criteria. Provides insights into how work could be developed. | Comments in general terms on the work of others using prescribed formats. Identifies some strengths and weaknesses and may suggest some generalised improvements. | Comments in general terms on the work of others using prescribed formats. May identify some strengths and/or weaknesses. | Comments in general terms on the work of others using prescribed formats. Some of the comments may be inaccurate or inappropriate with room for development. | Demonstrates limited ability to make reasoned and appropriate comment on the work of others. | Has not yet demonstrated ability to make reasoned and appropriate comment on the work of others. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **E. PROFESSIONAL COMPETENCES** | | | | | | | |
| **26. Work within a framework of professional values / code of conduct** | Develops objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Limited consideration of appropriateness and practicability of planned brief. | Mostly uses objectives which are consistent with professional values/ code of conduct but are set by the clientele. Very limited consideration of appropriateness and practicability of planned brief. | Objectives used show an awareness of the needs of clients and professional values/ code of conduct, but these are sometimes inconsistently reconciled and may impact the quality of the brief developed. | Not enough of an attempt made to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | No attempt made to ascertain needs of clientele and develop a workable brief. Has not worked within the prescribed professional values and/or code of conduct framework. |
| **27. Reflective practice** | Effectively evaluates personal practice and that of others using several appropriate frames of reference. Develops plans of actions considering this evaluation. | Evaluates own practice effectively and to evaluate the practice of others using several frames of reference. Considers alternative future actions. | Interprets own practice and that of others using several frames of reference. Identifies some appropriate further actions. | Interprets own practice and that of others using prescribed frames of reference. Identifies some further actions. | Mostly able to interpret own practice and that of others using prescribed frames of reference. Only able to identify limited further actions. | Very limited interpretation of own practice and that of others here. As a result, appropriate future action planning is extremely limited. | Incomplete or inaccurate interpretation of own practice and that of others here. As a result, not yet able to plan any appropriate future actions. |