

## University marking criteria: level 6

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
<b>Academic skills:</b>	<b>Work well independently:</b>	<b>Proactive about my wellbeing:</b>
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
<b>Research skills:</b>	<b>Work well with others:</b>	<b>Clear about my direction:</b>
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.
<b>Knowledge handling skills:</b>	<b>Work well across communities:</b>	<b>Ready for the future:</b>
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 6 (Third-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
<b>Knowledge and understanding</b>							
Content knowledge BSP 1a, 1b, 2a, 9a	Major gaps in knowledge and understanding of material at this level. Substantial inaccuracies.	Gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Sufficient understanding to deal with key aspects of field or discipline, at least some of which is informed by the forefront of the field of study. Some awareness of more specialised content	Sound and broad understanding of field(s) of study some of which is informed by the forefront of the field of study. Some awareness of the relevance/ applicability and /or limitations of knowledge.	Systematic and coherent understanding of the field(s) of study. Good awareness of research literature.	Excellent knowledge and understanding of the main concepts and key theories/ concepts of the discipline(s) embedded in the research literature.	Highly detailed knowledge and understanding of the main theories and/or concepts of the discipline(s) embedded in the research literature.
Critical approach BSP 2b, 2c	No evidence of a critical approach to the knowledge base.	No evidence of a critical approach to the knowledge base.	Little evidence of a critical approach to the knowledge base.	Limited evidence of a critical approach to the knowledge base.	Clear evidence of a critical awareness of the limitations of the knowledge base.	Excellent critical awareness of the limitations of the knowledge base.	Exceptional critical awareness of the ambiguities and limitations of knowledge.
<b>Intellectual skills</b>							
Use of evidence and sources BSP 2a, 2b, 2c, 9a	Not demonstrating an ability to select or use appropriate sources.	Over-reliance on set sources. They have not demonstrated an adequate ability to select and evaluate reading	Some ability to select, evaluate and comment on reading, research and primary sources.	Consistently select, evaluate and comment on reading, research and primary sources, sometimes beyond	Thorough selection, evaluation and comment on reading, research and primary sources, usually beyond the set	Comprehensive selection, evaluation and comment on reading, research and primary sources, beyond the	Exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and

		and research.		the set range.	range.	set range.	integrate references with a high level of detail.
Logical argument and evaluation of perspectives BSP 1b, 2c, 3b	Lacking in coherent argument. Not acknowledging alternative perspectives.	Arguments are poorly constructed, and they are not able to critically evaluate the arguments of others or consider alternative views.	Some ability to devise and sustain an argument, with some consideration of alternative views.	Logical argument, with supporting evidence, and consideration and evaluation of a range of views and information.	The ability to make coherent, substantiated arguments, as well as the ability to consider, critically evaluate and synthesise a range of views and information.	An excellent ability to make coherent, substantiated arguments, as well as the ability to consider, critically evaluate and synthesise a range of views and information.	Consistent, logical, coherently developed, and substantiated arguments, and an exceptional ability to systematically consider, critically evaluate and synthesise a wide range of views and information.
Explanation and interpretation BSP 1a, 1b, 3c	Substantial inconsistencies in line of reasoning.	The student's explanations are weak and/or poorly constructed.	Some ability to explain some complex matters and ideas.	Clear and consistent explanation of complex matters and ideas.	A thorough interpretation of complex matters and ideas.	A thorough, perceptive and thoughtful interpretation of complex matters and ideas.	Sophisticated perception, critical insight and interpretation of complex matters and ideas.
Problem-solving BSP 3a, 3b, 3c, 9a	Does not show ability to identify key aspects of complex problems or to use appropriate resources to address them.	Little evidence of an ability to isolate the key elements of complex problems and deploy appropriate resources to address them.	Limited ability to identify the key aspects of complex problems and use appropriate resources to address them.	Shows ability to identify key aspects of complex problems and draws on appropriate resources for addressing them.	Shows ability to identify key aspects of complex problems and is effective in using appropriate resources for addressing them.	Well-developed problem-solving skills showing ability to identify key aspects of complex problems. Is effective and shows initiative and autonomy in using appropriate resources for addressing them.	Confident in identifying key aspects of complex problems and applying appropriate approaches to their solution, showing initiative, autonomy and creativity.

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Scholarly, Research and Disciplinary Practices							
Specialist skills and techniques BSP 1a, 2a, 3c	No evidence of the development or application of the discipline's specific or specialist skills.	Has not demonstrated sufficient evidence of the development or application of discipline-specific specialist skills.	Demonstrates evidence of developing and applying discipline-specific specialist skills.	Consistent demonstration of the development and informed application of discipline-specific specialist skills.	Consistent demonstration of capable and effective application of the discipline's specialist skills and evidence of developing and applying its advanced techniques.	Consistent demonstration of accomplished and innovative application of the discipline's specialist skills as well as the informed application of its advanced techniques.	Consistent demonstration of accomplished and exceptionally innovative application of the discipline's specialist skills and the capable and effective application of its advanced techniques.
Research BSP 2a, 3a, 3c	No evidence of being able to undertake straightforward research tasks without extensive guidance.	Limited evidence of being able to undertake straightforward research tasks without substantial guidance.	Can competently undertake reasonably straightforward research tasks with minimum guidance, but with minor weaknesses.	Can competently undertake reasonably straightforward research tasks with minimum guidance.	Can successfully complete a range of research tasks, including evaluation, with very limited guidance.	Can very successfully complete a range of research tasks, including evaluation, with a significant degree of autonomy.	Exceptionally successful in a wide range of research tasks, including evaluation, with a high degree of autonomy.
Academic skills BSP 1a, 2a, 4b	Academic conventions largely ignored.	Academic conventions used inconsistently.	Academic conventions evident and largely consistent, with minor lapses.	Academic skills consistently applied.	Good academic skills consistently applied.	High-level academic skills consistently applied.	High-level academic skills consistently and professionally applied.

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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, showing some ability to lead, 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. Is able 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. Is able 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. Some evidence of capacity to plan self-development to improve practical and professional skills.	Shows ability to reflect on own strengths and weaknesses and able to identify steps for self-development to improve practical and professional skills.	Confident in self-reflection and expressing own strengths and weaknesses and able to take a proactive approach to self-development to improve practical and professional skills .	Demonstrates ability to work autonomously and assess own strengths and weaknesses. Demonstrates ability to identify and implement an effective programme of self-development to improve practical and professional skills.	Shows confidence in working autonomously and setting own goals. Can assess own strengths and weaknesses. Is able to identify and implement an effective programme of self-development to improve practical and professional skills. Can provide effective feedback to others to aid their self-development.

Decision-making BSP 8a, 9c	No evidence shown of ability to make decisions in complex and unpredictable circumstances.	Little evidence shown of ability to make decisions in complex and unpredictable circumstances.	Shows limited ability to make decisions in complex and unpredictable circumstances.	Shows ability to make decisions in complex and unpredictable circumstances.	Confident in adapting to changing and unfamiliar or challenging circumstances and making evidence-based decisions.	Confident in adapting to changing and unfamiliar/challenging circumstances and making effective, evidence-based decisions.	Shows confidence and creativity in adapting to changing and unfamiliar/challenging circumstances.
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.	Is able 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. Is able 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.