

Grading Guidance for Level 6 (Year 3 / Part 3) Narrative version (based on the University grading guidance)

Descriptor	Fail - Inadequate / Unsatisfactory 0-18%	Fail Poor / Inadequate 19-39%	Pass (3 rd) Rudimentary / Very weak 40-49%	Pass (2:2) Competent / Adequate 50-59%	Pass (2:1) Very Good / Capable 60-69%	Pass (1 st) Excellent/ Very Good 70-85%	Pass (1 st) Outstanding / Exceptional 86-100%
Knowledge & Understanding	Very little knowledge of established principles / concepts / methods of enquiry of subject & their limitations. Very little or no evidence of wider reading	Some knowledge of key aspects of area of study & conceptual understanding of ideas & methods of discipline. Little evidence of wider reading	Rudimentary conceptual knowledge of key aspects of area of study & conceptual understanding of ideas & methods of discipline; limited evidence of wider reading	Competent systematic knowledge of key aspects of area of study & conceptual understanding of ideas & methods of discipline; some evidence of wider reading	Good systematic knowledge of key aspects of area of study & competent conceptual understanding of ideas & methods of discipline; reasonable & clear evidence of wide reading	Excellent / comprehensive systematic knowledge of key aspects of area of study & conceptual understanding of ideas & methods of discipline; clear evidence of wider reading	Outstanding / exceptional systematic knowledge of key aspects of area of study & conceptual understanding of ideas & methods of discipline; evidence of extensive wider reading
Evaluation & Analysis	Inadequate ability to critically reflect & apply concepts / principles / methods of enquiry outside the area in which they were studied	Some but limited ability to critically reflect & solve problems / evaluate & make judgements & appreciate limits of knowledge	Weak / Poor ability to critically reflect & solve problems / evaluate & make judgements & appreciate limits of knowledge	Competent ability to critically reflect and solve problems / evaluate & make judgements & appreciate limits of knowledge	Good at critically reflecting & solving problems / evaluating & make judgements & appreciate limits of knowledge	Demonstrates excellent abilities in critical reflection; solving problems / evaluating & making judgements & appreciating limits of knowledge; clear evidence of independent thought	Demonstrates outstanding abilities critical reflection; in solving problems / evaluating & making judgements & appreciating limits of knowledge; clear evidence of independent thought
Communication	Inadequate ability to communicate accurately, reliably, & structure arguments	Limited ability to consistently communicate information, ideas problems & solutions & structure/sustain arguments	Weak / Poor ability to communicate information, ideas problems & solutions & structure/sustain arguments	Competent ability to communicate & structure/sustain arguments, knowledge of subject & its underlying concepts;	Good at communicating accurately & reliably, contextualising knowledge & structuring sound arguments	Demonstrates excellent ability in communicating accurately & reliably, contextualising knowledge & structuring coherent argument	Demonstrates outstanding ability in communicating information, ideas, problems & solutions, contextualising knowledge & structuring coherent sustained arguments

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Presentation	Presentation is very poor & in an inappropriate format	Presentation sometimes follows Harvard rules; is awkwardly structured, sometimes coherent; wording/grammar is inadequate in places. Extras for slide/posters awkward or inconsistent layout; unoriginal or copied design; excessive detail OR essential details omitted. Extras for speech delivery is inaudible or unintelligible; remote or indifferent; excessively fast OR slow.	Presentation is rudimentary & generally follows Harvard rules; is adequately structured, often coherent; wording/grammar is inadequate in places. Extras for slide/posters some loose ends in layout; somewhat pedestrian design; far too detailed OR important details omitted. Extras for speech delivery is monotonous or halting; somewhat awkward & shy; clearly rushed OR dragging.	Presentation is competent & generally follows Harvard rules; is adequately structured, normally coherent; wording/grammar is generally correct with occasional slips. Extras for slide/posters a few loose ends in layout; ordinary but solid design; somewhat too detailed OR sketchy. Extras for speech delivery is often smooth; somewhat uncommunicative & reserved; noticeably speedy OR slow.	Presentation is very good / capable & follows Harvard rules; is clearly structured, and with few exceptions is coherent; wording/grammar is generally correct with occasional slips. Extras for slide/posters clear & consistent layout; ordinary but solid design; a little less OR more detail needed. Extras for speech delivery is mostly smooth; generally communicative & direct; slightly speedy OR a little leisurely.	Presentation is excellent and consistently follows Harvard rules; is clearly structured, mostly coherent, correct/competent in wording/grammar. Extras for slide/posters clear & consistent layout; thoughtful & clever design; appropriate level of detail. Extras for speech delivery is smooth; communicative & direct; at a proper pace.	Presentation outstanding & consistently follows Harvard rules; is sophisticatedly structured, perfectly coherent, pithy/precise in wording/grammar. Extras for slide/posters polished & aesthetic layout; ingenious & inventive design; optimal level of details. Extras for speech delivery is eloquent & engaging & on time.
Citation & referencing	Citation & referencing is very poor or absent.	Citation & referencing shows some consistency & accuracy but with many deficiencies.	Citation & referencing generally follows Harvard rules but with several errors.	Citation & referencing generally follow Harvard rules with some errors.	Citation & referencing mostly follow Harvard rules with very few errors.	Citation & referencing is accurate & follows Harvard rules with an occasional slip.	Citation & referencing fully follows Harvard rules with no apparent errors.
This qualitative rubric will not result in a score. However, it is a valuable feedback/feedforward mechanism for students, writers and assessors							