

COMMON AWARDS ASSESSMENT CRITERIA AT LEVEL 4

PRACTICAL SKILLS

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59	50 - 54
Fulfilment of relevant learning outcomes	Overwhelming evidence of being satisfied	Amply satisfied	Amply satisfied	Satisfied	Satisfied	Satisfied	Satisfied
Delivery of practical skills	Exceptional, extremely well-organised, persuasive	Outstanding, extremely well-organised, persuasive,	Excellent, very well-organised, articulate, persuasive	Very good, very well-organised, articulate	Good, very organised, fluent	Good, organised, clear	Acceptable, some flaws in expression
Tailoring to the context, audience and situation	Superbly tailored to context	Very effectively tailored to context	Effectively tailored to context	Thoughtfully tailored to context	Well tailored to context	Appropriately tailored to context	Little tailoring to context
Applying knowledge and understanding – thorough understanding of relevant subject matter	Complete and exemplary grasp	Outstanding grasp	Excellent grasp	Very good grasp	Good grasp	Sound grasp, some shortcomings in coverage	General grasp with some errors or gaps
Appropriate integration of subject areas where appropriate	Exceptionally insightful and informed	Exceptional and informed	Excellent and informed	Very good	Good	Good but not always persuasive	Sound but patchy and unpersuasive
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Exemplary clarity of thought, argument, synthesis, analysis and ability to improvise	Outstanding clarity of thought, argument, analysis, synthesis and ability to improvise	Excellent clarity of thought, argument, analysis, synthesis and ability to respond	Good ability to analyse, argue, synthesise information and think on their feet	Able to analyse, argue, synthesise and respond spontaneously	Reasonably able to analyse, argue and synthesise, but slow to respond spontaneously	Limited ability to analyse, argue and synthesise, struggling to respond spontaneously
Reflective practice and reflexivity	Exceptionally nuanced, insightful and persuasive; outstanding critical self-awareness and reflexivity	Exceptionally nuanced and insightful; excellent critical self-awareness and reflexivity	Excellent; excellent self-awareness and reflexivity	Very good; insightful self-awareness and reflexivity	Very good; good self-awareness and reflexivity	Good but occasionally not persuasive; sound self-awareness and reflexivity	Reflection sometimes lacking persuasiveness; patchy self-awareness and reflexivity
Overall impression	Superlative	Outstanding	Excellent	Very good	Good	Sound	Fair

	45 - 49	40 - 44	35 - 39	30 - 34	10 - 29	0 - 9	
Fulfilment of relevant learning outcomes	Satisfied	Satisfied	Great majority are satisfied	Majority are satisfied	Some are satisfied	None	
Delivery of practical skills	Some significant inadequacies, weak expression	Significant inadequacies, expression very weak	Careless, very poor expression and organisation	Inadequate performance of skill	Inadequate and shoddy performance of skill	Barely comprehensible, abysmal	
Tailoring to the context, audience and situation	Minimal tailoring to context	Little awareness of context	Inadequate awareness of context	Minimal awareness of context	Indifferent to context	No connection to context	
Applying knowledge and understanding – thorough understanding of relevant subject matter	Some grasp but many errors and/or gaps in coverage and relevance	Some general understanding but many errors, omissions and misunderstandings	Little grasp and many errors, misunderstandings and omissions	Barely relevant, largely erroneous	No grasp or relevance with erroneous material	No grasp	
Appropriate integration of subject areas where appropriate	Occasional, unsound, lacking authenticity	Barely adequate	Inadequate	Inadequate – lack of understanding	No persuasive evidence of reflection	None	
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Limited application of thinking to skills; severely limited ability to think on feet	Very limited application of thinking to skills; minimal ability to think on feet	Minimal evidence of applying thinking to skills	Inadequate application of thinking to skills	No application of thinking to skills	No evidence	
Reflective practice and reflexivity	Occasional, unsound, lacking authenticity; some self-awareness, but little reflexivity	Barely adequate; little self-awareness or reflexivity	Inadequate; lack of self-awareness or reflexivity	Inadequate – lack of understanding; minimal self-awareness or reflexivity	No persuasive evidence of reflection; no self-awareness or reflexivity	None	
Overall impression	Weak	Very weak	Poor	Very poor	Inept	Unacceptable	

COMMON AWARDS ASSESSMENT CRITERIA AT LEVEL 5

PRACTICAL SKILLS

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59	50 - 54
Fulfilment of relevant learning outcomes	Overwhelming evidence of being satisfied	Amply satisfied	Amply satisfied	Satisfied	Satisfied	Satisfied	Satisfied
Delivery of practical skills	Exceptional, extremely well-organised, eloquent, persuasive	Outstanding, extremely well-organised, eloquent, persuasive,	Excellent, very well-organised, articulate, persuasive	Very good, very well-organised, articulate	Good, very organised, fluent	Adequate, organised, clear	Acceptable, some flaws in expression
Tailoring to the context, audience and situation	Superbly tailored to context	Very effectively tailored to context	Effectively tailored to context	Thoughtfully tailored to context	Well tailored to context	Appropriately tailored to context	Little tailoring to context
Applying knowledge and understanding – thorough understanding of relevant subject matter	Complete and exemplary grasp	Outstanding grasp	Excellent grasp	Very good grasp	Good grasp	Sound grasp, some shortcomings in coverage	General grasp with some errors or gaps
Appropriate integration of subject areas where appropriate	Exceptionally original, insightful and informed	Exceptional, original and informed	Excellent, independently conceived and informed	Very good	Good	Good but not always persuasive	Sound but patchy and unpersuasive
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Exemplary clarity of thought, argument, synthesis and ability to improvise	Outstanding clarity of thought, argument, analysis, synthesis and ability to improvise	Excellent clarity of thought, argument, analysis, synthesis and ability to respond	Good ability to analyse, argue, synthesise information and think on their feet	Able to analyse, argue, synthesise and respond spontaneously	Reasonably able to analyse, argue and synthesise, but slow to respond spontaneously	Limited ability to analyse, argue and synthesise, struggling to respond spontaneously
Reflective practice and reflexivity	Exceptionally nuanced, insightful and persuasive; outstanding critical self-awareness and reflexivity	Exceptionally nuanced and insightful; excellent critical self-awareness and reflexivity	Excellent; excellent self-awareness and reflexivity	Very good; insightful self-awareness and reflexivity	Very good; good self-awareness and reflexivity	Good but occasionally not persuasive; sound self-awareness and reflexivity	Reflection sometimes lacking persuasiveness; patchy self-awareness and reflexivity
Overall impression	Superlative	Outstanding	Excellent	Very good	Good	Sound	Fair

	45 - 49	40 - 44	35 - 39	30 - 34	10 - 29	0 - 9	
Fulfilment of relevant learning outcomes	Satisfied	Satisfied	Great majority are satisfied	Majority are satisfied	Some are satisfied	None	
Delivery of practical skills	Some significant inadequacies, weak expression	Significant inadequacies, expression very weak	Careless, very poor expression and organisation	Inadequate performance of skill	Inadequate and shoddy performance of skill	Barely comprehensible, abysmal	
Tailoring to the context, audience and situation	Minimal tailoring to context	Little awareness of context	Inadequate awareness of context	Minimal awareness of context	Indifferent to context	No connection to context	
Applying knowledge and understanding – thorough understanding of relevant subject matter	Some grasp but many errors and/or gaps in coverage and relevance	Some general understanding but many errors, omissions and misunderstandings	Little grasp and many errors, misunderstandings and omissions	Barely relevant, largely erroneous	No grasp or relevance with erroneous material	No grasp	
Appropriate integration of subject areas where appropriate	Occasional, unsound, lacking authenticity	Barely adequate	Inadequate	Inadequate – lack of understanding	No persuasive evidence of reflection	None	
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Limited application of thinking to skills; severely limited ability to think on feet	Very limited application of thinking to skills; minimal ability to think on feet	Minimal evidence of applying thinking to skills	Inadequate application of thinking to skills	No application of thinking to skills	No evidence	
Reflective practice and reflexivity	Occasional, unsound, lacking authenticity; some self-awareness, but little reflexivity	Barely adequate; little self-awareness or reflexivity	Inadequate; lack of self-awareness or reflexivity	Inadequate – lack of understanding; minimal self-awareness or reflexivity	No persuasive evidence of reflection; no self-awareness or reflexivity	None	
Overall impression	Weak	Very weak	Poor	Very poor	Inept	Unacceptable	

COMMON AWARDS ASSESSMENT CRITERIA AT LEVEL 6

PRACTICAL SKILLS

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59	50 - 54
Fulfilment of relevant learning outcomes	Overwhelming evidence of being satisfied	Amply satisfied	Amply satisfied	Satisfied	Satisfied	Satisfied	Satisfied
Delivery of practical skills	Exceptional, extremely well-organised, sophisticated, persuasive	Outstanding, extremely well-organised, eloquent, persuasive,	Excellent, very well-organised, articulate, persuasive	Very good, very well-organised, articulate	Good, very organised, fluent	Adequate, organised, clear	Acceptable, some flaws in expression,
Tailoring to the context, audience and situation	Superbly tailored to context	Very effectively tailored to context	Effectively tailored to context	Thoughtfully tailored to context,	Well tailored to context	Appropriately tailored to context	Little tailoring to context
Applying knowledge and understanding – thorough understanding of relevant subject matter	Complete and exemplary grasp	Outstanding grasp	Excellent grasp	Very good grasp	Good grasp	Sound grasp, some shortcomings in coverage	General grasp with some errors or gaps
Appropriate integration of subject areas where appropriate	Exceptionally insightful, original and informed	Exceptional, original and informed	Excellent, independently conceived and informed	Very good	Good	Good but not always persuasive	Sound but patchy and unpersuasive
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Exemplary clarity of thought, argument, synthesis and ability to improvise	Outstanding clarity of thought, argument, analysis, synthesis and ability to improvise	Excellent clarity of thought, argument, analysis, synthesis and ability to respond	Good ability to analyse, argue, synthesise information and think on their feet	Able to analyse, argue, synthesise and respond spontaneously	Reasonably able to analyse, argue and synthesise, but slow to respond spontaneously	Limited ability to analyse, argue and synthesise, struggling to respond spontaneously
Reflective practice and reflexivity	Exceptionally nuanced, insightful and persuasive; outstanding critical self-awareness and reflexivity	Exceptionally nuanced and insightful; excellent critical self-awareness and reflexivity	Excellent; excellent self-awareness and reflexivity	Very good; insightful self-awareness and reflexivity	Very good; good self-awareness and reflexivity	Good but occasionally not persuasive; sound self-awareness and reflexivity	Reflection sometimes lacking persuasiveness; patchy self-awareness and reflexivity
Overall impression	Superlative	Outstanding	Excellent	Very good	Good	Sound	Fair

	45 - 49	40 - 44	35 - 39	30 - 34	10 - 29	0 - 9	
Fulfilment of relevant learning outcomes	Satisfied	Satisfied	Great majority are satisfied	Majority are satisfied	Some are satisfied	None	
Delivery of practical skills	Some significant inadequacies, weak expression	Significant inadequacies, expression very weak	Careless, very poor expression and organisation	Inadequate performance of skill	Inadequate and shoddy performance of skill	Barely comprehensible, abysmal	
Tailoring to the context, audience and situation	Minimal tailoring to context	Little awareness of context	Inadequate awareness of context	Minimal awareness of context	Indifferent to context	No connection to context	
Applying knowledge and understanding – thorough understanding of relevant subject matter	Some grasp but many errors and/or gaps in coverage and relevance	Some general understanding but many errors, omissions and misunderstandings	Little grasp and many errors, misunderstandings and omissions	Barely relevant, largely erroneous	No grasp or relevance with erroneous material	No grasp	
Appropriate integration of subject areas where appropriate	Occasional, unsound, lacking authenticity	Barely adequate	Inadequate	Inadequate – lack of understanding	No persuasive evidence of reflection	None	
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Limited application of thinking to skills; severely limited ability to think on feet	Very limited application of thinking to skills; minimal ability to think on feet	Minimal evidence of applying thinking to skills	Inadequate application of thinking to skills	No application of thinking to skills	No evidence	
Reflective practice and reflexivity	Occasional, unsound, lacking authenticity; some self-awareness, but little reflexivity	Barely adequate; little self-awareness or reflexivity	Inadequate; lack of self-awareness or reflexivity	Inadequate – lack of understanding; minimal self-awareness or reflexivity	No persuasive evidence of reflection; no self-awareness or reflexivity	None	
Overall impression	Weak	Very weak	Poor	Very poor	Inept	Unacceptable	

COMMON AWARDS ASSESSMENT CRITERIA AT LEVEL 7

PRACTICAL SKILLS

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59
Fulfilment of relevant learning outcomes	Fully satisfied at a consistently high level	Amply satisfied at a high level	Satisfied, many at a high level	Satisfied, some at a high level	Satisfied, many are more than satisfied	Satisfied, some are more than satisfied
Delivery of practical skills	Exceptional, extremely well-organised, sophisticated, persuasive	Outstanding, extremely well-organised, eloquent, persuasive,	Excellent, very well-organised, articulate, persuasive	Very good, very well-organised, articulate	Good, very organised, fluent	Adequate, organised, clear
Tailoring to the context, audience and situation	Superbly tailored to context	Very effectively tailored to context	Effectively tailored to context	Thoughtfully tailored to context	Appropriately tailored to context	Some tailoring to context
Applying knowledge and understanding – thorough understanding of relevant subject matter	Complete and exemplary mastery	Outstanding grasp	Excellent grasp	Good grasp	Sound grasp	General grasp, some shortcomings in coverage
Appropriate integration of subject areas where appropriate	Significant original recommendations, sophisticated integration	Significant independently drawn conclusions, sophisticated integration	Independently drawn, relevant, perceptive conclusion from integration	Relevant and perceptive conclusions from integration	Relevant conclusions from integration	Articulating some insights from integration
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Exemplary clarity of thought, argument, synthesis, analysis and ability to improvise	Outstanding clarity of thought, argument, analysis, synthesis and ability to improvise	Excellent clarity of thought, argument, analysis, synthesis and ability to respond	Good ability to analyse, argue, synthesise information and think on their feet	Able to analyse, argue, synthesise and respond spontaneously	Some ability to analyse, argue and synthesise, but slow to respond spontaneously
Reflective practice and reflexivity	Outstanding self-awareness and critical reflection on practice	Excellent self-awareness and critical reflection on practice	Excellent self-awareness and critical reflection on practice	Insightful self-awareness and reflection on practice	Good self-awareness and sound reflection on practice	Some self-awareness and fair reflection on practice
Overall impression	Exemplary	Outstanding	Excellent	Very good	Good	Acceptable

	50 - 54	40 - 44	35 - 39	30 - 34	10 - 29	0 - 9
Fulfilment of relevant learning outcomes	Satisfied	Some are satisfied	Few are satisfied	Few, if any, are satisfied	Very few, if any, are satisfied	None are satisfied
Delivery of practical skills	Acceptable, some flaws in expression,	Significant inadequacies, expression very weak	Careless, very poor expression and organisation	Inadequate performance of skill	Inadequate and shoddy performance of skill	Barely comprehensible, abysmal
Tailoring to the context, audience and situation	Little tailoring to context	Minimal tailoring to context	Inadequate awareness of context	Minimal awareness of context	Indifferent to context	No connection to context
Applying knowledge and understanding – thorough understanding of relevant subject matter	General grasp with some errors or gaps	Some general understanding but many errors, omissions and misunderstandings	Little grasp and many errors, misunderstandings and omissions	Barely relevant, largely erroneous	No grasp or relevance with erroneous material	No grasp
Appropriate integration of subject areas where appropriate	Articulating some aspects of integration	Occasional, unsound, lacking authenticity	Haphazard and unsound integration	Minimal integration, mostly inappropriate	No persuasive evidence of integration	No evidence of integration
Applying thinking to practical skills: analysis, synthesis, argument, including “thinking on your feet” where appropriate	Some but limited ability to analyse, argue and synthesise, struggling to respond spontaneously	Very limited application of thinking to skills; minimal ability to think on feet	Very little evidence of applying thinking to skills	Minimal application of thinking to skills	No application of thinking to skills	No evidence
Reflective practice and reflexivity	Patchy self-awareness and reflection on practice	Some self-awareness, but little reflection on practice	Lack of self-awareness or reflection on practice	Minimal self-awareness or ability to reflect on practice	No self-awareness or ability to articulate practice	None
Overall impression	Adequate	Inadequate	Inadequate	Unacceptable	Unacceptable	Abysmal