

Undergraduate marking criteria matrix

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Section	ASSESSMENT AND INTEGRITY	
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Post/section with responsibility for implementation and monitoring	Board of Studies	
Approved by	University Council	
Policy review	Latest review by	Registrar and Chief Administrative Officer
	Latest review date	February 2021
	Review outcome	Minor rewording Changed Level of Achievement Indicators to align with marking scheme of 5.4 'Undergraduate Assessment Regulation'
	Next review date	September 2021
Cross reference/related documents:	1.0 Policies and Procedures Manual 5.4 Undergraduate Assessment Regulations	

This matrix is fixed and should not be altered. Achievement descriptors are indicative. Course teams should interpret them as appropriate with reference to the assignment, subject and level.

Criteria	Level of Achievement Indicators*				
	F-Grade 0-39%	D-Grade category (D and D+) 40-46%	C-Grade category (C-, C, and C+) 47-56%	B-Grade category (B-, B, & B+) 57-66%	A-Grade category (A- & A) 67-100%
1. Research Systematic identification and investigation of appropriate sources	Information presented does not relate sufficiently to the task; there may be evidence of rudimentary research	Adequate information has been gathered and documented from readily available sources applying standard techniques	Information is accurate, appropriately categorised and from a range of sources	Well informed judgements made of the relative value of connected information from a wide range of sources	Extensive independent research, accuracy, familiarity with the material, and sound judgements
2. Analysis Examination and interpretation of resources	Constituent elements may be incorrectly identified; analysis may be attempted but unjustified	Key elements within relevant information are identified, but may lack accurate interpretation	Accurate interpretation of the relationships between constituent elements	Accurate interpretation and evaluation of relationships between elements	Accurate and perhaps personal synthesis and evaluation of elements

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3. Subject Knowledge Understanding and application of subject knowledge and underlying principles	Limited knowledge of subject and its development	Evidence of understanding key aspects of the subject context, in current debates and/or historical background. References to some relevant movements/people	Accurate understanding of subject context. References key movements and people	Accurate extensive understanding of subject context. Evidence of appreciation of the relative significance of movements and people	Contributes to the subject debate by assimilating knowledge into a personal hypothesis (or elements/the beginnings of one)
4. Experimentation Problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts	Unable to identify problems; does not understand the purpose of risk taking or exploration of alternatives	Operates within familiar and well established ideas, processes, media and/or materials; some evidence of exploration	Evidence of exploration of processes, media and materials; may lead to potential directions for future work	Evidence of conceptual risk taking/using own analysis to inform further cycles of inquiry and potential future directions	Unfamiliar conceptual territories may be explored

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5. Technical competence Skills to enable the execution of ideas appropriate to the medium	Uses limited rudimentary processes exercising little judgement	Skills are adequate to communicate ideas; accepted conventions and procedures are usually applied	Skills facilitate communication of ideas; evidence of checking/testing/finishing; conventions and procedures are used consistently and appropriately	Skills facilitate practice and the communication of ideas; full command of conventions and procedures is evident	Idea and technique are unified; discernment and judgement are evident; crafted skills may have contributed to conceptual advances
6. Communication and Presentation Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of the audience	Partial lack of awareness and observance of conventions and standards; lack of clarity in structure, selection and organisation of information; lack of awareness of audience	Conventions and standards are applied; structure is clear; information selection and organisation shows awareness of audience requirements and preferences	Communication media have been selected/used with good judgement; standards and conventions of use have been fully adhered to; decisions show awareness of the audience and the context	The nature and strengths of appropriate communication media have been exploited; information has been selected, organised and presented showing awareness of context and audience	Message and medium are unified with personal style; the communication is persuasive and compelling; it takes full account of diverse audience needs

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7. Personal and professional development Management of learning through reflection, planning, self-direction, subject engagement and commitment	Sporadic evidence of reflection and planning not followed through consistently. Incomplete awareness of personal strengths and weaknesses	Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses	Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses	Reflection and planning is self-directed, iterative and habitual. Strengths have been successfully built on, weaknesses have been mitigated	Takes full responsibility for own learning and development through iterative cycles of well-articulated purposeful analysis and planning, supported by extensive evidence of impacts
8. Collaborative and/or independent professional working Demonstrates suitable behaviour for working in a professional context alone or with others	Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life	Awareness of main standards required of relevant profession. Able work both collaboratively and independently	Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. Productive when in a team or working alone	Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. May work well in a team, provide effective	Integrates a sense of own identity productively into real or simulated professional situations. Can comfortably work as team member, in

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				leadership, and demonstrate a well-rounded profile working alone	leadership role, or alone

*the actual sub-grade within a grade category is determined by the accumulated marks within the assignment/module