

## University marking criteria: in non-modular undergraduate programmes (levels 4-7)

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.

This document is a slight variation of the standard University marking criteria given the pass mark at levels 4-6 is 50 rather than 40.

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.

### HEQF Level 4 (First undergraduate level) for non-modular UG programmes with a pass mark of 50%

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, 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 significant 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.
<b>Intellectual skills</b>  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 limited ability to interpret and comment on directed reading and wider sources.	Ability to interpret and comment on directed reading and wider sources.	Ability to evaluate, interpret, and comment on directed reading and wider sources.	Ability to thoroughly evaluate, interpret, and comment on directed reading and wider sources.	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 theories and concepts.	Some use of the reading to develop lines of argument and make some judgements in accordance with basic theories and concepts.	Use of the reading to develop lines of argument and make sound judgements in accordance with basic theories and concepts.	Consistent use of the reading to develop clear lines of argument and make sound judgements in accordance with basic theories and concepts.	Consistent use of directed and independent reading to develop clear lines of argument and make sound judgements in accordance with basic theories and concepts.	Consistent use of directed and independent reading to develop strong lines of argument and make sound judgements in 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, but lacking evaluation.	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.
<b>Scholarly, Research and Disciplinary Practices</b>  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 limited 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 research-related tasks, even with guidance.	Limited evidence of ability to undertake straightforward research tasks, even with guidance.	Some evidence of ability to collect appropriate data/ information and undertake straightforward research tasks with significant external guidance.	Can collect and interpret appropriate data/ information and undertake straightforward research tasks with external guidance.	Can collect and interpret appropriate data/ information and successfully undertake straightforward research tasks with limited guidance.	Can collect and interpret appropriate data and successfully undertake research tasks with a degree of autonomy.	Can collect and interpret appropriate data/ information and undertake 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 significant weaknesses.	Academic conventions generally sound.	Good use of academic conventions.	Consistently accurate use of academic conventions.	Consistently accurate and assured use of academic conventions.

<b>Professional and life skills</b> 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 some 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 but limited capacity to plan self-development to improve practical and professional skills.	Shows ability to reflect on own strengths and weaknesses and shows ability 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 plan self-development to improve practical and professional skills.	Demonstrates ability to assess own strengths and weaknesses. Demonstrates ability to identify a programme of self-development to improve practical and professional skills.	Shows confidence in assessing own strengths and weaknesses. Ability to identify an effective 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 some 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.
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## HEQF Level 5 (Second undergraduate level) for non-modular UG programmes with a pass mark of 50%

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, 9a	Major gaps in knowledge and understanding of material at this level. Significant inaccuracies.	Gaps in knowledge and only superficial understanding of the well-established principles of area(s) of study.	Generally sufficient knowledge and understanding to deal with well-established principles of area(s) of study, and of the way in which those principles have been developed, but some significant flaws in understanding evident..	Sound and broad knowledge and understanding of well- established principles of area(s) of study, and of the way in which those principles have been developed.	Very good knowledge and understanding of well- established principles of area(s) of study, and of the way in which those principles have been developed.	Very good, detailed understanding of material, main concepts/theories at this level.	Highly detailed understanding of material, main concepts/theories at this level.
Critical approach  BSP 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 approach to the knowledge base with some understanding of the implications of these limitations for application and analysis	Shows good awareness of the limitations of the knowledge base and how this influences any analyses and interpretations based on that knowledge.	Consistent awareness of the limitations of the knowledge base and how this influences any analyses and interpretations based on that knowledge.
<b>Intellectual skills</b>  Use of evidence and sources  BSP 2a, 2b, 2c, 9a	No evaluation and little, if any, use of appropriate sources.	Not demonstrated an adequate ability to evaluate and comment on reading, research and primary sources.	Some limited ability to evaluate and comment on reading, research and primary sources.	Ability to clearly evaluate and comment on reading, research and primary sources.	Ability to clearly and thoroughly evaluate and comment on reading, research and	Ability to clearly and thoroughly evaluate and critically comment on reading, research and primary sources.	Exceptional ability to evaluate and critically comment on reading, research and primary sources.

					primary sources.		
Explanation, application and interpretation BSP 1a, 1b, 3c	No application of underlying concepts and principles.	No application of underlying concepts and principles outside the context in which they were first studied.	Some limited ability to apply underlying concepts and principles outside the context in which they were first studied.	Ability to consistently apply underlying concepts and principles outside the context in which they were first studied.	Ability to consistently and appropriately apply underlying concepts and principles outside the context in which they were first studied.	Excellent ability to apply underlying concepts and principles outside the context in which they were first studied.	Exceptional ability to integrate and apply underlying concepts and principles outside the context in which they were first studied.
Problem-solving BSP 3a, 3b, 3c, 9a	No demonstrated ability to identify key aspects of problems relevant to this level of study or to use appropriate resources to address them.	Little evidence of an ability to isolate the key elements of problems relevant to this level of study and deploy appropriate resources to address them.	Limited ability to identify the key aspects of problems relevant to this level of study and use appropriate resources to address them	Shows ability to identify key aspects of problems relevant to this level of study and draws on appropriate resources for addressing them.	Shows ability to identify key aspects of problems relevant to this level of study is effective in using appropriate resources for addressing them.	Shows ability to identify key aspects of problems relevant to this level of study and shows initiative and autonomy in using appropriate resources for addressing them.	Confident in identifying key aspects of problems relevant to this level of study and applying appropriate approaches to their solution, showing initiative, autonomy and creativity.
<b>Scholarly, Research and Disciplinary Practices</b>  Specialist skills and techniques BSP 1a, 3c	No evidence of the development or application of the discipline's foundational skills or main methods of enquiry.	Little evidence of the development and application of the discipline's main methods of enquiry.	Limited evidence of developing and applying the discipline's main methods of enquiry.	Consistently demonstrates application of the discipline's main methods of enquiry.	Consistently demonstrates effective application of the discipline's main methods of enquiry and some of its specialist skills.	Consistently demonstrates effective application of the discipline's main methods of enquiry and demonstrates good command of specialist skills.	Consistent demonstration of innovative and effective application of the discipline's main methods of enquiry and the capable and effective application of its specialist skills.

Research BSP 2a, 3c	Little or no evidence of ability to collect and interpret appropriate data/information and undertake research tasks without extensive guidance.	Limited evidence of ability to collect and interpret appropriate data/information and undertake research tasks with limited external guidance.	Some evidence of ability to collect and interpret appropriate data/information and undertake research tasks with limited external guidance.	Can undertake research tasks, drawing on a range of sources, with limited external guidance.	Can successfully complete research tasks, drawing on a range of sources, with limited external guidance.	Can successfully complete research tasks, drawing on a range of sources, with a significant degree of autonomy.	Evidence of exceptional success in undertaking a range of research tasks with high degree of autonomy.
Academic skills BSP 1a, 2a, 4b	Academic conventions largely ignored.	Academic conventions used weakly.	Academic conventions evident and largely consistent, with minor but frequent weaknesses.	Academic skills generally sound.	Very good use of academic conventions.	Consistently accurate use of academic conventions.	Accurate and assured use of academic conventions
<b>Professional and life skills</b>  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 limited ability to 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 team work.	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 limited 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. 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.
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 some 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.

### HEQF Level 6 - undergraduate level for non-modular UG programmes with a pass mark of 50%

Marks	0-19	20-39	40-49	50-59	60-69	70-79	80-100
	0, 7, 15	22, 29, 35	42, 45, 48	52, 55, 58	62, 65, 68	72, 75, 78	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.	Generally 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 significant inaccuracies. Some limited awareness of more specialized 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 and research.	Some limited 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 the set range.	Thorough selection, evaluation and comment on reading, research and primary sources, usually beyond the set range.	Comprehensive selection, evaluation and comment on reading, research and primary sources, beyond the set range.	Exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and 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 limited 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.

<p>Problem-solving</p> <p>BSP 3a, 3b, 3c, 9a</p>	<p>Does not show ability to identify key aspects of complex problems or to use appropriate resources to address them.</p>	<p>Little evidence of an ability to isolate the key elements of complex problems and deploy appropriate resources to address them.</p>	<p>Limited ability to identify the key aspects of complex problems and use appropriate resources to address them.</p>	<p>Shows ability to identify key aspects of complex problems and draws on appropriate resources for addressing them.</p>	<p>Shows ability to identify key aspects of complex problems and is effective in using appropriate resources for addressing them.</p>	<p>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.</p>	<p>Confident in identifying key aspects of complex problems and applying appropriate approaches to their solution, showing initiative, autonomy and creativity.</p>
<p><b>Scholarly, Research and Disciplinary Practices</b></p> <p>Specialist skills and techniques</p> <p>BSP 1a, 2a, 3c</p>	<p>No evidence of the development or application of the discipline's specific or specialist skills.</p>	<p>Has not demonstrated sufficient evidence of the development or application of discipline-specific specialist skills.</p>	<p>Demonstrates limited evidence of developing and applying discipline specific specialist skills.</p>	<p>Consistent demonstration of the development and informed application of discipline-specific specialist skills.</p>	<p>Consistent demonstration of capable and effective application of the discipline's specialist skills and evidence of developing and applying its advanced techniques.</p>	<p>Consistent demonstration of accomplished and innovative application of the discipline's specialist skills as well as the informed application of its advanced techniques.</p>	<p>Consistent demonstration of accomplished and exceptionally innovative application of the discipline's specialist skills and the capable and effective application of its advanced techniques.</p>

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 some reasonably straightforward research tasks with minimum guidance, but with significant 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, with minor but frequent lapses.	Academic skills consistently applied.	Good academic skills consistently applied.	High-level academic skills consistently applied.	High-level academic skills consistently and professionally applied.
<b>Professional and life skills</b>  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 limited 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 limited 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 some 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.

## HEQF Level 7 Masters level for non-modular UG programmes with a pass mark of 50%

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
<b>Knowledge and understanding</b>  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.
<b>Intellectual skills</b>  Use of evidence and sources  BSP 2a, 2b, 2c,	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	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.	Autonomous and comprehensive selection and exceptional critical evaluation of current research and advanced scholarship in the



9a		scholarship in the discipline.			Creation of coherent substantiated and persuasive arguments.	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.
<b>Scholarly, Research and Disciplinary Practices</b>  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.
<b>Professional and life skills</b>  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.

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.