



ARDEN UNIVERSITY QUALITY ASSURANCE DOCUMENT QA 62 – GENERIC GRADING CRITERIA

Assessment Criteria: Level 3

Level 3 prepares students to function effectively at Level 4. Criteria for assessment at Level 3 reflect the preparatory nature of these modules. Students are expected to demonstrate the acquisition of generic learning skills appropriate for self-managed learning in an HE context. Students are expected to demonstrate that they have acquired the underpinning discipline-specific skills, knowledge and understanding necessary to undertake a programme of higher education

Grade	Mark Bands	Generic Assessment Criteria	Subject Specific Criteria: Knowledge and understanding	Subject Specific Criteria: Intellectual, Practical, Legal and Transferable Skills
First (1)	80%+	Outstanding performance which demonstrates an outstanding knowledge base, supported with wider reading and the ability to begin to analyse the subject area. The work draws widely on relevant theory and shows awareness of any relevant ethical considerations. The work shows an outstanding level of competence and confidence in managing appropriate sources and materials, initiative and excellent academic writing skills and professional skills (where appropriate). The work is accurately and consistently referenced throughout.		
	70-79%	Excellent performance which demonstrates an excellent		

		<p>knowledge base the ability to begin to analyse the subject. The work draws on relevant theory whilst showing some awareness of any relevant ethical considerations. The work shows a high level of competence in managing sources and materials, initiative and excellent academic writing skills and professional skills (where appropriate). The work is consistently referenced throughout.</p>		
Upper second (2:1)	60-69%	<p>Very good performance which demonstrates a sound understanding of the content and some ability to analyse the issues with reference to theory. The work shows a very good level of competence in managing sources and materials and some initiative. Academic writing skills are very good, and expression remains accurate overall. Very good professional skills (where appropriate). The work is referenced throughout.</p>		
Lower second (2:2)	50-59%	<p>A good performance which shows a decent understanding of the content and makes some reference to theory. The work shows a sound level of</p>		

		<p>competence in managing basic sources and materials. Academic writing skills are generally good, and expression remains accurate overall although the piece may lack structure. Good professional skills (where appropriate). There is some attempt to reference the work.</p>		
Third (3)	40-49%	<p>A satisfactory level of understanding in which there are some gaps in knowledge of the subject, its underpinning theory, and ethical considerations. The work shows a basic use of sources and materials. Academic writing skills are limited and there are some errors in expression and the work may lack structure overall. There are some difficulties in developing professional skills (where appropriate).</p>		
Marginal Fail	30-39%	<p>A limited level of knowledge in which there are clear omissions in understanding the subject, its underpinning theory, and ethical considerations. The work shows a limited use of sources and materials. Academic writing skills are weak</p>		



		and there are errors in expression and the work may lack structure overall. There are difficulties in developing professional skills (where appropriate).		
Clear fail	29% and below	A poor performance in which there are substantial gaps in knowledge and understanding. The work shows little evidence in the use of appropriate sources and materials. Academic writing skills are very weak and there are numerous errors in expression. The work lacks structure overall. Professional skills (where appropriate) are not developed. The work is imitative.		



Assessment Criteria: Level 4

Level 4 is the first stage on the student journey into undergraduate study. At Level 4 students will be developing their knowledge and understanding of the discipline and will be expected to demonstrate some of those skills and competences. Student are expected to express their ideas clearly and to structure and develop academic arguments in their work. Students will begin to apply the theory which underpins the subject and will start to explore how this relates to other areas of their learning and any ethical considerations as appropriate. Students will begin to develop self-awareness of their own academic and professional development.

Grade	Mark Bands	Generic Assessment Criteria	Subject Specific Criteria: Knowledge and understanding	Subject Specific Criteria: Intellectual, Practical, Legal and Transferable Skills
First (1)	80%+	<p>Outstanding performance which demonstrates the ability to analyse the subject area and to confidently apply theory whilst showing awareness of any relevant ethical considerations.</p> <p>The work shows an outstanding level of competence and confidence in managing appropriate sources and materials, initiative and excellent academic writing skills and professional skills (where appropriate). The work shows originality of thought.</p>		
	70-79%	<p>Excellent performance which demonstrates the ability to analyse the subject and apply theory whilst showing some awareness of any relevant ethical considerations.</p>		

		<p>The work shows a high level of competence in managing sources and materials, initiative and excellent academic writing skills and professional skills (where appropriate). The work shows originality of thought.</p>		
Upper second (2:1)	60-69%	<p>Very good performance which demonstrates the ability to analyse the subject and apply some theory.</p> <p>The work shows a very good level of competence in managing sources and materials and some initiative. Academic writing skills are very good, and expression remains accurate overall. Very good professional skills (where appropriate). The work shows some original thought.</p>		
Lower second (2:2)	50-59%	<p>A good performance which begins to analyse the subject and apply some underpinning theory.</p> <p>The work shows a sound level of competence in managing basic sources and materials. Academic writing skills are good, and expression remains</p>		

		<p>accurate overall although the piece may lack structure. Good professional skills (where appropriate). The work lacks some original thought.</p>		
Third (3)	40-49%	<p>Satisfactory level of performance in which there are some omissions in understanding the subject, its underpinning theory, and ethical considerations.</p> <p>The work shows a satisfactory use of sources and materials. Academic writing skills are limited and there are some errors in expression and the work may lack structure overall. There are some difficulties in developing professional skills (where appropriate). The work lacks original thought and is largely imitative.</p>		
Marginal fail	30-39%	<p>Limited performance in which there are omissions in understanding the subject, its underpinning theory, and ethical considerations.</p> <p>The work shows a limited use of sources</p>		

		<p>and materials. Academic writing skills are weak and there are errors in expression and the work may lack structure overall. There are difficulties in developing professional skills (where appropriate). The work lacks original thought and is largely imitative.</p>		
Clear fail	29% and below	<p>A poor performance in which there are substantial gaps in knowledge and understanding, underpinning theory and ethical considerations.</p> <p>The work shows little evidence in the use of appropriate sources and materials. Academic writing skills are very weak and there are numerous errors in expression. The work lacks structure overall. Professional skills (where appropriate) are not developed. The work is imitative.</p>		



Assessment Criteria: Level 5

Level 5 reflects the continuing development in knowledge, understanding and skills from Level 4. At Level 5, students are not expected to be fully autonomous but are able to take responsibility for their own learning with appropriate guidance and direction. Students are expected to further develop their theoretical knowledge within a more intellectual context and to demonstrate this through more complex forms of expression which move beyond the descriptive or imitative domain. Students are expected to demonstrate skills of analysis in both problem-solving and resolution.

Grade	Mark Bands	Generic Assessment Criteria	Subject Specific Criteria: Knowledge and understanding	Subject Specific Criteria: Intellectual, Practical, Legal and Transferable Skills
First (1)	80%+	An outstanding information base exploring and analysing the discipline, its theory and any associated ethical considerations. There is sophisticated use and management of learning resources, and a high degree of autonomy is demonstrated. Writing is outstandingly well structured and accurately referenced throughout. Where appropriate, outstanding professional skills are demonstrated. The work is original and with some additional effort could be considered for internal publication.		
	70-79%	An excellent knowledge base within which the discipline is explored and analysed. There is a degree of originality in the approach. The work demonstrates		

		<p>confidence and autonomy and extends to consider ethical issues. Learning resources have been managed confidently. Writing is exceptionally well structured and accurately referenced throughout. Where appropriate, an excellent level of professional skills is demonstrated, and the work demonstrates a high level of intellectual and academic skills.</p>		
<p>Upper second (2:1)</p>	<p>60-69%</p>	<p>A very good knowledge base which explores and analyses the discipline, its theory, and any associated ethical issues. There is evidence of some originality and independence of thought. A very good range of learning resources underpin the work and there is evidence of growing confidence and self-direction. The work demonstrates the ability to analyse the subject and apply theory with good academic and intellectual skills. Academic writing skills are very good, expression is accurate overall, and the work is consistently referenced throughout.</p>		

<p>Lower second (2:2)</p>	<p>50-59%</p>	<p>A good understanding of the discipline which begins to analyse the subject and apply some underpinning theory. There may be reference to some of the ethical considerations. The work shows a sound level of competence in managing basic sources and materials. Academic writing skills are good and accurate overall, and the work is planned and structured with some thought. Professional skills are good (where appropriate). The work lacks original thought, but academic and intellectual skills are moving into the critical domain. The work is referenced throughout.</p>		
<p>Third (3)</p>	<p>40-49%</p>	<p>Satisfactory level of performance in which there are some omissions in understanding the subject, its underpinning theory, and ethical considerations. There is little evidence of independent thought, and the work shows a basic use of sources and materials. Academic and intellectual skills are limited. The work may lack structure overall. There are some difficulties in developing</p>		

		<p>professional skills (where appropriate). There is an attempt to reference the work.</p>		
Marginal Fail	30-39%	<p>A limited piece of work in which there are clear gaps in understanding the subject, its underpinning theory, and ethical considerations. The work shows a limited use of sources and materials. Academic and professional skills are weak and there are errors in expression and the work may lack structure overall. There are difficulties in developing professional skills (where appropriate). The work lacks original thought and is largely imitative.</p>		
Clear Fail	29% and below	<p>A poor performance in which there are substantial gaps in knowledge and understanding, underpinning theory and ethical considerations. The work shows little evidence in the use of appropriate sources and materials. Academic writing skills are very weak and there are numerous errors in expression. The work lacks structure overall. Professional skills (where appropriate) are not developed. The work is imitative.</p>		



Assessment Criteria: Level 6

Level 6 study represents the student's increasing autonomy and independence in relation to their knowledge, understanding and skills. At Level 6, students are expected to demonstrate problem solving skills in both practical and theoretical contexts. This should be supported by an understanding of appropriate theory, creativity in expression and thought based on independent but informed judgments. Students should demonstrate the ability to seek out, invoke, analyse, and evaluate competing theories and claims to knowledge and work in a critically constructive manner. Work at this level is articulate, coherent, and skilled.

Grade	Mark Bands	Generic Assessment Criteria	Subject Specific Criteria: Knowledge and understanding	Subject Specific Criteria: Intellectual, Practical, Legal and Transferable Skills
First (1)	80%+	<p>An outstanding knowledge base exploring and analysing the discipline, its theory, and any associated ethical considerations.</p> <p>The work demonstrates outstanding independence of thought and originality.</p> <p>There is outstanding management of learning resources, and a high degree of autonomy is demonstrated which goes above and beyond the brief.</p> <p>The work demonstrates intellectual originality and</p>		

		<p>creativity. Writing is exceptionally well structured and accurately referenced throughout.</p> <p>Where appropriate, outstanding professional skills are demonstrated.</p> <p>The work is original and with some additional effort could be considered for internal publication.</p>		
First	70-79%	<p>An excellent information base within which the discipline is explored and analysed.</p> <p>There is considerable originality in the approach and the work demonstrates confidence and autonomy and extends to consider ethical issues.</p> <p>Learning resources have been managed with exceptional confidence and the work exceeds the assessment brief.</p> <p>Writing is exceptionally well structured and accurately</p>		

		<p>referenced throughout.</p> <p>Where appropriate, an excellent level of professional skills are demonstrated and the work demonstrates a high level of intellectual and academic skills.</p>		
<p>Upper second (2:1)</p>	<p>60-69%</p>	<p>A very good knowledge base which explores and analyses the discipline, its theory, and any associated ethical issues.</p> <p>There is evidence of some originality and independence of thought.</p> <p>A very good range of learning resources underpin the work and there is clear evidence of self-directed research.</p> <p>The work demonstrates the ability to analyse the subject and apply theory with good academic and intellectual skills.</p> <p>Academic writing skills are very good, expression is accurate overall, and the work is consistently</p>		

		referenced throughout.		
Lower second (2:2)	50-59%	<p>A good understanding of the discipline which supports some analysis, evaluation and problem-solving within the discipline. There may be reference to some of the ethical considerations.</p> <p>The work shows a sound level of competence in managing basic sources and materials.</p> <p>Academic writing skills are good and accurate overall, and the work is planned and structured with some thought.</p> <p>Professional skills are good (where appropriate).</p> <p>The work may lack originality, but academic and intellectual skills are moving into the critical domain.</p> <p>The work is referenced throughout.</p>		
Third (3)	40-49%	Satisfactory level of performance in		

		<p>which there are some omissions in the understanding of the subject, its underpinning theory, and ethical considerations.</p> <p>There is little evidence of independent thought, and the work shows a basic use of sources and materials.</p> <p>Academic and intellectual skills are limited.</p> <p>The work may lack structure overall.</p> <p>There are some difficulties in developing professional skills (where appropriate).</p> <p>There is an attempt to reference the work.</p>		
<p>Marginal Fail</p>	<p>30-39%</p>	<p>A limited piece of work in which there are clear gaps in understanding the subject, its underpinning theory, and ethical considerations.</p> <p>The work shows a limited use of sources and materials.</p>		

		<p>Academic and intellectual skills are weak and there are errors in expression and the work may lack structure overall.</p> <p>There are difficulties in developing professional skills (where appropriate).</p> <p>The work lacks original thought and is largely imitative.</p>		
<p>Clear Fail</p>	<p>29% and below</p>	<p>A poor performance in which there are substantial gaps in knowledge and understanding, underpinning theory and ethical considerations.</p> <p>The work shows little evidence in the use of appropriate sources and materials.</p> <p>Academic writing skills are very weak and there are numerous errors in expression.</p> <p>The work lacks structure overall.</p> <p>Professional skills (where appropriate) are not developed.</p> <p>The work is imitative.</p>		



Assessment Criteria: Level 7

<p>Level 7 is characterised by an expectation of students' expertise in their specialism. Students are semi-autonomous, demonstrating independence in the negotiation of assessment tasks (including the major project) and the ability to evaluate, challenge, modify and develop theory and practice. Students are expected to demonstrate an ability to isolate and focus on the significant features of problems and to offer synthetic and coherent solutions, with some students producing original or innovative work in their specialism that is potentially worthy of publication by Arden University. A clear appreciation of ethical considerations (as appropriate) is also a prerequisite.</p>				
Grade	Mark Bands	Generic Assessment Criteria	Subject Specific Criteria: Knowledge and understanding	Subject Specific Criteria: Intellectual, Practical, and Transferable Skills
Distinction	80+	<p>Outstanding analysis of key issues and concepts/. Outstanding development of conceptual structures and argument, making consistent use of scholarly conventions. Outstanding research skills, independence of thought, an extremely high level of intellectual rigour and consistency, exceptional expressive / professional skills, and <i>outstanding</i> creativity and originality.</p> <p>Outstanding academic/intellectual skills. Work pushes the boundaries of the discipline and demonstrates an awareness of relevant ethical considerations. Work may be considered for publication by Arden university</p>		
Distinction	70-79	<p>Excellent analysis of key issues and concepts/. Excellent development of conceptual structures and argument, making consistent use of</p>		



		<p>scholarly conventions. Excellent research skills, independence of thought, an extremely high level of intellectual rigour and consistency, exceptional expressive / professional skills, and substantial creativity and originality.</p> <p>Excellent academic/intellectual skills. Work pushes the boundaries of the discipline and demonstrates an awareness of relevant ethical considerations. Work may be considered for publication by Arden university</p>		
Merit	60-69%	<p>Very good level of competence demonstrated. High level of theory application. Very good analysis of key issues and concepts. Development of conceptual structures and argument making consistent use of scholarly conventions. Some evidence of original thought and a general awareness of relevant ethical considerations</p>		
Pass	55-59%	<p>A good performance. A good knowledge of key issues and concepts. Fairly descriptive, with some analysis of existing scholarly material, and some argument development. Limited evidence of original thought. Some awareness of relevant ethical considerations.</p>		



		Good professional skills (where appropriate).		
Pass	50-54%	<p>A satisfactory performance. Basic knowledge of key issues and concepts. Generally descriptive, with restricted analysis of existing scholarly material and little argument development. Use of scholarly conventions inconsistent. The work lacks original thought. Limited awareness of relevant ethical considerations.</p> <p>Satisfactory professional skills (where appropriate).</p>		
Marginal Fail	40-49%	<p>Limited research skills impede use of learning resources and problem solving.</p> <p>Significant problems with structure/accuracy in expression. Very weak academic professional skills.</p> <p>Limited use of scholarly conventions.</p> <p>Errors in expression and the work may lack structure overall</p>		
	39% and below	<p>A poor performance in which there are substantial gaps in knowledge and understanding, underpinning theory and ethical considerations.</p> <p>Little evidence of research skills, use of learning resources and</p>		



		<p>problem solving.</p> <p>Major problems with structure/ accuracy in expression.</p> <p>Professional skills not present.</p> <p>Very weak academic professional skills.</p> <p>No evidence of use of scholarly conventions.</p>		
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