

Grading Guidance for Level 6 (Honours Degree), i.e., Year 3 -- 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%
	Knowledge	Very little knowledge of established principles / concepts / methods of enquiry of subject and their limitations	Some knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline	Acceptable conceptual knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; limited evidence of wider reading	Competent systematic knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; reasonable evidence of wider reading	Good systematic knowledge of key aspects of area of study and competent conceptual understanding of ideas and techniques of discipline; clear evidence of wide reading	Comprehensive systematic knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of extensive reading	Exceptional systematic knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline; evidence of very extensive reading
	Understanding	Inadequate ability to apply concepts / principles / methods of enquiry outside the area in which they were studied	Some ability to solve problems / evaluate and make judgements and appreciate limits of knowledge	Acceptable ability to solve problems / evaluate and make judgements and appreciate limits of knowledge	Competent ability to solve problems / evaluate and make judgements and appreciate limits of knowledge	Good at solving problems / evaluating and make judgements and appreciate limits of knowledge	High degree of competence in solving problems / evaluating and making judgements and appreciating limits of knowledge; clear evidence of independent thought	Very high degree of competence in solving problems / evaluating and making judgements and appreciating limits of knowledge; clear evidence of independent thought
	Communication	Inadequate ability to communicate accurately, reliably, and structure arguments	Some ability to communicate information, ideas problems and solutions and structure/sustain arguments	Acceptable ability to communicate information, ideas problems and solutions and structure/sustain arguments	Competent ability to communicate and structure/sustain arguments, knowledge of subject and its underlying concepts; reliance upon description as a substitute for analysis	Good at communicating accurately and reliably, contextualising knowledge and structuring arguments	High degree of competence in communicating accurately and reliably, contextualising knowledge and structuring/sustaining arguments	Very high degree of competence in communicating information, ideas problems and solutions, contextualising knowledge and structuring/sustaining arguments
	Presentation	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.
	Citation and referencing	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.
	Technical and practical competence	Little competence in using software, equipment, or instruments.	Poor competence in using software, equipment, or instruments.	Acceptable 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.	Exceptional competence in using software, equipment, or instruments.

Grading Guidance for Level 6 (Honours Degree), i.e., Year 3 -- Simplified 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%
	Knowledge of key aspects of area of study and conceptual understanding of ideas and techniques of discipline	Very little knowledge of established principles / concepts / methods of enquiry of subject and their limitations	Some	Acceptable conceptual; limited evidence of wider reading	Competent systematic; reasonable evidence of wider reading	Good systematic; clear evidence of wide reading	Comprehensive systematic; evidence of extensive reading	Exceptional systematic; evidence of very extensive reading
	Ability to solve problems / evaluate and make judgements and appreciate limits of knowledge	Inadequate ability to apply concepts / principles / methods of enquiry outside the area in which they were studied	Some	Acceptable	Competent	Good	High degree of competence; clear evidence of independent thought	Very high degree of competence; clear evidence of independent thought
	Ability to communicate information, ideas problems and solutions and structure/sustain arguments	Inadequate ability to communicate accurately, reliably, and structure arguments	Some	Acceptable	Competent; reliance upon description as a substitute for analysis	Good; contextualising	High degree of competence; contextualising; sustaining arguments	Very high degree of competence; contextualising; sustaining arguments
	Presentation -- <ul style="list-style-type: none"> ○ APA rules ○ structure ○ coherence and logic ○ wording/grammar <i>Extras for slide/posters --</i> <ul style="list-style-type: none"> ○ layout ○ design ○ level of detail <i>Extras for speech --</i> <ul style="list-style-type: none"> ○ verbal delivery ○ rapport with audience ○ pace 	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, equipment, or instruments	Little	Poor	Acceptable	Good	High degree	Very high degree	Exceptional