

Level 4 - Generic grade descriptor: relationship of degree classification to Grade Point and equivalent percentage

Class	Category	Grade	%	General Characteristics
1 st	Exceptional 1st	16	82	Exceptional knowledge and understanding of the subject and its underlying concepts significantly beyond what has been taught in all areas ; critical evaluation/synthesis/analysis and of reading/research; evidence of breadth and depth of reading/research to inform development of work; excellent communication; performance in all areas deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills to complete work with accuracy and fluency. Meets expectations of industry/employment context.
1 st	High 1st	15	78	Excellent knowledge of the subject as the student is typically able to go beyond what has been taught (particularly for a high 1st) ; evidence of breadth of reading/research to inform development of work; demonstrates strong communication skills. Autonomy in the completion of practical tasks/processes; the ability to adapt in response to change or unexpected experiences; excellent technical/artistic decision making; a clear and authoritative grasp of the task/process. Broadly meets expectations of industry/employment context.
	Mid 1st	14	75	
	Low 1st	13	72	
2.1	High 2.1	12	68	Very good work characterised by evidence of wider understanding of the subject as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts ; identification and selection of material to inform development of work; demonstrates good communication skills. A confident approach to practical tasks; solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated in an accurate and highly coordinated performance. Approaches standards set by the industry/employment context.
	Mid 2.1	11	65	
	Low 2.1	10	62	
2.2	High 2.2	9	58	Good breadth of knowledge and understanding of the taught content balanced towards the descriptive rather than analytical ; uses set material to inform development of work; addresses all aspects of the given brief; communication shows clarity, but structure may lack coherence. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; effective judgements have been made when completing tasks/processes; process/workflow is broadly accurate, and most aspects are completed with autonomy. General adherence to rules/conventions set by the industry/employment context.
	Mid 2.2	8	55	
	Low 2.2	7	52	
3 rd	High 3rd	6	48	Knowledge and understanding sufficient to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; relies on set material to inform development of work; generally addresses most of the requirements of the given brief; communication/presentation is generally competent but with some weaknesses. An ability to reproduce learned aspects of practical tasks/processes and apply them in the same or similar scenarios; tasks/processes are attempted but follow a largely procedural and/or mechanistic formula. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Mid 3rd	5	45	
	Low 3rd	4	42	
Fail	Borderline Fail	3	38	Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	2	35	
	Low Fail	1	32	
Fail	Very Low Fail	0	28	No evidence of knowledge or understanding of the subject; no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
Zero	Zero	0	0	Work not submitted, work of no merit, penalty in some misconduct cases.

Level 5 - Generic grade descriptor: relationship of degree classification to Grade Point and equivalent percentage

Class	Category	Grade	%	General Characteristics
1 st	Exceptional 1st	16	82	Exceptional breadth and depth of knowledge and understanding of the area of study, significantly beyond what has been taught in all areas ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; excellent communication; performance beyond expectation. The ability to make decisions and carry out tasks/processes with autonomy; excellent leadership skills in group contexts; creative flair; extremely well-developed problem-solving skills; the ability to carry out sustained critical reflection on practical work within the wider context of industry/workplace. Fully meets expectations set by the industry/employment context.
1 st	High 1st	15	78	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught (particularly for a mid/high 1st) ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis of reading/research beyond the prescribed range , to advance work/direct arguments; excellent communication; performance deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills; accuracy and fluency; excellent command of skills appropriate to the task; the ability to reflect critically on practical work within the wider context of industry/workplace. Broadly meets expectations set by the industry/employment context.
	Mid 1st	14	75	
	Low 1st	13	72	
2.1	High 2.1	12	68	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid 2.1	11	65	
	Low 2.1	10	62	
2.2	High 2.2	9	58	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical ; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; communication shows clarity, but structure may not always be coherent. A confident approach to practical tasks; a solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated by an accurate and coordinated performance; tasks are completed with a good level of independent thought; some autonomy is evident; an ability to reflect on practical work and set future goals. General adherence to standards set by the industry/employment context.
	Mid 2.2	8	55	
	Low 2.2	7	52	
3 rd	High 3rd	6	48	Knowledge and understanding sufficient to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a basic level of independent thought; effective judgements have been made; basic evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Mid 3rd	5	45	
	Low 3rd	4	42	
Fail	Borderline Fail	3	38	Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	2	35	
	Low Fail	1	32	
Fail	Very Low Fail	0	28	No evidence of knowledge or understanding of the subject; no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
Zero	Zero	0	0	Work not submitted, work of no merit, penalty in some misconduct cases.

Level 6 - Generic grade descriptor: relationship of degree classification to Grade Point and equivalent percentage

Class	Category	Grade	%	General Characteristics
1 st	Exceptional 1st	16	82	Exceptional breadth and depth of knowledge and understanding of the area of study, significantly beyond what has been taught in all areas ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; excellent communication; performance deemed to be beyond expectation. Work at publishable or commercial standard. The ability to make decisions and systematically carry out tasks/processes with autonomy in unpredictable situations; exercise of initiative in the completion of practical tasks; exceptional leadership skills and evidence of personal responsibility in group contexts; creative flair; extremely well-developed problem-solving skills; the ability to carry out sustained critical reflection on practical work within the wider context of industry/workplace. Exceeds expectations set by the industry/employment context.
1 st	High 1st	15	78	Excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught (particularly for a mid/high 1st) ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis of reading/research beyond the prescribed range, to advance work/direct arguments; excellent communication; performance deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with a high level of autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; excellent problem-solving skills; accuracy and fluency; excellent command of skills appropriate to the task; the ability to reflect critically on practical work within the wider context of industry/workplace. Meets expectations set by the industry/employment context.
	Mid 1st	14	75	
	Low 1st	13	72	
‘~’[=‘2.1	High 2.1	12	68	Very good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts ; evidence of appropriate selection and critical evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is very highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid 2.1	11	65	
	Low 2.1	10	62	
2.2	High 2.2	9	58	Good knowledge and understanding of the area of study balanced towards the descriptive rather than critical or analytical ; evidence of appropriate selection and evaluation of reading/research, some may be beyond the prescribed range, but generally reliant on set sources to advance work/direct arguments; communication shows clarity, but structure may not always be coherent. A confident approach to practical tasks; a solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated by an accurate and well-coordinated performance; tasks are completed with a good level of independent thought and autonomy; an ability to reflect on practical work and set future goals. General adherence to standards set by the industry/employment context.
	Mid 2.2	8	55	
	Low 2.2	7	52	
3 rd	High 3rd	6	48	Knowledge and understanding sufficient to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive; general reliance on set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a sufficient level of independent thought; effective judgements have been made; evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Mid 3rd	5	45	
	Low 3rd	4	42	
Fail	Borderline Fail	3	38	Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	2	35	
	Low Fail	1	32	
Fail	Very Low Fail	0	28	No evidence of knowledge or understanding of the subject; no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
Zero	Zero	0	0	Work not submitted, work of no merit, penalty in some misconduct cases.

Level 7: Generic grade descriptor: relationship of grades of achievement to percentage mark ranges and categorical grades (CG)

Class	Category	Grade	%	General Characteristics
Distinction	Exceptional Distinction	16	82	Exceptional breadth and depth of knowledge and understanding evidenced by own independent insight and critical awareness of relevant literature and concepts at the forefront of the discipline; evidence of extensive and appropriate independent inquiry operating with advanced concepts, methods and techniques to solve problems in unfamiliar contexts; Cogent arguments and explanations are consistently provided using a range of media demonstrating an ability to communicate effectively in a variety of formats using a sophisticated level of the English language in an eloquent and professional manner to both technical and non-technical audiences; a sustained academic approach to all aspects of the tasks is evidenced; academic work extends boundaries of the disciplines and is beyond expectation of the level and may achieve publishable or commercial standard .
Distinction	High Distinction	15	78	Excellent knowledge and understanding evidenced by some clear independent insight and critical awareness of relevant concepts some of which are at the forefront of the discipline ; evidence of appropriate independent inquiry operating with core concepts, methods and techniques to solve complex problems in mostly familiar contexts; Arguments and explanations are provided that is well-supported by the literature and in some cases uses a range of media demonstrating an ability to communicate effectively in a limited number of formats using own style that is suited to both technical and non-technical audiences; a sustained academic approach to most aspects of the tasks is evidenced; one or more aspects of the academic work is beyond the prescribed range and evidences a competent understanding of all of the relevant taught content.
	Mid Distinction	14	75	
	Low Distinction	13	72	
Merit	High Merit	12	68	Very good knowledge and understanding is evidenced as the student is typically able to independently relate taught facts/concepts together some of which are at the forefront of the discipline ; evidence of some competent independent inquiry operating with core concepts, methods and techniques to solve familiar problems; Arguments and explanations are provided that are typically supported by the literature and in some cases may challenge some received wisdoms; competently uses all taught media and communication methods to communicate effectively in a familiar settings; an academically rigorous approach applied to some aspects of the tasks is evidenced; some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning.
	Mid Merit	11	65	
	Low Merit	10	62	
Pass	High Pass	9	58	Satisfactory knowledge and understanding of the area of study balanced towards the descriptive rather than critical or analytical and mostly confined to concepts that are not at the forefront of the discipline ; evidence of some independent reading and research to advance work and inform arguments and approaches; Arguments and explanations are limited in range and depth although some are adequately supported by the literature albeit descriptively rather than critically; competently uses at least one taught media and communication method to communicate appropriately in familiar settings; although the approach applied to some aspects of the tasks may lack academic rigour, there are some clear areas of competence within the prescribed range. Relies on set sources to advance work/direct arguments and communicated in a way which shows clarity but structure may not always be coherent.
	Mid Pass	8	55	
	Low Pass	7	52	
Fail	Borderline Fail	6	48	Knowledge and understanding is insufficient as the student only evidences an understanding of small subset of the taught concepts and techniques; fails to make sufficient links between known concepts and facts to adequately solve relevant aspects of the brief/problem; little ability to independently select and evaluate reading/research with almost total reliance on set sources and unsubstantiated arguments/methods; communication/presentation may be competent in places but fails to demonstrate structure, clarity and/or focus; inability to adequately define problems and make reasoned judgements; the general approach to tasks lacks rigor and competence.
	Mid Fail	4	45	
	Low Fail	2	42	
Fail	Very Low Fail	1	38	Knowledge and understanding is highly insufficient as the student is unable to evidence any meaningful understanding of taught concepts or methods ; very limited evidence of reading and research to advance work; inadequate technical and practical skills as the student is unable to use and apply such skills to address problems or make judgements; limited or lack of understanding of the boundaries of the discipline and does not question received wisdom; approach to learning lacks autonomy and approach to tasks is not sustained; inability to communicate coherently.
Zero	Zero	0	0	Work not submitted, work of no merit, penalty in some misconduct cases.

**** the grade points associated with the postgraduate fail grades are nonlinear to accommodate the necessary integration of the undergraduate and postgraduate scales for some courses.***

Level 4: Foundation Degree FdA / FdSc / FdEng: Generic grade descriptor

(also: University Cert of HE; BTEC HNC; University Cert in Education (Cert Ed); University Dip of HE; BTEC HND; Advanced Dip of HE; Graduate Cert; Graduate Dip)

Class	Category	Grade	%	General Characteristics
Distinction	Exceptional Distinction	16	82	Exceptional knowledge and understanding of the subject and its underlying concepts significantly beyond what has been taught in all areas ; critical evaluation/synthesis/analysis and of reading/research; evidence of breadth and depth of reading/research to inform development of work; excellent communication; performance in all areas deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills to complete work with accuracy and fluency. Meets expectations of industry/employment context.
	High Distinction	15	78	Excellent knowledge of the subject as the student is typically able to go beyond what has been taught (particularly for a high Distinction) ; evidence of breadth of reading/research to inform development of work; demonstrates strong communication skills. Autonomy in the completion of practical tasks/processes; the ability to adapt in response to change or unexpected experiences; excellent technical/artistic decision making; a clear and authoritative grasp of the task/process. Broadly meets expectations of industry/employment context.
	Mid Distinction	14	75	
	Low Distinction	13	72	
Merit	High Merit	12	67	Very good to good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid Merit	11	63	
	Low Merit	10	58	
Pass	High Pass	9	53	Good breadth of knowledge and understanding of the taught content balanced towards the descriptive rather than analytical ; uses set material to inform development of work; addresses all aspects of the given brief; communication shows clarity, but structure may lack coherence. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; effective judgements have been made when completing tasks/processes; process/workflow is broadly accurate, and most aspects are completed with autonomy. General adherence to rules/conventions set by the industry/employment context.
	Mid Pass	7	48	Knowledge and understanding sufficient to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive ; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a basic level of independent thought; effective judgements have been made; basic evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Low Pass	5	42	
Fail	Borderline Fail	4	38	Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	3	35	
	Low Fail	2	32	
	Very Low Fail	1	28	No evidence of knowledge or understanding of the subject; no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
Zero	Zero	0	0	Work not submitted, work of no merit, penalty in some misconduct cases.

** the grade points associated with the FdA Pass grades are nonlinear to accommodate the necessary integration of the scales for some courses.*

Level 5: Foundation Degree FdA / FdSc / FdEng: Generic grade descriptor

(also: University Cert of HE; BTEC HNC; University Cert in Education (Cert Ed); University Dip of HE; BTEC HND; Advanced Dip of HE; Grad Cert; Grad Dip)

Class	Category	Grade	%	General Characteristics
DISTINCTION	Exceptional Distinction	16	82	Exceptional breadth and depth of knowledge and understanding of the area of study, significantly beyond what has been taught in all areas ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis and of reading/research beyond the prescribed range, in both breadth and depth, to advance work/direct arguments; excellent communication; performance beyond expectation. The ability to make decisions and carry out tasks/processes with autonomy; excellent leadership skills in group contexts; creative flair; extremely well-developed problem-solving skills; the ability to carry out sustained critical reflection on practical work within the wider context of industry/workplace. Fully meets expectations set by the industry/employment context.
	High Distinction	15	78	Outstanding/excellent knowledge and understanding of the area of study as the student is typically able to go beyond what has been taught (particularly for a mid/high Distinction) ; evidence of extensive and appropriate selection and critical evaluation/synthesis/analysis of reading/research beyond the prescribed range , to advance work/direct arguments; excellent communication; performance deemed beyond expectation of the level. The ability to make decisions and carry out tasks/processes with autonomy; creative flair and the ability to (re)interpret predefined rules/conventions to select and justify individual working practice; highly developed problem-solving skills; accuracy and fluency; excellent command of skills appropriate to the task; the ability to reflect critically on practical work within the wider context of industry/workplace. Broadly meets expectations set by the industry/employment context.
	Mid Distinction	14	75	
	Low Distinction	13	72	
MERIT	High Merit	12	67	Very good / good knowledge and understanding of the area of study as the student is typically able to relate facts/concepts together with some ability to apply to known/taught contexts ; evidence of appropriate selection and evaluation of reading/research, some beyond the prescribed range, may rely on set sources to advance work/direct arguments; demonstrates autonomy in approach to learning; strong communication skills. Broadly autonomous completion of practical tasks/processes; ability to adapt in response to change or unexpected experiences; technical/artistic decision making is highly developed; a clear command of the skills relevant to the task/process; ability to reflect on practical work and set future goals within the wider context of industry/workplace. Adherence to standards set by the industry/employment context.
	Mid Merit	11	63	
	Low Merit	10	58	
PASS	High Pass	9	53	Good knowledge and understanding of the area of study balanced towards the descriptive rather than analytical ; evidence of appropriate selection and evaluation of reading/research but generally reliant on set sources to advance work/direct arguments; communication shows clarity, but structure may not always be coherent. A confident approach to practical tasks; a solid grasp of the related processes, tools, technology; creativity in the completion of the task; proficiency is demonstrated by an accurate and coordinated performance; tasks are completed with a good level of independent thought; some autonomy is evident; an ability to reflect on practical work and set future goals. General adherence to standards set by the industry/employment context.
	Mid Pass	7	48	Knowledge and understanding sufficient to deal with terminology, basic facts and concepts but fails to make meaningful synthesis; some ability to select and evaluate reading/research however work may be more generally descriptive ; strong reliance on available support set sources to advance work; arguments may be weak or poorly constructed; communication/presentation is generally competent but with some weaknesses. Competence in technical/artistic skills; tasks/processes are completed with a degree of proficiency and confidence; tasks are completed with a basic level of independent thought; effective judgements have been made; basic evaluation and analysis of performance in practical tasks is evident. Errors in workflow or completion of the task; general adherence to appropriate rules/conventions set by the industry/employment context.
	Low Pass	5	42	
FAIL	Borderline Fail	4	38	Insufficient knowledge and understanding of the subject and its underlying concepts; some ability to evaluate given reading/research however work is more generally descriptive; naively follows or may ignore set material in development of work ; given brief may be only tangentially addressed or may ignore key aspects of the brief; communication shows limited clarity, poor presentation, structure may not be coherent. Practical tasks are attempted; skill displayed in some areas; there are a significant number of errors; a lack of proficiency in most areas; guidance may be needed to reproduce aspects of the task and/or apply learned skills. Tasks may be incomplete; failure to adhere to some of the rules/conventions set by the industry/employment context.
	Mid Fail	3	35	
	Low Fail	2	32	
	Very Low Fail	1	28	No evidence of knowledge or understanding of the subject; no understanding of taught concepts, with facts being reproduced in a disjointed or decontextualised manner ; ignores set material in development of work; fails to address the requirements of the brief; lacks basic communication skills. A general level of incompetency in practical tasks; an evident lack of practice; set tasks are not completed; few or no skills relating to tasks are evident. No adherence to rules/conventions set by the industry/employment context.
ZERO	Zero	0	0	Work not submitted, work of no merit, penalty in some misconduct cases.

** the grade points associated with the FdA Pass grades are nonlinear to accommodate the necessary integration of the scales for some courses.*

Generic level descriptors (level outcomes) – for reference in course / module design and development of pass descriptors

Level 4 learning outcomes	Level 5 learning outcomes	Level 6 learning outcomes	Level 7 learning outcomes
<p>Learners have:</p> <ol style="list-style-type: none"> 1. sound knowledge of the basic underlying concepts and principles of [the discipline] 2. an acquisition of knowledge, informed by research / practice in [the discipline] 3. an awareness of the limits of their knowledge 4. the ability to form an argument and solve basic problems <p>Learners can:</p> <ol style="list-style-type: none"> 5. describe defined aspects of research in [the discipline] to review their own knowledge and understanding 6. interpret information and data to develop a line of argument and make judgements 7. communicate accurately and reliably, with structured and coherent arguments 8. manage their own learning, and use information from a set range of sources appropriately <p>Learners demonstrate:</p> <ol style="list-style-type: none"> 9. the ability to develop new and transferable skills within a structured and managed environment 10. an awareness of ethical and sustainable practice and values in the context of [the discipline] 11. the use of ideas, methods, and basic analytical techniques to carry out pre-defined projects 12. some problem-solving skills 	<p>Learners have:</p> <ol style="list-style-type: none"> 1. knowledge and critical understanding of the well-established concepts and principles of [the discipline] 2. an acquisition of detailed knowledge, informed by relevant research / practice in [the discipline] 3. an understanding of the limits of their knowledge, and how this influences analyses and interpretations 4. the ability to develop arguments and solve problems <p>Learners can:</p> <ol style="list-style-type: none"> 5. describe and comment upon defined aspects of research in [the discipline] to review and apply their own knowledge and understanding 6. evaluate arguments, assumptions, and data (that may be incomplete), make judgements, and frame questions to achieve a solution to a problem 7. work effectively both independently and in teams to communicate information and analysis to different audiences and stakeholders 8. manage their own learning, and use research and information from set and independently sourced material appropriately <p>Learners demonstrate:</p> <ol style="list-style-type: none"> 9. the qualities and skills necessary for employment, requiring collaboration and self-awareness 10. ethical and sustainable practice and values, and a global awareness, in the context of [the discipline] 11. the use of ideas, methods, and analytical techniques to initiate and carry out projects 12. problem-solving skills that can be applied in different situations 	<p>Learners have:</p> <ol style="list-style-type: none"> 1. systematic knowledge and critical global understanding of the key concepts and principles of [the discipline] 2. an acquisition of complex, coherent, and detailed knowledge, some of which is informed by current research / practice in [the discipline] 3. an appreciation of uncertainty, ambiguity, and the limits of their knowledge 4. the conceptual understanding and ability to develop and sustain arguments and solve problems <p>Learners can:</p> <ol style="list-style-type: none"> 5. describe and comment upon defined aspects of current research in [the discipline] to review, consolidate, extend, and apply their own knowledge and understanding 6. critically evaluate arguments, assumptions, abstract concepts, and data (that may be incomplete), make judgements, and frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem 7. work effectively both independently and in teams to communicate ideas, problems, and solutions to different audiences and stakeholders 8. manage their own learning, and use research and information from set and independently sourced material appropriately, at least some of which are informed by current thinking in [the discipline] <p>Learners demonstrate:</p> <ol style="list-style-type: none"> 9. the qualities and skills necessary for employment, requiring collaboration, initiative, self-awareness, and decision-making in complex and unpredictable contexts 10. comprehensive ethical and sustainable practice and values, and advanced global awareness, in the context of [the discipline] 11. the accurate use of ideas, methods, and analytical techniques, some of which are at the forefront of [the discipline], to initiate and carry out projects 12. effective problem-solving skills that can be applied in different situations 	<p>Learners have:</p> <ol style="list-style-type: none"> 1. a systematic understanding of knowledge, and a critical global awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of [the discipline] 2. a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in [the discipline] 3. an appreciation of uncertainty, ambiguity, and the limits of their knowledge, plus originality in the application of knowledge 4. a comprehensive understanding of techniques applicable to their own research or advanced scholarship <p>Learners can:</p> <ol style="list-style-type: none"> 5. evaluate critically current research and advanced scholarship in the discipline 6. evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses. 7. work effectively both independently and in teams 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 8. continue to advance their knowledge and understanding, and to develop new skills to a high level. <p>Learners demonstrate:</p> <ol style="list-style-type: none"> 9. the qualities and transferable skills necessary for employment requiring collaboration, initiative, self-awareness, personal responsibility, and decision-making in complex and unpredictable contexts 10. ethical and sustainable practice and values representing the forefront of the discipline, and comprehensive global awareness, in the context of [the discipline] 11. self-direction and originality in tackling and solving problems, and the ability to act autonomously in planning and implementing tasks at a professional or equivalent level 12. the independent learning ability required for continuing professional development

Foundation Years

Foundation years represent a transitional year into higher education. They are distinct from and should not be confused with Level 4 undergraduate study or a Level 4 of a foundation degree.

Students successfully completing a foundation year can progress to Level 4. They do so without being awarded any credit or award.

Significant consideration should be given to the design of FY modules and their assessment. They should not replicate modules at level 4 but be designed for the distinct purpose of preparing students for level 4 study and transition into higher education, providing the scaffolding needed to support progression into degree level study.

Formative assessment and feedback should be an explicit part of the assessment strategy, as should the opportunity for in module retrieval.

The following has been developed to support the development of the transparent expectations of foundation year students.
Module tutors should align module learning outcomes and marking criteria to ensure level appropriateness and consistency.

Level 0 - Generic Learning Outcomes

(at the end of the foundation year we would expect a PASS student to have demonstrated the following outcomes in preparation for entry / to access undergraduate study)

Knowledge and understanding	1. Describe- facts / principles / concepts / theories / values / beliefs / aesthetics
Cognitive skills	1. Explain, give reasons for essential – facts / principles / concepts / theories / values / beliefs / aesthetics 2. Organise essential aspects of information / situations / objects / artefacts which are specified 3. Complete an action or process using given procedures / formats 4. Present aspects of the subject in an order and style which demonstrates and enables understanding using given procedures / formats
Subject specific skills	1. Carry out specified methods of enquiry and production with guidance 2. Carry out specified techniques / processes / applications with guidance
Professional skills or key skills	1. Access and gather sources 2. Use and explain information / materials / data for a given purpose 3. Develop core skills pertinent to area of study 4. Solve given, defined problems / briefs, carry out specific approaches and check the solution is fit for purpose 5. Accurately present ideas / information / arguments / results and do so in an format appropriate for a given purpose / situation 6. Work with others to meet given objectives and own responsibilities 7. Reflect on own strengths, limitations and performance using given approaches / techniques

Level 0 (Foundation Year) - Generic Grade Descriptor: relationship between indicative outcome to Grade Point and equivalent percentage

Outcome	Grade	%	General Characteristics
PASS (Excellent)	16	82	Exceptional knowledge, understanding and confidence to deal with advanced terminology, principles and concepts; worked autonomously whilst also evidencing a much broader breadth and depth of reading/research than was required; has used additional material to go beyond the requirements of the given brief; exceptional demonstration of relevant skills in preparation for undergraduate study; applied knowledge to critically evaluate/synthesis/analyse in the pursuit to solve complex problems; exceptional communication/presentation; performance in all areas beyond expectation.
	15	78	Excellent knowledge, understanding and confidence to deal with terminology, (and more advanced) basic principles and concepts; taken direction very well whilst also evidencing a broader breadth and depth of reading/research; has used set material and additional material to address all of the requirements of the given brief; excellent demonstration of relevant skills in preparation for undergraduate study; applied knowledge and attempted to solve basic and complex problems set; excellent communication/presentation.
	14	75	
	13	72	
PASS (Very good)	12	68	Very good knowledge and understanding to deal with terminology, basic principles and concepts; taken direction well; used set material and additional material to address almost all of the requirements of the given brief; very good demonstration of relevant core skills in preparation for undergraduate study; applied knowledge and attempted to solve basic problems with some complexity; very good communication/presentation.
	11	65	
	10	62	
PASS (Good)	9	58	Good knowledge and understanding to deal with terminology, basic principles and concepts; taken direction; used set material and limited additional material to address almost all of the requirements of the given brief; competent demonstration of relevant core skills in preparation for undergraduate study; applied basic knowledge and attempted to solve basic problems; good communication/presentation.
	8	55	
	7	52	
PASS (Satisfactory)	6	48	Basic knowledge and understanding to deal with terminology, basic principles and concepts; taken some direction; used set material and addressed the basic requirements of the given brief; adequate demonstration of relevant core skills in preparation for undergraduate study; applied some basic knowledge and attempted to solve basic problems; basic communication/presentation.
	5	45	
	4	42	
FAIL (Unsatisfactory)	3	38	Very basic knowledge and understanding of the subject and its underlying concepts; taken little direction naively follows or does not engage with set material; largely fails to address any requirements of the brief; insufficient demonstration of relevant skills in preparation for undergraduate study; limited knowledge applied in attempt to solve basic problems; communication shows limited clarity, poor presentation.
	2	35	
	1	32	
FAIL (Insufficient)	0	28	Insufficient or no evidence of knowledge and understanding of the subject and its underlying concepts; taken little direction, naively follows or does not engage with set material; largely fails to address any requirements of the brief; little or no demonstration of relevant skills in preparation for undergraduate study; no knowledge applied and or attempt to solve basic problems; communication shows no clarity, poor presentation, structure not coherent.
ZERO	0	0	Work absent, work not submitted, penalty in some misconduct cases.