

University marking criteria: level 4

The University marking criteria provide an overarching framework for student attainment. They are designed to:

- help students understand broadly what learning they should aspire towards at every level of their study in relation to subject knowledge and skills acquisition;
- support consistency in marking within and across programmes;
- ensure commensurability with external frameworks such as the [Framework for Higher Education Qualifications](#) and derivations of it such as the [OFS's sector standards](#); and
- provide a framework to help with the production of discipline-relevant marking criteria.

The criteria defining the pass mark at award level (e.g. 40 at level 6 or 50 at level 7) should align with the intended learning outcomes for programmes as all students are expected to have attained these outcomes for an award to be made.

The marking criteria are separated into four broad categories which emphasise particular aspects of the *being, doing, knowing* framework which runs through the University's Bristol Futures Curriculum Framework and the [Bristol Skills Profile](#) (BSP). In broad terms, category 1 most relates to knowing, categories 2 and 3 emphasise doing and category 4 is most clearly related to being.

What will I learn	What will I be able to do	What will I become
Academic skills:	Work well independently:	Proactive about my wellbeing:
1a. How to think in and beyond my discipline	4a. Organise myself effectively	7a. Good at caring for my physical and mental health
1b. How to express my ideas	4b. Act with integrity	7b. Able to develop my self awareness
1c. How to develop effective learning strategies	4c. Recover from difficulties and setbacks	7c. Able to develop a positive mindset
Research skills:	Work well with others:	Clear about my direction:
2a. How to conduct my own research	5a. Work well as part of a team	8a. Clear about my motivations and values
2b. How to evaluate the research of others.	5b. Communicate confidently and appropriately	8b. Confident in expressing my strengths
2c. How to think critically.	5c. Develop and maintain healthy relationships	8c. Ready for my next steps.
Knowledge handling skills:	Work well across communities:	Ready for the future:
3a. How to develop ideas and solve problems	6a. Recognise and value the views and differences of others	9a. Confident in using digital tools
3b. How to think creatively and innovatively	6b. Engage positively with local communities	9b. Able to identify and work with technological advances
3c. How to analyse and present data	6c. Engage positively with global issues	9c. Ready to adapt to changing and challenging environments

See section 15 in the Regulations and Code of Practice for Taught Programmes on the use of marking criteria.

Level 4 (First-year undergraduate level)

Marks	0-19 0, 7, 15	20-39 22, 29, 35	40-49 42, 45, 48	50-59 52, 55, 58	60-69 62, 65, 68	70-79 72, 75, 78	80-100 83, 94, 100
Knowledge and understanding							
Content knowledge BSP 1a, 1b, 9a	Knowledge is very inadequate, without any breadth or depth, with major deficiencies in key areas.	Knowledge is inadequate, without the required breadth or depth, with deficiencies in key areas.	Demonstrated breadth and depth of introductory knowledge and understanding though with some limitations.	Demonstrated breadth and depth of introductory knowledge and understanding.	Demonstrated breadth and depth of introductory knowledge and understanding, showing a clear, critical insight in relevant contexts.	Excellent knowledge and understanding of the introductory material, beyond what has been taught.	Exceptional knowledge and understanding of introductory material, significantly beyond what has been taught.
Intellectual skills							
Use of evidence and sources BSP 1b, 9a	Limited or no use of directed reading.	Not demonstrating an ability to interpret or comment on directed reading.	Some ability to interpret and comment on directed reading.	Ability to interpret and comment on directed reading.	Ability to evaluate, interpret, and comment on directed reading.	Ability to thoroughly evaluate, interpret, and comment on directed reading.	Excellent ability to evaluate, interpret, and comment on directed and independent reading.
Logical argument and evaluation of perspectives BSP 1b	Unsubstantiated arguments and limited or no reference to basic theories and concepts.	Limited or no use of the reading to develop lines of argument and make judgements in accordance with basic	Some use of the reading to develop lines of argument and make some judgements in accordance with	Use of the reading to develop lines of argument and make sound judgements in accordance with	Consistent use of the reading to develop clear lines of argument and make sound judgements in accordance with	Consistent use of directed and independent reading to develop clear lines of argument and make sound judgements in	Consistent use of directed and independent reading to develop strong lines of argument and make sound judgements in

		theories and concepts.	basic theories and concepts.	basic theories and concepts.	basic theories and concepts.	accordance with basic theories and concepts.	accordance with basic theories and concepts.
Problem-solving BSP 3a, 3b	No recognition of problems in the field of study.	No recognition of different approaches to solving problems in the field of study.	Recognition of different approaches to solving problems in the field of study.	Some evaluation of the appropriateness of different approaches to solving problems in the field of study.	Evaluating the appropriateness of different approaches to solving problems in the field of study.	Thoroughly evaluating the appropriateness of different approaches to solving problems in the field of study.	Excellent and nuanced evaluation of the appropriateness of different approaches to solving problems in the field of study.
Scholarly, Research and Disciplinary Practices							
Specialist skills and techniques BSP 1a, 3c	The student has not demonstrated any evidence of foundational discipline specific skills development or application.	The student has not demonstrated sufficient evidence of foundational discipline specific skills development and application for higher level study	The student has demonstrated evidence of developing and applying foundational discipline-specific skills.	The student has consistently demonstrated the development and informed application of foundational discipline-specific skills.	The student has consistently demonstrated an informed and effective application of foundational discipline-specific skills and evidence of developing and applying the main methods of enquiry.	The student has consistently demonstrated an informed and innovative application of the discipline's foundational skills as well as the informed application of the discipline's main methods of enquiry.	The student has consistently demonstrated an informed and exceptionally innovative application of the discipline's foundational skills and the capable and effective application of its main methods of enquiry.
Research BSP 2a, 3c	Very little or no evidence of ability to undertake straightforward	Limited evidence of ability to undertake straightforward research tasks,	Some evidence of ability to collect appropriate data/ information and undertake	Can collect and interpret appropriate data/ information and undertake	Can collect and interpret appropriate data/ information and successfully	Can collect and interpret appropriate data and successfully undertake	Can collect and interpret appropriate data/ information and undertake

	research-related tasks, even with guidance.	even with guidance.	straightforward research tasks with external guidance.	straightforward research tasks with external guidance.	undertake straightforward research tasks with limited guidance.	research tasks with a degree of autonomy.	research tasks with autonomy and exceptional success.
Academic skills BSP 1a, 2a, 4b	Academic conventions largely ignored.	Academic conventions used weakly.	Some academic conventions evident and largely consistent, but with some weaknesses.	Academic conventions generally sound.	Good use of academic conventions.	Consistently accurate use of academic conventions.	Consistently accurate and assured use of academic conventions.
Professional and life skills							
Teamwork BSP 5a, 5b, 5c, 6a	Little or no demonstration of ability to work within a team setting.	Shows limited ability to work within a team setting.	Shows ability to work with others and contribute productively as a member of a team.	Contributes well within a team complementing and respecting the contributions of others. Shows some ability to lead and organise teamwork.	Works effectively within a team recognising the value and contributions of others. Able to manage conflict.	Consistently demonstrates effective teamworking and leadership skills and able to ensure teams work effectively to meet their obligations and goals. Ability to manage conflict.	Shows outstanding ability to work and lead a team with creativity and flexibility that is responsive to group members' interests and the obligations and goals of the team. Ability to manage conflict.
Insight BSP 7b, 8a, 8b	Shows very limited awareness of own strengths and weaknesses.	Displays limited awareness of own strengths or weaknesses.	Shows some ability to identify own strengths and weaknesses. Emerging capacity to plan self-development	Shows ability to reflect on own strengths and weaknesses and shows ability to identify steps for self-development	Confident in self-reflection and expressing own strengths and weaknesses and able to plan self-development to	Demonstrates ability to assess own strengths and weaknesses. Demonstrates ability to identify a programme of	Shows confidence in assessing own strengths and weaknesses. Ability to identify an effective

			to improve practical and professional skills.	to improve practical and professional skills.	improve practical and professional skills.	self-development to improve practical and professional skills.	programme of self-development to improve practical and professional skills. Can provide useful feedback to others.
Communication BSP 5b, 9a	Shows very limited awareness of the ways communication needs to be adapted for different audiences.	Shows limited awareness of the ways communication needs to be adapted for different audiences.	Shows some awareness of ways that communication needs to be adapted for different audiences.	Ability to communicate appropriately to a range of audiences and shows some ability to deploy different media as appropriate.	Can communicate effectively to a range of audiences, using a wide range of media as appropriate.	Can communicate effectively to a range of audiences, using a wide range of media as appropriate.	Can communicate effectively to a range of audiences in an engaging and professional manner, using a wide range of media as appropriate.
Self-management BSP 4a	Shows very limited evidence of self-organisational skills and behaviours and ability to meet deadlines.	Shows limited evidence of self-organisational skills and behaviours and ability to meet deadlines.	Shows some evidence of self-organisational skills and behaviours. Ability to complete most tasks by deadlines.	Shows self-organisational skills and behaviours. Has a professional attitude to completing most tasks.	Demonstrates good self-organisational skills and behaviours. Has a professional attitude to completing tasks.	Works autonomously demonstrating very good self-organisational skills and behaviours. Has a professional attitude to completing tasks.	Works autonomously demonstrating outstanding self-organisational skills and behaviours. Has a professional attitude to completing all tasks.