## **APPENDIX FOUR: UGT and PGT Marking Criteria Templates**

## **UGT Marking Criteria Grid Template**

This is a template only. Schools are required to add to the criteria with subject specific language in accordance with the assessment and assessment type. Schools must ensure that they include the full criteria they will use to provide clear indications of how achievement of module learning outcomes may be demonstrated, thereby promoting reliability of assessment. The marking criteria should be kept in the Module Handbook.

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| **General / Knowledge** | | 1. **Presentation and Structure** 2. **Understanding / Skills** 3. **Selection of cited material** |
| **80 and above** | **Outstanding work**  Demonstrating comprehensive mastery knowledge, understanding and extensive critical appreciation of the subject area. | 1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. Some degree of originality. 2. Evidence of highly significant and relevant evaluation skills and conclusions 3. Very significant evidence of reading outside the material presented in academic sessions and the directed texts. Sources used selectively and skilfully to support argument. Referencing is extensive, accurate and relevant |
| **70-79** | **Excellent work**  Demonstrating mastery of knowledge, understanding and critical appreciation of the subject area | 1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. 2. Evidence of highly significant and relevant evaluation skills and conclusions 3. Significant evidence of reading outside the material presented in academic sessions and the directed texts. Sources used selectively and skilfully to support argument. Referencing is extensive, accurate and relevant |
| **60-69** | **Very good work**  Demonstrating very good knowledge, understanding and appreciation of the subject area | 1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. 2. Evidence of very good and relevant evaluation skills and conclusions 3. Evidence of reading outside the material presented in academic sessions and the directed texts. Referencing is appropriate, accurate and relevant. |
| **50-59** | **Good work**  Demonstrating good knowledge, understanding and appreciation of the subject area | 1. Work is well structured and academically presented with clear attention to grammar and to the use of language, expression and style. 2. Evidence of good and relevant evaluation skills and conclusions 3. Evidence of some reading outside the material presented in academic sessions and the directed texts. Referencing is adequate, accurate and relevant. |
| **40-49** | **Satisfactory work**  Demonstrating sufficient knowledge, understanding and appreciation of the subject area. | 1. Work is structured and academically presented with clear attention to grammar and to the use of language, expression and style 2. Some evidence of good and relevant evaluation skills and conclusions 3. Evidence of some limited reading outside the material presented in academic sessions and the directed texts. Referencing is limited. |
| **30-39** | **Unsatisfactory work**  Demonstrating very limited knowledge or understanding of the subject area | 1. Work is not structured well or academically presented with a lack of attention to grammar and to the use of language, expression and style 2. Minimal evidence of good and relevant evaluation skills and conclusions 3. Some evidence of some limited reading outside the material presented in academic sessions and the directed texts. Referencing is minimal. |
| **0-29** | **Poor / very poor work**  Demonstrating inadequate, limited knowledge and fragmentary understanding of the subject area. | 1. Work is not structured well or academically presented with a lack of attention to grammar and to the use of language, expression and style 2. No or very limited evidence of good and relevant evaluation skills and conclusions 3. No or very limited evidence of further reading and referencing |

## **PGT Marking Criteria**

This is a template only. Schools are required to add to the criteria with subject specific language in accordance with the assessment and assessment type. Schools must ensure that they include the full criteria they will use to provide clear indications of how achievement of module learning outcomes may be demonstrated, thereby promoting reliability of assessment. The marking criteria should be kept in the Module Handbook.

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| **Distinction (A): 70-100**  **An exceptional approach to research and enquiry that reflects outstanding knowledge of material and critical ability appropriate to postgraduate level** | | | | | |
| **General/Knowledge** | | **Presentation** | **Understanding**  **/Skills** | **Selection of cited material & Coverage** | **Structure** |
| **90-100** | Outstanding and Insightful. Displays (for example): publishable quality; outstanding research or critical potential in the context of current problems and/or new insights; originality and independent thought; ability to make informed judgements | Highest professional standards of presentation written in the style appropriate to the assessment brief | Authoritative, full understanding of all the issues with originality in analysis; clear evidence of problem-solving skills | Full range of sources used selectively and skilfully to support argument. Accurate and consistent use of the agreed referencing system | Coherent and compelling argument well presented |
| **80-89** | Striking and insightful. Displays (for example): excellent research or critical potential in the context of current problems and/or new insights; flexibility of thought; possibly of publishable quality | Professional standards of presentation written in the style appropriate to the assessment brief |
| **70-79** | Excellent. Displays (for example): high levels of accuracy; evidence of the potential to undertake research; the ability to analyse primary sources critically in the context of current problems and/or new insights | Very good standards of presentation written in the style appropriate to the assessment brief |

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| **Merit (B): 60-69**  **A coherent approach to research and enquiry that meets all learning outcomes and demonstrates critical evaluation appropriate to postgraduate level** | | | | | |
| **General/Knowledge** | | **Presentation** | **Understanding/Skills** | **Selection of cited material & Coverage** | **Structure** |
| **60-69** | Approaching excellence in some areas with evidence of the potential to undertake research and critical analysis of current problems and/or new insights. Well-developed relevant argument and a good degree of accuracy | Good standard of presentation; written in the style appropriate to the assessment brief with length requirement met and academic conventions followed | Independent, critical evaluation of full range of relevant concepts and theories with some evidence of originality; evidence of problem-solving skills | Complex work and concepts presented; key texts used effectively. Accurate and consistent use of the agreed referencing system | Argument concise and explicit |
| **Pass (C): 50-59**  **A coherent and logical approach to research and enquiry that meets all learning outcomes and shows understanding of the basic principles appropriate to postgraduate level** | | | | | |
| **General/Knowledge** | | **Presentation** | **Understanding/Skills** | **Selection of cited material & Coverage** | **Structure** |
| **50-59** | A systematic understanding of knowledge; critical awareness of current problems and/or new insights; can evaluate critically current research and can evaluate literature and methodologies | Length requirement met and academic conventions mostly followed. Written in the style appropriate to the assessment brief; possibly very minor errors in language which do not impede understanding | Practical understanding of how established techniques of research and/or analysis are used to create and interpret knowledge in the discipline; some evidence of problem-solving skills | Comprehensive understanding of techniques applicable to own research or advanced scholarship. Consistent use of the agreed referencing system which is predominately accurate | The argument is developed but may lack fluency |

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| **Referred (R): 0-49**  **Some knowledge of core material and critical ability appropriate to postgraduate level, though learning outcomes are not fully met** | | | | | |
| **General/Knowledge** | | **Presentation** | **Understanding/Skills** | **Selection & Coverage** | **Structure** |
| **35-49\*** | knowledge of concepts within prescribed range but fails to adequately address the task posed by assessment | Length requirement met and academic conventions mostly followed. The style of presentation is appropriately matched to the assessment brief. Minor errors in language which do not impede understanding | Some insight into the problem or topic; attempt to demonstrate problem-solving skills and originality | Limited sources. Use of the agreed referencing system contains some inconsistencies and inaccuracies | Argument not fully developed and may lack structure and coherence |
| **Referred (R): 0-34**  **A superficial or inaccurate answer with only peripheral knowledge of core material and very little critical ability.**  **Learning outcomes not met. Not an appropriate submission for postgraduate level.** | | | | | |
| **General/Knowledge** | | **Presentation** | **Understanding/Skills** | **Selection & Coverage** | **Structure** |
| **0-34** | Knowledge of concepts falls short of prescribed range and does not address the task posed by the assessment | Length requirements not observed, inconsistency in academic conventions and style. Minor language errors which occasionally impede understanding | Limited or no insight into the problem or topic; no evidence of problem-solving skills or originality | Some irrelevant and/or out of date sources.  Referencing system may be systematically inaccurate or absent | Argument not developed and/or may be presented in a manner that makes knowledge and understanding difficult to assess |