

Guidance on using CCCU Generic Assessment and Grading Criteria Grids:

In spring 2022 the Office for Students (OfS) required all higher education providers to revise their assessment criteria in line with their newly published standards. The new OfS requirements see a change in the language around a low pass (40-49%) with a focus on what has been achieved and a compulsory emphasis on standards around spelling, punctuation, grammar and numeracy. The following generic assessment and grading criteria grids describe the typical performance for levels 0-5 and classification at level 6 in line with the OfS's 2022 quality compliance requirements for degree outcomes.

Our updated grading criteria reflect these requirements and we have also taken this opportunity to phrase the criteria more compassionately to encourage students to engage with feedback that sets out how they can improve. The criteria are in place to support staff assessing on CCCU courses in the following ways:

1. They assist with reliability of quality-assured sector-level marking and feedback across disciplines, courses and modules
2. They provide structured feedback to students in terms of sector standards, reducing the burden on markers by avoiding repetitious comments; and supporting staff to provide timely and effective feedback. Bespoke comments that staff make could usefully draw on specific examples from students' work.

The criteria are clustered under five headings which align with the OfS's 2022 requirements for degree outcomes: Knowledge and Understanding; Cognitive Skills; Practical Skills; Transferable Skills; Professional Competencies. Graduate communication skills are a particular priority of the OfS and thus under the new requirements any assignments where spelling, punctuation, grammar and numeracy can be assessed, they must be, at all levels. Our updated grading criteria reflect the OfS requirements accordingly, and it is up to local marking teams to include the clarity of expression criterion wherever this can be assessed. To support academic staff, Learning & Teaching Enhancement has designed exemplar menus for a range of assessments and in these grading criteria menus (below) you will see that the criterion '16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)' is the most commonly recurring criterion. Marking teams are advised, where possible, to have a pre-marking moderation meeting to review past work against the new set of criteria. This will ensure shared understanding and standardised application of the newly adjusted classification descriptors across the team of markers to minimise moderating and external examining queries across marking teams. As always, assessors are reminded that it is the responsibility of us as university staff to check if the work we are marking is subject to a Learning Support Plan (LSP) and to follow the guidance provided in the LSP, seeking advice from Student Wellbeing Services if needed.

The set of criteria under each heading should provide for most types of assessment used across the University but **it is not intended that all the criteria within a suite would ever be used for a single assessment item or that all headings would necessarily appear in every assessment grid.** To assist staff with selecting 4-8 relevant criteria per assessment, we have made templates or 'take-away menus' of criteria that given assessments may choose to assess; staff can adapt these to the needs of assessments on their courses. The module lead may wish to make some minor amendments to add in discipline specific language, but qualitative language about the performance levels (e.g., excellent, sound, broad, detailed) should not be altered as these levels have been aligned across teaching levels across the university.

The new criteria have been developed by LTE in collaboration with faculty representatives, our Students' Union and Quality and Standards Office and approved through the Education and Student Experience Committee.

Steps for academic staff to complete:

Step 1 - Select the appropriate grading criteria for your module's assessments

- a. The first task is for module leads (and teaching teams) to select the most appropriate set of criteria for the assignments under consideration.
- b. This should be done with reference to the learning outcomes which determine what the assignment is testing. (You will find the take-away menu – below - for your chosen assessment type a helpful starting point in this task.)
- c. There are five clusters of criteria (you may omit whole clusters if appropriate) and it is expected that you will select one or more criteria from the selected clusters to provide feedback on achievement within that assignment. If you select too many it becomes difficult to manage, too few and you will not indicate to students what you are assessing and where they are succeeding. (As a rough guideline 4-8 criteria is usually optimum; see menus below.)

Step 2 – Customise the Template Excel Spreadsheet for your module's assessments if you're marking via Turnitin Rubrics (no need to change feedback dissemination method)

- a. Once you have selected the criteria for the assignment you will need to download the Template Excel Spreadsheet for the level in question (e.g., for a level 4 assessment, download the level 4 spreadsheet) and delete any surplus rows in that template file to include only your required criteria.
- b. This formatted Spreadsheet should be saved with the name of the assessment in the title. If the module has more than one assignment, a separately saved criteria grid for each assignment will be necessary to reflect the learning outcomes.
- c. The module lead may wish to make some minor amendments to add in discipline specific language, but **qualitative language about the performance levels** (e.g., excellent, sound, broad, detailed) **should not be altered as these levels have been aligned across teaching levels across the university.**

Step 3 – Update the module handbook and all references to assessment criteria accordingly

- a. The customised grading criteria spreadsheets should be integrated into the module handbook (on Blackboard) at the start of the module (by 19 September 2022 for any assessments released to students in semester 1), so that students can see the criteria against which their work will be assessed.

Step 4 – Update Turnitin criteria using the Template Excel Spreadsheet if you're using Turnitin rubrics

- a. Staff marking assessments submitted via Turnitin, can ask their administration team to upload to Turnitin their trimmed down version of the template-formatted Excel Spreadsheet, saving it using a shortened form of the name of the assessment for easy use in future.
- b. Staff marking assessments on PebblePad will want to create their own feedback sheets using the grading criteria as a starting point.

Step 5 – Assessing on Turnitin Rubric using the sliding scale with the new criteria uploaded

- a. With the rubrics uploaded, saved, and selected on Turnitin, all markers in a team will be able to use the sliding scale function to indicate a student's level of achievement within a particular criterion by aligning the sliding scale arrow with the descriptor for the appropriate level of achievement.
- b. The intention is to illustrate strengths and weaknesses through a profile, rather than trying to allocate specific marks for each criterion.

Step 6 – Effective feedback practice, adding a few specific comments to supplement the grading criteria level statement

- a. Further, more specific written comments about a couple of areas of strength and a couple of areas to focus on enhancing in future assignments should be added as required to the free text entry box in Turnitin.
- b. E.g., 'Excellent data collection here, your methodology as set out on pages 2-3 is exemplary' or 'You draw on a range of set sources; it is good to see that you have engaged with core readings. But on page 4, you rely on a Wikipedia entry – this is not an appropriate source for level 4 work – instead, enter your topic keyword in LibrarySearch to help you find available peer-reviewed articles and e-books to support your claim.'

Quality Assurance Process

Module Leads and Course Directors are responsible for checking with their teams that assessment criteria have been updated in all semester/trimester 1 student-facing materials before 19 September 2022.

Subsequently, semester/trimester 2 and 3 student-facing materials must likewise have been updated before release to students.

Once academics have determined the relevant criteria for each Semester 1 assessment, Module Leads, or Course Directors need to pass the completed formatted Excel Spreadsheets for admin teams to upload to the relevant submission points before the assessments are due. Academic staff should flag priority assessments due in September and the first half of October for admin teams so that these are prepared first, continuing prioritisation into semester/trimester 2 and 3.

StaffNet notices will advise staff of deadlines for the process throughout 2022/23.

For pedagogic queries about grading criteria or support with pre-marking moderation, please contact Senior Academic Developer in LTE, Claire Loffman claire.loffman@canterbury.ac.uk or LTE-ADMIN@canterbury.ac.uk. Module leads or admin teams can contact their school's designated Digital Academic Developer for technical help if further support is required with Rubric uploads.

Course Directors/Module Leads should focus on assessments set in semester 1 before the 19th of September 2022 deadline. Reminders will be sent out on StaffNet in December 2022 for staff to complete the process for semester/trimester 2 and 3, but some teams may choose to complete all assessment criteria course updates in August and September.

Menus for Grading Criteria

To assist staff with selecting 4-8 relevant criteria per assessment, Learning & Teaching Enhancement has produced templates or 'take-away menus' for which criteria given assessments might assess; staff are encouraged to adapt these to the needs of assessments on their courses. Below is the list of most commonly used assessment types with suggested criteria; if you have a query, find an unsupported assessment type, or wish to discuss the templates further, please contact claire.loffman@canterbury.ac.uk or LTE-ADMIN@canterbury.ac.uk:

1. Individual Practical
2. Group Practical
3. Individual Report
4. Group Report
5. Individual Presentation
6. Group Presentation
7. Reflective Writing
8. Critical Reflection
9. Essay
10. Case Study
11. Performance
12. Practical Submission (e.g., website or film)
13. Plans for Exhibition
14. Exhibition
15. Portfolio
16. Written Examination
17. Computer Based Exam
18. OSCE
19. Work-Placement Report
20. Dissertation
21. Digital Assessment for Health

Please remember, it is up to module leads revising rubrics for 2022/23 to include the '16. Clarity of expression criterion' wherever this can be assessed.

1. Individual Practical

2. Information gathering/ processing
3. Evaluation of process and the quality of information / data developed
7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)
9. Conclusions
10. Initiative (taking action, independence)
22. Time management / self-management

2. Group Practical

2. Information gathering/ processing
3. Evaluation of process and the quality of information / data developed
7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)
9. Conclusions

- 11. Decision making
- 20. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)

3. Individual Report

- 1. Knowledge and application of subject and theories
- 3. Evaluation of process and the quality of information/ data developed
- 6. Clarity of objectives and focus of work
- 8. Analysis
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 24. Reflection (including self-criticism / awareness)

4. Group Report

- 1. Knowledge and application of subject and theories
- 3. Evaluation of process and the quality of information/ data developed
- 6. Clarity of objectives and focus of work
- 8. Analysis
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 20. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)

5. Individual Presentation

- 1. Knowledge and application of subject and theories
- 6. Clarity of objectives and focus of work
- 9. Conclusions
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 18. Presentation (visual)
- 19. Presentation (oral)
- 21. Self-presentation / interpersonal skills

6. Group Presentation

- 1. Knowledge and application of subject and theories
- 6. Clarity of objectives and focus of work
- 9. Conclusions
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 18. Presentation (visual)
- 19. Presentation (oral)
- 20. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)

7. Reflective Writing

- 3. Evaluation of process and the quality of information/ data developed
- 5. Referencing
- 6. Clarity of objectives and focus of work
- 11. Decision making

- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 24. Reflection (including self-criticism / awareness)

8. Critical Reflection

- 3. Evaluation of process and the quality of information/ data developed
- 6. Clarity of objectives and focus of work
- 11. Decision making
- 15. Communication and presentation (appropriate to discipline)
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 24. Reflection (including self-criticism / awareness)

9. Essay

- 1. Knowledge and application of subject and theories
- 4. Quality of sources used
- 5. Referencing
- 6. Clarity of objectives and focus of work
- 8. Analysis
- 9. Conclusions
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)

10. Case Study

- 1. Knowledge and application of subject and theories
- 2. Information gathering/ processing
- 4. Quality of sources used
- 7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)
- 8. Analysis
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)

11. Performance

- 1. Knowledge and application of subject and theories
- 12. Creative process
- 13. Performance
- 14. Form and content in a practical context
- 15. Communication and presentation (appropriate to discipline)
- 21. Self-presentation / interpersonal skills

12. Practical Submission (e.g., website or film)

- 1. Knowledge and application of subject and theories
- 6. Clarity of objectives and focus of work
- 10. Initiative (taking action, independence)
- 12. Creative process
- 14. Form and content in a practical context
- 15. Communication and presentation (appropriate to discipline)

17. Digital skills

13. Plans for Exhibition

- 2. Information gathering/ processing
- 3. Evaluation of process and the quality of information / data developed
- 4. Quality of sources used
- 6. Clarity of objectives and focus of work
- 11. Decision making
- 14. Form and content in a practical context
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)

14. Exhibition

- 1. Knowledge and application of subject and theories
- 6. Clarity of objectives and focus of work
- 10. Initiative (taking action, independence)
- 12. Creative process
- 14. Form and content in a practical context
- 15. Communication and presentation (appropriate to discipline)
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)

15. Portfolio

- 2. Information gathering/ processing
- 3. Evaluation of process and the quality of information / data developed
- 6. Clarity of objectives and focus of work
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 17. Digital skills
- 22. Time management / self-management
- 24. Reflection (including self-criticism / awareness)

16. Written Examination

- 1. Knowledge and application of subject and theories
- 4. Quality of sources used
- 6. Clarity of objectives and focus of work
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 22. Time management / self-management

17. Computer Based Exam

- 1. Knowledge and application of subject and theories
- 6. Clarity of objectives and focus of work
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 17. Digital skills
- 22. Time management / self-management

18. OSCE (Objective Structured Clinical Examination)

1. Knowledge and application of subject and theories
2. Information gathering/ processing
10. Initiative (taking action, independence)
11. Decision making
15. Communication and presentation (appropriate to discipline)
21. Self-presentation / interpersonal skills
26. Work within a framework of professional values / code of conduct

19. Work-Placement Report

2. Information gathering/ processing
3. Evaluation of process and the quality of information / data developed
6. Clarity of objectives and focus of work
16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
20. Interactive and group skills (including teamwork, negotiation, understanding group dynamics)
26. Work within a framework of professional values / code of conduct
27. Reflective practice

20. Dissertation

1. Knowledge and application of subject and theories
3. Evaluation of process and the quality of information / data developed
5. Referencing
7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)
9. Conclusions
16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
22. Time management / self-management
24. Reflection (including self-criticism / awareness)

21. Digital Assessment for Health

1. Knowledge and application of subject and theories

- 2. Information gathering/ processing
- 6. Clarity of objectives and focus of work
- 8. Analysis
- 16. Clarity of expression (incl. accuracy, spelling, grammar, punctuation, and numeracy)
- 17. Digital skills
- 26. Work within a framework of professional values / code of conduct