



Progression Level
(UCB Internal HE Entry Level)

University College Birmingham
Generic Grading Criteria/Feedback Sheet

Your tutor has underlined comments for your guidance

PROPOSED MARK
(The work has been subject to college internal verification procedures. The mark is only one input to the final grade in this module and is subject to ratification by the Examination Board)

The proposed grade is a professional judgement which reflects the overall strengths of your submission. It is important that you use these criteria to help develop and improve draft work in an effort to lift your grading potential.

Name _____ Programme _____ Module Code _____ Assignment 1 2 3

Grade	Structure and Clarity	Content and Understanding	Analysis/Evaluation/Synthesis	Application to Industry/ Vocational Area	Research/Reading/Referencing
100%-70%	<input type="checkbox"/> Logical flow, clearly structured. <input type="checkbox"/> High standard of vocabulary and grammar leading to effective communication. <input type="checkbox"/> Appropriate technical terms used fluently. <input type="checkbox"/> Logical sequence. <input type="checkbox"/> Good standards of vocabulary and grammar leading to effective communication. <input type="checkbox"/> Work is edited and proof-read. <input type="checkbox"/> Appropriate technical terms used throughout.	<input type="checkbox"/> Impressive level of comprehension. Factually accurate. <input type="checkbox"/> Imaginative work. <input type="checkbox"/> Comprehensive knowledge and understanding. <input type="checkbox"/> Good level of knowledge. Few factual faults. <input type="checkbox"/> Good breadth and depth of understanding of basic theoretical principles. <input type="checkbox"/> Clear grasp of technical issues.	<input type="checkbox"/> Excellent discussion and use of principles. <input type="checkbox"/> Analysis communicated in a confident manner. <input type="checkbox"/> Convincing conclusions reached. <input type="checkbox"/> Thoughtful ideas are communicated. <input type="checkbox"/> Effective use of basic principles in discussion. <input type="checkbox"/> Development of reasoned thoughts. <input type="checkbox"/> Clear set of conclusions is reached.	<input type="checkbox"/> Impressive level of linkage between theory and industry/vocational area practice. <input type="checkbox"/> Pertinent examples are given. <input type="checkbox"/> Perceptive comments on the industry environment/vocational area are made. <input type="checkbox"/> Good industry/vocational area examples are given. <input type="checkbox"/> Illustrations demonstrate an ability to relate theory to practice.	<input type="checkbox"/> A strong knowledge of essential reading and key texts. <input type="checkbox"/> References support discussion. <input type="checkbox"/> References and quotations conform well to the College Standard. <input type="checkbox"/> Good evidence of reading/research in support of findings. <input type="checkbox"/> Good selection and use of references and quotations, conforming to the College Standard.
69%-60%	<input type="checkbox"/> Logical sequence. <input type="checkbox"/> Good standards of vocabulary and grammar leading to effective communication. <input type="checkbox"/> Work is edited and proof-read. <input type="checkbox"/> Appropriate technical terms used throughout.	<input type="checkbox"/> Sound knowledge. <input type="checkbox"/> Reasonable understanding of theoretical principles.	<input type="checkbox"/> Sound discussion of issues and data. <input type="checkbox"/> Basic justification for selection of issues. <input type="checkbox"/> Some conclusions/reasoned solutions to problems are given. <input type="checkbox"/> Satisfactory discussion.	<input type="checkbox"/> Sound industry/vocational area examples are given. <input type="checkbox"/> Sound knowledge of industry/vocational area practices.	<input type="checkbox"/> Evidence of adequate reading. <input type="checkbox"/> Reasonable accuracy when using references in conformance with the College standard.
59%-50%	<input type="checkbox"/> Accurate observance of assignment remit. <input type="checkbox"/> Sound standards of vocabulary and grammar. <input type="checkbox"/> Appropriate technical terms used.	<input type="checkbox"/> Satisfactory level of knowledge. <input type="checkbox"/> Understanding of basic principles. <input type="checkbox"/> Grasp of key issues.	<input type="checkbox"/> Issues are identified. <input type="checkbox"/> Correct use of basic principles.	<input type="checkbox"/> Basic industry/vocational area examples are given. <input type="checkbox"/> Basic knowledge of industry/vocational area practices.	<input type="checkbox"/> Shows knowledge of recommended reading and learning materials. <input type="checkbox"/> Referencing - an attempt made to comply with the College Standard.
49%-40%	<input type="checkbox"/> Work follows a planned structure <input type="checkbox"/> Adequate standards of vocabulary and grammar. <input type="checkbox"/> Reasonable grasp of technical terms	<input type="checkbox"/> The work shows limited evidence of understanding of key principles	<input type="checkbox"/> The question is only partially answered.	<input type="checkbox"/> Work is insufficiently related to industry/vocational area.	<input type="checkbox"/> Little evidence of reading. <input type="checkbox"/> No attempt to reference correctly.
MARGINAL FAIL/REFERRAL = 39%-35%	<input type="checkbox"/> Work does not appear to have been adequately edited or proofread <input type="checkbox"/> Ineffective communication.				
FAIL/REFERRAL 34%-0%	The features of work graded at <34% indicate assessment which shows significant imperfections across the whole of the work submission. Assessment graded at this level may show a number of characteristics, these include: <input type="checkbox"/> Work is poorly structured. <input type="checkbox"/> Poor vocabulary and grammar. <input type="checkbox"/> The work does not show understanding of key principles. <input type="checkbox"/> Work is full of errors. <input type="checkbox"/> Work is not related to industry/vocational area. <input type="checkbox"/> Work shows a lack of reading. <input type="checkbox"/> Work is devoid of referencing.				

Overall comments on assignment and specific recommendations for improving work

- The work submission
does
does not
meet the presentation standards
as directed in the Student
Handbook (See Academic
Matters)
- Not Applicable due to remit
requirements

Lecturer Signature

Print Name

Date