

**Generic Marking Criteria for Coursework to Inform Specific Assessment Marking Criteria**

Tutors are recommended to use this **guide to inform** the development of more context-specific assessment and associated marking criteria for individual assessment tasks. Alignment with all criteria descriptors would deserve a mark at the top end of the associated range, whereas fulfilment of only a few of the descriptors would deserve a mark at the lower end of the range. Tutors are also reminded to take account of the context within which assessed work has been produced, and judge what is reasonable within assessment constraints (such as time availability or word limit).

Level					Descriptor (All levels subsume the expectations below)
FE3 3	Cert 4	Int 5	Hons 6	Master's 7	
				17≤20	Assessment criteria set out in the assignment brief are satisfied to a high standard with no areas of weakness. Students display – as appropriate – clear evidence of coherence, creativity originality, autonomy and the ability to synthesise appropriate scientific, economic or business principles by reference, where appropriate, to primary sources and knowledge at the forefront of the discipline. Answers in particular <b>display imagination or creativity</b> or <b>originality</b> or the ability to deal with <b>complexity, contradictions</b> or <b>gaps in the knowledge base</b> .
			18≤20	15≤17	Assessment criteria set out in the assignment brief are satisfied to a high standard with no areas of weakness. Students display – as appropriate – clear evidence of evaluation, coherence, creativity originality, autonomy <b>and the ability to synthesise appropriate scientific, economic or business principles by reference, where appropriate, to primary sources and knowledge at the forefront of the discipline</b> .
		18≤20	15≤18	13≤15	Assessment criteria set out in the assignment brief are satisfied to a high standard <b>with no areas of weakness</b> . Students display – as appropriate – clear evidence of evaluation, coherence, <b>creativity, originality</b> , autonomy and the ability to synthesise materials from other modules, from practical experience or <b>from self guided study</b> to complete the assessment task.
18≤20	18≤20	15≤18	13≤15	10≤13	Assessment criteria are satisfied with <b>no significant errors</b> . Students display - as appropriate - <b>some evidence of evaluation</b> , coherence, <b>autonomy</b> and the ability to synthesise material from the teaching programme, from practical experience <b>and reading which includes primary reference sources</b> , to complete the assessment task.
15≤18	13≤18	12≤15	10≤13	8≤10	Assessment criteria are satisfied <b>with no fundamental errors</b> . Students display - as appropriate – some evidence of the <b>ability to synthesise material</b> from the teaching programme, <b>wider reading</b> or from <b>practical experience</b> to complete the assessment task. At M level, demonstration of independent study should be informed by primary sources and knowledge at the forefront of the discipline.
12≤15	11≤13	9≤12	8≤10	7≤8	<b>A well organised answer</b> , with no <b>fundamental</b> errors, which demonstrates the student's understanding of a range of key concepts and the ability to select and <b>apply</b> information derived from the teaching programme in the <b>analysis</b> of that <b>information</b> .
8≤12	8≤11	7≤9	5≤8	4≤7	<b>Most of the important</b> elements of knowledge and understanding required to construct an answer to the question are applied, <b>with few errors</b> .
6≤8	5≤8	5≤7	0≤5	0≤4	Only a minority of the most important elements of <b>knowledge and understanding</b> required for an appropriate answer are presented. <b>Presentation</b> conforms to guidelines promulgated in Harper Adams' <i>Guide to Report Writing</i> and <i>Guide to Citing References</i> .
0≤6	0≤5	0≤5			The answer presented is such that the student clearly requires substantial additional study and guidance.

Where each successive behaviour subsumes that preceding:

Knowledge = recognition and recall of facts

Understanding = interpretation, translation, summary or paraphrasing of information

Application = use of information in a situation different from original situation or learning context

Analysis = separation of whole into its parts, until relationship between the elements is clear

Synthesis = combination of elements to form a new entity

Evaluation = decision making, judging or selection based on criteria and rationale