

## MARKING DESCRIPTORS AND BANDINGS FOR UNDERGRADUATE COURSES

**This tool is designed to support module teams as they consider the specific marking of their undergraduate students' assessed work. It has been mapped to the Taxonomy of Assessment Domains. [CLT Taxonomy of assessment domains.pdf \(leedsbeckett.ac.uk\)](#) and the approved bandings, where the pass mark is 40%.**

**These general descriptors can be used to support a range of assessment modes (written, video, podcast, poster, or performances).**

**Your own course- specific marking descriptors can be reviewed, designed, selectively modified and/or repurposed to suit your own assessment criteria, subject / disciplinary values, and assessment marking weightings.**

## LEVEL 4 MARKING DESCRIPTORS

DOMAINS	High 1st 100 - 86	1 <sup>st</sup> 85 - 70	2.1 69 - 60	2.2 59 - 50	Pass 49 - 40	Fail 39 – 30	Fail 29 – 15	Fail 14 – 0
<b>Organisation and planning</b> [From L4 taxonomy: Organise self and prioritise tasks (under supervision, if appropriate); organise and plan own studying patterns.]	Outstanding evidence of attention to deadlines and time management. Outstanding demonstration of ability to make and implement plans. Outstanding evidence of managing own learning or using initiative.	Excellent evidence of attention to deadlines and time management. Excellent demonstration of ability to make and implement plans. Excellent evidence of managing own learning or using initiative.	Very good evidence of attention to deadlines and time management. Very good demonstration of ability to make and implement plans. Very good evidence of managing own learning or using initiative.	Good evidence of attention to deadlines and time management. Good demonstration of ability to make and implement plans. Good evidence of managing own learning or using initiative.	Adequate evidence of attention to deadlines and time management. Adequate demonstration of ability to make and implement plans. Adequate evidence of managing own learning or using initiative.	Occasional evidence of attention to deadlines and time management. Limited demonstration of ability to make and implement plans. Limited evidence of managing own learning or using initiative.	Little evidence of attention to deadlines and time management. Very limited demonstration of ability to make and implement plans. Very limited evidence of managing own learning or using initiative.	Deadlines not met, or prioritised. Appears unable to make and implement plans. Extremely limited evidence of managing own learning or using initiative.
<b>Communication</b> [From L4 taxonomy: Communicate in a clear and concise way, through a range of formal and informal tasks (using technology as appropriate) taking account of the audience/any fellow participants.]	Exceptionally effective communication skills appropriate to the level of study, task, audience, and discipline.	Highly effective communication skills appropriate to the level of study, task, audience, and discipline.	Very effective communication skills appropriate to the level of study, task, audience, and discipline.	Effective communication skills appropriate to the level of study, task, audience, and discipline.	Adequate communication skills appropriate to the level of study, task, audience, and discipline, but with evident weaknesses.	Unsatisfactory communication skills appropriate to this level of study.	Very limited evidence of communication skills appropriate to this level of study.	Limited or no evidence of the communication skills appropriate to this level of study.

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<b>Communication</b> (continued)	<p><b>Mode(s) of communication:</b> Exceptional selection and use of different styles and appropriate modes of communication to suit audience. Exceptional focus on the assessment outcomes.</p> <p><b>Presentation:</b> Exceptional presentation, demonstrating creativity in application to the topic. Exceptional use of visual aids (if applicable).</p>	<p><b>Mode(s) of communication:</b> Excellent selection and use of different styles and appropriate modes of communication to suit audience. Excellent focus on the assessment outcomes.</p> <p><b>Presentation:</b> Excellent, with an imaginative approach to the topic. Excellent use of visual aids (if applicable).</p>	<p><b>Mode(s) of communication:</b> Very good, selection and use of different styles and modes of communication to suit the audience. Very good communication of material focused on the assessment outcomes.</p> <p><b>Presentation:</b> Very good, consistent and logically structured. Very good use of visual aids (if applicable).</p>	<p><b>Mode(s) of communication:</b> Appropriate selection for the chosen audience. Good communication of material which is mainly focused on the assessment outcomes. May lack focus in some areas.</p> <p><b>Presentation:</b> Good, but there may be some omissions and errors in consistency. Good use of visual aids (if applicable).</p>	<p><b>Mode(s) of communication:</b> Suitable for the audience. Focus on the assessment title and outcomes demonstrated to an adequate level. Topic is addressed to an adequate level.</p> <p><b>Presentation:</b> Logical but has minor errors. Basic use of visual aids (if applicable).</p>	<p><b>Mode(s) of communication:</b> Not suitable and appropriate for the task or audience. Minimal focus on the assessment outcomes demonstrated. The topic is only superficially addressed.</p> <p><b>Presentation:</b> Disorganised in some areas. Very basic use of visual aids (if applicable).</p>	<p><b>Mode(s) of communication:</b> Not appropriate for the task and/or audience. Very limited connection to the assessment outcomes. Very limited attempt to address topic.</p> <p><b>Presentation:</b> Disorganised. Poor use of visual aids (if applicable).</p>	<p><b>Mode(s) of communication:</b> Not appropriate to the task or audience. Fails to address the assessment outcomes. Fails to address topic.</p> <p><b>Presentation:</b> Very disorganised. No or almost no use of visual aids (if applicable).</p>

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<b>Communication</b> (continued)	<b>Academic style:</b> Formal language used effectively throughout. Evidence of use of spellchecking and proofreading (e.g., no typos, no incomplete sections/ sentences). Exceptional referencing with no errors.	<b>Academic style:</b> Formal language used consistently throughout. Evidence of use of spellchecking and proofreading (e.g., no typos, no incomplete sections/ sentences). Excellent referencing with no errors	<b>Academic style:</b> Formal language used mostly consistently throughout. Evidence of use of spellchecking and proofreading (e.g., very few typos and/or incomplete sections/ sentences). Very good referencing with no errors.	<b>Academic style:</b> Formal language used reasonably consistently throughout. Evidence of use of spellchecking and proofreading (e.g., very few typos, and/or incomplete sections/ sentences). Effective referencing with few errors.	<b>Academic style:</b> Emerging ability to understand formal language. Some evidence of effective use of spellchecking and proofreading. (e.g., few typos and incomplete sections/ sentences) Adequate referencing with few errors.	<b>Academic style:</b> Limited ability to understand formal language. Limited evidence of effective use of spellchecking and proofreading (e.g., many typos, incomplete sentences, sections). Poor and/or inconsistent referencing.	<b>Academic style:</b> Very limited ability to understand formal language. Very limited evidence of effective use of spellchecking and proofreading (e.g., many typos, incomplete sentences, formatting errors). Lacks references.	<b>Academic style:</b> Extremely limited ability to understand formal language. Extremely limited evidence of effective use of spellchecking and proofreading (e.g., extensive typos, incomplete sentences, formatting errors). No references.
<b>Technical capabilities</b> [From L4 taxonomy: Choose and use appropriate tools and techniques for the accomplishment of set tasks.]	The work demonstrates an exceptional application of discipline-specific specialist skills/tools/ techniques to fully accomplish the task. Practical tasks	The work demonstrates an excellent application of discipline specific specialist skills/tools/ techniques to accomplish the task to an excellent level.	The work demonstrates a very good level of competence in the application of discipline specific specialist skills/ tools/techniques to accomplish	The work demonstrates a good level of competence in the application of discipline specific specialist skills tools/techniques to accomplish the task to a	The work demonstrates a basic level of competence in the application of discipline specific specialist skills/tools/ techniques to accomplish the task to a basic	The work demonstrates an insufficient level of application of discipline-specific specialist skills/tools/ techniques to accomplish the task to an adequate/	The work demonstrates a poor level of application of discipline-specific specialist skills/tools/ techniques. Practical tasks and/or processes have been	The work demonstrates no application of discipline-specific specialist skills/tools/ techniques. Practical tasks and/or processes are not evident or lack any

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<b>Technical capabilities</b> (continued)	and/or processes have been completed, with an outstanding degree of accuracy and proficiency for this level. Innovation has been demonstrated in/by a wide range of technical, creative and/or artistic skills.	Practical tasks and/or processes have been completed, with an excellent degree of accuracy and proficiency for this level. Emerging innovation and creativity have been demonstrated in/by a wide range of technical, creative and/or artistic skills.	the task to a very good level. Practical tasks and/or processes have been completed, with a very good degree of accuracy and proficiency. Very good innovation and creativity have been demonstrated in/by a range of technical, creative and/or artistic skills.	good level. Practical tasks and/or processes have been completed, often with a good degree of accuracy and proficiency. Some innovation and creativity have been demonstrated in/by a range of technical, creative and/or artistic skills.	level. Practical tasks and/or processes have been completed, with a basic degree of accuracy and proficiency. Lacks innovation and creativity in/by a range of technical, creative and/or artistic skills.	passable level. Practical tasks and/or processes have been completed, with an insufficient degree of accuracy and proficiency. Insufficient levels of innovation and creativity have been demonstrated in/by technical, creative and/or artistic skills.	completed, to a poor degree of accuracy and proficiency. Poor levels of innovation and creativity have been demonstrated in/by technical, creative and/or artistic skills.	accuracy or inefficiency. No evidence of innovation and creativity demonstrated in/by technical, creative and/or artistic skills.
<b>Theory and principles</b> [From L4 taxonomy: Demonstrate a fundamental knowledge of key theories and principles.]	Excellent presentation, interpretation and evaluation of concepts and/or evidence, throughout. Facilitation of a highly logical and	Excellent presentation, interpretation, and evaluation of concepts and/or evidence across most areas. Facilitation of a	Very good presentation, interpretation, and evaluation of concepts and/or theory. Facilitation of a coherent and logical	Good presentation, interpretation, and evaluation of concepts and/or theory. Provides a mostly coherent judgements	Adequate presentation, but limited use of concepts and/or theory to support judgements or arguments. Lacks coherent	Largely descriptive work, with limited effort made to use concepts and/or theory to develop judgements or arguments.	Descriptive work with no effort made to use concepts and/or evidence to develop judgements or arguments. Views expressed	Work is largely irrelevant or inaccurate, may contain unsubstantiated generalisations. Complete lack of theory and/or

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<b>Theory and principles</b> (continued)	coherent argument/ judgements. Compelling awareness of other stances, associated with a critical understanding of complexity.	substantially logical and coherent argument/ judgements. Strong awareness of other stances, with excellent critical understanding.	judgement. Argument illustrates awareness of other stances, with emerging critical understanding.	and/or arguments. Some awareness of other stances e.g., emerging in aspects of the work.	knowledge of key theories and principles and contain some inaccuracies.	Information and opinions are provided uncritically and without evidence.	are often illogical, invalid or irrelevant. Minimal or no use of theory/ principles to back up views.	concepts provided.
<b>Information/ data collection</b> [From L4 taxonomy: Gather and organise information/data from recommended and appropriate sources.]	Evidence of widely applied critical engagement with a wide range of relevant sources. Use of research-informed literature where relevant. Consistently accurate application of specified referencing style.	Evidence of critical engagement with a wide range of relevant sources. Use of research-informed literature where relevant. Accurate application of specified referencing style.	Evidence of engagement with a wide range of relevant sources. Good use of specified referencing style, with few inaccuracies or inconsistencies.	Evidence of engagement with an appropriate range of sources. Cites sources beyond essential and recommended texts. Specified referencing style used with minor inaccuracies or inconsistencies.	Evidence of some relevant sources. Sources largely confined to essential and recommended texts. Specified referencing use contains inaccuracies and/or inconsistencies.	Poor evidence of engagement with essential source materials. Lacks evidence of wider information/ data collection and associated reading. Heavily reliant on taught elements. Inconsistent and weak use of specified referencing style.	Very limited evidence of engagement with relevant source materials. Very limited information gathering. Very poor use of specified referencing style.	No evidence of information/ data collection or engagement with relevant source materials. No information gathering evident. Absent or incoherent use of specified referencing style.

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<b>Group/ interpersonal</b> [From L4 Taxonomy: Operate effectively and in groups and with individuals taking into account the needs and behaviour of others with sensitivity to equality, diversity and culture.]	Shows exceptional awareness of a range of responses to interact effectively. Excellent use of networking skills. Addresses conflict within the group. Seeks to promote relationships which serve the group needs.	Shows excellent awareness of the need for adopting a range of responses to interact effectively. Excellent contribution to group aims, illustrating very effective, sensitive, and consistent teamwork.	Shows very good awareness of the need for adopting a range of responses to interact effectively. Very good contribution to group aims, illustrating effective, sensitive, and consistent teamwork. Minor improvements required.	Shows good awareness of the need for adopting a range of responses to interact effectively. Contributes effectively to group aims. Some improvement needed to develop more unified collective teamwork.	Uses basic interactive skills appropriately to contribute to the group aims. Some evidence of group contribution, requiring improvement to develop teamwork.	Limited use of skills to contribute to the group. Limited evidence of group contribution, requiring substantial improvement to develop teamwork.	Avoids working with others or does not contribute effectively to the group. Very limited evidence of group involvement/ contribution to teamwork.	Does not contribute or disrupts the group. No evidence of group involvement/ contribution to teamwork.
<b>Analysis and interpretation</b> [From L4 taxonomy: Explain in detail and make sense of simple situations and problems by breaking information into parts and identifying the relevant motives, causes and	Outstanding argument and/or analysis. Independent thinking. Highly competent, rigorous and impressive application of evidence and theory to solve problems.	Excellent argument and/or analysis. Displays independent thought, is well organised, and demonstrates highly competent application of evidence/theory	Very good argument and/or analysis. Well organised argument very well supported by evidence. Evidence and/or theory is well applied attempting to	Good argument and/or analysis. Well supported by evidence. Good application of evidence and theory, attempting to solve the problem.	Adequate argument and/or analysis. May be superficial in some areas. Some attempt to solve the problem, using evidence/theory.	Illogical, irrelevant, or incoherent argument and/or analysis. May be contradictory in some areas. Limited attempt to solve the problem. Limited answer offered, using little or	Brief, irrelevant or deficient argument and/or analysis. Unsubstantiated generalisations/ discussion. Little or no attempt to solve the problem or	Absence of analysis and/or argument. No evidence of attempt to solve problem or provide an answer.

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main inherent issues.]		to solve the problem.	solve the problem.			irrelevant evidence/theory.	provide an answer.	
<b>Application</b> [From L4 taxonomy: Use learned theory, principles and techniques in different ways to address straightforward situations and problems.]	Demonstrates a detailed, accurate, systematic and impressive theoretical understanding. Appropriately selected theoretical knowledge integrated into the overall assignment task, consistently applied throughout.	Shows a systematic and accurate understanding of key theories, which are consistently and appropriately applied within the context of the assignment task. Excellent critical application.	Shows an accurate understanding of key theories, which are appropriately applied within the context of the assignment task. Evidence of critical application in some but not all parts.	Good descriptive knowledge of key theories with some appropriate application. Problem is addressed descriptively rather than critically.	Selection of theory is satisfactory but application and/or understanding is limited. Sufficient attempt to address the problem.	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding limited. Limited attempt to address the problem.	Knowledge of theory very limited, very inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding very limited. Very limited attempt to address the problem.	Absence of relevant theoretical content and/or use of theory. No attempt to address the situation or problem.
<b>Synthesis and evaluation</b> [From L4 taxonomy: Organise, justify and make connections about subject information, the validity of ideas or	Superb attempt to evaluate the subject information, the validity of the idea or the quality of the work.	Excellent attempt to evaluate the subject information, the validity of the ideas or the quality of the	Very good attempt to evaluate the subject information, the validity of the ideas or the quality of the	Good attempt to evaluate the subject information, the validity of the ideas or the quality of the work. Limited	Adequate attempt to evaluate the subject information, the validity of ideas or the quality of work. Lacks	Limited attempt to evaluate the subject information, the validity of ideas or the quality of work. Limited in addressing the	Very limited attempt to evaluate the subject information, the validity of ideas or the quality of work. Very	No attempt to evaluate the subject information, the validity of ideas or the quality of work. Does not address the



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the quality of work based on a set of criteria ]	Comprehensive critical synthesis throughout. Addresses the assessment outcomes with creativity, and originality.	work. Critical synthesis evident. Addresses the assessment outcomes to an excellent level.	work. Some evidence of critical synthesis, but inconsistent throughout. Addresses the assessment outcomes to a very good level.	critical synthesis, with description more evident. Addresses the assessment outcomes to a good level.	critical synthesis. Addresses the assessment outcomes to an adequate level.	assessment outcomes.	limited in addressing the assessment outcomes.	assessment outcomes.
<b>Reflection</b> [From L4 taxonomy; Give deliberate thought to situations and problems and systematically reflect on the issues and how they affect self and others.]	Exceptional evidence of reflection appropriate to the level of study, task, audience, and discipline. Exceptional awareness of situations/problems/issues affecting self and others. Excellent evidence of managing own learning.	Excellent evidence of reflection appropriate to the level of study, task, audience, and discipline. Excellent awareness of situations/problems/issues affecting self and others. Excellent evidence of managing own learning.	Very good evidence of reflection appropriate to this level of study, task, audience, and discipline. Very good awareness of situations/problems/issues affecting self and others. Very good evidence of managing own learning.	Good evidence of reflection appropriate to this level of study, task, audience, and discipline. Good awareness of situations/problems/issues affecting self and others. Good evidence of managing own learning.	Adequate evidence of reflection appropriate to this level of study, task, audience, and discipline. Adequate awareness of situations/problems/issues affecting self and others. Adequate evidence of managing own learning.	Unsatisfactory evidence of reflection appropriate to this level of study, task, audience, and discipline. Unsatisfactory awareness of situations/problems/issues affecting self and others. Limited evidence of managing own learning.	Limited evidence of reflection appropriate to this level of study, task, audience, and discipline. Limited awareness of situations/problems/issues affecting self and others. Very limited evidence of managing own learning.	No evidence of reflection, appropriate to this level of study, task, audience, and discipline. Very limited awareness of situations/problems/issues affecting self and others. No evidence of managing own learning.

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<b>Creativity</b> [From L4 taxonomy: Identify and consider the original aspects of/perspectives on the subject area.]	Noteworthy evidence of creativity. Noteworthy consideration of original aspects/perspectives on the subject area. Creative work illustrates originality, flair and style, comprehensively throughout.	Excellent evidence of creativity. Excellent consideration of original aspects/perspectives on the subject area. Creative work shows well-developed imagination and technique. Originality is consistently evident.	Very good evidence of creativity. Very good consideration of original aspects/perspectives on the subject area. Creative work shows interesting imagination and technique, with some glimpses of originality.	Good evidence of creativity. Good consideration of original aspects/perspectives on the subject area. Good demonstration of skills and technique. Creative work shows a good level of imagination and technique.	Adequate evidence of creativity. Adequate consideration of original aspects/perspectives on the subject area. Adequate demonstration of skills and techniques. Creative work shows a basic level of imagination and technique.	Limited evidence of creativity or innovation. Limited consideration of original aspects/perspectives on the subject area. Limited demonstration of skills and techniques. Undeveloped ideas and/or work with little creativity or technique.	Minimal evidence of creativity or innovation. Very limited consideration of original aspects/perspectives on the subject area. Minimal demonstration of skills and techniques.	No evidence of creativity or innovation. No consideration of original aspects/perspectives on the subject area. Skills and techniques remain undeveloped.

## LEVEL 5 MARKING DESCRIPTORS

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<b>Organisation and planning</b> [From L5 taxonomy: Organise self and plan tasks independently; negotiate outcomes and process.]	Meets deadlines. Time management and planning strategies are used effectively to enhance the quality of the work. Demonstrates evidence of exceptional organisation. Exceptional evidence of negotiation of outcomes and processes.	Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. Demonstrates excellent organisation. Excellent evidence of negotiation of outcomes and processes.	Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. Demonstrates very good organisation. Very good evidence of negotiation of outcomes and processes.	Makes plans and implements them in a satisfactory manner to meet deadlines. Demonstrates good organisation. Good evidence of negotiation of outcomes and processes.	Usually meets important deadlines. Exhibits limited evidence of planning. Basic organisation is evident. Adequate evidence of negotiation of outcomes and processes.	Limited evidence of attention to deadlines, time management, and/or ability to plan. Some basic organisation is evident, but this is inadequate, confused, and disorderly. Limited evidence of negotiation of outcomes and processes.	Very limited evidence of attention to deadlines, time management, and/or ability to plan. Poor organisation and lacks coherence. Very limited evidence of independent negotiation of outcomes and processes.	Rarely meets deadlines. Appears unable to make and implement plans. Disorganised and/or incoherent. No evidence of independent negotiation of outcomes and processes.
<b>Communication</b> [From L5 taxonomy: Communicate, in a clear and concise way, using a range of academic styles and modes appropriate to the context and taking	Exceptional and highly effective communication which demonstrates a sophisticated understanding of the discipline.	Excellent and effective communication which demonstrates a clear understanding of the discipline.	Very good communication in a format very suitable to the discipline.	Good Communication that is generally effective, and in a format appropriate to the discipline.	Generally clear communication but limited evidence of discipline’s academic style.	Communication is unclear and has limited evidence of discipline’s academic style.	Communication is unstructured and unfocused and/or in a format inappropriate to the discipline.	Communication is disorganised and/or incoherent and/or shows no understanding of the discipline.

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account of the audience/any fellow participants.]	<p><b>Mode(s) of communication</b> Outstanding focus on addressing the task/audience requirements. Meets the assessment outcomes to an original, and exceptional level.</p> <p><b>Presentation:</b> Creative presentation with strong visual impact which enhances the message.</p> <p><b>Academic style:</b> Formal language used effectively throughout. Evidence of use of spellchecking and proofreading</p>	<p><b>Mode(s) of communication</b> Excellent focus on addressing the task/audience requirements. Meets the assessment outcomes to an excellent standard.</p> <p><b>Presentation:</b> Message is presented clearly and imaginatively with visual impact.</p> <p><b>Academic style:</b> Formal language used consistently throughout. Evidence of use of spellchecking and proofreading</p>	<p><b>Mode(s) of communication</b> Very good focus on addressing the task/audience requirements. Meets the assessment outcomes to a very good level.</p> <p><b>Presentation:</b> Presentation is clear and has good visual effect.</p> <p><b>Academic style:</b> Formal language used mostly consistently throughout. Evidence of use of spellchecking and</p>	<p><b>Mode(s) of communication</b> Good focus on addressing the task and/or audience requirements. Meets the assessment outcomes to a good level.</p> <p><b>Presentation:</b> Presentation has a good structure and some visual impact.</p> <p><b>Academic style:</b> Formal language used reasonably consistently throughout. Evidence of use of spellchecking and</p>	<p><b>Mode(s) of communication</b> Adequate focus on addressing the task and/or audience requirements. Meets the assessment outcomes at a basic level.</p> <p><b>Presentation:</b> Visual aspect and/or structure of presentation is adequate but limited.</p> <p><b>Academic style:</b> Emerging ability to understand formal language. Some evidence of effective use of spellchecking and</p>	<p><b>Mode(s) of communication</b> Limited focus on addressing the task and/or audience requirements. Limited in meeting the assessment outcomes.</p> <p><b>Presentation:</b> disorganised in some areas. Support from visual tools is limited and unclear.</p> <p><b>Academic style:</b> Limited ability to understand formal language. Limited evidence of effective use of spellchecking and</p>	<p><b>Mode(s) of communication</b> Very limited in focusing on addressing the task and/or audience requirements. Very limited in meeting assessment outcomes.</p> <p><b>Presentation:</b> Presented in a disorganised manner. Lacks appropriate support from visual tools.</p> <p><b>Academic style:</b> Very limited ability to understand formal language. Very limited evidence of effective use of</p>	<p><b>Mode(s) of communication</b> Not appropriate to the task requirements, or audience. Fails to meet assessment outcomes.</p> <p><b>Presentation:</b> Presentation is disorganised and/or incoherent and/or medium is non-visual.</p> <p><b>Academic style:</b> Work is extremely disorganised, with content confusingly expressed. Very poor English</p>

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<b>Communication</b> (continued)	(e.g., no typos, no incomplete sections/ sentences). Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	(e.g., no typos, no incomplete sections/ sentences). Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present.	proofreading (e.g., very few typos and/or incomplete sections/ sentences). All elements of individual references are present.	proofreading (e.g., very few typos, and/or incomplete sections/ sentences). Most elements of individual references are present.	proofreading. (e.g., few typos and incomplete sections/ sentences). Some elements of individual references may be incomplete and/or absent.	proofreading (e.g., many typos, incomplete sentences, sections). Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent.	spellchecking and proofreading (e.g. many typos, incomplete sentences, formatting errors). Very limited use of sources of information in text and/or reference list.	and/or very inappropriate style. No evidence of reading. Absent or incoherent use of specified referencing style. Little or no acknowledgement of sources of information in text and/or reference list.
<b>Technical capabilities</b> [From L5 taxonomy: Choose and develop the application of appropriate tools and techniques to accomplish set tasks.]	The work demonstrates an exceptional competence and confidence in the application of discipline-specific specialist skills/tools/ techniques. Autonomous completion of practical tasks and/or processes	The work demonstrates excellent competence and confidence in the application of discipline-specific specialist skills/tools/ techniques. A high degree of innovation and creativity has been	The work demonstrates very good levels of competence and confidence in the application of discipline-specific specialist skills/tools/ techniques. A very good degree of innovation and	The work demonstrates good levels of competence and confidence in the application of discipline-specific specialist skills/tools/ techniques. Autonomous completion of practical tasks and/or processes	The work demonstrates an adequate/basic level of competence and confidence in the application of discipline specific specialist skills/tools/ techniques. Autonomous completion of practical tasks	The work demonstrates weak/limited application, competence, and confidence in discipline specific specialist skills/tools/ techniques. Independent completion of practical tasks and/or processes	The work demonstrates poor application, competence, and confidence in discipline specific specialist skills/tools/ techniques. Independent completion of practical tasks and/or processes is largely absent,	The work fails to demonstrate application, competence, and confidence in discipline specific specialist skills/tools/ techniques. No evidence of completion of practical tasks and/or processes. Fails

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<b>Technical capabilities</b> (continued)	has been undertaken with an outstanding degree of accuracy and proficiency. An expansive range of exceptional technical, creative and/or artistic skills has been demonstrated.	demonstrated. Autonomous completion of practical tasks and/or processes has been undertaken, with an excellent degree of accuracy and proficiency demonstrated. A wide range of excellent technical, creative and/or artistic skills has been demonstrated.	creativity has been demonstrated. Autonomous completion of practical tasks and/or processes has been undertaken, with a very good degree of accuracy and proficiency demonstrated. A wide range of very good technical, creative and/or artistic skills has been demonstrated.	has been undertaken, with a good degree of accuracy and proficiency demonstrated. A wide range of good technical, creative and/or artistic skills has been demonstrated.	and/or processes has been undertaken, with a rudimentary degree of accuracy and proficiency demonstrated. A basic range of technical, creative and/or artistic skills has been demonstrated.	is limited, with a poor level of accuracy and proficiency. Limited range of technical, creative and/or artistic skills has been demonstrated.	with a poor level of accuracy and proficiency. Very limited range of technical, creative and/or artistic skills has been demonstrated.	to demonstrate accuracy and proficiency. No evidence of technical, creative and/or artistic skills has been demonstrated.
<b>Theory and principles</b> [From L5 taxonomy: Demonstrate knowledge of key theories and principles, with an understanding of	Knowledge and understanding of theory are detailed and sophisticated. Appreciation of the limits of theory	Demonstrates a detailed, accurate, theoretical understanding. Appropriately selected theoretical	Shows a very good understanding of key theories, which are appropriately addressed within the context of	Good descriptive knowledge of key theories with some appropriate application. Good understanding of	Selection of theory is satisfactory but application and/or understanding limited. Some understanding of	Knowledge of theory is lacking, and/or inconsistent. Choice of theory inappropriate. Application and/or	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application	Absence of relevant theoretical content and/or use of theory and principles. No evidence of understanding

## LEVEL 5 MARKING DESCRIPTORS

DOMAINS	High 1st 100 - 86	1 <sup>st</sup> 85 - 70	2.1 69 - 60	2.2 59 - 50	Pass 49 - 40	Fail 39 – 30	Fail 29 – 15	Fail 14 – 0
their relationships to alternative themes and relevance to different contexts.]	demonstrated throughout the work. Approach to assessment task is clearly and appropriately theoretically informed. Exceptional understanding of key theories and principles in terms of their relevance to different contexts.	knowledge is applied to the overall assessment task. Excellent understanding of key theories and principles in terms of their relationships to alternative themes, and relevance to different contexts.	the assessment task. Very good understanding of key theories and principles in terms of their relationships to alternative themes, and relevance to different contexts.	key theories and principles in terms of their relationships to alternative themes, and relevance to different contexts.	key theories and principles in terms of their relationships to alternative themes, and relevance to different contexts.	understanding limited. Limited understanding of key theories and principles in terms of their relationships to alternative themes, and relevance to different contexts.	and/or understanding very limited. Very limited understanding of key theories and principles in terms of their relationships to alternative themes and relevance to different contexts.	key theories and principles in terms of their relationships to alternative themes and relevance to different contexts.
<b>Information/ data collection</b> [From L5 taxonomy: Select, gather and organise information/data independently from a wide range of primary and secondary sources.]	Exceptional selection of source material, and organisation of the data. Exceptional use of primary and secondary sources. Information/data collection is appropriate, justified and	Excellent selection of source material, and organisation of the data. Excellent use of primary and secondary sources. Information/data collection is appropriate, is justified and	Very good selection of source material and organisation of data. Very good use of primary and secondary sources. Information/data collection is appropriate to the task, and its	Good selection of source material and organisation of data. Good use of primary and secondary sources. Information/data collection approach is appropriate to the task and	Basic/adequate selection of source material and organisation of data. Sufficient use of primary and secondary sources. Information/data collection approach is appropriate to	Limited selection of source material, and organisation of data. Inadequate use of primary or secondary sources. Information/data collection is confused and/or unhelpful. Evaluation of	Poor selection of source material, and organisation of data. Very limited use of primary or secondary sources. Information/data collection is poorly addressed and/or very limited. Very	No evidence of selection, gathering, or organisation of data. No use of primary or secondary sources. Information/data collection not addressed and/or inappropriate

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<b>Information/ data collection</b> (continued)	analysed to an outstanding level. Information and/or data is comprehensively evaluated using appropriate criteria. Consistently accurate application of specified referencing style.	analysed to a high level. Evaluates information and/or data in detail using appropriate criteria. Accurate application of specified referencing style.	selection is analysed. Effectively evaluates information and/or data including critique of the techniques used. Specified referencing style used with few inaccuracies or inconsistencies.	attention given to the selection from appropriate sources. Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. Specified referencing style use shows minor inaccuracies or inconsistencies.	the task and brief rationale offered. Shows basic evaluation of information and/or data generated. Specified referencing style contains inaccuracies and/or inconsistencies.	process and the information and/or data is incomplete. Inconsistent and weak use of specified referencing style.	limited attempt to evaluate process or outcomes. Very poor use of specified referencing style.	approach used. No attempt to evaluate either process or outcomes. Absent or incoherent use of specified referencing style.
<b>Group/ interpersonal</b> [From L5 Taxonomy: Operate effectively in groups and on an individual basis with due consideration of roles, leadership and group dynamics and with sensitivity to	Exceptional interactive skills. Clear and valuable contributions to group work and/or project work are demonstrated along with exceptional teamwork and leadership skills.	Excellent interactive skills. Clear and valuable contributions to group work and/or project work are demonstrated along with excellent teamwork and leadership skills.	Very good interactive skills used very well to contribute to the group and/or project work. Clear and valuable contributions to group work and/or project work are demonstrated	Good interactive skills, used to contribute to the group and/or project work. Some clear and valuable contributions to group work and/or project work are demonstrated along with good	Adequate interactive skills, used to contribute to the group and/or project work. Limited and basic levels of contributions to group work and/or project work are demonstrated	Limited contribution to the group, and/or project work. Limited evidence of working with others. Insufficient levels of contributions to group work and/or project work with	Very limited contribution to the group and/or project work. Poor levels of contributions to group work and/or project work with insufficiently developed teamwork and leadership skills.	Infrequent or no contribution to group discussions and/or project work. May disrupt the group.



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equality, diversity and culture.]	Demonstrates a flexible approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives.	Effectively uses a range of networking skills within a learning or professional group. Addresses conflict. Seeks to promote relationships which serve the group needs.	along with very good teamwork and leadership skills. Interacts effectively within a learning group, giving and receiving information and ideas and modifying responses where appropriate.	teamwork and leadership skills. Meets obligations to others (tutors and/or peers) providing contributions to support shared objectives.	along with some basic teamwork and leadership skills.	insufficiently developed teamwork and leadership skills	Avoidance of working with others.	
<b>Analysis and interpretation</b> [From L5 taxonomy: Examine more complex situations and problems/ issues to illuminate relevant factors/emergent findings. Justify the validity of the analytical process, seeking evidence to offer and support interpretations.]	The work demonstrates extensive techniques of evaluation and an exceptional ability to demonstrate logical and well-structured arguments or reasoning. The work demonstrates exceptional ability to select, consider,	The work demonstrates excellent ability to select, consider, evaluate, comment on and synthesise a broad range of significant sources using appropriate referencing. A wide range of information is systematically	The work demonstrates very good ability to select, consider, evaluate, comment on and synthesise a broad range of significant sources using mostly appropriate referencing. A wide range of views and information is	The work demonstrates a good ability to select, consider, evaluate, comment on and synthesise a broad range of significant sources. Appropriate referencing, which may need development. A good range of views and information is	A basic range of views and information is considered and evaluated, using limited arguments or reasoning. A basic range of problem-solving skills is demonstrated. Referencing may need development.	An insufficient range of views and information is considered and evaluated, with insufficient use of arguments or reasoning. An insufficient range of problem-solving skills is demonstrated.	A poor range of views and information is considered and evaluated, with poor use of arguments or reasoning. A poor range of problem-solving skills is demonstrated. Referencing may need development.	No evidence of views and information being considered. No evaluation. Lacks argument and reasoning. Lacks evidence of problem-solving skills.

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<b>Analysis and interpretation</b> (continued)	evaluate, comment on and synthesise a broad range of significant sources using appropriate referencing. A wide range of views and information is systematically considered, and critically evaluated. Outstanding range of extremely well-developed problem-solving skills.	considered, and critically evaluated, using logical and well-structured arguments or reasoning. Excellent range of extremely well-developed problem-solving skills.	systematically considered, and critically evaluated, using logical and well-structured arguments or reasoning. Very good range of extremely well-developed problem-solving skills.	considered and evaluated, using logical and clearly structured arguments or reasoning. A good range of well-developed problem-solving skills is demonstrated.				
<b>Application</b> [From L5 taxonomy: Use appropriate clusters of principles, knowledge and techniques to make sense of ambiguous	Demonstrates outstanding application of knowledge, principles/ concepts/ theory and techniques. Provides	Demonstrates excellent application of knowledge, principles/ concepts/ theory and techniques. Provides	Demonstrates very good application of knowledge, principles/ concepts/ theory and techniques. Provides	Demonstrates good application of knowledge, principles/ concepts/ theory and techniques. Provides evidence of good	Demonstrates adequate application of knowledge, principles/ concepts/ theory and techniques. Provides	Demonstrates limited application of knowledge, principles/ concepts/ theory and techniques. Lacks reflection	Demonstrates unsatisfactory, invalid, and inadequate application of knowledge, principles/ concepts/ theory	Little or no evidence of application of knowledge, principles/ concepts/ theory and techniques. No reflection on

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situations /practice settings and reflect on the process of what has been learned.]	evidence of superb reflection on learning. Processes are analytically judged throughout to address the question.	evidence of excellent reflection on learning. Processes are critically analysed to address existing question(s)/ task.	evidence of very good reflection on learning. Processes analysed to answer given question(s)/ task.	reflection on learning. Processes described to answer given question(s)/ task.	evidence of basic reflection on learning. Valid but basic focus on the process is provided.	on learning. Incomplete attempt to focus on the process.	and techniques. Very limited reflection on learning. Very limited attempt to focus on the process.	learning. No focus on process.
<b>Synthesis and evaluation</b> [From L5 taxonomy: Organise, connect and make informed judgements about information and its relation to its underpinning knowledge and principles.]	Extraordinary organisation, connection or informed judgement about information and its relation to underpinning knowledge, and principles. Original, independent thinking, rigorous argument and an impressive use of evidence. Thorough and accurate evaluation and	Excellent organisation, connection or informed judgement about information and its relation to underpinning knowledge, and principles. Excellent analysis displaying independent thought and strong and well-organised argument, highly competent application of	Very good organisation, connection or informed judgement about information and its relation to underpinning knowledge, and principles. Analysis is very good, with a very well- organised argument. Argument and analysis are very well supported by evidence. Evidence is	Good organisation, connection or informed judgement about information and its relation to underpinning knowledge, and principles. Good analysis and argument, well supported by evidence. Good application of evidence to provide evaluation and synthesis.	Basic organisation, connection or informed judgement about information and its relation to underpinning knowledge, and principles. Analysis adequate, accurate and supported by evidence, but may be superficial or limited.	Limited organisation, connection or informed judgement about information, and its relation to underpinning knowledge, and principles. Argument and analysis may be illogical, irrelevant, or contradictory in places and/or unsupported by evidence. Limited evidence of	Very limited organisation, connection or informed judgement about information, and its relation to underpinning knowledge, and principles. Brief, irrelevant or deficient argument and analysis. Very limited evidence of evaluation and/or synthesis.	No organisation, connection or informed judgement about information, and its relation to underpinning knowledge, and principles. Absence of analysis and argument. No evidence of evaluation and/or synthesis, or no answer offered.

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<b>Synthesis and evaluation</b> (continued)	synthesis with evidence of breadth and depth of study.	evidence to provide evaluation and synthesis.	applied very well to provide evaluation and synthesis.		Some evidence of evaluation and/or synthesis.	evaluation and/or synthesis.		
<b>Reflection</b> [From L5 taxonomy; Apply ongoing reflective theory and thinking to a range of situations and evaluate possible solutions and outcomes.]	Outstanding evidence of reflection and/or use of theory. Excellent analysis and evaluation of situations, solutions and/or outcomes. Confidently evaluates actions and situations showing an awareness of own strengths and weaknesses which are clearly articulated, used and acted on. Critically questions evidence and values.	Excellent evidence of reflection and/or use of theory. Excellent analysis and evaluation of situations, solutions and/or outcomes is presented. Reflects on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to question evidence and values.	Very good evidence of reflection and/or use of theory. Analysis and evaluation of situations, solutions, and/or outcomes is presented. Evaluates own strengths and weaknesses and shows developing understanding of criteria for judgements. Demonstrates some willingness to question evidence and values. r	Good evidence of reflection and/or use of theory. Some analysis/ evaluation but tendency to describe situations, solutions and/or outcomes is evident Recognises own strengths and weaknesses.	Basic evidence of reflection and/or use of theory. Some description of situations, solutions and/or outcomes, but lacks evaluation. Emerging recognition of own strengths and weaknesses.	Limited evidence of reflection and/or use of theory. Limited evaluation of situations, solutions and/or outcomes. Limited analysis and self-awareness leading to poor judgement.	Very limited evidence of reflection and/or use of theory. Very limited evaluation of situations, solutions and/or outcomes. Very limited analysis and self-awareness leading to poor judgement.	No evidence of reflection, no use of theory, no evaluation of situations, solutions and/or outcomes. Distorted analysis/self-awareness leading to inaccurate view of the situation.

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<b>Creativity</b> [From L5 taxonomy: Develop a personal standpoint through the exploration of new perspectives relating to the knowledge, issues and solutions within the subject area.]	Exceptional creative flair and originality demonstrated. Exceptional development of personal standpoint, reflectively discussed. Outstanding and creative analysis of new perspectives, knowledge, issues and solutions within the subject area. High level, original, and creative critical analysis.	Excellent creative flair and originality. Demonstrates excellent development of personal standpoint. Excellent critical analysis of new perspectives, knowledge, issues and solutions within the subject area. Analytical approach consistently applied throughout.	Very good creative flair and originality demonstrated. Very good development of personal standpoint. Very good, critical analysis of new perspectives, knowledge, issues and solutions within the subject area. Analytical approach evident in some sections, but not all.	A good level of creative flair or originality demonstrated. Good development of personal standpoint. Good evidence of exploration of new perspectives, knowledge, issues and solutions within the subject area. Mainly descriptive, with some sections of criticality.	An emerging level of creative flair or originality demonstrated. Basic development of personal standpoint is evident. Adequate but basic exploration of new perspectives, relating to knowledge, issues and solutions within the subject area.	Creative flair or originality is limited/lacking. Limited development of personal standpoint. Limited exploration of new perspectives, relating to knowledge, issues and solutions within the subject area.	Creative flair or originality is very limited. Very limited development of personal standpoint. Very limited exploration of new perspectives relating to knowledge, issues and solutions within the subject area.	Creative flair is largely absent. No development of personal standpoint. No exploration of new perspectives relating to knowledge, issues and solutions within the subject area.

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<b>Organisation and planning</b> [From L6 taxonomy: Work autonomously to complete significant extended academic tasks and be able to accept responsibility for the process and outcomes.]	Within 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. Meets deadlines. Time management and planning strategies are used effectively to enhance the quality of the work.	Identifies learning needs by actively seeking out feedback from a range of sources and makes effective use of available resources to complete task/apply method. Uses excellent range of learning resources. Meets deadlines. Plans well ahead. Sets self-determined targets and contingency plans allowing sufficient time to receive and act on guidance. Evidence of very good ability to make and implement plans.	Identifies learning needs and acts independently to complete task/apply methods. Uses a very good range of learning resources. Meets deadlines. Plans and monitors progress to allow sufficient time for development of the work. Evidence of very good ability to make and implement plans.	Works independently to complete the task/apply method to a good level. Accesses and uses a range of learning resources and support. Meets deadlines, and illustrates good evidence of planning and time management. Evidence of good ability to make and implement plans.	Demonstrates ability to undertakes clearly directed work independently. Able to complete task/apply method/use the standard learning resources. Usually meets important deadlines. Exhibits basic evidence of planning and time-management. Shows adequate ability to make and implement plans.	Demonstrates limited ability to work independently, needing elevated guidance on tasks/methods/resources. Little evidence of attention to deadlines, and time management. Limited ability to make and implement plans.	Demonstrates very limited ability to work independently, needing a high level of guidance on tasks/methods/resources. Very little evidence of attention to deadlines and time management. Very limited ability to make and implement plans.	No evidence of ability to work independently, needing substantial guidance on tasks/methods/resources. Inability to complete task. No evidence of responsibility for the process and outcomes. Rarely meets deadlines. Appears unable to make and implement plans.

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DOMAINS	High 1st 100 - 86	1 <sup>st</sup> 85 - 70	2.1 69 - 60	2.2 59 - 50	Pass 49 - 40	Fail 39 – 30	Fail 29 – 15	Fail 14 – 0
<p><b>Communication</b> [From L6 taxonomy: Communicate in a clear and concise way, in formal styles, in relation to major pieces of academic work appropriate to the context, taking into account the audience/any fellow participants.]</p>	<p>Exceptionally effective communication skills appropriate to the level of study, task, audience and discipline.</p> <p><b>Mode(s) of communication</b> Outstanding selection and use of different styles and appropriate modes of communication to suit audience. Original and creative communication. Content fully, succinctly &amp; clearly explained. Tightly and consistently focused on assessment's</p>	<p>Highly effective communication skills appropriate to the level of study, task, audience and discipline.</p> <p><b>Mode(s) of communication</b> Excellent selection and use of different styles and appropriate modes of communication to suit audience. Excellent communication, with content fully, succinctly &amp; clearly explained. Consistently focused on the assessment's outcomes.</p>	<p>Very effective communication skills appropriate to the level of study, task, audience and discipline.</p> <p><b>Mode(s) of communication</b> Very good, appropriate selection and use of different styles and modes of communication to suit the audience. Effective communication, relevant to the learning outcomes of the assessment.</p>	<p>Effective communication skills appropriate to the level of study, task, audience and discipline.</p> <p><b>Mode(s) of communication</b> Appropriate selection for the chosen audience. Good communication of material which is mainly focused on the assessment learning outcomes but occasionally wanders from the point.</p>	<p>Adequate communication skills appropriate to the level of study, task, audience and discipline but with evident weaknesses.</p> <p><b>Mode(s) of communication</b> Suitable for the audience. Focus on the assessment outcomes demonstrated to an adequate level. Basic communication is provided. Learning outcomes superficially addressed.</p>	<p>Unsatisfactory communication skills appropriate to this level of study and/or discipline.</p> <p><b>Mode(s) of communication</b> Not suitable for the audience. Limited attempt to address the task, with unclear/misdirected communication. Inconsistent/minimal focus on the assessment outcomes.</p>	<p>Very limited evidence of the communication skills appropriate to this level of study and/or discipline.</p> <p><b>Mode(s) of communication</b> Not appropriate for the task and/or audience. Communication is confused. Intermittent connection to the assessment outcomes, with the assessment topic/focus only superficially addressed.</p>	<p>No evidence of the communication skills appropriate to this level of study and/or discipline.</p> <p><b>Mode(s) of communication</b> Not appropriate to the task or audience. Failure to communicate in a clear, concise and/or appropriate style. The nature of the audience is not considered. Poor connection to assessment outcomes.</p>

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<b>Communication</b> (continued)	<p>outcomes throughout.</p> <p><b>Presentation:</b> is polished and applied creatively to the topic/task. Excellent use of visual aids (if applicable), that could not be improved upon at this level. Outstanding and original delivery.</p> <p><b>Academic style:</b> Formal language used effectively throughout. Evidence of use of spellchecking and proofreading (e.g., no typos, no incomplete sections/</p>	<p><b>Presentation:</b> is excellent, well structured, engaging and appropriate to the audience. Imaginative approach to the topic. Excellent use of visual aids (if applicable) that complement the presentation, are attractive and engaging. Excellent delivery.</p> <p><b>Academic style:</b> Formal language used consistently throughout. Evidence of use of spellchecking and proofreading (e.g., no typos, no incomplete sections/</p>	<p><b>Presentation:</b> is very good. Logically structured, and makes sense. Very few errors. Appropriate style and format. Very good use of visual aids (if applicable). Delivery is very good, but minor corrections are still required.</p> <p><b>Academic style:</b> Formal language used mostly consistently throughout. Evidence of use of spellchecking and proofreading (e.g., very few typos and/or</p>	<p><b>Presentation:</b> is good and conveys meaning. May be fluency issues, or imbalances. Some adequate use of visual aids (if applicable) but could be improved. Minor errors are evident. Delivery is good but needs improvement.</p> <p><b>Academic style:</b> Formal language used mostly consistently throughout. Evidence of use of spellchecking and proofreading (e.g. very few typos and/or</p>	<p><b>Presentation:</b> is logical but contains minor errors. Basic use of visual aids (if applicable) that require improvement in clarity. Delivery is adequate. Some limitations in delivery are evident.</p> <p><b>Academic style:</b> Formal language used reasonably consistently throughout. Evidence of use of spellchecking and proofreading (e.g., very few typos, and/or</p>	<p><b>Presentation:</b> is disorganised in some areas. Very basic use of visual aids (if applicable) that require significant improvement. Poor delivery, with errors, omissions and a lack of clarity.</p> <p><b>Academic style:</b> Limited ability to understand formal language. Limited evidence of effective use of spellchecking and proofreading (e.g. many typos, incomplete</p>	<p><b>Presentation:</b> is disorganised. Poor use of visual aids (if applicable) that require comprehensive development. Very limited organisation/ delivery, and limited evidence of meeting learning outcomes.</p> <p><b>Academic style:</b> Very limited ability to understand formal language. Very limited evidence of effective use of spellchecking and proofreading</p>	<p><b>Presentation:</b> is very disorganised. Does not use of visual aids (if applicable). Presentation is not understandable. Delivery fails to meet specified learning outcomes.</p> <p><b>Academic style:</b> Extremely limited ability to understand formal language. Extremely limited evidence of effective use of spellchecking and proofreading</p>



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<b>Communication</b> (continued)	sentences). Consistently accurate application of specified referencing style.	sentences). Consistently accurate application of specified referencing style.	incomplete sections/ sentences). Good application of specified referencing style. with no inaccuracies or inconsistencies.	incomplete sections/ sentences). specified referencing style may show minor inaccuracies or inconsistencies.	incomplete sections/ sentences). Specified referencing style may show inaccuracies and/or inconsistencies.	sentences, sections). Inconsistent and weak use of specified referencing style.	(e.g., many typos, incomplete sentences, formatting errors). Very poor use of specified referencing style.	(e.g., extensive typos, incomplete sentences, formatting errors). Absent or incoherent use of specified referencing style.
<b>Technical capabilities</b> [From L6 taxonomy: Select and effectively apply a range of tools and techniques to existing and novel situations to achieve reasoned solutions/ appropriate outcomes.]	Exceptional demonstration of originality in knowledge generation using appropriate tools and technique to achieve innovative solutions. Original, highly analytical and creative approach to meeting learning outcomes.	Excellent selection and consistent effective application of a range of appropriate tools and techniques applied to novel situations to achieve innovative solutions. Meets learning outcomes to an excellent, analytical, and highly critical level.	Very good evidence of the selection and effective application of a range of complex tools and techniques to novel situations to achieve solutions. Meets learning outcomes to a very good, critical level.	Demonstrates an appropriate selection and application of tools and techniques. Meets learning outcomes to a good standard. Tool use and application may need some development at times to achieve solutions.	Demonstrates adequate selection and application from a limited range of tools and techniques. Addresses the learning outcomes to an adequate level. Uses the tools and techniques somewhat inconsistently in the finding of solutions.	Demonstrates a limited awareness, understanding or selection of the tools or techniques which can be used to generate develop solutions. Limited attempt to demonstrate learning outcomes. Makes only a limited attempt to use the tools and techniques to find solutions.	Demonstrates an extremely limited selection and/or application of tools/techniques to existing and novel situations to achieve reasoned solutions. Very limited demonstration of learning outcomes. Very limited demonstration of any awareness and understanding of	Fails to select and effectively apply a range of tools and techniques to existing and novel situations to achieve reasoned solutions. No demonstration of learning outcomes. No demonstration of awareness and understanding of the tools or techniques which can be

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<b>Technical capabilities</b> (continued)							the tools or techniques which can be used to achieve solutions.	used to achieve solutions.
<b>Theory and principles</b> [From L6 taxonomy: Demonstrate knowledge of key theories and principles, with an understanding of their relationships to alternative themes and relevance to different contexts.]	Demonstrates originality in understanding and using key theories and principles. Knowledge and understanding of theory is exceptionally detailed and sophisticated. Appreciation of the limits of theory demonstrated throughout the work. Approach to assessment task is clearly, appropriately and consistently theoretically informed. Outstanding	Demonstrates an excellent, deeply critical understanding, effective use, and mastery of key theories and principles. Excellent application to the assessment task. Excellent understanding of relationships to alternative themes/ relevance to different contexts.	Demonstrates a very good, critical, systematic and accurate understanding of key theories and principles, which are appropriately applied within the context of the assessment task. Very good understanding of relationships to alternative themes/ relevance to different contexts.	Demonstrates a good selection and critique of a range of relevant knowledge, key concepts, theoretical approaches, and key debates from the knowledge base. Discussion is not always critical. Good understanding of relationships to alternative themes/ relevance to different contexts.	Demonstrates sufficient knowledge and/or selection of theory. Application and/or understanding limited. Basic understanding of relationships to alternative themes/ relevance to different contexts.	Knowledge of theory inaccurate and/or incomplete. Choice of theory inappropriate. Application and/or understanding very limited. Incomplete understanding of relationships to alternative themes/ relevance to different contexts.	Demonstrates a very limited awareness, selection or application of relevant theoretical context. Very limited use of theory. Very limited understanding of relationships to alternative themes/ relevance to different contexts.	Fails to demonstrate awareness, selection, or application of relevant theoretical content and/or use of theory. No understanding of relationships to alternative themes/ relevance to different contexts.

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<b>Theory and principles</b> (continued)	understanding of relationships to alternative themes/ relevance to different contexts.							
<b>Information/ data collection</b> [From L6 taxonomy: Select, gather, critically evaluate, prioritise and organise information/data from an extensive range of primary and secondary sources.]	High quality work showing coherent, deep and highly detailed knowledge and understanding of relevant data/sources. Uses initiative to seek out new sources and evaluates their validity. Work consistently well-informed by the latest research and/or advanced scholarship within the discipline.	Very good quality work showing excellent detailed knowledge and understanding of relevant data/sources. Selects highly relevant information. Demonstrates understanding of the complexity of the information, Work underpinned by the latest research and/or advanced scholarship	Work of good quality showing competent and consistent knowledge and understanding of relevant data/sources. Selects appropriate information. Work informed by the latest research and/or advanced scholarship within the discipline.	Adequate work showing knowledge and understanding of relevant data/sources. Selects mostly appropriate information/ sources. Lacking depth and breadth. Good awareness of the latest research and/or advanced scholarship within the discipline.	Simple factual approach showing basic knowledge and understanding of relevant data/ information. Narrow or misguided selection of material, with elements missing or inaccurate. Adequate awareness of the latest research and/or advanced scholarship within the discipline.	Poor work showing limited but fragmentary knowledge or understanding of relevant data/ information. Work contains inaccuracies, inclusion of irrelevant material and/or absence of appropriate information/ sources. No awareness of the latest research and/or advanced scholarship within the discipline.	Unsatisfactory work showing poor knowledge or understanding of relevant data/ information. Work contains serious inaccuracies and/or a significant amount of irrelevant material. No awareness of the latest research and/or advanced scholarship within the discipline evident.	Highly unsatisfactory work. Fails to collect appropriate data/ information in a systematic way. Shows major gaps in knowledge and understanding of sources. Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. No awareness of the latest research

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<b>Information/ data collection</b> (continued)		within the discipline.						and/or advanced scholarship within the discipline evident.
<b>Group/ interpersonal</b> [From L6 Taxonomy: Work collaboratively in groups and with individuals from a range of settings, with a broad and self-critical awareness and with sensitivity to equality, diversity and culture.]	Demonstrates a flexible and advanced approach to negotiation and co-operation to develop relationships which are mutually beneficial to achieving group objectives. Outstanding collaboration, with comprehensive evidence of effective management in group situations. Exceptional evidence of critical self-awareness,	Uses a range of networking skills effectively within a learning or professional group. Excellent collaboration. May be evidence of conflict resolution. Excellent evidence of critical self-awareness, and/or sensitivity to equality, inclusion diversity and culture.	Interacts effectively within a learning group, giving and receiving information and ideas. Very good collaboration. Very good evidence of critical self-awareness, and/or sensitivity to equality, inclusion diversity and culture.	Meets obligations to others (tutors and/or peers) providing contributions to support collaboration. Good collaboration. Good evidence of critical self awareness, and/or sensitivity to equality, inclusion diversity and culture.	Uses basic interactive skills appropriately to contribute to the group aims. Adequate collaboration. Emerging evidence of critical self-awareness, and/or sensitivity to equality, inclusion diversity and culture.	Limited evidence of group contribution. Limited evidence of collaboration and/or disproportionate contributions across the group. Limited evidence of critical self-awareness, and/or sensitivity to equality, inclusion diversity and culture.	Minimal evidence of group contribution. Very limited and/or reluctant collaboration. Very limited evidence of critical self-awareness, and/or sensitivity to equality, inclusion diversity and culture.	Does not contribute or disrupts the group. Is unproductive, works alone. Fails to collaborate. No evidence of critical self-awareness, and no sensitivity to equality, Inclusion, diversity and culture.

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DOMAINS	High 1st 100 - 86	1 <sup>st</sup> 85 - 70	2.1 69 - 60	2.2 59 - 50	Pass 49 - 40	Fail 39 – 30	Fail 29 – 15	Fail 14 – 0
<b>Group/ interpersonal</b> (continued)	and/or sensitivity to equality, inclusion, diversity and culture							
<b>Analysis and interpretation</b> [From L6 taxonomy: Interpret a range of situations and adopt a critical approach to explore problems /issues from a range of different viewpoints/ theoretical standpoints.]	Exceptional systematic, critical analysis and interpretation. Exceptional use of theoretical perspectives with original and creative critical analysis. Illuminating and insightful interpretation of different viewpoints/ theoretical standpoints. Complex and creative use of concepts, ideas and theories.	Excellent systematic critical analysis and interpretation. Excellent use of theoretical perspectives, with high level critical analysis. Excellent, analytical and robust interpretation of different viewpoints /theoretical standpoints.	Demonstrates very good evidence of systematic critical analysis and interpretation. Very good evidence of theoretical perspectives, critically analysed. Illustrates critical understanding of different viewpoints/ theoretical standpoints.	Demonstrates good evidence of analysis and interpretation, relevant to the discipline. Good evidence of appropriate theoretical perspectives, mainly described. Limited critical insight.	Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline. Demonstrates basic evidence of interpretation. Reliance on description rather than critique. Inconsistent use of theory.	Attempts at analysis ineffective and/or uninformed by the discipline. Limited interpretation. Limited exploration of problems/ issues. Limited use of theory.	Brief, irrelevant or incomplete argument and analysis; unsubstantiated generalisations. Very limited interpretation. Very limited exploration of problems/ issues. Very limited use of theory or inappropriate theory.	Absence of analysis and argument. No interpretation. No exploration of problems/ issues. No variation in viewpoint. Absence of theory.

## LEVEL 6 MARKING DESCRIPTORS

DOMAINS	High 1st 100 - 86	1 <sup>st</sup> 85 - 70	2.1 69 - 60	2.2 59 - 50	Pass 49 - 40	Fail 39 – 30	Fail 29 – 15	Fail 14 – 0
<b>Application</b> [From L6 taxonomy: Apply knowledge, techniques and theoretical principles in the identification and judgement of a range of valid solutions to new, problems/issues and reflect on the appropriateness of the outcomes.]	Outstanding understanding/ evaluation/ application of theory to task requirements. The student makes consistently salient judgements. Exceptional evaluation of evidence and reflection. Original assessment of problem/ issues.	Excellent understanding/ evaluation/ application of theory to task requirements. The student makes highly appropriate, developed and articulated judgements. Excellent evaluation of evidence and reflection. Excellent assessment of problem/ issues.	Very good understanding/ evaluation/ application of theory to task requirements, with the student making clearly articulated and reasoned judgements. Very good evaluation of evidence and reflection. Very good assessment of problem/ issues.	Mainly consistent, accurate and logical application of theory to task requirements, with the student making appropriate judgements. Good evidence of evaluation and reflection. Good assessment of problem/issues.	Relevant theoretical knowledge and understanding applied in practice. Judgements are not always logical. Basic evidence of evaluation, and reflection. Some assessment of problem/issues.	Limited understanding of the application of theory to the task requirements. Lacks appropriate judgements. Limited evidence of evaluation and/or reflection. Limited assessment of problem/issues.	Poor understanding of the application of theory to the task requirements, with occasional evidence of the student making appropriate judgements. Very limited evidence of evaluation and/or reflection. Very limited assessment of problem/issues.	Very poor theoretical knowledge and understanding, with no evidence of appropriate application or judgements. No evidence of evaluation and/or reflection. Problem/issues not acknowledged/ discussed.
<b>Synthesis and evaluation</b> [From L6 taxonomy: Bring together different elements of theory and practice; Critically evaluate outcomes]	Outstanding attempt to combine evidence and/or bring together different elements of theory and practice. Exceptional	Excellent attempt to combine evidence and/or bring together different elements of theory and practice. Excellent	Very good attempt to combine evidence and/or bring together different elements of theory and practice. Very good evaluation	Good attempt to combine evidence and/or bring together different elements of theory and practice. Good evaluation of outcomes.	Basic attempt to combine evidence and/or bring together different elements of theory and practice. Adequate evaluation of	Minimal attempt to combine evidence and/or bring together different elements of theory and practice. Minimal evaluation of outcomes.	Very limited attempt to combine evidence and/or bring together different elements of theory and practice. Very limited	No attempt to combine evidence and/or bring together different elements of theory and practice. No evaluation of outcomes.

## LEVEL 6 MARKING DESCRIPTORS

DOMAINS	High 1st 100 - 86	1 <sup>st</sup> 85 - 70	2.1 69 - 60	2.2 59 - 50	Pass 49 - 40	Fail 39 – 30	Fail 29 – 15	Fail 14 – 0
and propose new solutions.]	evaluation of outcomes. Proposal of new solutions critically analysed, new insights and alternative views originally and rigorously considered.	evaluation of outcomes. Proposal of new solutions critically analysed with new insights and alternative views evident.	of outcomes. Proposal of new solutions critically analysed.	Proposal of new solutions described and analysed to a good standard.	outcomes. Proposal of new solutions basically described.	Proposal of new solutions limited.	evaluation of outcomes. Proposal of new solutions very limited.	Proposal of new solutions absent.
<b>Reflection</b> [From L6 taxonomy; Critically reflect on a range of different issues, information and events: plan and evaluate a range of valid, informed solutions and/or actions.]	Outstanding reflection and identification of different issues, information and events. Accomplished evidence of planning and problem solving. Confidently evaluates actions and situations showing a sophisticated awareness of own strengths and weaknesses which are clearly	Excellent reflection and identification of different issues, information and events. Excellent evidence of planning and problem solving. Confidently reflects on own strengths and weaknesses using criteria by which judgements are made. Prepared to interrogate	Very good reflection, with clear identification of different issues, information and events. High quality evidence of planning. Very good problem solving. Able to evaluate own strengths and weaknesses and shows developing understanding of criteria for judgements/	Good reflection, with good identification of different issues, information and events. Appropriate evidence of planning. Good problem solving. Recognises own strengths and weaknesses. Offers problem solving, which includes some evaluation of solutions/actions.	Basic reflection, with adequate identification of different issues, information and events. Some evidence of planning. Uncomplicated problem solving. Begins to recognise own strengths and weaknesses. Offers simple problem solving, little evaluation of solutions/ actions.	Limited reflection, and gaps in identification of different issues, information and events. Weak evidence of planning. Limited problem solving. Lacks self-awareness, limited judgements. Limited discussion of solutions/actions.	Very limited reflection, different issues are rarely identified, very limited information on events. Evidence of planning is scarce, and there is very little evaluation or problem solving. Very limited self-awareness leading to poor judgement. Very limited	No reflection, failure to identify different issues, information and events. No evidence of planning, evaluating or problem solving. Distorted self-criticism and or inaccurate view of the situation. Fails to discuss solutions/ actions.

## LEVEL 6 MARKING DESCRIPTORS

DOMAINS	High 1st 100 - 86	1 <sup>st</sup> 85 - 70	2.1 69 - 60	2.2 59 - 50	Pass 49 - 40	Fail 39 – 30	Fail 29 – 15	Fail 14 – 0
<b>Reflection</b> (continued)	articulated, used and acted on. Critical analysis of solutions and actions throughout.	solutions and actions.	evaluation of solutions/actions.				discussion of solutions/actions.	
<b>Creativity</b> [From L6 taxonomy: Express informed personal views and identify new perspectives on existing knowledge for the solution of issues/problems and/or the transfer of knowledge into new contexts.]	Outstanding evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. Exceptional evidence of creativity or innovation. Outstanding knowledge transfer into other contexts.	Excellent evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. Excellent evidence of creativity or innovation. Excellent knowledge transfer into other contexts.	Very good evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. Very good evidence of creativity or innovation. Very good transfer of knowledge to other contexts.	Good evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. Good evidence of creativity or innovation. Good transfer of knowledge to other contexts.	Basic evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. Adequate evidence of creativity or innovation. Some transfer of knowledge to other contexts.	Limited evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. Limited evidence of creativity or innovation. Limited knowledge transfer to other contexts.	Very limited evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. Very little evidence of creativity or innovation. Very limited knowledge transfer to other contexts.	No evidence of informed personal views, identification of new perspectives on existing knowledge for the solution of issues/problems. No evidence of creativity or innovation. No knowledge transfer to other contexts.