

Generic Criteria for Assessment RQF Level 4

| Marks | 0-25 (Fail) | 26-39 (Fail) | 40-49 (3 rd) | 50-59 (2.2) | 60-69 (2.1) | 70-85 (1 st) | 86-100 (1 st) |
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| Assessment categories | | | | | | | |
| Knowledge & Understanding of Subject | Major gaps in knowledge and understanding. Significant inaccuracies. | Gaps in knowledge and superficial understanding. Some inaccuracies. | Threshold level. Broadly accurate knowledge and understanding of the material. Some elements missing and flaws evident. | Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident. | Good, consistent knowledge and understanding of the material, main concepts and key theories at this level. | Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base. | Highly detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge. |
| Cognitive/ Intellectual Skills (e.g. analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence) | Brief and irrelevant. Descriptive. Only personal views offered. Unsubstantiated generalisations. Little or no attempt to draw conclusions. | For the most part descriptive. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity. | Threshold level. Some awareness of issues. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions | Issues identified within given areas. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions. | Good analytical ability. Acknowledgement of views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions. | Very good analysis throughout. Perceptive and persuasive points made within given area. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence. Strong conclusions. | Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions. |
| Use of Research-informed Literature (including referencing, appropriate academic conventions and academic honesty) | No evidence of reading. Views are unsupported and non- authoritative. Academic conventions largely ignored. | Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly. | Threshold level. Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses. | Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound. | Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions. | Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions. | Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions. |

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| <p>LEVEL 4 cont...</p> <p>Graduate Skills for Life and Employment</p> <p>(e.g. research-related skills; written, graphical and oral communication skills; group working; problem-solving; practical and professional skills)</p> | <p>Little or no evidence of the required skills in any of the skills areas.</p> | <p>Limited evidence of skills in the range identified for the assessment at this level.</p> <p>Significant weaknesses evident, which suggest that the candidate is not on course to gain skills necessary for graduate-level employment.</p> | <p>Research skills: Some evidence of ability to collect appropriate data/ information and undertake straightforward research tasks with external guidance. Can communicate in a range of formats, including orally, appropriate to the discipline(s), but with evident weaknesses. Can work effectively with others as a member of a group, and meet most obligations to others (e.g. tutors and peers). Some evidence of ability to apply methods appropriately to address a well-defined problem. Able to recognise own strengths and weaknesses in relation to professional and practical skills identified by others, but lacking insight in some areas.</p> | <p>Research skills: Can collect and interpret appropriate data/ information and undertake straightforward research tasks with external guidance. Can communicate effectively in a range of formats, including orally, appropriate to the discipline(s). Can work effectively with others as a member of a group, and meet obligations to others (e.g. tutors and peers). Can apply methods accurately to address a well-defined problem, and begin to appreciate the complexity of the issues in the discipline. Able to evaluate own strengths and weaknesses in relation to professional and practical skills identified by others.</p> | <p>Research skills: Can collect and interpret appropriate data/ information and successfully undertake straightforward research tasks with limited external guidance. Can communicate well and consistently in a range of formats, including orally, appropriate to the discipline(s). Can work very effectively with others as a member of a group, and meet all obligations to others (e.g. tutors and peers). Can apply methods accurately to address a well-defined problem, appreciating the complexity of the issues in the discipline. Able to take initiative in evaluating own strengths and weaknesses in relation to professional and practical skills identified by others.</p> | <p>Research skills: Can collect and interpret appropriate data and successfully undertake research tasks with a degree of autonomy. Can communicate very effectively in a range of formats, including orally, appropriate to the discipline(s). Can work very effectively with others as a member of a group, showing leadership skills where appropriate, and meet all obligations to others (e.g. tutors and peers). Can apply methods accurately and very effectively to address a well-defined problem, appreciating the complexity of the issues in the discipline. Able to show insight and autonomy in evaluating own strengths and weaknesses in relation to professional and practical skills.</p> | <p>Research skills: Can collect and interpret appropriate data/ information and undertake research tasks with autonomy and exceptional success. Can communicate highly effectively in a range of formats, including orally, appropriate to the discipline(s). Can work exceptionally well with others as a key member of a group, showing leadership skills where appropriate, negotiating and meeting all obligations to others (e.g. tutors and peers). Can apply methods accurately and highly effectively to address a well-defined problem, appreciating the complexity of a range of issues in the discipline. Able to show insight and autonomy in evaluating own strengths and weaknesses in relation to professional and practical skills.</p> |
| <p>Marks for Level 4</p> | <p>0-25 (Fail)</p> | <p>26-39 (Fail)</p> | <p>40-49 (3rd)</p> | <p>50-59 (2.2)</p> | <p>60-69 (2.1)</p> | <p>70-85 (1st)</p> | <p>86-100 (1st)</p> |