



University College Birmingham

GRADE DESCRIPTORS FOR LEVEL 7 WORK

<p>29 and below Fail</p>	<p>An unsuitable response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>Work graded at this level does not achieve any of the learning outcomes. It may be poorly-structured and contain significant factual and conceptual errors. The features of work in this category indicate performance that shows significant deficiencies across much of the work submitted with many areas of the 30-39 Grade Descriptors not achieved.</p> <p>Work may show a misunderstanding of key concepts and principles; it may not answer the question set; it may not engage with the necessary material and may rely on too few sources; it may show a lack of self-direction and personal responsibility, and may often be incomplete.</p> <p>Work at this level may have poor use of vocabulary and grammar leading to ineffective communication and misunderstandings. The student may not use UCB standards for referencing or acknowledge sources used.</p> <p>Work at this level needs to the student to reconsider the approach taken to answering questions and addressing tasks.</p>
<p>30-39 Fail</p>	<p>A poor response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>Work graded at this level does not achieve all of the learning outcomes and has factual and conceptual errors.</p> <p>The presentation of work does not follow the assignment's requirements. The structure does not help the reader follow main points, and the work's introduction is poor. There is insufficient reading or inappropriate reading and no evidence of engaging with key texts to support the work. The student rarely pays attention to the quality, range and appropriateness of sources used. UCB referencing standards not always adhered to and sources sometimes not acknowledged.</p> <p>The student barely demonstrates any understanding of basic ideas and so demonstrates no insight into and/or awareness of key concepts and principles. The student does not show any links to and understanding of vocational practice. There is no evidence of the ability to compare and contrast different ideas or issues. The student takes a basic descriptive approach to the task set.</p> <p>The student presents ineffective conclusions and recommendations. Reflection is descriptive, too general and rarely demonstrates how the tasks were approached or considers the experience of completing the assignment. Uses of language and concepts have inaccuracies that often lead to misunderstandings.</p>



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<p>40-49 Fail</p>	<p>An unsatisfactory response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>Work graded at this level may not achieve all of the learning outcomes and has some factual and conceptual errors.</p> <p>The presentation of work may not follow the assignment's requirements clearly. The structure does not help the reader follow main points, and the work's introduction needs improvement. There is insufficient reading and limited evidence of engaging with key texts to support the work. The student needs to pay more attention to the quality, range and appropriateness of sources used. UCB referencing standards not always adhered to when acknowledging sources.</p> <p>The student demonstrates only a limited understanding of theory and models and demonstrates little insight into and awareness of key concepts and principles. The student shows only few links to and understanding of vocational practice. There is limited evidence of the ability to compare and contrast different ideas or issues. The student takes a largely descriptive approach to the task set.</p> <p>The student presents ineffective conclusions and recommendations. Reflection is descriptive, and rarely demonstrates how the tasks were approached or considers the experience of completing the assignment. Uses of language and concepts have inaccuracies that lead to some misunderstandings.</p> <p>The presentation of work follows the assignment's instructions adequately. The work has a clear structure, a logical flow and an effective introduction explaining the work's design and approach.</p> <p>There are few or no conceptual or factual errors. There is evidence of reading and engaging with key texts to illustrate and support clear analysis and evaluation. The student pays attention to the reliability of sources leading to discussion that displays use of models and theories that have currency and credibility. The student uses UCB referencing standards for acknowledging sources.</p>
<p>50-59 Pass</p>	<p>An adequate response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>The student displays an understanding of appropriate discipline-related concepts and demonstrates insights into and application of key concepts and principles. There is evidence of the ability to analyse and evaluate different or competing ideas, issues and argument. The student evaluates and applies key models and theories with reference to real-world contexts, to arrive at clear responses. The student demonstrates links to current vocational practice and demonstrates an understanding of key practices/techniques in context.</p>



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		<p>The student draws and presents viable conclusions and recommendations that flow from analysis and evaluation. Reflection clearly demonstrates self-evaluation when discussing the approach taken, evaluates what has been learned and provides a plan of how to improve. Uses of language and concepts have no inaccuracies resulting in clear communication of ideas</p>
<p>60-69 Merit</p>	<p>A good to very good response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>The presentation of work follows the assignment's instructions effectively. The work has a good structure that clearly signposts discussion to follow and a confident introduction explaining the work's design and rationale.</p> <p>There are no conceptual or factual errors. There is good evidence of contemporary reading and of engaging confidently with key texts to illustrate and support analysis and evaluation. The student employs reliable sources using these to create balanced analysis and evaluation that clearly displays currency and credibility. The work adheres to the UCB referencing standards and acknowledges all sources.</p> <p>The student displays a good understanding of discipline-related ideas and demonstrates a confident application of key concepts and principles in context. The student applies clear and convincing links to current vocational contexts and demonstrates an evaluation of industry-informed practices/techniques when arriving at solutions.</p> <p>There is strong evidence of the ability to analyse and evaluate complex ideas and issues. The work convincingly evaluates and applies key models, theories and argument in a real world context to arrive at convincing responses. The student demonstrates some ability to improve on the discipline's existing theory and models.</p> <p>The student draws and presents well-structured, insightful and viable conclusions and recommendations that flow from confident analysis and evaluation. Reflection clearly demonstrates a critical self-evaluation when discussing the approach taken, critically evaluates what has been learned, and provides a viable plan for improvement. The student uses general and discipline-specific language and concepts effectively throughout the work resulting in clear communication of ideas.</p>
<p>70-79 Distinction</p>	<p>An excellent response to the tasks set. The work demonstrates most or all of the following characteristics</p>	<p>The presentation of work follows the assignment's instructions effectively. The work has an excellent structure that clearly signposts discussion to follow and a confident and convincing introduction explaining the work's design and rationale.</p> <p>There are no conceptual or factual errors. There is excellent evidence of reading and confident engagement with a wide range of contemporary texts to illustrate and support often complex analysis and evaluation. The student employs reliable and credible sources using these to create balanced analysis and evaluation that</p>



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		<p>clearly displays currency and credibility. The work adheres to the UCB referencing standards and acknowledges all sources.</p> <p>The student displays an excellent understanding of discipline-related concepts and demonstrates a confident application of key concepts and principles in context. The student applies clear and convincing accounts of current vocational contexts and demonstrates a critical evaluation of industry informed practices/techniques when arriving at solutions.</p> <p>There is strong evidence of the ability to analyse and evaluate complex ideas and issues. The work convincingly evaluates and applies key models, theories and argument in a real-world context to arrive at convincing responses. The student demonstrates a clear ability to improve on the discipline's existing theory and models.</p> <p>The student draws and presents well-structured, perceptive and viable conclusions and recommendations that flow from confident analysis and evaluation. Reflection clearly demonstrates a critical self-evaluation when discussing the approach taken, critically evaluates what has been learned, and provides a viable plan for improvement. The student uses effective general and discipline-specific language and concepts throughout the work resulting in a persuasive communication of ideas.</p> <p>The work is characterised by going beyond the 70-79 Grade Descriptors to show an ideal structure and presentation that fully addresses the assignment's tasks with confidence and clarity.</p> <p>Students graded at this level show an insightful and confident evaluation of the work of key and contemporary authors and the ability to appraise and construct perceptive arguments when solving complex problems. The student will show an impressive evaluation and application of key concepts, principles and industry informed practice and advanced skills of critical self-reflection. The student will communicate complex issues and ideas persuasively, evaluating key data and drawing convincing and imaginative conclusions and recommendations. Students will show confidence in creating their own models and theory when addressing challenges within the discipline.</p> <p>Students graded at this level display high levels of initiative, decision-making and achievement. The student approaches and performs all tasks set exceptionally well. Work graded at this level is rarely perfect and may contain minor errors. However, any such errors will not detract from the work's exceptional responses to set tasks.</p>
80+ Distinction	An exceptional response to the tasks set. The work demonstrates most or all of the following characteristics	

PROPOSED MARK
(The work has been subject to UCB moderation procedures and is subject to ratification by the Examination Board)

Click here 

Student Name:

Programme:

Overall Comments and specific recommendations for improving work:

Areas of Strength

Areas for Improvement

Grade:

Assessor's signature:

Date: