

University marking criteria: level 7

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 7 (Masters level)

| Marks | 0-39 0, 7, 15, 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, 2a, 9a | Demonstrates significant weaknesses in knowledge base, and/or simply reproduces knowledge without any evidence of understanding. | Demonstrates superficial knowledge of the field and awareness of current evidence and issues, but with notable weaknesses. Lacks knowledge and understanding of some key areas. | Demonstrates systematic knowledge and understanding of a specialised field, much of which is at or informed by the forefront of the field of study. | Work with a well-defined focus. The work may include evidence of originality, much of which is at or informed by the forefront of the academic discipline, field of study or area of professional practice. | Authoritative and tightly-focused work, which demonstrates systematic, in-depth, and specialised knowledge and sophisticated conceptual understanding of the subject, at the forefront of the field of study. | Produces work of exceptional standard, reflecting excellent understanding. |
| Critical approach BSP 2b, 2c | No evidence of a critical approach to the knowledge base. | Little evidence of a critical approach to the knowledge base. | Demonstrates sufficient understanding of current theoretical and methodological approaches and how these affect the way the knowledge base is interpreted. | Demonstrates a systematic knowledge, understanding and critical awareness of current problems | Demonstrates critical awareness of the complexity of contemporary issues in the field, with an original perspective. | Displays mastery of a complex and specialised area of knowledge and skills, with notable critical awareness of current problems and/or new insights at forefront of field. |

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|--|--|--|---|---|---|---|
| Intellectual skills | | | | | | |
| Use of evidence and sources BSP 2a, 2b, 2c, 9a | Not demonstrating an ability to select or use appropriate sources. | Reliance on a limited selection of sources. They have not demonstrated an ability to critically evaluate research and scholarship in the discipline. | Ability to select, evaluate and critique current research and scholarship in the discipline. | Autonomous selection and critical evaluation of current research and advanced scholarship in the discipline. | Autonomous and comprehensive selection and critical evaluation of current research and advanced scholarship in the discipline. Creation of coherent substantiated and persuasive arguments. | Autonomous and comprehensive selection and exceptional critical evaluation of current research and advanced scholarship in the discipline. Creation of exceptional and highly persuasive arguments. |
| Logical argument, explanation and evaluation of perspectives BSP 1b, 2c, 3b | Lacking an argument, or substantial inconsistencies in line of reasoning. Not acknowledging alternative perspectives. | Arguments and explanations are limited, weak and/or poorly constructed. Limited ability to evaluate and use alternative perspectives. | Ability to develop a logical argument, with some critical consideration of appropriate evidence. Ability to evaluate and use alternative perspectives. | Ability to create coherent substantiated arguments. Ability to consider, critically evaluate and use alternative perspectives. | Ability to comprehensively consider, critically evaluate and synthesise complex and unfamiliar information and ideas. | Exceptional ability to comprehensively consider, critically evaluate and synthesise complex and unfamiliar information 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 shows effectiveness in using appropriate resources for addressing them. | Shows ability to identify key aspects of complex problems and shows effectiveness, 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, techniques and research BSP 1a, 2a, 3c | Little or no skill demonstrated in selected techniques applicable to own research or advanced scholarship. | Demonstrates some skill in selected techniques and/or approaches applicable to own research or advanced scholarship, but with significant areas of weakness. | Demonstrates understanding of and skills in selected techniques/ approaches applicable to own research or advanced scholarship. | Displays a comprehensive understanding of and skills in techniques/approaches applicable to own research or advanced scholarship. | Conducts research highly effectively, using technical and/or professional skills as appropriate. | Conducts research of exceptional quality, using highly effective technical and/or professional skills as appropriate. |
| Academic skills BSP 1a, 2a, 4b | References to literature/ evidence and use of academic conventions are flawed/irrelevant. | References to appropriate literature/ evidence and use of academic conventions are insufficient and/or inconsistent. | Consistently sound use of appropriate academic conventions and academic honesty. | Consistently good use of appropriate academic conventions and academic honesty. | Consistently excellent use of appropriate academic conventions and academic honesty. | Consistently excellent use of appropriate academic conventions and academic honesty. |

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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. | 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. 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. 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. | 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. 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. |

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| 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. | 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. | 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. Able to complete most tasks by deadlines. | 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. |