| **CRITERION** | **100-80**  **Excellent** | **79-70**  **Very good** | **69-60**  **Good** | **59-50**  **Sound** | **49-40**  **Satisfactory** | **39-20**  **Fail** | **19-0**  **Fail** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **A. KNOWLEDGE & UNDERSTANDING** | | | | | | | |
| **1. Knowledge and application of subject and theories** | Knowledge and understanding of theory are detailed and beyond what has been taught. Appreciation of the limits of subject-specific theories demonstrated in the work. Approach to assessment task is clearly, appropriately, and theoretically informed. | Demonstrates an accurate, systematic theoretical understanding of the subject and a range of key theories. Appropriately selected theoretical knowledge is synergised into the overall assessment task with some appreciation of the limits of subject specific theories. | Shows a systematic and accurate understanding of key subject-specific theories, which are appropriately integrated within the context of the assessment task. | Sound descriptive knowledge of key theories with appropriate application; sometimes balanced towards the descriptive rather than the critical or analytical. | Selection of theory is satisfactory, and terminology, facts and concepts are handled accurately, but application and understanding are generalised. | In this assignment some of the theories presented are not appropriate. Terminology, facts, and concepts are presented inaccurately and/or with omissions in key areas. The application and/or understanding demonstrated is extremely limited. | In this assignment there is a lack of relevant subject-specific theory. |
| **2. Information gathering/ processing** | Uses initiative to seek out a broad range of highly relevant information and synthesises and evaluates it effectively. | Selects a range of highly relevant information. Demonstrates understanding of the complexity of the information and processes it effectively. | Selects appropriate information and processes it thoroughly with some critical evaluation. | Selects appropriate information and evaluates and comments on it critically, includes some readings beyond the set range. | Selects generally appropriate information and shows ability to evaluate and comment on it adequately. | The selection of information here is not appropriate to the task and there is not enough evaluation of it to support the work. | The selection of information here is not appropriate to the task and it is not evaluated systematically. |
| **3. Evaluation of process and the quality of information / data developed** | Evaluates information and/or data and the inquiry process perceptively using appropriate criteria some of which is self-determined. | Evaluates information and/or data and the inquiry process perceptively using appropriate criteria some of which may be self-determined. | Effectively evaluates information and/or data and the inquiry process using prescribed guidelines. | Shows sound, basic evaluation of information and/or data and the inquiry process used. | Shows basic evaluation of the inquiry methodology and information and/or data generated. | In this submission, evaluation of process and the information and/or data is incomplete. | The work shows limited or no evaluation of either process or outcomes. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **B. COGNITIVE SKILLS** | | | | | | | |
| **4. Quality of sources used** | Significant use is made of primary sources, in conjunction with high quality secondary sources. Draws upon some current research or advanced scholarship. | Significant use made of primary sources in conjunction with high quality secondary sources. | Uses a balanced combination of primary and high-quality secondary sources. | Some use of primary sources, but generally reliant on appropriate secondary sources. | Mostly relies on set secondary sources. Use of primary sources limited and is limited to set sources. | The work draws on some set secondary sources, but also relies on inappropriate sources. Hardly any use of primary sources. | The submission is based on unreliable and/ or inappropriate sources. |
| **5. Referencing** | Sources used are acknowledged in the text and reference list and used effectively to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list and used to support discussion. Referencing follows a systematic approach, appropriate to the discipline. All elements of individual references are present. | Sources used are acknowledged in the text and reference list. Referencing follows a systematic approach, appropriate to the discipline. Entries in the reference list are accurate. | Attempts to follow a systematic approach to the citation of sources, appropriate to the discipline. Most elements of individual references are present and accurate. | Sources of information acknowledged and integration between text and reference list is mainly effective with some inaccuracies or omissions. Attempts to follow systematic approach, appropriate to the discipline. Reference list contains some errors. | Some sources of information acknowledged but links between text and reference list are unclear. Referencing does not follow a systematic approach. Elements of individual references are incomplete and/or absent. | Little or no acknowledgement of sources of information in text and/or reference list. |
| **6. Clarity of objectives and focus of work** | This work defines appropriate objectives in detail and addresses them logically, coherently, comprehensively showing sophisticated interpretation of complex ideas. | This work defines appropriate objectives in detail and addresses them logically, and coherently, interpreting complex ideas clearly. | This work defines appropriate objectives and addresses them coherently and logically throughout the work providing a clear focus to the work. | This work outlines some appropriate objectives and addresses them in a coherent manner which gives focus to the work. | This work uses generalised objectives to provide adequate but limited focus to the work | In this piece of work objectives are not appropriate and/or clearly identified – focus is not logical or coherent. | In this piece of work no objectives are identified, and the submission lacks focus and coherence. |
| **7. Selecting research methods (Relationship between method chosen and the nature of the inquiry)** | Convincing rationale for selection of one from several methodologies enables the successful and efficient collection and recording of information and/or data with perception. | Methodology selected is effective and rationale for its selection is convincingly explored enabling the effective collection of appropriate information and/or data. | Methodology selected is effective and appropriate to the aims and objectives of the task and a rationale for its selection from the range of provided methodologies is provided. | Methodology chosen is appropriate to the task and a rationale is given to the selection of a methodology from the range of prescribed ones. | Methodology used is appropriate to the task and brief rationale offered refers to established guidance. | In this piece of work the choice of methodology and relationship to information and/or data being collected is confused and confusing. | In this piece of work the issue of methodology is not addressed and/or an inappropriate methodology is selected. There is little evidence of how planning was used to complete the task. |
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| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **8. Analysis** | Makes excellent use of relevant analytic techniques and applies these to new and/or abstract information and situations. Shows well-developed ability to compare alternative theories or analytic approaches. | Makes very good use of a range of analytic techniques relevant to the discipline and applies these to new and/or abstract information and situations. Shows developing ability to compare alternative theories and/or analytic approaches. | Makes effective use of established techniques of analysis relevant to the discipline. Shows some ability to compare with some insight alternative theories and/or analytic approaches. | Makes consistent, albeit conventional, use of established techniques of analysis, relevant to the discipline. | Makes satisfactory but limited use of established techniques of analysis, relevant to the discipline. | Here the attempts at analysis are ineffective and/or uninformed by the discipline. | This submission does not contain effective analysis and does not yet engage with key disciplinary techniques. |
| **9. Conclusions** | Conclusions are well developed, analytical, use appropriate forms of conceptualisation and show some originality. They form an integrated part of arguments or discussion, reflecting a strong grasp of a range of theory and/or evidence. Demonstrates development of critical insight and interpretation of complex ideas. | Conclusions are well developed, analytical, and use appropriate forms of conceptualisation. They are systematic and thoroughly grounded in a range of theory and/or evidence Demonstrates development of some critical insight and interpretation of complex ideas. | Conclusions show some critical insight and relate clearly and logically to substantiated arguments based on a range of sources of evidence and/or theory. A range of views and information are critically evaluated and there is perceptive interpretation of complex ideas. | Logical and evidenced conclusions are drawn from evaluation of a range of sources of evidence and/or theory. Shows developing ability to consider and evaluate a range of views and to explain complex ideas consistently and clearly. | Adequate conclusions are drawn which are derived from understanding of evidence and/or theory. Shows the ability to consider alternative views and explain complex ideas. | The work demonstrates limited or inaccurate understanding of the evidence and does not draw together arguments effectively. | The work either lacks a conclusion or presents an unsubstantiated and/or invalid conclusion. |
| **10. Initiative (taking action, independence)** | Shows a creative, independent approach to achieving goals in a manner appropriate to situation(s). If in a group setting, shows appreciation of the needs and views of others. | Uses imagination to assess the needs of a situation and take independent actions to achieve goals. If in a group setting, takes account of the needs and views of others. | Effectively assesses the needs of a situation and takes independent action necessary to achieve goals. If in a group setting, shows some awareness of the needs and views of others. | Where goals and methods are defined, will assess the needs of a situation and act towards achieving goals. If in a group setting, shows limited awareness of the needs and views of others. | Where goals and methods are clearly defined, will undertake tasks requiring some independence. If in a group setting, shows limited awareness of the needs and views of others. | In this assignment, limited ability has been demonstrated to undertake tasks beyond those prescribed. If in a group setting, the needs and views of others have not been meaningfully considered. | In this assignment, ability to undertake prescribed tasks has been demonstrated, but independent tasks are not attempted. If in a group setting, the needs and views of others have not been considered. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **B. COGNITIVE SKILLS continued** | | | | | | | |
| **11. Decision making** | Uses a range of appropriate information to evaluate options. Makes clear decisions which give due weight to alternatives and justify the final choice. | Uses appropriate information to evaluate options and applies clear criteria to demonstrate reasons for final decision. | Uses appropriate information to evaluate options. Final decision is clear and linked to the evaluation. | Recognises benefits and disadvantages of some viable options but provides limited clarity on rationale for final decision. | When decisions are made, a limited, but tenable, rationale for decisions is provided. | Here, the rationale behind the final choice is unclear or untenable. | Here, the final choice is unclear or absent. In this work the student has not demonstrated ability to make decisions. |
| **C. PRACTICAL SKILLS** | | | | | | | |
| **12. Creative process** | Creative work shows highly developed technique in the service of a lively creative imagination. Processes involved are handled with assurance to achieve innovative results. Personal style consistently marked in work which builds on models with originality, flair and style. | Creative work shows well-developed imagination and technique. Processes involved are handled with assurance to achieve creative results. Personal style makes its mark on models and moulds influences with originality and style. | Creative work shows developing imagination and technique. Processes involved have creative application and outcomes  Builds on models and moulds influences with some originality and moments of distinctive personal style. | Creative works shows some imagination and technique. Processes involved have some creative consequence. Personal style is evident at times in work which is otherwise derivative in origin. | Creative work shows a basic level of imagination and technique. Processes involved have developing creative outcomes. Personal style is lacking, and the work is derivative in origin. | This work contains undeveloped ideas and/or little creativity or skill/technique. Minimal personal style and little insight into effective working processes are demonstrated here. | In this piece of work skills and techniques are undeveloped. Creativity or innovation are not evidenced here. |

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

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **D. TRANSFERABLE SKILLS continued** | | | | | | | |
| **24. Reflection (including self-criticism / awareness)** | Confidently evaluates own strengths and weaknesses and the criteria by which such judgements are made. Starts to interrogate received opinion, prejudices and value sets operating. | Confidently evaluates own strengths and weaknesses and shows developing understanding of the criteria by which such judgements are made. Prepared to question received opinion, prejudices and value sets operating. | Able to evaluate own strengths and weaknesses and shows understanding of criteria for judgements. Starts to question received opinion, prejudices and value sets operating. | Demonstrates an understanding of the criteria set by others. Recognises own strengths and weaknesses in relation to these criteria. Does not question received opinion. | Dependent on criteria set by others. Begins to recognise own strengths and weaknesses in relation to these criteria. Does not question received opinion. | Partial awareness of criteria set by others and limited ability to evaluate own strengths and weaknesses in relation to them. | Work does not apply criteria set by others or show recognition of own strengths and weaknesses. May result in quite an inaccurate view of the situation. |
| **25. Critical review (to be used in peer assessment)** | Assesses/ evaluates the work of others convincingly using a range of criteria accurately and appropriately. Provides a persuasive rationale for judgements and offers specific insights into how work could be developed. | Assesses/ evaluates the work of others using a range of criteria accurately and appropriately. Provides a rationale for judgements and offers specific insights into how work could be developed. | Assesses/ evaluates the work of others using a range of existing criteria appropriately, indicates possible areas for improvement. | Examines work of others and identifies some strengths and weaknesses using existing criteria. | Comments in general terms on the work of others using prescribed formats. | Demonstrates limited ability to make reasoned comment on the work of others. | Has not yet demonstrated ability to make reasoned comment on the work of others. |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **E. PROFESSIONAL COMPETENCES** | | | | | | | |
| **26. Work within a framework of professional values / code of conduct** | Develops specific, achievable objectives which are achievable consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives with some creativity which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Develops objectives which are consistent with professional values and/or code of conduct and appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct and generally appropriate to the clientele. | Uses objectives which are consistent with professional values and/or code of conduct but are set by the clientele. Shows limited consideration of appropriateness and practicability. | Inadequate attempt made here to ascertain needs of clientele and develop a workable brief. Limited use of professional values and/or code of conduct frameworks. | No attempt made here to ascertain needs of clientele and develop a workable brief. Has not worked within the prescribed professional values and/or code of conduct framework. |
| **27. Reflective practice** | Effectively analyses personal practice and that of others through reflection and considers the rationale behind these practices. Demonstrates developing awareness of potential alternatives and their implications for further practice. | Evaluates personal practice and the practice of others through reflection using appropriate frames of reference. Develops plans of action in the light of these considerations. | Evaluates personal practice and the practice of others using appropriate frames of reference. Considers alternative future actions. | Evaluates own practice and that of others using several frames of reference. Considers future actions. | Interprets own practice and that of others based on specific frames of reference. Identifies some further actions. | Limited interpretation of own practice and that of others here. As a result, appropriate future action planning is extremely limited. | Incomplete or inaccurate interpretation of own practice and that of others here. As a result, not yet able to plan appropriate future actions. |