

Generic Criteria for Assessment RQF Level 3

Assessment categories	0-25% (WEAK FAIL)	26 -39% (FAIL)	40-49% (3 rd) PASS	50-59% (2.2)	60-69% (2.1) MERIT	70-85% (1 st) DISTINCTION	86%-100%(1 st) DISTINCTION
Knowledge & Understanding of Subject	Largely inaccurate or irrelevant material. Little or no evidence of factual and conceptual understanding of the subject, or of reading/research.	Shows an insufficient level of factual and conceptual understanding of the subject. Little or no evidence of reading/research beyond a partial reproduction of information gained through class contact.	Has developed a basic level of factual and conceptual understanding of the subject. Reading/research is limited to that gained through class contact.	Some evidence that understanding has been enhanced through wider reading, but is still limited to basic texts.	Has developed a sound understanding of the subject appropriate to this level. There is evidence of wider reading which goes beyond that gained from tutor contact.	Has developed a broad factual and conceptual understanding of the subject relative to the level through extensive reading.	Has developed an exceptionally broad factual and conceptual understanding of the subject relative to the level through extensive reading.
Cognitive/ Intellectual Skills (e.g. analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence)	No evidence of analysis. Unsubstantiated opinions.	Work is entirely or almost entirely descriptive, showing little or no evidence of analysis. Has accepted information uncritically. Unsubstantiated opinions usually present.	There is some evidence of analysis and evaluation but work is mainly descriptive with an uncritical acceptance of information, and unsubstantiated opinions may be evident. Lack of logical development of an argument.	Better understanding of the subject has enabled the student to analyse information using simple logic. On balance the work is still descriptive.	Intelligent attempt at analysing and evaluating information. Well argued with appropriate amount of evidence, substantiated opinions are given.	Has analysed and evaluated information using defined techniques & principles. Can collate and categorise ideas and information and can select what is relevant to support analysis and evaluation and develop a coherent argument, appropriate to the level of development. Has developed an early critical approach to information.	Has an exceptional ability to analyse and evaluate information. Able to collate, categorise ideas and information with fluency and insight. Capable of developing and sustaining a coherent argument that is exceptional for this level of development. Has developed a critical approach to information.
Use of Research-informed Literature (including referencing, appropriate academic conventions and academic honesty)	No evidence of ability to relate theory to practice.	Little or no evidence of ability to relate theory to practice. Little or no reference to research-informed literature.	Shows a limited understanding of the application of research-informed literature or attempt to apply knowledge across situations. Responses may not be meaningful.	Reasonable attempt to apply understanding of the application of research-informed literature to other contexts. Responses start to be meaningful.	Is able to apply knowledge of research-informed literature to different contexts and generate a range of responses to given situations.	Can generate a range of appropriate responses to given problems, some of which may be innovative; good reference to and application of research –informed literature.	Can generate a range of effective responses to given problems, some of which may demonstrate innovation and considerable insight that are unusual at this level; exceptionally good reference to and application of research –informed literature.
Skills for Life and Employment (e.g. Research-related skills; written, graphical and oral communication skills; numeracy; group working; problem-solving; practical and professional skills)	Unstructured and/or incoherent. Markedly poor English and/or very inappropriate style. Citations and bibliography incorrectly given or missing. May be seriously deficient in quantity. No qualities and transferable skills required for employment are demonstrated.	Structure is very weak or lacking. Material is incoherent. Serious or extensive mistakes in grammar or syntax. Very immature style. Demonstrates 1 or 2 qualities and transferable skills required for employment.	Structure is weak and/or inconsistent and lacking in sequential development. Mistakes in grammar or syntax. Immature style. Citations and bibliography poorly or inconsistently presented. Demonstrates few qualities and transferable skills required for employment.	Structure lacks coherence and mistakes in presentation are evident. Demonstrates some qualities and transferable skills required for employment.	Structure is coherent and logical showing progression to the argument. There are few mistakes in presentation or citation. Demonstrates qualities and transferable skills required for employment.	Well-organised presentation which develops flow and progression in a well-structured argument. Syntax/grammar indicates an appropriate level of maturity. Demonstrates a broad range of qualities and transferable skills required for employment.	Exceptionally well-organised presentation which develops flow and progression in a well-structured argument. Syntax and grammar indicate a high level of maturity. Demonstrates an excellent range of qualities and transferable skills required for employment.
Marks for level 3	0-25 (Fail)	26-39 (Fail)	40-49 (Pas)	50-59 (Merit)	60-69 (Merit)	70-85 (Distinction)	86-100 (Distinction)