

50-59% (2.2)	Some evidence that understanding has been enhanced through wider reading, but is still limited to basic texts.
60-69% (2.1) MERIT	Has developed a sound understanding of the subject appropriate to this level. There is evidence of wider reading which goes beyond that gained from Module Convener contact.

70-85% (1st)

DISTINCTION

70-85% (1st) DISTINCTION	Has analysed and evaluated information using defined techniques & principles. Can collate and categorise ideas and information and can select what is relevant to support analysis and evaluation and develop a coherent argument, appropriate to the level of development. Has developed an early critical approach to information.
86%-100%(1st) DISTINCTION	Has an exceptional ability to analyse and evaluate information. Able to collate, categorise ideas and information with fluency and insight. Capable of developing and sustaining a coherent argument that is exceptional for this level of development. Has developed a critical approach to information.

Use of Research-informed Literature	
(including <u>referencing</u> , appropriate academic conventions and academic honesty)	
0-25% (WEAK FAIL)	No evidence of ability to relate theory to practice.
26 -39% (FAIL)	Little or no evidence of ability to relate theory to practice. Little or no reference to research-informed literature.
40-49% (3rd) PASS	Threshold level. Shows a limited understanding of the application of research-informed literature or attempt to apply knowledge across situations. Responses may not be meaningful.
50-59% (2.2)	Reasonable attempt to apply understanding of the application of research-informed literature to other contexts. Responses start to be meaningful.
60-69% (2.1) MERIT	Is able to apply knowledge of research-informed literature to different contexts and generate a range of responses to given situations.
70-85% (1st) DISTINCTION	Can generate a range of appropriate responses to given problems, some of which may be innovative; good reference to and application of research –informed literature.

70-85% (1st)	Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base.
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86%-

	well- articulated, and logically developed with a range of evidence. Strong conclusions.
86%- 100%(1st)	Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions

Use of Research-informed Literature	
(including <u>referencing</u> , appropriate academic conventions and academic honesty)	
0-25% (WEAK FAIL)	No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored.
26 -39% (FAIL)	Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly.
40-49% (3rd)	Threshold level. Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses
50-59% (2.2)	Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound.
60-69% (2.1)	Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions.
70-85% (1st)	Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions.
86%- 100%(1st)	Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions.

Can apply methods accurately and highly effectively to address a well-defined problem, appreciating the complexity of a range of issues in the discipline.

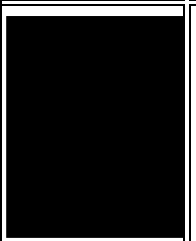
evaluating own strengths and weaknesses in relation to professional and practical skills.

86%- 100%(1st)	Exceptional analysis and synthesis are consistent features. Perceptive, logically connected points made throughout the work within an eloquent, balanced argument. Evidence selected judiciously and thoroughly analysed. Persuasive conclusions.
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Use of Research-informed Literature	
(including <u>referencing</u> , appropriate academic conventions and academic honesty)	
0-25% (WEAK FAIL)	No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored.
26 -39% (FAIL)	Evidence of little reading appropriate for this level and/or indiscriminate use of sources. Academic conventions used weakly.
40-49% (3rd)	Threshold level. Evidence of reading relevant sources, with some appropriate linking to given text(s). Academic conventions evident and largely consistent, with minor weaknesses.
50-59% (2.2)	Knowledge and analysis of a range of literature beyond core text(s). Literature used accurately and analytically. Academic skills generally sound.
60-69% (2.1)	Knowledge of the field of literature used consistently to support findings. Research-informed literature integrated into the work. Very good use of academic conventions.
70-85% (1st)	Critical engagement with a range of reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions.
86%- 100%(1st)	Exceptionally wide range of relevant literature evaluated and used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions.

(e.g. analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence)	
0-25% (WEAK FAIL)	Unsubstantiated generalizations, made without use of any credible evidence. Lack of logic, leading to unsupportable/ missing conclusions. Lack of any attempt to analyse, synthesise or evaluate. Poor communication of ideas.
26 -39% (FAIL)	Some evidence of analytical intellectual skills, but for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance
40-49% (3rd)	Threshold level. Evidence of some logical, analytical thinking and some attempts to synthesise, albeit with some weaknesses. Some evidence to support findings/ views, but evidence not consistently interpreted. Some relevant conclusions
50-59% (2.2)	Evidence of some logical, analytical thinking and synthesis. Can analyse new and/or abstract data and situations without guidance. An emerging awareness of different stances and ability to use evidence to support the argument. Valid conclusions
60-69% (2.1)	Sound, logical, analytical thinking; synthesis and evaluation. Ability to devise and sustain persuasive arguments, and to review the reliability, validity & significance of evidence. Ability to communicate ideas and evidence accurately and convincingly. Sound, convincing conclusions.
70-85% (1st)	Thoroughly logical work, supported by judiciously selected and evaluated evidence. High quality analysis, developed independently or through effective collaboration. Ability to investigate contradictory information and identify reasons for contradictions. Strong conclusions.

86%- 100%(1st)	Outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources. High-level academic skills consistently and professionally applied.
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Graduate Skills for Life and Employment	
(e.g. Research-related skills; written, graphical and oral communication skills; numeracy; group working; problem-solving; practical and professional skills)	
0-25% (WEAK FAIL)	Little or no evidence of the required skills in any of the graduate skills identified in the programme specification at this level.
	Limited evidence of the graduate skills identified in the programme specification. Significant weaknesses evident, which suggest that the candidate has not gained the skills necessary for graduate-level employment.

Can consistently work effectively within a team, negotiating in a professional manner and managing conflict.

	informed by, the forefront of the academic discipline, field of study or area of professional practice
70-85 (Distinction)	<p>Produces work of exceptional standard, reflecting outstanding knowledge and understanding of material</p> <p>Displays exceptional mastery of a complex and specialised area of knowledge and skills, with an exceptional critical awareness of current problems and/or new insights at the forefront of the field</p>

86-100
(Distinction) This work meets and often exceeds the standard for distinction, as described in the 70-85 band, across all sub-categories of criteria: knowledge and understanding of subject; cognitive skills; research skills; use of research-informed literature; and skills for life and professional employment.

This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal.

Work is of such a quality that the student is clearly highly capable of

	Is able to analyse complex issues and make appropriate judgements
60-69 (Merit)	Is able to evaluate methodologies critically and, where appropriate, to propose new hypotheses Is able to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data
70-8 EMr8 (Distinction)	Shows outstanding ability to evaluate methodologies critically and, where appropriate, to propose new hypotheses Is able to deal with a range of complex issues both systematically and creatively, making excellent judgements in the absence of complete data
86-100 (Distinction)	This work meets and often exceeds the standard for distinction, as described in the 70-8 EMr8 band, across all-categories of criteria: knowledge and understanding of subject; cognitive skills; research skills; use of research-informed literature; and skills for life and professional employment. This work is of publishable quality, with only very minor amendments, and would be likely to receive that judgement if submitted to a peer-reviewed journal. Work is of such a quality that the student is clearly highly capable of doctoral research in the discipline and, in principle, should be prioritised for a postgraduate research grant.

Research Skills - Use of Research-informed Literature	
(including <u>referencing</u> , appropriate academic conventions and academic honesty)	
0-39 (Fail)	Demonstrates little or no skill in selected techniques applicable to own research or advanced scholarship Lacks any understanding of how established techniques of research and enquiry are used to create and interpret knowledge Failure to evidence or discuss/apply appropriate examples of literature relating to current research and advanced scholarship in the field

References to literature/ evidence and use of academic conventions are flawed, and/or inconsistent

	<p>Makes consistently good use of appropriate academic conventions and academic honesty</p> <p>Able to communicate very effectively arguments, evidence and conclusions to specialist and non-specialist audiences</p>
70-85 (Distinction)	<p>Employs advanced skills to conduct research and, where appropriate, advanced technical or professional activity, accepting accountability for related decision making</p> <p>Displays an exceptional grasp of techniques applicable to own research or advanced scholarship</p> <p>Shows originality in application of knowledge, and excellent understanding of how established techniques of enquiry create and interpret knowledge in the discipline</p> <p>Is able to evaluate critically, with exceptional insight, a range of literature relating to current research and advanced scholarship in the discipline</p> <p>Makes consistently excellent use of appropriate academic conventions and academic honesty</p> <p>Able to communicate at a very high level arguments, evidence and conclusions to specialist and non-specialist audiences</p>

86-100
(Distinction) This work meets and often exceeds the standard for distinction, as described in the 70-85 band, across all sub-

	Demonstrates the skills and attitudes needed to advance own knowledge and understanding, and to develop new skills Demonstrates the independent learning ability required for continuing professional development
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70-85 Shows a very high level of employability skills, including team (Distinction)