

Grading Guidance for Level 5 (Foundation Degree), i.e., Year 2 -- Narrative version (based on the University grading guidance)

Weight%	Descriptor	Inadequate	Poor	Acceptable	Competent	Good	Excellent	Outstanding
Weight%	Descriptor	0-24%	25-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	<b>Knowledge</b>	Very little knowledge of established principles / concepts / methods of enquiry of subject and their limitations	Some knowledge of established principles / concepts / methods of enquiry of subject and their limitations	Acceptable knowledge of established principles / concepts / methods of enquiry of subject and their limitations	Competent knowledge of established principles / concepts / methods of enquiry of subject and their limitations; limited evidence of wider reading	Good knowledge of established principles / concepts / methods of enquiry of subject and their limitations; reasonable evidence of wider reading	Comprehensive knowledge of established principles / concepts / methods of enquiry of subject and their limitations; clear evidence of wide reading	Exceptional knowledge of established principles / concepts / methods of enquiry of subject and their limitations; evidence of extensive reading
	<b>Understanding</b>	Inadequate ability to apply concepts / principles / methods of enquiry outside the area in which they were studied	Some ability to apply concepts / principles / methods of enquiry outside the area in which they were studied	Acceptable ability to apply concepts / principles / methods of enquiry outside the area in which they were studied	Competent ability to apply concepts / principles / methods of enquiry outside the area in which they were studied	Good at applying concepts / principles / methods of enquiry outside the area in which they were studied	High degree of competence in applying concepts / principles / methods of enquiry outside the area in which they were studied	Very high degree of competence in applying concepts / principles / methods of enquiry outside the area in which they were studied
	<b>Communication</b>	Inadequate ability to communicate accurately, reliably, and structure arguments	Some ability to communicate accurately, reliably, and structure arguments	Acceptable ability to communicate and structure arguments, knowledge of subject and its underlying concepts	Competent ability to communicate and structure arguments, knowledge of subject and its underlying concepts; reliance upon description as a substitute for analysis	Good at communicating accurately, reliably, and structuring arguments	High degree of competence in communicating accurately and reliably, contextualising knowledge and structuring arguments	Very high degree of competence in communicating accurately and reliably, contextualising knowledge and structuring/sustaining arguments
	<b>Presentation</b>	Presentation is very poor and in an inappropriate format	Presentation sometimes follows APA rules; is awkwardly structured, sometimes coherent; wording/grammar is inadequate in places. <i>Extras for slide/posters</i> -- awkward or inconsistent layout; unoriginal or copied design; excessive detail OR essential details omitted. <i>Extras for speech</i> -- delivery is inaudible or unintelligible; remote or indifferent; excessively fast OR slow.	Presentation often follows APA rules; is adequately structured, often coherent; wording/grammar is inadequate in places. <i>Extras for slide/posters</i> -- some loose ends in layout; somewhat pedestrian design; far too detailed OR important details omitted. <i>Extras for speech</i> -- delivery is monotonous or halting; somewhat awkward and shy; clearly rushed OR dragging.	Presentation mostly follows APA rules; is adequately structured, often coherent; wording/grammar is generally correct with occasional slips. <i>Extras for slide/posters</i> -- a few loose ends in layout; ordinary but solid design; somewhat too detailed OR sketchy. <i>Extras for speech</i> -- delivery is often smooth; somewhat uncommunicative and reserved; noticeably speedy OR slow.	Presentation mostly follows APA rules; is clearly structured, mostly coherent; wording/grammar is generally correct with occasional slips. <i>Extras for slide/posters</i> -- clear and consistent layout; ordinary but solid design; a little less OR more detail needed. <i>Extras for speech</i> -- delivery is mostly smooth; generally communicative and direct; slightly speedy OR a little leisurely.	Presentation fully follows APA rules; is clearly structured, mostly coherent, correct/competent in wording/grammar. <i>Extras for slide/posters</i> -- clear and consistent layout; thoughtful and clever design; appropriate level of detail. <i>Extras for speech</i> -- delivery is smooth; communicative and direct; at a proper pace.	Presentation fully follows APA rules; is elegantly structured, perfectly coherent, pithy/precise in wording/grammar. <i>Extras for slide/posters</i> -- polished and aesthetic layout; ingenious and inventive design; optimal level of details. <i>Extras for speech</i> -- delivery is urbane and eloquent; engaging and charismatic; poised and on time.
	<b>Citation and referencing</b>	Citation and referencing is very poor or absent.	Citation and referencing shows some consistency and accuracy but many deficiencies are apparent.	Citation and referencing often follow APA rules with many errors.	Citation and referencing generally follow APA rules with several errors.	Citation and referencing mostly follow APA rules with a few errors.	Citation and referencing mostly follow APA rules with occasional slips.	Citation and referencing fully follow APA rules with no error detected.
	<b>Technical and practical competence</b>	Little competence in using software, equipment, or instruments.	Poor competence in using software, equipment, or instruments.	Acceptable competence in using software, equipment, or instruments.	Sound competence in using software, equipment, or instruments	Good competence in using software, equipment, or instruments.	High degree of competence in using software, equipment, or instruments.	Very high degree of competence in using software, equipment, or instruments.

Grading Guidance for Level 5 (Foundation Degree), i.e., Year 2 -- Simplified version

Weight%	Descriptor	Inadequate	Poor	Acceptable	Competent	Good	Excellent	Outstanding
Weight%	Descriptor	0-24%	25-39%	40-49%	50-59%	60-69%	70-79%	80-100%
	Knowledge of established principles / concepts / methods of enquiry of subject and their limitations	Very little	Some	Acceptable	Competent; limited evidence of wider reading	Good knowledge; reasonable evidence of wider reading	Comprehensive; clear evidence of wide reading	Exceptional; evidence of extensive reading
	Ability to apply concepts / principles / methods of enquiry outside the area in which they were studied	Inadequate	Some	Acceptable	Competent	Good	High degree of competence	Very high degree of competence
	Ability to communicate accurately, reliably, and structure arguments	Inadequate	Some	Acceptable	Competent; reliance upon description as a substitute for analysis	Good	High degree of competence; contextualising	Very high degree; contextualising; sustaining arguments
	Presentation -- <ul style="list-style-type: none"> <li>o APA rules</li> <li>o structure</li> <li>o coherence and logic</li> <li>o wording/grammar</li> </ul> <i>Extras for slide/posters --</i> <ul style="list-style-type: none"> <li>o layout</li> <li>o design</li> <li>o level of detail</li> </ul> <i>Extras for speech --</i> <ul style="list-style-type: none"> <li>o verbal delivery</li> <li>o rapport with audience</li> <li>o pace</li> </ul>	Very poor and in an inappropriate format	sometimes follow; awkward; sometimes coherent; inadequate in places  awkward/inconsistent; unoriginal or copied; excessive OR essentials omitted  inaudible/unintelligible; remote/indifferent; excessively fast OR slow	often follow; adequate; often coherent; inadequate in places  some loose ends; pedestrian; far too detailed OR important details omitted.  monotonous/ halting; awkward/shy; rushed OR dragging	mostly follow; adequate; often coherent; occasional slips  a few loose ends; ordinary but solid; too detailed OR sketchy.  often smooth; uncommunicative/reserved; speedy OR slow.	mostly follow; clear; mostly coherent; occasional slips  clear/consistent; ordinary but solid; a little less OR more detail needed  mostly smooth; communicative/direct; a bit speedy/leisurely	fully follow; clear; mostly coherent; correct/competent  clear/consistent layout; thoughtful/clever; appropriate  smooth; communicative/direct; proper pace	fully follow; elegant; perfectly coherent; pithy/precise  polished/aesthetic; ingenious/inventive; optimal.  urbane/eloquent; engaging/charismatic; poised/on time.
	Citation and referencing -- APA rules	Very poor or absent	Some consistency and accuracy but many deficiencies are apparent	Often follow; with many errors	Generally follow; with several errors	Mostly follow; with a few errors	Mostly follow; with occasional slips	Fully follow; no error detected
	Technical and practical competence in using software or equipment/instruments	Little	Poor	Acceptable	Sound	Good	High degree	Very high degree