| **CRITERION** | **100-80**  **Distinction** | **79-70**  **Distinction** | **69-60**  **Merit** | **59-50**  **Pass** | **49-40**  **Borderline Fail** | **39-20**  **Fail** | **19-0**  **Fail** |
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| 1. **CONTENT, KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1a. Content and range of knowledge displayed** | Demonstrates an outstandingly comprehensive, detailed and in-depth knowledge base, including new insights at the forefront of the discipline. Shows outstanding capacity to integrate theoretical and substantive knowledge, and an excellent understanding of the limits to knowledge. | Demonstrates an excellent knowledge base, which is detailed, systematic, in-depth, current and informed by insights at the forefront of the discipline. Shows a very good appreciation of the provisional nature of knowledge. | Demonstrates a comprehensive, current, well-organised theoretical and/or substantive knowledge base.  Shows a good appreciation of the limits of knowledge. | Demonstrates an adequate and accurate factual and/or conceptual knowledge base, including current research. Uses appropriate terminology. | Evidence of general knowledge of topic and use of appropriate terminology, but work lacks systematic awareness of current research and/or insights in the discipline. | Some relevant and/or required knowledge missing or confused and/or significant misuse of terminology. | Little or no relevant knowledge included. |
| **1b. Summary** | Outstandingly well-developed summary which shows high originality and conceptualisation of key themes evidenced throughout the critical review, alongside referencing empirical literature (where appropriate). | Extremely well-developed summary, which shows originality and ability to conceptualise key themes, alongside referencing empirical literature (where appropriate). | Very good summary, which shows some originality and general understanding of key themes. Summary generally referenced empirical literature (where appropriate). | Good summary, which shows elements of originality and general understanding of themes, although at times the summary was a replication/description of key points already discussed in the critical review. Empirical literature was referred to (where appropriate), although some aspects of referencing sources was minimal. | Summary was present, however content tended to be a duplication of details already provided in the literature review, thereby exhibiting limited originality of thought and understanding of key themes. Empirical sources (when applicable) were not always referenced. | Brief or ineffective summary, with no evidence of originality or identification of key themes or issues. Summary if present, was unsubstantiated by relevant empirical research (where applicable), or referencing was inadequate. | No summary was provided, or the summary was so brief or non-specific as not to support the needs of the assignment. Reference to requisite empirical research was absent or not meaningful. |
| **2a. Information gathering/ processing** | Outstanding use of initiative to seek out original sources of information and new insights. Highly effective evaluation of their validity against existing information to address current issues in the discipline or area of professional practice. | Excellent use of initiative to seek out original sources of information and new insights. Very effective evaluation of their validity against existing information to address current issues in the discipline or area of professional practice. | Very good use of initiative to seek out varied sources of information and new insights. Very effective evaluation of their validity against existing information to address current issues in the discipline or area of professional practice. | Adequate use of initiative to seek out sources of information and new insights. Effective evaluation of their validity against existing information to address current issues in the discipline or area of professional practice. | Selects some appropriate information, and processes some of it adequately but with limited impact overall. | Information gathered is appropriate to some extent but necessary data is missing. Inappropriate use of processing tools. | Data collected is not appropriate and has not been collected and processed systematically. |
| **2b. Applying methods/ use of techniques for gathering evidence** | Conducts research highly effectively to construct original arguments which seek to answer self-identified gaps in own or others’ knowledge. | Conducts research effectively to construct original arguments which seek to answer gaps in own or others’ knowledge. | Information and/or data is organised using self-selected structures and processes provided to construct emergent knowledge to answer given question(s). | Information and/or data is organised using effective structures and processes to answer given question(s). | Information and/or data is collected and analysed appropriately but the research questions are not fully addressed. | There are significant gaps in the information collected and/or limited analysis. The research questions are only partially addressed. | Data collected is not appropriate and has not been collected and processed systematically in a way that addresses the research questions. |
| **2c. Use of literature/ evidence of reading** | Demonstrates outstandingly broad and/or in-depth independent reading from appropriate sources, including the most current ones in the field. Choice of sources highly enhances fulfilment of the assignment objectives. Clear, accurate, systematic application of material with highly developed and/or integrated critical appraisal. | Demonstrates very broad and/or in-depth independent reading from appropriate sources, including the most current ones in the field. Choice of sources clearly enhances fulfilment of the assignment objectives. Clear, accurate, systematic application of material with well-developed and/or integrated critical appraisal. | Demonstrates broad and/or in-depth independent reading from appropriate sources, including the most current ones in the field. Choice of sources clearly enhances fulfilment of the assignment objectives. Clear, accurate, systematic application of material with developed and/or integrated critical appraisal. | Evidence of independent reading from a wide range of appropriate sources, including current ones. Clear, accurate, systematic application of material. Shows an ability to appraise material critically. | Limited evidence of broad and independent reading. Application of literature is descriptive rather than critical overall. | Very limited evidence of independent reading. Core texts and/or some inappropriate sources may be referred to briefly and without critical analysis. | Little or no evidence of engagement with relevant literature. |
| **3. Evaluation of process and the quality of information/ data developed** | Outstanding evaluation of information and/or data using appropriate criteria that are self-determined.  Critiques established research techniques and methodologies convincingly and proposes new hypotheses where appropriate. | Excellent evaluation of information and/or data using appropriate criteria that are self-determined.  Critiques established research techniques and methodologies effectively. | Very effective evaluation of information and/or data and the enquiry process, including critique of the techniques used. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows a basic evaluation of the enquiry methodology and information and/or data generated. | Evaluation of process and the information and/or data is incomplete. | Limited or no evaluation of either process or outcomes. |
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| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Outstanding use made of primary sources collated independently, in conjunction with very high-quality secondary sources. Heavily draws upon current research and/ or advanced scholarship, at the forefront of the field of study or professional practice. | Excellent use made of primary sources collated independently, in conjunction with high quality secondary sources. Draws upon current research and / or advanced scholarship, at the forefront of the field of study or professional practice. | Uses a wide range and balanced combination of primary sources, collated independently, and high-quality secondary sources. Makes some use of current research and/or advanced scholarship. | Uses an adequate and largely balanced combination of primary sources, collated independently, and secondary sources, including current sources. | Scope and breadth of sources is too narrow for a level-7 assignment, and not always current enough. | Uses a narrow range of sources which are not current. | Uses unreliable and/ or inappropriate sources. |
| **5. Referencing** | Outstanding use of sources to support discussion and personal findings. Referencing follows the highest standards of the discipline. | Excellent use of sources to support discussion and personal findings. Referencing follows highly effectively the standards of the discipline. | Very effective use of sources to support discussion and personal findings. Referencing follows the standards of the discipline very clearly and accurately. | Effective use of sources to support discussion and personal findings. Referencing follows the standards of the discipline clearly and accurately. | Sources of information acknowledged but integration between text and reference list is inconsistent. Attempts to follow a systematic approach, appropriate to the discipline do not always succeed. | Some sources of information acknowledged but links between text and reference list unclear. Referencing does not follow a systematic approach. | Little or no acknowledgement of sources of information in text and/or reference list. |
| **6a. Clarity of objectives and focus of work** | Defines appropriate objectives in detail and systematically addresses them comprehensively and imaginatively. | Defines appropriate objectives in detail and addresses them comprehensively and imaginatively. | Defines appropriate objectives in detail and addresses them coherently throughout the work. | Outlines appropriate objectives and addresses them in a manner which gives focus to the work. | Uses generalised objectives to provide adequate but limited focus to the work. | Objectives are not appropriate and/or clearly identified. | Work lacks focus as objectives are not identified. |
| **6b. Attention to purpose** | Addresses the purpose of the assignment comprehensively and imaginatively. Response provides original insights informed by the forefront of the field of study and/or professional practice. | Addresses the full purpose of the assignment with creativity. Response provides some original insights informed by the forefront of the field of study and/or professional practice. | Addresses the main purpose of the assignment effectively and with some creativity. Response provides good insights informed by current research in the field of study and/or professional practice. | Addresses the main purpose of the assignment effectively. Response provides some insights informed by recent research in the field of study and/or professional practice. | Only some of the work is focused on the aims and themes of the assignment with some digression and limitation in focus. | Some knowledge displayed but not clearly linked to the task set. | Does not address the task set. |
| **7a. Selecting research methodology and techniques (Relationship between methodology chosen and the nature of the enquiry)** | Highly convincing, self-determined choice of methodology and research techniques enables the successful collection and recording of self-determined information and/or data. | The process and rationale for selection of methodology and research techniques is thoroughly explored, enabling the effective collection of information and/or data. | Methodology and research techniques selected are very effective and appropriate to the aims and objectives of the task and a good rationale for its selection is provided. | Methodology and research techniques chosen are appropriate to the task and attention is given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task, but little rationale is given for its selection from a range of prescribed ones. | The choice of methodology and its relationship to information and/or data being collected is confused or only partially appropriate. | The issue of methodology is not addressed and/or an inappropriate methodology was used to complete the task. |
| **7b. Originality in application of knowledge and in problem solving** | Demonstrates outstanding originality, creativity and innovation in the application of knowledge and/or practice and in problem solving. Has definite potential for publication/exhibition and ability for doctoral research. | Demonstrates excellent creativity and innovation in the application of knowledge and/or practice and in problem solving, with potential originality. Has potential for publication/exhibition and ability for doctoral research. | Demonstrates some creativity and innovation in the application of knowledge and/or practice and in problem solving. | Effective application of knowledge and problem solving, but with some original features. | Knowledge and problem solving were applied largely accurately, but a more original approach and deeper discussion were required for the assignment. | Some relevant knowledge and problem-solving approaches were applied but these were unsuccessful in resolving the task. | The knowledge and approaches applied were not relevant or appropriate to addressing the task. |
| **8a. Critical analysis** | Outstanding application of relevant analytic techniques, and the ability to apply these to new and/or abstract information and situations. Shows an excellent appreciation of the limits and/or appropriate uses of particular analytic approaches.  Ready for doctoral research and potential publication in the discipline area. | Makes excellent use of a range of relevant analytic techniques and applies these to new and/or abstract information and situations. Shows excellent ability to compare alternative theories and/or analytic approaches (where relevant). | Makes very good use of established techniques of analysis relevant to the discipline. Shows good ability to compare alternative theories and/or analytic approaches (where relevant). | Makes good use of established techniques of analysis and gives some relevant disciplinary critique of these techniques. | Makes some satisfactory use of established techniques of analysis, relevant to the discipline. More analysis and critique of these techniques is required. | The critical analysis present was either ineffective and/or not appropriate to the discipline. | Critical analysis was not included. |
| **8b. Critical reasoning** | Highly sophisticated critical evaluation of recognised and current theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assignment. Arguments are very clear, coherent, tenable, and demonstrate considerable originality and independence of judgement. | Sophisticated critical evaluation of recognised and current theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assignment. Arguments are clear, coherent, tenable, and demonstrate originality and independence of judgement. | Very effective critical evaluation of various theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assignment. Arguments are clear, coherent, tenable, and demonstrate some originality and independence of judgement. | Effective critical evaluation of theories and/or concepts and/or assumptions and/or data which informs the overall approach taken to the assignment. Arguments are clear, coherent, tenable, and demonstrate sound judgement. | Demonstrates some critical insight and judgement and recognises alternative positions. These aspects needed to be more fully developed throughout the argument for a pass at level 7. | Critical thought and/or judgement were presented briefly, partially or in a confusing form. | Critical thought process was not presented here. |
| **9. Conclusions** | Outstandingly well-developed conclusions which show considerable originality. They form an integrated part of the overall argument and/or discussion, reflecting commanding grasp of theory and/or evidence and/or literature and appropriate forms of conceptualisation.  They contribute to the work being of publishable standard. | Very well-developed conclusions, which show clear originality. They are thoroughly grounded in theory and/or evidence and/or literature and use appropriate forms of conceptualisation, forming an integrated part of overall argument and/or discussion. They contribute to the work being of potential publishable standard. | Conclusions show very good development and original insight and relate clearly and logically to evidence and/or theory and/or literature. | Conclusions are drawn which are clearly derived from evidence and/or theory and/or literature, with some originality. | Conclusion is presented and linked to evidence/theory and/or literature but the understanding of these contains inaccuracies or omissions. | Conclusions are incomplete and/or only partially substantiated and understanding of evidence/theory and/or literature contains significant inaccuracies or omissions. | Conclusions are not included, or unsubstantiated and/or invalid conclusions drawn. |
| **10. Initiative (taking action, taking risks in relation to approach and/or theme of research, independence)** | Shows a highly creative, proactive and independent approach to achieving goals in a manner appropriate to complex and unpredictable situation(s).  If in a group setting, shows a sophisticated appreciation of the needs and views of others.  Real willingness to take considered risks and successful outcomes. | Systematically uses imagination and self-direction to assess the needs of complex and unpredictable situations and take independent actions to achieve goals.  If in a group setting, takes account of the needs and views of others.  Willingness to take considered risks and some successful outcomes. | Effectively assesses the needs of complex and unpredictable situations and takes independent action necessary to achieve goals. If in a group setting, recognises the needs and views of others.  Some risk taking with mixed outcomes. | Assesses needs of complex and unpredictable situations and acts towards achieving goals.  If in a group setting, shows awareness of the needs and views of others.  Tendency to play safe or risk-taking which has limited impact. | Where goals and methods are defined, will undertake tasks requiring some independence, but the candidate is yet to demonstrate autonomy in more self-directed situations.  If in a group setting, shows limited awareness of the needs and views of others.  Work is largely routine or may include some ill-judged risk-taking. | Demonstrates ability to undertake prescribed tasks, but as yet shows very little initiative beyond instructions.  If in a group setting, does not take account of the needs and views of others.  Work is routine or includes very ill-judged risk-taking. | Has not yet demonstrated ability to undertake tasks with personal initiative beyond those prescribed.  If in a group setting, does not take account of the needs and views of others.  If risks are taken, they are very ill-judged. |
| **11a. Decision making** | Uses a range of appropriate information, exercising autonomy and initiative when exploring options in complex and unpredictable situations. Makes clear decisions which give due weight to alternatives. | Uses a range of appropriate information to evaluate options in complex and unpredictable situations. Applies clear criteria to demonstrate reasons for final decision and/or choice and/or outcome. | Uses appropriate information to evaluate options in complex and unpredictable situations. Selection of final decision clearly derived from evaluation. | Uses available information to evaluate possible options in complex and unpredictable situations. Final decision is clear and linked to the evaluation. | Recognises benefits and disadvantages of some possible options but the rationale for final decision in complex and unpredictable situations is unclear. | Rationale behind the final decision is unclear or untenable. | Final decision is unclear or absent. |
| **11b. Recommendations** | Outstanding recommendations which reflect a responsive, innovative, comprehensive and original response to the context and issues covered in the assignment. Recommendations are realistic and have viable SMART goals that will advance the specific area that warrants further attention. | Excellent recommendations which reflect a responsive, innovative and comprehensive response to the context and issues covered in the assignment. Recommendations are realistic and have viable SMART goals that will enhance the specific area that warrants further attention. | Good recommendations which reflect a responsive and comprehensive response to the context and issues covered in the assignment, with some attempt of originality or innovation. Recommendations are generally realistic and have viable SMART goals that will develop the specific area that warrants further attention. | Sound recommendations which are responsive to the context and issues covered in the assignment, although more depth, originality or innovation required. Recommendations are generally realistic and have viable SMART goals that could develop the specific area that warrants further attention. | Recommendations are somewhat responsive to the context and issues covered in the assignment, although more depth, originality or innovation required. Recommendations are somewhat realistic, with some but not all having viable SMART goals that may somewhat develop the specific area that warrants further attention. | Recommendations identified are somewhat but not entirely responsive to the context and issues covered in the assignment. Recommendations may lack clarity, depth, originality or innovation. Recommendations are not always realistic and not all (if any) have viable SMART goals. Overall recommendations are either somewhat or unlikely to develop the specific area that warrants further attention. | Recommendations are either minimal, vague or superficial and not clearly connected or responsive to the context and issues covered in the assignment. Recommendations lack clarity, depth, originality or innovation. Recommendations are not realistic with extremely minimal or no viable SMART goals. Recommendations either repeat information already presented by others and/or are unlikely to develop the specific area that warrants further attention. |
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| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Demonstrates striking innovation and creative imagination in work/performance art that reaches near-professional levels in its application of creative methods and techniques, resulting in material which is consummately well-crafted.  High potential for exhibition/publication and dissemination. | Creative work shows highly developed technique in the service of a lively imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style.  Potential for exhibition/publication and dissemination. | Creative work shows well-developed imagination and technique. Processes involved are manipulated to achieve creative results.  Builds on models and moulds influences with originality and distinctive personal style. | Creative works shows imagination and technique. Processes involved have creative application and outcomes. Personal style is evident in work which shows some original application and adaptation of models. | Creative work shows a basic level of imagination and technique. Processes involved have some creative outcomes. Personal style is lacking, in favour of work which is 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. | This piece of work does not show evidence of creativity or innovation. Developed skills and techniques are not demonstrated here. |
| **13. Performance** | Compelling, communicative and precise performance demonstrating professional level of authority, thorough awareness of style, superb control of technical and interpretative issues. Improvisations are imaginative, creative and stylistically assured. Accurate, flexible, focused, well-rehearsed, convincing and precise performance. Stage craft presentation suitable for professional performance.  High potential for exhibition. | Highly focused, convincing performance demonstrating communication, commitment and thorough understanding of style with careful attention to detail, displaying consistently high level of technical ability and interpretive skills. Improvised passages are creative, stylistically assured and considered. Performance well prepared, assured and thoroughly persuasive. Stage craft presentation of a very high standard.  Potential for exhibition. | Focussed performance demonstrating communication, commitment and a thorough understanding of the style with careful attention to detail, displaying consistently high level of technical ability. Improvisation is stylistically correct and considered. Performance well- prepared and/or rehearsed, assured and focussed. Stage craft presentation of a high standard. | Performance demonstrates communication, commitment and understanding of the genre with reasonable attention to detail, displaying a good level of technical ability. Improvised passages show a sound understanding of style. Well-rehearsed. Stage craft presentation of a good standard. | Performance that reasonably demonstrates communication, commitment and understanding of the genre but with little attention to detail and displaying a low level of technical ability. Improvised passages show little understanding of style. Lacks confidence and stage conduct requires further development. | 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 not adequately 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 inappropriate, and /or unacceptable. |
| **14. Form and content in a practical context** | Demonstrates an outstanding ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles more widely. Clear awareness of and ability to experiment with conventional forms. Work shows compelling evidence of intellectual rigour and/or creativity. Technical and professional excellence throughout. | Demonstrates an excellent ability to critically engage with theory and practice. Synthesises creative strategies and interrelated forms and styles. Work shows clear evidence of intellectual rigour and/or creativity. Experiments with conventional forms. Technically and professionally competent throughout. | Clear evidence of critically relating theory to practice. Demonstrates very well-developed ability to analyse, synthesise and experiment with relationships between form and content. Good evidence of creativity. Technically and professionally competent in most respects. | Work shows some evidence of critically relating theory and practice. Work tends to be conventional but shows good ability to relate form and content. Some aspects of creativity present. Structure and content are displaying robust technical and professional competence. | Work shows evidence of an appropriate relationship between form and content. Moderate degree of technical and professional competence. Some presence of creativity. | Work shows little or no evidence of an understanding of the relationship between form and content. 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** | | | | | | | |
| **15a. Communication and presentation (appropriate to discipline)** | Outstanding communication which demonstrates a sophisticated and full understanding of the discipline, and is potentially of publishable standard.  Presentation of own findings is highly suited to specialist and/or non-specialist audiences. | Highly effective communication which demonstrates a very strong understanding of the discipline.  Presentation of own findings is well suited to specialist and/or non-specialist audiences. | Very good communication in a format appropriate to the discipline.  Presentation of own findings is suited to specialist and/or non-specialist audiences. | Communication is effective, and in a format appropriate to the discipline.  Presentation of own findings is suited to specialist and/or non-specialist audiences. | Communication is generally clear but contains limited evidence of discipline’s academic style. Presentation of own findings is not always suited to specialist and/or non-specialist audiences. | Communication is unstructured and unfocused and/or in a format inappropriate to the discipline.  Presentation of own findings is not suited to specialist and/or non-specialist audiences. | Communication is disorganised and/or incoherent and/or does not show understanding of the discipline.  Specialist and/or non-specialist audiences have not been considered. |
| **15b. Coherence and organisation of work** | Outstanding organisation and coherence clearly enhance the work and is in a format which may be of publishable standard. | Excellent logical organisation and coherence enhance fulfilment of the assignment objectives and is in a format which could be of publishable standard with some amendments. | Demonstrates highly logical organisation and coherence. | Demonstrates effective conventional organisation and coherence. | Shows limited organisation and some lack of coherence but is partially understandable. | Work is not clearly structured or presented; significant sections are not understandable. | The structure and presentation of the work is very unclear; the assessor is not able to understand the work. |
| **16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation)** | Demonstrates very fluent, effective and confident writing with outstandingly well-structured, convincing and coherent arguments. The writing style is adapted sensitively to the needs of the brief using discipline-specific vocabulary accurately to present complex ideas clearly. Spelling, punctuation, grammar and numeracy are accurate. | Demonstrates very fluent, effective and confident writing with excellently structured and coherent arguments. The writing style is adapted sensitively to the needs of the brief using discipline-specific vocabulary accurately to present complex ideas clearly. Spelling, punctuation, grammar and numeracy are accurate. | Demonstrates very fluent, effective and confident writing with well-structured and coherent arguments. The writing style is adapted effectively to the needs of the brief using discipline-specific vocabulary accurately to present complex ideas clearly. Spelling, punctuation, grammar and numeracy are accurate. | Demonstrates fluent, effective and confident writing with structured and coherent arguments. The writing style is adapted to the needs of the brief using discipline-specific vocabulary accurately to present complex ideas clearly. Spelling, punctuation, grammar and numeracy are accurate. | Demonstrates largely effective writing with structured and coherent arguments. The writing style is adapted to the needs of the brief and uses discipline-specific vocabulary accurately to present complex ideas. Spelling, punctuation, grammar and numeracy are mainly accurate but there some errors which detract from the work. | The syntax and writing style are confusing for the reader and discipline-specific vocabulary may be misused or misrepresented. Frequent errors in spelling, punctuation, grammar and numeracy. | The writing style and structure are consistently disorganised and/or incoherent. Meaning is unclear. Discipline-specific vocabulary is not used appropriately. Consistently inaccurate spelling, grammar, punctuation and numeracy. |
| **17. Digital skills** | Outstanding use of a range of appropriate digital technologies to enhance the work, showing sophisticated digital literacy and originality/initiative of approach. | A range of digital technologies are used accurately and discerningly to enhance the work, demonstrating excellent digital literacy. | A range of appropriate digital technologies are used accurately to enhance the work, showing good digital literacy. | Appropriate digital technologies are used accurately to enhance the work, showing 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 yet demonstrated. |
| **18. Presentation (visual)** | Outstanding presentation, which shows true creativity. Visual impact enhances the message in an exceptionally effective manner for specialist and/or non-specialist audiences. | Message is presented highly effectively and imaginatively for specialist and/or non-specialist audiences, with excellent visual impact. | Presentation is very clear and has very good visual effect. It is adapted to specialist and/or non-specialist audiences. | Presentation has an adequate structure and some effective visual impact for specialist and/or non-specialist visual audiences. | Visual aspect and/or structure of presentation is basic and not consistently adapted to specialist and/or non-specialist audiences. | Presented in a disorganised manner and not adapted to specialist and/or non-specialist audiences. Lacks appropriate support from visual tools. | Presentation is incoherent, not suitable for audiences and/or medium is non-visual. |
| **19. Presentation (oral)** | Outstanding presentation, which shows true creativity. Audibility and pace are highly appropriate to specialist and/or non-specialist audiences and used with excellent effect to enhance the presentation. | Presentation is very well structured and engaging. Audibility and pace are appropriate to specialist and/or non-specialist audiences. | Very clearly structured and addresses specialist and/or non-specialist audience. Pace and audibility are very good. | Presentation has an effective structure and addresses a specialist and/or non-specialist audience. Pace and audibility are appropriate. | Pace, audibility and/or structure of presentation are not sufficiently adapted to be effective for specialist and/or non-specialist audiences. | Delivery is disorganised and/or pace and audibility is poor.  Presentation is not adapted to specialist and/or non-specialist audiences. | Presentation is not understandable and/or inaudible and/or not an oral presentation.  Presentation is not suited to audience. |
| **20a. Interactive and group skills (including teamwork, negotiation, understanding group dynamics and empathy)** | Demonstrates a highly flexible and advanced approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives. | Uses a wide range of networking skills effectively within a learning or professional group. Negotiates and handles conflict well, seeking to establish relationships which serve the group needs. | 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. | Uses basic interactive skills appropriately to contribute to the group aims. More evidence of awareness of shared objectives and alternative options is needed at this level. | In this assignment there was either a tendency to avoid working with others or contributions to this group activity were not effective or constructive. | In this assignment there was either a lack of contributions to the group or the contributions made were unconstructive and made it harder for the group to achieve their aims. |
| **20b. Project Management** | Outstanding leadership, time management, and ability to use initiative to proactively seek out relevant information and develop new insights. Plans well ahead and sets self-determined targets and contingency plans allowing time to receive and act on guidance. Maintained exemplary communication with supervisor, and utilised support appropriately and effectively. Demonstrates the attitudes and independent learning ability needed to plan own academic development and develop research skills to a higher level. Completed and proactively engaged with all formative assessment tasks and demonstrated an excellent understanding and adherence to ethics. | Excellent time management and use of initiative to seek out relevant information and develop new insights. Plans ahead and sets self-determined targets allowing sufficient time to receive and act on guidance. Maintained excellent communication with supervisor, and utilised support appropriately and effectively. Identifies areas of learning needing improvement and manages own learning using a full range of resources which go beyond those readily available. Completed and effectively engaged with all formative assessment tasks and demonstrated a very good understanding and adherence to ethics. | Very good time management and use of initiative to seek out varied sources of information and new insights. Plans and monitors progress towards targets to allow sufficient time for development of the work. Maintained very good communication with supervisor, and utilised support appropriately. Identifies learning needs by actively seeking out feedback from a range of sources and makes effective use of available resources. Completed and engaged with formative assessment tasks and demonstrated a good understanding and adherence to ethics. | Good time management and use of initiative to seek out sources of information and new insights. Makes plans and implements them in a satisfactory manner to meet timelines. Maintained good contact with the supervisor and attended to support provided. Identifies learning needs and acts independently to improve performance. Completed formative assessment tasks and demonstrated a sound understanding and adherence to ethics. | Generally sound time management and use of initiative to seek out sources of information with some ability to develop new insights. Selects some appropriate information, and processes some of it adequately but with limited impact overall. Exhibits limited evidence of planning but undertakes directed work independently. Some but limited ability to identify own learning needs and uses the standard learning resources. No systematic attention to timelines for completion of formative assessment tasks. Ethical considerations limited. | Limited evidence of time management and use of initiative. Sporadic evidence of skill in information gathering. Poor identification and use of processing tools. Demonstrates limited ability to work independently, needing significant guidance. Significant limitations in completion of formative assessments tasks. Ethical considerations limited. | Minimal/absence of evidence linked to time management and use of initiative. Extremely limited ability/failed to collect appropriate data in any systematic way. Unable to work independently, needing significant guidance. Appears unable to make and implement plans. Minimal evidence of engagement with formative assessment tasks. Ethical considerations limited. |
| **21. Self-presentation / interpersonal skills** | Creative and confident self-presentation and sophisticated interpersonal skills allow highly effective management of the situation(s). | Adopts a very confident style of self-presentation, employing a wide range of interpersonal skills consistent with the individual’s aims and appropriate to the setting(s). | Demonstrates flexibility in the style of presentation and interpersonal skills adopted which are highly appropriate to the setting(s). | Adopts both a formal and informal style, depending on the context, and uses good interpersonal skills appropriately. | Demonstrates an ability to adopt both a formal and informal style. Uses basic interpersonal skills but not always matching the needs of the situation appropriately. | 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 work self-awareness and appropriate interpersonal skills were not matched to the needs of the situation. |
| **22. Time management / self-management** | Meets deadlines. Time management and planning strategies are used highly effectively to enhance the quality of the work. | Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. | Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. | Makes plans and implements them in a satisfactory manner to meet deadlines. | Usually meets important deadlines. Exhibits limited evidence of planning. | Some deadlines met, but most deadlines missed. Extremely limited evidence of effective time management shown here. | Deadlines not or rarely met. Not yet demonstrating ability to make and implement plans. |
| **23. Independence / autonomy (including planning and managing learning)** | Demonstrates the attitudes and independent learning ability needed to plan own academic and professional development and develop skills to a higher level. | Within unfamiliar tasks, critically analyses feedback to identify areas of learning needing improvement. Manages own learning using a full range of resources which go beyond those readily available. | Identifies learning needs by actively seeking out feedback from a range of sources and makes effective use of available resources. | Identifies learning needs and acts independently to improve performance. Is autonomous in utilising learning resources. | Undertakes clearly directed work independently and uses the standard learning resources but does not identify own learning needs. | Demonstrates limited ability to work independently, needing significant guidance on methods and resources. | Has not yet demonstrated ability to work independently; needs significant guidance on methods and resources. |
| **24a. Reflection (including self-criticism / awareness)** | Outstanding reflection on own performance, strengths and weaknesses, leading to highly effective decision-making in complex situations. Successfully challenges received opinion, prejudices and value sets operating. | Excellent reflection on own performance, strengths and weaknesses, leading to effective decision-making in complex situations. Effectively challenges received opinion, prejudices and value sets operating. | Very good reflection on own performance, strengths and weaknesses, leading to appropriate decision-making in complex situations. Shows understanding of criteria for judgements. Often challenges received opinion, prejudices and value sets operating. | Some self-direction in reflection, but still dependent on criteria set by others when making decisions on complex situations. Recognises own strengths and weaknesses accurately. | Accurately applies but is dependent on criteria set by others. Begins to recognise own strengths and weaknesses. | Work does not show consistently accurate application of criteria set by others. Limited recognition of own strengths and weaknesses. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses.  May result in quite an inaccurate view of the situation. |
| **25. Critical review (to be used in peer assessment)** | Demonstrates sophisticated judgement and discrimination in utilising and providing diverse sources of feedback. Offers insightful strategies for improvement and communicates these sensitively. | Assesses and/or evaluates the work of others using a range of relevant criteria. Provides an excellent rationale for judgements and offers critical insights into how work could be developed. | Effectively assesses and/or studies the work of others and judges it against existing criteria, indicating possibilities for improvement. | Examines work of others and consistently identifies its strengths and weaknesses accurately using existing criteria. | Comments in general terms on the work of others. | Demonstrates limited ability to make reasoned comment on the work of others. | Has not yet demonstrated ability to make reasoned comment on the work of others. |
| **26. Awareness of diversity and equity** | Highly sophisticated understanding and consideration of diversity related issues and/or assumptions around diversity embedded throughout. | Excellent understanding of, and reference to, diversity related issues and/or assumptions around diversity embedded throughout. | Very good understanding of, and reference to, diversity related issues and/or assumptions around diversity embedded throughout. | Good understanding of, and reference to, diversity related issues and/or assumptions around diversity which are reasonably integrated throughout. | Some, but limited understanding of, or reference to, diversity related issues and/or assumptions around diversity throughout. | Very little consideration of, or reference to, diversity related issues and/or assumptions around diversity throughout. | No consideration of, or reference to, diversity issues throughout. |
| **CRITERION** | **100-80**  **Distinction** | **79-70**  **Distinction** | **69-60**  **Merit** | **59-50**  **Pass** | **49-40**  **Borderline Fail** | **39-20**  **Fail** | **19-0**  **Fail** |
| **E. PROFESSIONAL COMPETENCES** | | | | | | | |
| **27. Work within a framework of professional values / code of conduct** | Outstanding implementation of professional values and/or code of conduct. Develops specific, achievable objectives which show creativity. Objectives are fully consistent with professional values and/or code of conduct and appropriate to the clientele. | Excellent implementation of professional values and/or code of conduct. Develops specific objectives which are achievable, consistent with professional values and/or code of conduct and appropriate to the clientele. | Very good implementation of professional values and/or code of conduct. Develops objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Good implementation of professional values and/or code of conduct. Develops objectives which are consistent with professional values and/or code of conduct and 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. | Inadequate attempt to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | Has not ascertained needs of clientele and develop a workable brief. Fails to work within the prescribed professional values and/or code of conduct framework. |
| **28. Reflective practice** | Consistently analyses practice by critically reflecting on personal contribution and that of others and the rationale behind these, including in complex and unpredictable contexts. Demonstrates systematic reflexive awareness, articulating imaginative thinking about potential alternatives and their implications for further practice. | Analyses personal contribution and that of others to practice through systematic reflection, including in complex and unpredictable contexts. Considers possibilities and their consequences in a range of contexts. Develops effective action plans. | Evaluates personal contribution and that of others to practice using several frames of reference, including in complex and unpredictable contexts. Develops plans of action for future practice. | Able to evaluate own practice and that of others using several frames of reference, including in complex and unpredictable contexts. Considers actions for future practice. | Able to interpret own practice and that of others, but only based on specific frames of reference. | Limited interpretation of own practice and that of others restricting further action. | Incomplete interpretation of practice leading to insufficient action. |
| **29. Insight** | Outstanding and sophisticated understanding of self-awareness communicated in an objective manner, that clearly articulates key personal attributes (e.g., strengths, biases, beliefs, obstacles, developmental needs) and the origins of these, that will directly influence their practice. | Excellent understanding of self-awareness communicated in an objective manner, that clearly identifies key personal attributes (e.g., strengths, biases, beliefs, obstacles, developmental needs) and the origins of these, that will directly influence their practice. | Very good understanding of self-awareness mostly communicated in an objective manner, that clearly identifies key personal attributes (e.g., strengths, biases, beliefs, obstacles, developmental needs) and the origins of these, that will influence their practice. | Good understanding of self-awareness generally communicated in an objective manner, with reference to some key personal attributes (e.g., strengths, biases, beliefs, obstacles, developmental needs) and the origins of these, and some reference to how these will influence their practice. | Demonstrates some self-reflection, however the self-reflection lacks depth, objectivity or specificity in relation to their own key personal attributes (e.g., strengths, biases, beliefs, obstacles, developmental needs) and the origins of these, with limited clear connection to how such attributes will influence their practice. | Limited evidence of objective self-reflection, and lack of clearly identified key personal attributes (e.g., strengths, biases, beliefs, obstacles, developmental needs) and the origins of these. There is a lack of connection as to how such attributes will directly influence their practice. | A lack of objective self-reflection; key personal attributes (e.g., strengths, biases, beliefs, obstacles, developmental needs) are not identified. Thus, it is unclear how such attributes will influence their practice. |