

## Taught Postgraduate Generic Marking Criteria

The College marking criteria set out below should be read in conjunction with discipline-specific criteria as appropriate and should be viewed as a starting point. The College marking criteria provides guidance on the overall standards expected at different grade bands but discipline-specific criteria may be needed in order to ensure that marking decisions are consistent, fair and transparent to both staff and students.

Level 7			
An exceptional answer that reflects outstanding knowledge of material and critical ability ~ Distinction ≥ 70			
Understanding	Depth of knowledge	Structure	General
Advanced, in-depth, authoritative, full understanding of key issues with evidence of originality	Complex work and key issues analysed Wide range of sources used selectively to support argument/discussion  Strong evidence of critical approach to key issues and ability to evaluate arguments	Coherent and compelling work logically presented	<b>A++ (90-100)</b> Insightful work displaying in-depth knowledge. For research dissertation/project: publishable quality, outstanding research potential, originality and/or independent thought, ability to make informed judgments. Highest standards of presentation .
			<b>A+ (80-89)</b> Insightful work displaying in-depth knowledge. For research dissertation/project: work of publishable quality, excellent research potential, originality and/or independent thought, ability to make informed judgments. High standards of presentation.
			<b>A (70-79)</b> Thoughtful work displaying in-depth knowledge. For research dissertation/project: good research potential, evidence of independent thought, ability to make informed judgments. High standards of presentation.
A coherent answer that demonstrates critical evaluation ~ Merit 60-69			
Understanding	Depth of knowledge	Structure	General
In-depth understanding of key issues with evidence of some originality	Key issues analysed. Relevant sources used effectively to support argument/discussion  Clear evidence of critical approach to key issues and some ability to evaluate arguments	Coherent work logically presented	<b>B+ (65-69)</b> Thoughtful work displaying good knowledge and accuracy. For research dissertation/project: some evidence of research potential, clear thinking and/or ability to make informed judgments. Good standards of presentation.
			<b>B (60-64)</b> Work displays good knowledge and accuracy. For research dissertation/project: some evidence of clear thinking and/or ability to make informed judgments. Good standards of presentation.

The College marking criteria have been reviewed with usage of 0-100% grading structure in line with current College regulations. The criteria set out should be used across the College except where specific banded marking schemes have been approved by CASC.

<b>A coherent and logical answer which shows understanding of the basic principles ~ Pass 50 - 59</b>			
<b>Understanding</b>	<b>Depth of knowledge</b>	<b>Structure</b>	<b>General</b>
Understanding of some key issues with evidence of ability to reflect critically	Some key issues addressed. Relevant sources used to support argument/discussion  Some evidence of critical approach to key issues and ability to evaluate arguments	Competent work in places but lacks fluency/coherence	<b>C+ (55-59)</b> Work displays knowledge and understanding in most areas but the standard of work is variable. For research dissertation/project: evidence of clear thinking in places but lacks insight. Satisfactory standards of presentation.  <b>C (50-54)</b> Work displays knowledge and understanding in some areas but some key issues are not addressed. For research dissertation/project: some evidence of clear thinking but lacks insight and fluency. Satisfactory standards of presentation.
<b>A superficial answer with limited knowledge of core material and limited critical ability ~ Fail 40 – 49<sup>1</sup></b>			
<b>Understanding</b>	<b>Depth of knowledge</b>	<b>Structure</b>	<b>General</b>
Superficial understanding of some key issues, lack of focus	Key issues not always understood or addressed, gaps in the use of relevant sources used to support work  Limited evidence of a critical approach to key issues and ability to evaluate arguments	Weaknesses in structure, fluency and/or coherence	<b>F+ (40-49)</b> Work displays patchy knowledge and understanding and some key issues are not addressed. For the research dissertation/project: limited evidence of clear thinking, insight and/or fluency. Presentational weaknesses.
<b>An answer almost entirely lacking in evidence of knowledge and understanding ~ Fail 0-39</b>			
<b>Understanding</b>	<b>Depth of knowledge</b>	<b>Structure</b>	<b>General</b>
Lack of understanding of, or focus on key issues	Key issues misunderstood or not addressed' Limited or no use of relevant sources to support work  No evidence of a critical approach to key issues or ability to evaluate arguments	Work is confused and incoherent	<b>F (33-39)</b> Incomplete answers with only peripheral knowledge relevant to the questions. Displays poor, disorganized presentation.  <b>FF (20-32)</b> Some attempt to write something relevant but with many flaws; nothing of substance,  <b>FFF (0 -19)</b> Serious errors, largely irrelevant material or unacceptably brief.

Approved CASC March 2015

<sup>1</sup> A mark  $\geq 40$  -  $< 49$  is condonable where programme specific regulations permit

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