

**UNIVERSITY OF SUFFOLK**

[Insert School/Partner Institution]

**[INSERT APPRENTICESHIP   
PROGRAMME TITLE(S)]**

**COURSE HANDBOOK**

**2022-23**

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| In this template, text in red indicates where you will need to decide on the appropriate content for your handbook, either deleting the red text, making the appropriate text black, adapting provided text to accurately depict your plans for provision, or inserting text to describe your approach. Further guidance on completing this template is available in the [University Quality Manual](https://www.uos.ac.uk/quality). |

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**This handbook was compiled on [insert date] and the information is correct as of that date.**

**Upon request to your course leader this handbook can be produced in a larger font. An electronic copy can be found in the course area on the online learning environment, Brightspace.**

# Welcome to your apprenticeship programme

We are pleased to welcome you to the [apprenticeship programme title] at the [University of Suffolk / partner institution].

The [apprenticeship programme title] is offered within the [insert School / Department name]. [You may want to link to relevant webpages or insert more details about the activities and aims of your School / Department here].

[Insert welcome statement from Course Team, perhaps identifying (some of) the distinguishing aspects of the programme of which you are most proud].

|  |
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| **COVID-19 Pandemic**  At the time this handbook was prepared there was still some uncertainty over the impact that the public health situation associated with the COVID-19 pandemic would have on the way that the University would be able to deliver this course. Learning from the experience of the latter part of the last academic year, we have introduced a few modifications to our plans for delivery in 2020-21 to try and minimise the impact of the situation on your experience as a student, and these are captured in the details set out in this handbook. However, the progress of the pandemic is not predictable. While we will endeavour to deliver the course as we have set out here, should the public health situation nationally or locally require further restrictions on how we operate, then we will communicate in a clear and timely manner to ensure you are fully aware of our plans and how these will impact your experience. |

## Purpose of this handbook

This handbook provides you with a detailed introduction to your [higher/degree] apprenticeship programme. You will find details of what you will study and how you will be assessed; how your progress will be monitored; the support that will be available to you both within the University and within your workplace; and information on other opportunities available whilst you are studying.

All apprenticeship programmes are required to comply with Education and Skills Funding Agency (ESFA) [funding rules](https://www.gov.uk/education/apprenticeships-funding), and this handbook includes information on how we ensure that these rules are adhered to within your apprenticeship programme.

An updated version of this handbook is produced each year – you will be able to access the latest version electronically on the University’s Online Learning Environment (OLE) known as Brightspace.

This handbook should be read in conjunction with the online [University of Suffolk Student Handbook](http://studenthandbook.uos.ac.uk/), which provides you with more general information and guidance about:

* the University of Suffolk (including facilities, resources and key points of contact)
* making the most of the learning opportunities available to you
* managing your study
* the support services available to you
* arrangements for listening and responding to your feedback
* ways in which you can get involved in improving the student experience at the University
* University regulations, policies and procedures.

If you cannot find the information you need in this handbook, further information can be found on [MySuffolk](https://mysuffolk.uos.ac.uk/home) and in the online [Student Handbook](http://studenthandbook.uos.ac.uk/), where the most up-to-date versions of general information is made available electronically (including all University policies and procedures). Alternatively, please ask a member of your course team who will be happy to help you.

## The Course Team

We hope that it will not take you long to settle in at the University and get to know relevant staff and your peers. The course team are here to assist you directly in the achievement of your academic, professional and personal goals, and help you progress in your chosen career.

Below is a list of people who you are likely to meet during the apprenticeship programme, along with their contact details:

|  |  |  |
| --- | --- | --- |
| Job Title / Name | Room number  (optional) | Telephone number and  University of Suffolk email address |
| Course Leader  [Insert Name] |  |  |
| Course Team members  [Insert Names] |  |  |
|  |  |  |
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|  |  |  |
|  |  |  |
| Course Administrator  [Insert Name] |  |  |
| Head of Apprenticeships  [Insert Name] |  |  |
| Apprenticeship Skills Coach  [Insert Name] |  |  |
| Head of School, [School Name]\*  [Insert Name] |  |  |
| [Any other relevant staff e.g. Technicians, Learning Services contact] |  |  |
| External Examiner | [Provide details of the identity and current professional role (institution and job title) of the course’s external examiner OR include the following statement:  At the time of writing, a new External Examiner is being appointed for this course. Once appointed, the details of the new External Examiner will be published on Brightspace] | |

[\* or partner college equivalent (please delete)]

[Later in the handbook you will discuss communication with the team, response times, and how apprentices should seek support. Here it is worth including a short paragraph or two indicating the role of the University’s email system as central to communication, and indicating how apprentices are expected to contact staff as listed above].

# About your apprenticeship programme

## What is the apprenticeship programme about?

[Insert an overview of the programme, written in a form suitable for a new apprentice, highlighting the general subject area and the distinctive features or specialisms that are integrated into the programme. Include a link to the relevant Apprenticeship Standard, and briefly outline how the programme is designed to enable apprentices to develop and demonstrate the knowledge, skills and behaviours outlined in the Standard.]

[Include details of any progression opportunities and professional recognition for which apprentices will be eligible upon successful completion of the programme, including confirmation of whether any further steps are required, in addition to meeting the requirements for a University of Suffolk award.]

**Initial needs assessment and recognition of prior learning**

As part of the admissions process for your apprenticeship programme, a member of the course team will liaise with you to conduct an Initial Needs Assessment (INA). This is designed to identify any gaps in your knowledge, skills or experience, so that this can feed into an Individual Learning Plan (ILP).

[Delete if GCSE English and Maths are set as entry requirements for the programme] The INA process also enables us to confirm whether there is any need for English and Maths training as part of your apprenticeship, if you have not yet attained Level 2 qualifications in these subjects (GCSE Grade C/4 or above, or equivalent). The University will be able to provide this training, but this will be in addition to the hours required for the apprenticeship programme.

The Initial Needs Assessment process is also designed to help identify any previous study at a similar level you have undertaken, or any relevant experience gained through work or other settings, for recognition (and exemption from study) against modules on the apprenticeship programme. Where prior learning is recognised in accordance with the University’s [Recognition of Prior Learning Policy](https://www.uos.ac.uk/sites/default/files/Recognition-of-Prior-Learning-Policy.pdf), the content and duration of your apprenticeship programme will be adjusted accordingly. [Insert a discussion of common applicable RPL opportunities available to apprentices on this programme]. If you would like further information on Recognition of Prior Learning (RPL), a detailed student guide to applying for RPL is available in the University’s [Student Handbook](http://studenthandbook.uos.ac.uk/index.php/your-study/managing-your-study/recognition-of-prior-learning).

## The Commitment Statement and Apprenticeship Agreement

Prior to commencing your apprenticeship programme, you will be required to sign a Commitment Statement, which is a tripartite agreement between you, your employer and the University outlining each party’s obligations in terms of supporting you to successfully complete the apprenticeship. The statement will include the planned content and schedule for your training (including End Point Assessment), intended start and end dates, and the number of planned off-the-job training hours for the full apprenticeship (see below).

You should also have in place an Apprenticeship Agreement between you and your employer which sets out the amount of time you will spend in off-the-job training and the planned end date of the apprenticeship.

## Induction arrangements

At the start of your apprenticeship programme, you will participate in an induction process to provide you with information, advice and guidance on your apprenticeship programme and the support available to you within the University and the workplace. Your employer will also be invited to attend an induction event.

We will revisit the information provided to you at induction throughout your programme, and so do not worry if you cannot remember everything at the outset.

[Add any further details regarding the induction process for the programme]

## Off-the-job training requirements

It is a core requirement of the Government’s funding rules that all apprentices must spend at least 20% of their paid hours (minus statutory leave entitlement) in off-the-job training over the duration of the apprenticeship programme. This can include training delivered at the University, away from the workplace, or in your workplace but not as part of your normal working duties. This training must be directly relevant to the Apprenticeship Standard, and can include:

* the teaching of theory
* practical training, shadowing or mentoring (excluding training delivered for the sole purpose of enabling you to perform your job)
* work-based projects
* industry visits
* attendance at conferences, workshops or competitions
* additional allocated time within the working week to complete assignments or engage in online learning
* learning support
* time writing assignments.

It cannot include:

* time spent undertaking Level 2 English and/or Maths training
* tripartite progress reviews
* on-programme assessments
* training which takes place outside your paid working hours.

Your Commitment Statement will outline arrangements for calculating and delivering the 20% off-the-job training, and for monitoring that this requirement has been met across the full duration of your programme. Information relating to off-the-job training will also be included on your Apprenticeship Agreement with your employer.

## Apprenticeship programme aims

In providing this apprenticeship programme in conjunction with employers, the University and the course team aim to:

1. […]

## Programme learning outcomes

It is important to set out clearly what you can expect to gain from successfully completing this apprenticeship programme. These expectations are presented in terms of *learning outcomes*, i.e. statements defining areas of knowledge, understanding and specific abilities and skills you will be able to demonstrate on completion of the programme (all of which have been aligned to the relevant apprenticeship standard).

[Present learning outcomes for each level of the programme (usually Levels 4 and 5 for Foundation degrees and Levels 4, 5 and 6 for honours degrees; where there is a proposed/validated Ordinary degree exit award, learning outcomes for this award should also be included). For postgraduate apprenticeship provision with multiple exit awards (e.g. PgCert, PgDip), present outcomes for each possible award.]

On successful completion of Level 4 you will be able to:

1. […]

On successful completion of Level 5 you will be able to:

1. […]

[Where an Ordinary degree is proposed/validated as an exit award only] On successful completion of the requirements for an Ordinary degree you will be able to:

1. […]

On successful completion of this course you will be able to:

1. […]

**Roles and responsibilities of you, your employer and the University**

The expectations of you, your employer and the University in relation to your apprenticeship programme are outlined in the Commitment Statement. The roles and responsibilities set out below are intended to support you throughout your apprenticeship to successful completion.

*The apprentice agrees to:*

1. Give the University relevant information to assist in learner or programme eligibility checks.
2. Comply with any policies and procedures as outlined in the Commitment Statement.
3. Attend all required off-the-job training and workshops (or notify the University/employer, in advance where possible, of non-attendance).
4. Commit to the learning activities required in each module, including any additional self-study and research (to take place during working hours).
5. Complete any coursework, assignments and exams required to achieve the apprenticeship.
6. Assist the University in collecting evidence of off-the-job training (where information is held by the apprentice).
7. Attend and contribute to the progress review meetings.
8. Agree, with the employer and the University, when learning is complete and that they are ready to undertake the End Point Assessment.
9. Bring any issues to the attention of the employer/University, including any learning support/health issues that might affect the plan of training.

*The employer and the apprentice’s day-to-day manager agree to:*

1. Work with the University to identify the most suitable apprenticeship standard.
2. Provide assistance to the University in the eligibility checks of the apprentice.
3. Confirm that the University has made the appropriate checks with them:
   1. They have agreed that the apprenticeship is the most appropriate learning programme for the individual
   2. That the apprentice has the opportunity in their job role to gain the knowledge, skills and behaviours needed to achieve the apprenticeship
   3. That the apprentice has the appropriate support and supervision to carry out their job role
   4. They have agreed that prior learning has been taken into account with the design of the programme
   5. They have acknowledged that an apprenticeship requires at least 20% off-the-job training over the duration of the training period
   6. That all off-the-job training must be completed during working hours (including English and maths if required).
4. Negotiate a price with the University, taking into account the apprentice’s prior learning, and understands any obligations in relation to co-investment.
5. Choose an End Point Assessment organisation (at least 3 months prior to the end of the programme). *[Delete if EPA is integrated]*
6. Contribute to and agree to the plan of training, as developed by the University:
   1. Deliver off-the-job training (where agreed and detailed in the plan of training)
   2. Provide the apprentice with opportunities to practise new skills in the work environment
   3. Assist the provider in collecting evidence of off-the-job training (where information is held by the employer)
   4. Contribute to tripartite progress reviews with the apprentice and provider
   5. Agree, with the apprentice and provider, when learning is complete and the apprentice is ready to undertake the End Point Assessment
7. Seek to resolve any complaints brought by the apprentice/University.

*The University agrees to:*

1. Check the eligibility of the apprentice, including that:
   1. The apprentice has the right to work in England
   2. They spend 50% of their working time in England
   3. They are not undertaking another apprenticeship or will benefit from DFE funding during their apprenticeship programme (including student loans)
   4. They have not been asked to financially contribute towards the apprenticeship.
2. Conduct the following checks with the employer:
   1. The employer was offered (where appropriate) the option of the free Recruit an Apprentice service
   2. The employer has a contract of service with the apprentice which is long enough to complete the apprenticeship successfully (including End Point Assessment)
   3. The employer and the apprentice have signed an apprenticeship agreement
   4. The employer is paying the apprentice a lawful wage
   5. The employer has agreed that the apprenticeship is the most appropriate learning programme for the individual
   6. The employer acknowledges that the apprentice requires at least 20% off-the-job training over the duration of the training period
   7. The employer will allow the apprentice to complete their off-the-job training during working hours (including English and maths if required)
   8. The employer will give the apprentice appropriate support and supervision.
3. Devise a plan of training, for agreement by all three parties, taking account of the following:
   1. An initial assessment of the learner’s pre-existing knowledge, skills and behaviours, against those required to achieve the apprenticeship
   2. The learner’s current English and maths working level
   3. Any learning support needs
   4. The minimum off-the-job training requirement
4. Negotiate a price with the employer, including the following checks:
   1. Additional payments/bursaries/small employer waiver
   2. Relevant prior learning (which would reduce the duration of the programme and the negotiated price)
   3. That the employer understands any obligations in relation to co-investment (where appropriate)
5. Manage/provide the off-the-job training as detailed in the plan of training:
   1. Provide an induction programme to the apprentice (and the employer if required) that explains the plan of training
   2. Provide appropriate learning materials to the apprentice
   3. Report apprentice non-attendance at scheduled training sessions to the employer
   4. Ensure the quality of delivery through regular observations of teaching and learning, and apprentice/employer feedback
   5. Provide any certification as agreed with the employer/apprentice and/or required by the apprenticeship
   6. Lead the tripartite progress reviews with the apprentice and employer
   7. Update the Commitment Statement in consultation with the employer and apprentice as and when required
   8. Agree, with the apprentice and employer, when learning is complete and the apprentice is ready to undertake the End Point Assessment
6. Administer the programme:
   1. Complete any required paperwork (e.g. ILR) and upload data to the ESFA as required to trigger funding
   2. Make efforts to secure alternative employment for the apprentice if made redundant by the employer
   3. Seek to resolve any complaints brought by the apprentice/employer.

# Teaching and learning on my apprenticeship programme

Your apprenticeship programme is designed to enable you to explore the subject area in depth, developing your knowledge, skills and behaviours in order to demonstrate occupational competency in accordance with the relevant Apprenticeship Standard.

The scheduled sessions on this programme are an essential part of your learning, but so too is the time you spend undertaking on- and off-the-job learning, studying online, undertaking independent study, working collaboratively with your peers, and completing assessment activities. You need to plan for around 200 hours (including classes) for each 20 credit module. Your course team and your employer will do their best to support you in your learning, to enable you to use your time effectively in reaching your goals and successfully completing your studies. You will find time spent in study-related activities will reap benefits in making good progress within your programme.

It is the University’s aim to provide you with a range of contemporary learning environments suited to your needs and the programme’s learning and curriculum, and to support your needs as you progress through the levels of your programme. The learning and teaching approaches employed will encourage and increasingly guide you to become a self-motivated, independent learner capable of directing your own study. This is within a framework of academic rigour and quality expected of [undergraduate/postgraduate] study.

[Insert a description of how you intend apprentices to be able to learn and develop through the programme, highlighting the roles and responsibilities of the course team, the apprentice and their employer. For programmes that span more than one level, explore how the learning experience, and the apprentices’ expected engagement with learning, changes as they progress through the programme.]

In addition, as signposted in the [Student Handbook](http://studenthandbook.uos.ac.uk), the Student Services and Learning Services teams offer a range of specialist support services.

## Scheduled learning and teaching activities

Scheduled teaching and learning activities [will take place in the context of lectures, seminars, workshop activities, work-based learning, online activity and off-campus trips].

[Insert a description of the delivery methods and types of session that will form part of the apprentices’ scheduled learning experience while at the University. You should explain what the course team see is the purpose of each element, how apprentices might prepare for a session, and what apprentices should expect to receive and contribute to each session. You should also explore other aspects of the apprentices expected learning activity (such as work-based learning, independent study, workshops, set reading, …), explaining how each should contribute to their learning, and providing guidance to apprentices on how they can best use the opportunities for their personal benefit. For courses that span more than one level of study, provide indication on how apprentices’ study and learning activity is expected to develop as they progress through the programme (possibly towards more independent learners, competent or mature practitioners, or similar subject related aspirations or objectives)]

[Provide a brief outline of where scheduled face-to-face sessions are held. Provide details of any specialist facilities apprentices will need to access, and indicate any access restrictions or requirements associated with these. If field trips are likely to be included in the programme delivery, provide brief details such as costs and timings.]

A structured programme of support is provided through the University’s personal tutorial scheme and through regular apprenticeship tripartite reviews – opportunities for you to discuss your individual progress and to raise any concerns or issues you might have relating to your apprenticeship programme with your University Skills Coach / a member of the course team and your employer. You can find out more about tripartite reviews in the Progress Monitoring and Student Support section below.

## Online Learning Environment (Brightspace)

The Online Learning Environment we use at the University of Suffolk is known as Brightspace. We use Brightspace in many ways, forming an online space through which you will engage in learning activities that complement and enhance face-to-face taught sessions. The online nature of this system gives you flexibility as to when and where you engage with the activities, as suited to your work commitments, needs and preferences.

[Insert a description of how the course team use Brightspace to support learning and assessment on the apprenticeship programme. You should explore, with examples, how the course team use Brightspace to provide materials, prompt learning, and encourage further engagement. You should also provide guidance to apprentices on the team’s expectations on them in engaging with Brightspace as part of their studies.]

## Work-based learning

[Include a brief explanation of the place of work-based learning on the apprenticeship programme]

## Planning your learning

As noted above, you will need to set aside time for study outside your scheduled sessions in order to meet the off-the-job training requirements for the apprenticeship programme. This will involve engaging with Brightspace and the materials that your course team have provided there, and also engaging with the reading material that the course team signpost to you to deepen your understanding of course materials. Other study activity you will need to plan for includes [reviewing lecture and seminar materials and preparing for scheduled sessions, preparation of assessments, revision for exams, reflecting on work or practice experience, practising and honing skills and techniques].

Many apprentices find it very helpful to take time to discuss, explore and/or apply programme content or skills with their fellow apprentices; you are encouraged to make use of the areas of the Library and other parts of the campus designed for such discussions and activities.

You are advised to explore the online [Library and Learning Services area](http://libguides.uos.ac.uk). You will need to make use of the library’s services to find and access reading materials, and the Learning Services team provides many online and face-to-face sessions exploring study skills and academic skills development that you may find useful as you adjust to being a University student. For further information on the University’s facilities and learning and student support services available to you, please explore the University of Suffolk [Student Handbook](http://studenthandbook.uos.ac.uk/).

## Career progression and support

[You should explore the knowledge, skills and behaviours that the apprenticeship programme has been designed to develop and how these are integrated into the curriculum. Mention of the University’s Careers and Employability team and the FutureMe online platform for career development learning could also be helpfully included.]

[Insert here a description of how apprentices are provided with developmental opportunities that will enhance their career progression prospects. It would be helpful to include an indication of the types of career progression opportunities that the apprentices might aspire to, and to highlight the broader opportunities that will be open to them to consider, such as higher level apprenticeships or academic/professional qualifications.]

# Organisation and management of the apprenticeship

## How is this apprenticeship programme structured?

This programme includes three types of module:

* Mandatory modules: these are modules that you must take and pass in order to meet the requirements for your award.
* Requisite modules: These are modules you must take as part of your studies but it is not compulsory for you to pass – there may be an alternative module at the same or a higher level you could take to make up the deficit in credit should you fail a requisite module.
* Optional modules: These are modules you can select to complete as part of your studies. You will be required to complete a specific number of optional modules from a prescribed list as set out in the course structure.

[Present in the table below the modules at each level indicating point of delivery (i.e. semester 1, all year …) and which are mandatory, requisite and optional]

| Module title | Credits | Module type | Timing |
| --- | --- | --- | --- |
| Level 4 modules | | | |
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| Level 5 modules | | | |
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| Level 6 modules | | | |
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[Where the course structure includes optional modules, you should indicate whether all modules are available every year or, if not, when and how the selection available in each year is determined.]

[Provide an explanation of the course curriculum, explaining how apprentices acquire, develop and extend their knowledge, understanding, skills and behaviours as they proceed through the levels of the programme. If apprentices will be able to choose from optional modules, provide helpful discussion to guide them on how to decide between options, possibly illustrated by case studies that show possible pathways through the course. Indication should be made of study requirements for any named exit awards which are included in the programme. It would normally be expected that any mandatory modules within the course would also be mandatory modules for any exit awards (e.g. any mandatory modules at Levels 4 or 5 would need to be passed in order to be awarded a named CertHE or DipHE), with the exception of the Level 6 dissertation (or equivalent) which does not have to be passed in order to be eligible for an Ordinary degree exit award.]

## Academic year

[This should include information about how the academic year is organised, e.g. year long, two semesters, three terms, etc. and when apprentices start and finish. Provision of specific dates is good practice, clearly communicating the scheduling of exam periods, assessment boards, reading weeks, and other key elements of the student experience.]

## A typical week

[Insert an indication of what an apprentice would expect to experience in a normal week of study – when and where will scheduled learning take place, what additional independent study should be expected, what specific support will be available to support apprentices in their studies both within the University and within the workplace (tutorials, tripartite reviews, online materials, …)]

## Timetable

You will find the details of all teaching times and rooms in your University of Suffolk email calendar, as well as through your MySuffolk>OASIS area. [Replace for courses not delivered in the Ipswich campus]

## Attendance

[Outline process for reporting unavoidable absences to the University, e.g. in the event of short term illness.] Attendance monitoring and absence reporting will be undertaken in accordance with the University’s Student Attendance and Attendance Monitoring Policy (or equivalent within partner institutions). Your employer will be notified in the event of any concerns regarding your attendance highlighted through established monitoring procedures. Your attendance record will also be considered at tripartite review meetings.

You must also ensure that you adhere to your employer’s requirements in relation to reporting absences.

## Announcements and emails

Areas are provided on Brightspace for both the apprenticeship programme and for each of your modules. These areas are where you will find up-to-date information and communication on your learning and study, including announcements about any additional learning opportunities, notifications about any modifications to timetables or schedules, and other key information. Please be sure to check these areas regularly for any updates about your current modules.

## Communication with the course team

[You should indicate how apprentices are expected to contact their course team (both academic and other members), the response times apprentices should expect, and how apprentices are supported during staff absences.]

## Notification of change in circumstances

It is important that you notify the University of any changes in your circumstances (for example to your contact details, your employment contract, your working pattern, or your line manager) promptly so that your records can be updated and the funding body notified accordingly.

# Assessment and feedback

In this section we outline how you will be assessed through your apprenticeship programme, and the frameworks and regulations that control the assessment processes. We also discuss the key role that the many types of feedback available to you have in supporting your learning and development.

## Assessment on this apprenticeship programme

Assessment is an integral part of academic study, designed to complement and extend your learning, and to recognise your achievements towards your [higher / degree] apprenticeship.

[Provide a description of the assessment strategy for the programme, explaining to apprentices how it supports their learning, development and progression. Possible points to explore include:

* the use of smaller assessments earlier in the programme, working up to larger or more complex pieces of work later in the programme that require apprentices to demonstrate their critical and professional abilities;
* the provision of opportunities for formative feedback to guide and support apprentices’ independent learning activities;
* the use of group work to enable and encourage peer learning and to develop collaborative skills and skills for the workplace;
* how work-based learning links to assessment;
* the role of End Point Assessment (EPA) in demonstrating occupational competency as the culmination of the apprenticeship programme (with more detail on EPA provided below).]

The assessments on your apprenticeship programme are varied, to not only suit the modules’ learning outcomes, but also to enable you to experience and adapt to different forms of assessment activity. This is important as it supports your development as an independent learner and provides opportunities for you to develop skills and attributes that will be valuable for your future.

[Provide a description of the types of assessment tasks that apprentices will encounter in their programme, explaining what is expected and any specific requirements. Define the difference between summative and formative assessment as it is employed in the programme. Explain the role and form of formative assessment and how it articulates with summative assessment, and how it supports apprentices in their learning and skills development. Within this section, explore whether apprentices are able to submit draft work for review and the processes and limitations that are associated with this. Also, where relevant, explore the principles guiding any group assessments that are employed on the programme (with reference to the University of Suffolk policy for the Assessment of Group Work). You may direct apprentices to helpful documentation they can refer to in order to guide them. Mention of the University of Suffolk [Assignment Toolkit](http://libguides.uos.ac.uk/atk/) (ATK) (hosted on the Library area) might usefully be included.]

## Referencing

[Provide guidance on the referencing standard employed on the programme. You may find it helpful to refer to the Library documentation provided for apprentices on [citation and referencing formats](http://libguides.uos.ac.uk/friendly.php?s=academicskills/referencing)]

## Assessment summary

[Provide a table that summarises the components of assessment for each module within the programme, enabling apprentices to see what will be expected of them throughout their programme. If available, indicate assessment schedule in final column.]

In the following table:

* Core components of assessment are central to the assessment of the module and must be passed at the full pass mark [40% undergraduate / 50% postgraduate] in order for you to pass the module overall. If you marginally fail a non-core component of assessment – with a mark of at least [35% undergraduate / 45% postgraduate] – you will still pass the module if your overall module mark is at or above the pass mark.
* Components with a ‘yes’ indication under ‘Late Subn’ can be submitted up to three working days late with a penalty that only a pass mark [40% undergraduate / 50% postgraduate] can be awarded.

| Module ID and title | Component number and type | Weighting | Word count / duration | Core / non-core | Late Subn | Week due |
| --- | --- | --- | --- | --- | --- | --- |
| Level 4 modules | | | | | | |
|  |  |  |  |  |  |  |
| IMDCMP105: Basic Peels | 1: Peel Schedule Plan and demonstration | 40% | 1000 | Core | No | 7 |
|  | 2: Essay | 60% | 2000 | Non-core | Yes | 13 |
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| Level 5 modules | | | | | | |
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| Level 6 modules | | | | | | |
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## Assessment schedule

Your apprenticeship programme has an assessment schedule which is agreed by the course team to ensure that, where possible, your assessment load is distributed through the year. The amalgamated assessment schedule for all your modules, recording planned submission deadlines and dates for the return of feedback on each assessment, will be made available to you in the course area on Brightspace [and on the course notice board] at the beginning of each year of your programme. You will need to examine closely the schedule for the modules that you are studying and plan your study workload around the hand-in dates and into your personal study schedule.

## Submitting your work

[If the nature of the programmes requires apprentices to follow specific procedures or to adhere to specific formats in order to submit assessment work, use this section to explain this – otherwise this section could be omitted.]

## Assessment and marking criteria

The nature of the assessment(s) for each module will reflect the level of that module within the overall programme as well as the module’s academic and practical content. You will be provided with criteria against which your assessed work will be judged in order to award a mark.

[Where a single set of marking criteria are employed for all assignments [at each level] these criteria should be included in the handbook. All courses are expected to either use the University of Suffolk Generic Marking Criteria or use criteria derived from them – the generic criteria are included at the end of this template for convenience]

## Feedback

It is very difficult to judge how well you are progressing in your studies without someone telling you how you are doing. You will be provided with feedback based on the work you do throughout your time on this programme, giving you indications of your progress. This feedback is likely to highlight the things you seem to have learned well and those you would benefit from revisiting; the skills that you are applying effectively and those you could refine or improve further; and the attributes and behaviours that you are demonstrating well and those on which you could focus further developmental activity. The course team will provide guidance on how you might build upon the feedback they provide, signposting further reading or activities you could engage with, or indicating how you could improve your approaches in future work.

[Provide an overview of the opportunities for feedback (informal, formative and on summative work) that are integrated into the programme and how these are provided. Where relevant, highlight how feed-forward processes, peer feedback and/or ‘crits’ are a key part of the learning process.]

[Where relevant, provide indication of how summative feedback and assessment outcomes (marks) will be provided to apprentices online. It may be worth highlighting the meaning of ‘unratified marks’ that are released prior to being ratified by the Assessment Board.]

## Assessment regulations

The Framework and Regulations for Undergraduate / Taught Postgraduate *[delete as applicable]* Awards and other [policies relating to assessment](https://mysuffolk.uos.ac.uk/Students/My-Course/Assessment-Matters/Assessment-Matters.aspx) can be found on MySuffolk. You should ensure you read and understand these regulations. The course team strictly adheres to these regulations and it is advisable for you to become familiar with the terms used. Please ask staff for clarification if you are unsure of any policy or regulation. A more detailed exploration of the assessment processes is provided in the University of Suffolk [Student Handbook](http://studenthandbook.uos.ac.uk/) and you are strongly advised to familiarise yourself with these early on in your programme.

[If you have course specific assessment regulation variation(s), for example to meet professional body requirements, provide an explanation of these and their implication for apprentices here.]

[The Assessment Matters area](https://mysuffolk.uos.ac.uk/Students/My-Course/Assessment-Matters) of the My Course area on MySuffolk should be your first point of call for more detailed explanations and guides to the processes and regulations associated with assessment. [The Assessment Matters area is also the place where exam timetables are published.]

## End Point Assessment (EPA)

As an apprentice, you are required to successfully complete an End Point Assessment at the end of your programme to test your full occupational competence, in accordance with the relevant Apprenticeship Standard and Assessment Plan. [Provide further details regarding the requirements for EPA. Outline whether EPA is integrated into the degree programme or conducted by an independent End Point Assessment Organisation. If integrated, explain how the EPA is assessed by someone who has not been involved in the delivery of the apprenticeship programme; if non-integrated, explain how the apprentice’s employer is responsible for selecting the EPA organisation.]

[Where relevant, refer to any professional recognition that apprentices will be eligible for upon successful completion of the apprenticeship programme. Where EPA is not integrated, confirmation should be provided regarding whether this recognition is dependent upon successful completion of EPA in addition to the requirements for the University of Suffolk award.]

You can only progress to the End Point Assessment once you have satisfied the gateway requirements set out in the assessment plan within the Apprenticeship Standard (including attainment of English and Maths at Level 2). As part of this, you, your employer and the University should all be confident that you have attained sufficient skills, knowledge and behaviours to successfully complete EPA. [Add information on support and guidance provided in preparation for EPA.]

# Progress monitoring and student support

## Roles of Course Team members

Some members of your course team take on particular roles and responsibilities within the apprenticeship programme’s delivery. Descriptions of how your course leader, personal tutor, module leaders, and other lecturers and tutors support you in your studies and learning are explained in the University of Suffolk [Student Handbook](http://studenthandbook.uos.ac.uk/), as is the role of the External Examiner.

[Include additional information here on other support roles, e.g. skills coaches, work-based mentors or practice supervisors, dissertation supervisors …]

## Tutorial support

[Describe the provision of academic and personal tutorial support (both for the course overall and with tutors to explore individual modules) and how it can be accessed or booked by apprentices]

[Add information on any arrangements for workplace visits by members of the course team]

## Support in the workplace

[Describe arrangements for support in the workplace, for example through appointment of a mentor or practice supervisor. Outline roles and responsibilities of those involved, e.g. in relation to facilitating learning within the employer organisation.]

## Tripartite progress reviews

Formal tripartite progress reviews should normally take place at least termly. These review meetings should involve you, a University representative and a representative from your workplace. The meetings can take place virtually (for example via Skype) if this is agreeable with all parties.

The tripartite reviews provide an opportunity to:

* check progress against the relevant Apprenticeship Standard and your Commitment Statement, including ensuring that you are on target to meet the 20% off-the-job training requirement (including confirmation that this is taking place within the working week)
* review your attendance and highlight any issues
* discuss and evidence your learning (through both on- and off-the-job training), and review performance
* review your continuing support needs, including triggering an assessment where appropriate
* review the support being offered to you by the University and your employer
* discuss personal and career development
* celebrate successes and achievements
* agree future targets and objectives
* identify improvements/changes that could be made to the apprenticeship programme
* discuss preparation for End Point Assessment
* discuss any matters relating to Safeguarding and Prevent
* identify any revisions required to your Individual Learning Plan and Commitment Statement, for example because of any changes in circumstance.

A formal record of these meetings will be maintained by the University and shared with you.

# Learning resources

As a University of Suffolk student, you have access to a wide variety of resources to support your study activity:

## Programme specific resources

[Insert information about the learning resources that your apprentices will have available to them and when these can be accessed for independent study]

## Library

You are able to borrow books from the Campus Library and access the extensive collections of eBooks, journals and other electronically accessible sources through the [library website](http://libguides.uos.ac.uk). The opening hours of the library vary through the year but during term times it is usually open through to the evening on Mondays to Fridays and also during the day at the weekends.

## IT provision

Across most areas of the campus you will find general IT equipment available for your use. Some is situated in quiet spaces for personal use; other areas provide space for you to work with your fellow apprentices around a PC. All the machines provide basic word processing and other software and will enable access to the internet and Brightspace.

## Health and Safety

[Add text on any specific health and safety requirements for the programme]

# Learning community

## Your course community

This programme is organised to support active learning with your peers. The learning community is intended to be supportive, inclusive and friendly. [Insert appropriate text exploring how you enable apprentices to be part of a learning community, possibly emphasising elements such as induction activities, group work, online facilities, peer support mechanisms and their continued membership of the University as alumni.]

## Your wider academic community

This programme is located within the [School / Partner Institution name]. Alongside running this and other courses, the academic staff are also involved with research activity and work with local and national bodies. [Insert an overview of this activity (perhaps employing a standard statement that your school/institution has)]

[Add indication of regular school events or activities that the apprentices can engage with (such as public or school lecture or seminar series, annual exhibitions, …]

There are also wider opportunities for you to be part of the University’s learning community:

* Lectures and talks – keep an eye on University of Suffolk announcements. There are several lectures each term relating to different areas of interest. All staff and students are welcome to attend these free of charge.
* Arts exhibitions and performances are staged in and around the University.
* Conference events: each year the University hosts national and international conferences and some of these encourage student attendance or even participation.
* Events and shows put on by local organisations and community groups in the University.
* Social events for staff and students.
* Volunteering opportunities.
* Students’ Union events and societies.
* Careers fairs.

## Equality and diversity

The University of Suffolk is committed to an inclusive approach to the delivery of higher education. We work to ensure that the University is open and accessible to all those wishing to participate in and capable of benefiting from higher education.

We value all of the different people studying and working at the University and we are committed to developing policies and processes, teaching and learning to tackle inequality and exclusion. All members of the University community, including staff, students, visitors and associates, are expected to adhere to the standards, principles and duties of the University’s Equality and Diversity Policy and the [Dignity at Study Policy](https://www.uos.ac.uk/sites/default/files/Dignity-at-Study-Policy.pdf).

## Keeping everyone safe

The University has a duty of care to all staff, students and partners that access the campus and facilities. We are committed to prevention and effective response to neglect, harm and abuse, and to the promotion of British Values.

The University has an enhanced level of responsibility for safeguarding from harm the following groups of students or staff:

* Children or young people
* Adults at risk
* Individuals vulnerable to radicalisation

If you are concerned about someone studying or working at the University, please contact one of your tutors or a member of Student Services for advice. Alternatively, please speak directly to one of the University’s Safeguarding Officers. You can find further information and contact details on MySuffolk at <https://intranet.uos.ac.uk/safeguarding>.

# Student voice

Student Voice is about all the ways in which you can engage with the institution and the Students' Union during your time at the University of Suffolk, providing your opinions and feedback to enable the University to better meet student needs and preferences.

The Students' Union and the University of Suffolk work together to ensure there is a firm structure in place to give you a chance to feedback and shape your experience. The way in which we do this includes electing officers to represent your voice at the highest levels, and course reps (for all courses) to make sure your ideas and suggestions are listened to and followed up on.

## Feedback opportunities for you

Key student voice mechanisms include:

* Feedback in discussion with tutors during module sessions and activities.
* Module feedback forms at the end of each module: you will be invited to complete these on paper / online at the end of each module.
* Course representatives are elected by students and work with the course leader and the course committee to ensure the feedback you provide is reported and that you hear what the course team plan to do in response.
* Students’ Union officers work with the University to represent your views and to comment on and contribute to University development activities.
* Annual surveys such as the National Student Survey (NSS) and University Student Survey.

Further information on these and other mechanisms are located on the [Student Union website](https://www.uosunion.org/) and in the [Student Handbook](http://studenthandbook.uos.ac.uk/).

## ESFA Learner Satisfaction Survey

As an apprentice, you will be asked to participate in the Learner Satisfaction Survey, which is conducted by the Education and Skills Funding Agency (ESFA). The ESFA are the government agency responsible for funding apprenticeships, and part of their role is to gain feedback on the training apprentices are receiving. This is why they ask learners to complete the survey.

In particular, the ESFA wants to receive feedback on individuals’ motivations for undertaking their apprenticeship, their experience of the training they received, their satisfaction with the apprenticeship, and the impact it has had on their career.

Why should I complete it?

The survey provides an opportunity for you to rate and provide feedback on your experiences as an apprentice. This not only provides you with an opportunity to highlight things the University is doing well, and things you are enjoying, but provide feedback on things that could be improved. We are only able to enhance our apprenticeships by receiving useful feedback from our apprentices and employers. The survey results also help future learners make informed choices about where to study or train.

What do I need to do?

The University will send you an email when the survey is due to take place and this will include a link to the survey itself.

In order to complete the survey you will need to enter a few details, including our UKPRN which is 10014001. You will be reminded of this and will be provided with any further details you need nearer the time.

# Full module specifications

[Insert module specifications at each level. The module specification template and a guide to completing the template is available on the Course Approval, Modification and Review pages on the University website. **You should ensure that the indicative reading lists have been reviewed and updated in the last 12 months.**]

## Level 3 modules

[Insert modules with details as above]

## Level 4 modules

[Insert modules with details as above]

## Level 5 modules

[Insert modules with details as above]

## Level 6 modules

[Insert modules with details as above]

## Level 7 modules

[Insert modules with details as above]

# Generic marking criteria

The following pages set out the Generic Marking Criteria relevant to this apprenticeship programme.

[Insert a statement on how these are used within this programme. **You should remove the criteria tables that are not relevant for your programme**.]

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Level 3 (Foundation Year)** | | | | | |
| Provision at Level 3 (often forming part of a Foundation Year course) is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework (QCF), this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work. | | | | | |
|  | | **Assessment category** | | | |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Insightful and accurate interpretation and evaluation of information and ideas, based on an excellent application of the most appropriate skills, methods and procedures. Work shows full awareness of the nature of the area of study and different perspectives or approaches within it | Insightful and effective use of a carefully selected range of relevant reading. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being fully prepared for study at Level 4. | Excellent interpretation and evaluation of information and ideas, employing highly appropriate skills, methods and procedures. Work shows strong awareness of the nature of the area of study and different perspectives or approaches within it | Consistent and balanced engagement with a refined selection of many types of relevant reading. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s), resulting in students being highly prepared for study at Level 4. | Effective interpretation and evaluation of information and ideas, showing effective use of appropriate skills, methods and procedures. Work shows well established awareness of the nature of the area of study and different perspectives or approaches within it. | Consistent engagement with a wide range of relevant reading. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and clearly expressed throughout. |
| **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s), resulting in students being well prepared for study at Level 4. | Good interpretation and evaluation of information and ideas, using appropriate skills, methods and procedures. Work shows sound awareness of the nature of the area of study and different perspectives or approaches within it. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | Competent presentation of work in terms of structure and clarity of expression. |

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| **Level 3** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark** | **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being prepared for study at Level 4, but lacking depth and breadth. | Adequate interpretation and evaluation of information and ideas, largely using appropriate skills, methods and procedures. Work shows awareness of the nature of the area of study and an emerging awareness of different perspectives or approaches within it. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | Work is structured in a largely coherent manner and is for the most part clearly expressed. |
| **40% – 49%** | Simple factual approach showing understanding of the basic underlying concepts and principles of the subject(s), resulting in students being largely prepared for study at Level 4. Narrow or misguided selection of material, with elements missing or inaccurate. | A limited interpretation and evaluation of information and ideas, showing emerging awareness of the nature of the area of study and different perspectives or approaches within it, although not always logical or coherent and with inaccuracies. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% – 39%** | Work shows limited but fragmentary understanding of the basic underlying concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Weak and at times flawed interpretation and evaluation of information and ideas, resulting in largely descriptive work that shows lack of awareness of the nature of the area of study and different perspectives or approaches within it. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Very weak interpretation and evaluation of information and ideas, resulting in descriptive work that is often illogical, invalid or irrelevant. Little awareness of the nature of the area of study and no appreciation of different perspectives or approaches within it. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views, showing complete lack of awareness of the nature of the area of study and different perspectives or approaches within it. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 4** | | | | | | |
| In accordance with the FHEQ, at the end of Level 4 students will be expected to have a sound knowledge of the basic underlying concepts and principles of a subject, and an ability to evaluate and interpret these within the context of that area of study. They should be able to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study. They will have learned how to take different approaches to solving problems, and will be able to communicate the results of their study/work accurately and reliably, and with structured and coherent arguments. | | | | | | |
|  | | **Assessment category** | | | | |
| **Introductory knowledge and understanding of the basic underlying concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | **Application of theory to practice (for courses with a professional practice element)** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of the basic underlying concepts and principles of the subject(s). | Insightful and accurate presentation, interpretation and evaluation of concepts or evidence, facilitating eloquent and proportionate development of judgements or arguments. Evidences a deep understanding of the subjects’ key stances | Sophisticated application of theory to practice, demonstrating insightful selection of theory and flawless application to practice | Insightful and effective use of a carefully selected range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the basic underlying concepts and principles of the subject(s). | Excellent presentation, interpretation and evaluation of concepts or evidence, facilitating a highly logical, coherent and balanced development of judgements or arguments. Critiques a variety of stances meaningfully, | Excellent application of theory to practice, with all links fully appropriate and meaningfully applied. | Consistent and balanced engagement with a refined range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the basic underlying concepts and principles of the subject(s). | Effective presentation, interpretation and evaluation of concepts or evidence, facilitating a logical, coherent and balanced development of judgements or arguments incorporating multiple stances. | Effective application of theory to practice, with the student making highly appropriate and carefully expressed links between the two | Consistent engagement with a wide range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | Well-formed presentation of work that is coherently structured and expressed throughout. Clear and logical |

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| **Level 4** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **60% – 69%** | Work of solid quality showing competent and consistent understanding of the basic underlying concepts and principles of the subject(s) | Good presentation, interpretation and evaluation of concepts or evidence, facilitating a logical and coherent development of judgements or arguments that shows awareness of other stances. | Sound application of theory to practice, with the student making appropriate, well-developed and articulated links between the two. | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | Competent presentation of work in terms of structure and clarity of expression. |
| **50% – 59%** | Adequate work showing understanding of the basic underlying concepts and principles of the subject(s), but lacking depth and breadth. | Adequate presentation, interpretation and evaluation of concepts or evidence, facilitating a largely logical and coherent development of judgements or arguments. An emerging awareness of other stances. | Consistent and accurate application of theory to practice, with the student making appropriate links between the two. | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | Work is structured in a largely coherent manner and is for the most part clearly expressed. |
| **40% – 49%** | Simple factual approach showing limited understanding of the basic underlying concepts and principles of the subject(s). Narrow or misguided selection of material, with elements missing or inaccurate. | A limited use of concepts or evidence to support emerging judgements or arguments, although not always logical or coherent and with inaccuracies. | Relevant theoretical knowledge and understanding applied in practice, but with students not always making logical links between the two. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |

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| **Level 4** | | **Introductory knowledge** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Marginal fail** | **35% - 30%** | Weak work showing limited, fragmentary understanding of the basic underlying concepts and principles of the subject(s). Work characterised by inaccuracies, irrelevant material and/or absence of appropriate information. | Largely descriptive work, with limited effort made to use concepts or evidence to develop judgements or arguments. Information accepted uncritically, with unsubstantiated opinions evident. | Limited understanding of the application of theory to practice, with the student often not making appropriate links between the two. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the basic underlying concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Descriptive work with no effort made to use concepts or evidence to develop judgements or arguments. Views expressed are often illogical, invalid or irrelevant. Minimal or no use of evidence to back up views. | Weak understanding of the application of theory to practice, with only occasional evidence of the student making appropriate links between the two. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the basic underlying concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Complete lack of evidence to back up views. | Very weak theoretical knowledge and understanding, with no evidence of appropriate application in practice. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 5** | | | | | | | | | | |
| In accordance with the FHEQ, at the end of Level 5 students will be expected to have developed sound knowledge and critical understanding of the well-established concepts and principles in their field of study, and will have learned to apply those concepts and principles more widely outside the context in which they were first studied. They will have knowledge of the main methods of enquiry in the subject area, and ability to critically evaluate different approaches to problem solving. They will possess an understanding of the limits of their knowledge, and how this influences their analyses and interpretations. They will be able to effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively. | | | | | | | | | | |
|  | | **Assessment category** | | | | | | | | |
| **Knowledge and critical understanding of well-established concepts and principles of the subject(s)** | **Cognitive and intellectual skills** | | | **Application of theory to practice (for courses with a professional practice element)** | | **Reading and referencing** | | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of the established concepts and principles of the subject(s). | Insightful application of excellent critical, analytical and evaluative skills to demonstrate exceptional ability to express arguments fully supported relevant evidence. Shows outstanding independent thinking through its original expression, and evidences both self-awareness and a deep and comprehensive understanding of the subjects’ key stances and knowledge boundaries. | | | Sophisticated application of theory to practice, demonstrating insightful selection of theory and flawless application to practice | | Insightful and effective use of a carefully selected range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | High quality work showing fluent understanding of the established concepts and principles of the subject(s). | Use of excellent critical, analytical and evaluative skills in order to develop highly logical and coherent judgements / arguments, supported by a range of relevant evidence. Evidence of independent thinking and creativity. Critiques a variety of stances meaningfully, and effectively expresses the limits of their knowledge. | | | Excellent application of theory to practice, with all links fully appropriate and meaningfully applied. | | Consistent and balanced engagement with a refined range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | | Highly effective presentation of work that is coherently structured and clearly expressed throughout. |
| **70% – 79%** | Commendable work showing detailed understanding of the established concepts and principles of the subject(s). | Use of effective critical, analytical and evaluative skills in order to develop logical and coherent judgements / arguments, supported by a range of relevant evidence. Clear evidence of originality. Explicit discussion of other stances and a strong awareness of the limits of their knowledge. | | | Effective application of theory to practice, with the student making highly appropriate and carefully expressed links between the two. | | Consistent engagement with a wide range of relevant reading, including research-informed literature where relevant. Consistently accurate application of referencing. | | Well-formed presentation of work that is coherently structured and clearly expressed throughout. |
| **Level 5** | | **Knowledge and critical understanding** | | **Cognitive and intellectual skills** | **Application of theory to practice** | | **Reading and referencing** | | **Presentation, style and structure** | |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **60% – 69%** | Work of solid quality showing competent and consistent understanding of the established concepts and principles of the subject(s). | | Use of sound critical, analytical and evaluative skills in order to develop logical and coherent | Sound application of theory to practice, with the student making appropriate, well-developed and articulated links between the two. | | Engagement with a wide range of relevant reading. Sound application of referencing, with no inaccuracies or inconsistencies. | | Competent presentation of work in terms of structure and clarity of expression. | |
| **50% – 59%** | Adequate work showing understanding of the established concepts and principles of the subject(s), but lacking depth and breadth. | | Evidence of use of evaluation and critical analysis to support the development of logical and coherent judgements / arguments, supported by relevant evidence. An awareness of other stances and of the limits of their knowledge. | Consistent and accurate application of theory to practice, with the student making appropriate links between the two. | | Engagement with an appropriate range of reading beyond essential texts. Referencing may show minor inaccuracies or inconsistencies. | | Work is structured in a largely coherent manner and is for the most part clearly expressed. | |
| **40% – 49%** | Simple factual approach showing limited understanding of the established concepts and principles of the subject(s). Narrow or misguided selection of material, with elements missing or inaccurate. | | Limited and inconsistent use of evaluation and critical analysis to support emerging judgements or arguments, although not always logical or coherent and with inaccuracies. Limited awareness of other stances and the limits of their knowledge. | Relevant theoretical knowledge and understanding applied in practice, but with students not always making logical links between the two. | | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | | Ordered presentation in which relevant ideas / concepts are reasonably expressed. | |

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| **Level 5** | | **Knowledge and critical understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Marginal fail** | **35% - 30%** | Weak work showing limited but fragmentary understanding of the established concepts and principles of the subject(s), for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. | Largely descriptive work, with very little effort made to use evaluation and critical analysis to develop judgements or arguments. Information accepted uncritically, with unsubstantiated opinions evident. | Limited understanding of the application of theory to practice, with the student often not making appropriate links between the two. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak and flawed understanding of the established concepts and principles of the subject(s), for example through serious inaccuracies, inclusion of a significant amount of irrelevant material and/or absence of appropriate information. | Descriptive work with no effort made to use evaluation or critical analysis to develop judgements or arguments. Views expressed are often illogical, invalid or irrelevant. Minimal or no use of evidence to back up views. | Weak understanding of the application of theory to practice, with only occasional evidence of the student making appropriate links between the two. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in understanding of the established concepts and principles of the subject(s). Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views. | Very weak theoretical knowledge and understanding, with no evidence of appropriate application in practice. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 6** | | | | | | | | | | | |
| In accordance with the FHEQ, at the end of Level 6 students should have coherent and detailed knowledge and understanding of their subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline. They will be able to accurately deploy established techniques of analysis and enquiry within a discipline, using their conceptual understanding to devise and sustain arguments and/or to solve problems. They should be aware of the uncertainty, ambiguity and limits of knowledge. They should be able to critically evaluate evidence, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem. They should be able to communicate information, ideas, problems and solutions effectively to both specialist and non-specialist audiences. | | | | | | | | | | | |
|  | | **Assessment category** | | | | | | | | | |
| **Coherent and detailed knowledge and understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline** | | **Cognitive and intellectual skills** | | **Application of theory to practice (for courses with a professional practice element)** | | **Reading and referencing** | | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized | |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Excellent work showing flawless understanding of subject matter, explicitly well-informed by the latest research and/or advanced scholarship within the discipline. | | Insightful and exemplary use of critical evaluation skills to support sophisticated, original and highly coherent judgements and arguments and/or creatively solve problems. Clearly articulates the significance of relationships between a range of ideas and concepts, enabling a new perspective to be applied. Selection and use of relevant supporting evidence is flawless. Work is innovative, demonstrating outstanding originality and creativity of thought and approach. | | Sophisticated application of theory to practice, demonstrating insightful selection of theory and flawless application to practice, drawing skilfully on the latest research within the discipline. | | Insightful and effective use of a carefully selected range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Exemplary presentation of work that is fluent and flawless throughout. | |
| **80%-89%** | High quality work showing fluent, deep and highly detailed knowledge and understanding of subject matter, explicitly well-informed by the latest research and/or advanced scholarship within the discipline. | | Excellent use of critical evaluation skills to apposite and highly coherent judgements and arguments and/or creatively solve problems. Clearly articulates the significance of relationships between a range of ideas and concepts, enabling a new perspective to be applied. Use of a wide and carefully selected range of relevant supporting evidence. Work shows excellent originality and creativity of thought and approach. | | Excellent application of theory to practice, with all links fully appropriate and meaningfully applied, drawing skilfully on the latest research within the discipline. | | Consistent and balanced engagement with a refined range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Highly effective presentation of work that is coherently structured and clearly expressed throughout. | |
| **Level 6** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | | **Application of theory to practice** | | **Reading and referencing** | | **Presentation, style and structure** | |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **70% – 79%** | Commendable work showing coherent and detailed knowledge and understanding of subject matter, explicitly informed by the latest research and/or advanced scholarship within the discipline. | Effective use of critical evaluation skills to make well-informed and coherent judgements and arguments and/or creatively solve problems. Clearly articulates the significance of relationships between a range of ideas and concepts, enabling a new perspective to be applied. Use of a wide range of relevant supporting evidence. Work shows effective originality and creativity of thought and approach. | | Consistent and balanced engagement with a refined range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Consistent engagement with an extensive range of relevant reading, including literature informed by the latest research. Consistently accurate application of referencing. | | Well-formed presentation of work that is coherently structured and clearly expressed throughout. | |
| **60% – 69%** | Work of solid quality showing competent and consistent knowledge and understanding of subject matter, informed by the latest research and/or advanced scholarship within the discipline. | Sound use of critical evaluation skills to make well-informed judgements and arguments and/or solve problems. Usually articulates the significance of relationships between a range of ideas and concepts. Use of a good range of relevant supporting evidence. Work shows significant evidence of originality and creativity which contributes to the overall assignment. | | Sound understanding and evaluation of application of theory to practice, with the student making clearly articulated and reasoned links between the two, informed by the latest research within the discipline. | | Critical engagement with a good range of relevant reading, including literature informed by the latest research Sound application of referencing, with no inaccuracies or inconsistencies. | | Competent presentation of work in terms of structure and clarity of expression. | |
| **50% – 59%** | Adequate work showing knowledge and understanding of subject matter, but lacking depth and breadth. Awareness of the latest research and/or advanced scholarship within the discipline. | Use of critical evaluation skills to make largely logical and coherent judgements and arguments and/or solve problems, but with gaps and/or inconsistencies. Use of an adequate range of relevant supporting evidence. Work provides examples of originality and creativity, which enhances aspects of the assignment. | | Mainly consistent, accurate and logical application of theory to practice, with the student making appropriate links between the two and evidence of evaluation. | | Engagement with an appropriate range of reading beyond essential texts, including literature informed by the latest research. Referencing may show minor inaccuracies or inconsistencies. | | Work is structured in a largely coherent manner and is for the most part clearly expressed. | |

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| **Level 6** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass Mark** | **40% – 49%** | Simple factual approach showing limited knowledge and understanding of subject matter. Narrow or misguided selection of material, with elements missing or inaccurate. Limited awareness of the latest research and/or advanced scholarship within the discipline. | A limited use of critical evaluation skills to support emerging judgements and arguments and/or solve problems, although not always logical or coherent and with inaccuracies. Arguments not always developed, and gaps in supporting evidence. Little evidence of originality or creativity. | Relevant theoretical knowledge and understanding applied in practice, but with students not always making logical links between the two and limited evidence of evaluation. | Evidence of reading, largely confined to essential texts, but mainly reliant on taught elements. Referencing may show inaccuracies and/or inconsistencies. | Ordered presentation in which relevant ideas / concepts are reasonably expressed. |
| **Marginal fail** | **35% - 30%** | Weak work showing limited but fragmentary knowledge and understanding of the subject matter, for example through inaccuracies, inclusion of irrelevant material and/or absence of appropriate information. No awareness of the latest research and/or advanced scholarship within the discipline evident. | Largely descriptive work, with weak and superficial use of critical evaluation skills to develop judgements and arguments and/or solve problems. Information accepted uncritically, with weak use of evidence resulting in unsubstantiated opinions. No evidence of originality or creativity. | Limited understanding of the application of theory to practice, with the student often not making appropriate links between the two and no evidence of evaluation. | Poor engagement with essential texts and no evidence of wider reading. Heavily reliant on taught elements. Inconsistent and weak use of referencing. | Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed. |
| **Fail** | **20% – 34%** | Unsatisfactory work showing weak knowledge and understanding of subject matter. Work contains serious inaccuracies and/or a significant amount of irrelevant material. No awareness of the latest research and/or advanced scholarship within the discipline evident. | Descriptive work with no effort made to use critical evaluation skills to develop judgements and arguments and/or solve problems. Views expressed are often illogical, invalid or irrelevant. Minimal or no use of evidence to back up views. Completely lacking in originality and creativity. | Weak understanding of the application of theory to practice, with only occasional evidence of the student making appropriate links between the two. | Limited evidence of reading and/or reliance on inappropriate sources. Limited engagement with taught elements. Very poor use of referencing. | Work is poorly presented in a disjointed and incoherent manner. Information and ideas are very poorly expressed, with weak English and/or inappropriate style. |
| **< 20%** | Highly unsatisfactory work showing major gaps in knowledge and understanding of subject matter. Inclusion of largely irrelevant material, absence of appropriate information and significant inaccuracies. No awareness of the latest research and/or advanced scholarship within the discipline evident. | Work is largely irrelevant or inaccurate, characterised by descriptive text and unsubstantiated generalisations. Minimal or no use of evidence to back up views. | Very weak theoretical knowledge and understanding, with no evidence of appropriate application in practice. | No evidence of reading or engagement with taught elements. Absent or incoherent referencing. | Work is extremely disorganised, with much of the content confusingly expressed. Very poor English and/or very inappropriate style. |

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| **Level 7** | | | | | | |
| In accordance with the FHEQ, at the end of Level 7 students should have a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice. They will be able to demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline. They should have a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. They will also be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences. In addition, they will be able to demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level. | | | | | | |
|  | | **Assessment category** | | | | |
| **Coherent and detailed knowledge and understanding of the subject area, at least some of which is informed by the latest research and/or advanced scholarship within the discipline** | **Cognitive and intellectual skills** | **Application of theory to practice (for courses with a professional practice element)** | **Reading and referencing** | **Presentation, style and structure**  Work that significantly exceeds the specified word limit may be penalized |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **90%-100%** | Exemplary systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study, demonstrating highly sophisticated grasp of the subject matter | Exceptional critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates exemplary ability to synthesise current research and advanced scholarship in an original, creative and innovative manner. | Sophisticated, systematic and innovative application of knowledge and theory to professional practice within the discipline. Flawless use of systematically selected literature to justify and express reasoned judgements and decisions in relation to complex issues and problems at a professional level | A very high level of critical engagement across a systematic and fully appropriate range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and selective reading and initiative along with highly consistent accurate referencing | Exemplary presentation of work that is fluent and flawless throughout. |
| **80%-89%** | Excellent systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing sophisticated depth, breadth, detail and clarity | Sophisticated critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a very high level of originality and creativity in the student’s approaches to synthesising current research and advanced scholarship within the subject area | An excellent level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to effectively critique and employ current academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A very high level of critical engagement across an extensive range of relevant and current academic, research, policy- and practice-related literature demonstrating deep and appropriate reading and initiative along with highly consistent accurate referencing | Outstanding presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of fluency and eloquently communicates compelling, coherent conclusions to specialist and non-specialist audiences |

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| **Level 7** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Pass mark, demonstrating achievement of all associated learning outcomes** | **70% – 79%** | A high level of systematic, theoretical and conceptual understanding of knowledge at or informed by the forefront of the field of study and showing considerable depth, breadth, detail and clarity | A high level of critical evaluation and awareness of current problems, and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates a significant level of originality and creativity in synthesising current research and advanced scholarship within the subject area | A high level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of excellent critical awareness and evaluation and the ability to select and use academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A high level of critical engagement across an extensive range of relevant and current literature demonstrating wide and appropriate reading and initiative along with highly consistent accurate referencing | Excellent presentation of work that is logically and coherently structured with a strong or original central argument(s), conveyed with a high level of clarity of expression and which clearly communicates valid, coherent conclusions to specialist and non-specialist audiences |
| **60% – 69%** | An effective, systematic, theoretical and conceptual understanding of knowledge mostly at or informed by the forefront of the field of study and showing good depth, breadth, detail and clarity | An effective level of critical evaluation and awareness of current problems and contemporary issues and debates that draws on new insights or perspectives within the field. Work demonstrates some effective originality and creativity in synthesising current research and scholarship within the subject area | A good level of originality and innovation in the application of knowledge and theory to professional practice. Demonstration of consistently good critical awareness and evaluation and reasonable ability to use the academic literature in making reasoned judgements and decisions in relation to complex issues and problems at a professional level | A good level of critical engagement across a good range of relevant and current academic, research, policy- and practice-related literature demonstrating appropriate reading and some initiative along with consistent accurate referencing | High quality presentation of work that is largely logically and coherently structured with a generally strong central argument conveyed with a clarity of expression and which communicates clear conclusions to specialist and non-specialist audiences |
| **50% – 59%** | A sufficient but limited level of systematic, theoretical and conceptual understanding of knowledge at times at or informed by the forefront of the field of study but showing adequate depth, breadth, detail and clarity | A sufficient but limited level of critical evaluation and awareness of current problems and contemporary issues and debates, with some reference to new insights or perspectives within the field. Limited evidence of originality and creativity in synthesising current research and scholarship within the subject area | A reasonable but limited level of originality and innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of some good critical awareness and evaluation and some ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level | Sufficient critical engagement with a reasonable range of relevant and current academic, research, policy- and practice-related literature demonstrating mainly appropriate reading but limited initiative and/or some minor inconsistencies and inaccuracies in referencing | Generally good presentation of work that is sufficiently logical and coherent in structure with a discernible central argument. May present limited originality and lack some clarity of expression, but an identifiable conclusion reasonably communicated to specialist and non-specialist audiences |

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| **Level 7** | | **Coherent and detailed knowledge and understanding** | **Cognitive and intellectual skills** | **Application of theory to practice** | **Reading and referencing** | **Presentation, style and structure** |
| **Marginal fail** | **45% – 49%** | Knowledge and understanding of the subject matter is incomplete, uninformed or limited in its scholarship within the field of study, or lacking sufficient depth, breadth, detail or clarity | Critical evaluation is limited or lacks awareness of current problems and contemporary issues and debates. Insufficient reference made to new insights or perspectives within the field, or insufficient evidence of originality and creativity in synthesising current research and scholarship within the subject area | Insufficient degree of originality or innovation in the application of knowledge and theory to professional practice within the discipline. Demonstration of poor critical awareness and evaluation or a lack of ability to use the academic literature in developing judgements and decisions in relation to complex issues and problems at a professional level | Insufficient critical engagement with relevant and current academic, research, policy- and practice-related literature. Lack of evidence of wider reading or a lack of initiative or inconsistent and inaccurate referencing | Presentation of work shows insufficient organisation or central argument, and is lacking in logical and coherent structure. Poor clarity of expression weakly communicating to specialist or non-specialist audiences |
| **Fail** | **30% – 44%** | Limited knowledge and understanding of the subject matter shown. Work is not sufficiently informed by scholarship within the field of study and is insufficient in depth, breadth, detail or clarity | Insufficient evidence of critical evaluation and awareness of current problems and contemporary issues and debates. Insufficient reference to new insights or perspectives within the field and lacking in originality and creativity in synthesising current research and scholarship within the subject area | Little evidence of originality and innovation and a significant lack of application of knowledge and theory to professional practice demonstrating little critical awareness and evaluation and a lack of ability to use the academic literature to make judgements and decisions in relation to complex issues and problems at a professional level | Little evidence of critical engagement with relevant and current literature. Poor use of appropriate sources and/or inconsistent and inaccurate referencing | Often poorly presented work that is disorganised, has an ill-formed central argument, and lacks a logical and coherent structure. A lack of clarity of expression or fails to communicate effective conclusions to specialist or non-specialist audiences |
| **< 30%** | Inadequate and limited knowledge and understanding of the subject matter shown. Work is not informed by scholarship within the field of study and significantly lacks depth, breadth, detail or clarity | Descriptive work with little or no evidence of critical evaluation and awareness of current problems and contemporary issues and debates. No evidence of awareness of new insights or perspectives within the field. Little or no synthesis of current research and scholarship within the subject area | No evidence of originality and innovation and little to no application of knowledge and theory to professional practice. Demonstrates no critical awareness and evaluation and a distinct lack of ability to use the academic literature in an effective manner | No evidence of critical engagement with relevant and current literature. Lack of use of appropriate sources and inconsistent and inaccurate referencing | Poorly presented and disorganised work that lacks a logical and coherent structure, lacks a well-formed central argument and shows a significant lack of clarity of expression with very weak or irrelevant conclusions, that may be incoherent to specialist or non-specialist audiences |