

# CCT Generic Grade Descriptor

Classification	Grade Band and Standard	Descriptor
First Class Honours or Distinction	90 – 100%  Exceptional	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Exceptional engagement</li> <li>• Exceptional critical analysis skills demonstrated</li> <li>• Exceptional mastery of subject matter etc. Mastery of subject matter, richly supported by evidence</li> <li>• Exceptional ability to organise, analyse and express ideas</li> <li>• Exceptional insight, originality and creativity</li> <li>• Exceptional demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Exceptional and original application of theoretical &amp; technical knowledge to achieve learning outcomes.</li> <li>• Exceptional focus on clear line of argument in response to the question, while showing outstanding awareness of the complexities and wider ramifications of the issues raised.</li> <li>• Exceptional demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Exceptional presentation using high quality sources to inform, but not dominate the arguments.</li> <li>• Demonstrates an exceptional ability to analyse issues and texts from a number of perspectives culminating in an <i>exemplary</i>, independent conclusion.</li> <li>• Exceptional, accurate, consistent, well-judged and appropriate citation throughout, with logically organised reference list.</li> <li>• Exceptional use of English (incl. technical language) to articulate and present work.</li> </ul>
	80 – 89%  Outstanding	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Outstanding engagement</li> <li>• Outstanding critical analysis skills demonstrated</li> <li>• Outstanding mastery of subject matter, amply supported by evidence</li> <li>• Outstanding ability to organise, analyse and present arguments</li> <li>• Outstanding capacity for original and creative thinking</li> <li>• Outstanding demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Outstanding and original application of theoretical &amp; technical knowledge to achieve learning outcomes.</li> <li>• Outstanding focus on clear line of argument in response to the question, while showing excellent awareness of the complexities and wider ramifications of the issues raised.</li> <li>• Outstanding demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Outstanding presentation using high quality sources to inform, but not dominate the arguments.</li> <li>• Demonstrates an outstanding ability to analyse issues and texts from a number of perspectives culminating in a <i>strongly exemplary</i>, independent conclusion.</li> <li>• Outstanding, accurate, consistent, well-judged and appropriate citation, with logically organised reference list.</li> <li>• Excellent use of English (incl. technical language) to articulate and present work.</li> </ul>
	70 – 79%  Excellent	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Excellent engagement</li> <li>• Excellent critical analysis skills demonstrated</li> <li>• Excellent knowledge of the subject matter, ably supported by evidence</li> <li>• Excellent capacity for original, creative thinking</li> <li>• Excellent demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Excellent and original application of theoretical &amp; technical knowledge to achieve learning outcomes.</li> <li>• Excellent focus and clear line of argument in response to the question, while showing very good awareness of the complexities and wider ramifications of the issues raised.</li> <li>• Excellent demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Excellent presentation using an appropriate range of resources reflecting professional norms.</li> <li>• Demonstrates an excellent ability to analyse issues and texts from a number of perspectives with an independent conclusion.</li> <li>• Excellent, consistent, well-judged and appropriate citation, with logically organised reference list.</li> <li>• Excellent use of English (incl. technical language) to articulate and present work.</li> </ul>

Upper Second Class Honours or Merit Two	60 – 69%  Very Good	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Very good engagement</li> <li>• Very good critical analysis skills demonstrated</li> <li>• Very good demonstration of subject matter, well supported by evidence.</li> <li>• Very good capacity for creative &amp; logical thinking</li> <li>• Very good demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Very good application of theoretical &amp; technical knowledge to achieve learning outcomes with good originality.</li> <li>• Very good ability to address the question directly; interrogates its terms capably and to good effect.</li> <li>• Very good demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Very good presentation using a range of resources and reflecting professional norms.</li> <li>• Demonstrates a very good ability to engage in an analytical way, showing clear evidence of a perceptive response to material, though without fully drawing out some potentially relevant implications; some original insight.</li> <li>• Very good and mainly well-judged citation, with some anomalies with where and when to reference.</li> <li>• Very good use of English (incl. technical language) to articulate and present work.</li> </ul>
Lower Second Class Honours or Merit One	50 – 59%  Good	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Good engagement</li> <li>• Good critical analysis skills demonstrated.</li> <li>• Good evidence of a knowledge of the subject matter.</li> <li>• Good capacity for original &amp; logical thinking</li> <li>• Good demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Good application of theoretical &amp; technical knowledge to achieve learning outcomes with fair originality.</li> <li>• Good ability to address the question directly; fair ability to interrogate its terms.</li> <li>• Good demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Good presentation which adequately reflects relevant professional norms.</li> <li>• Demonstrates a good ability to engage with the question, though perhaps not addressing its terms successfully or fully; broadly analytical but sometimes overly toward description; occasional evidence of independent thought.</li> <li>• Good and accurate citation, but with occasional anomalies with where and when to reference.</li> <li>• Good use of English (incl. technical language) to articulate and present work.</li> </ul>
Pass	40 – 49%  Acceptable	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Acceptable levels of engagement</li> <li>• Acceptable critical analysis skills demonstrated</li> <li>• Acceptable grasp of subject matter,</li> <li>• Acceptable familiarity with the relevant literature &amp; techniques</li> <li>• Acceptable capacity for original and logical thinking</li> <li>• Acceptable demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Acceptable application of theoretical &amp; technical knowledge to achieve learning outcomes with acceptable originality.</li> <li>• Acceptable relevance to the question but lack of focus and interrogation.</li> <li>• Acceptable demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Acceptable presentation which reflects professional practice in a limited manner.</li> <li>• Demonstrates an acceptable ability to engage with the question, little evidence of critical awareness or insight, descriptive rather than analytical; little evidence of independent thought.</li> <li>• Acceptable ability to cite reference sources but with occasional anomalies with where and when to reference.</li> <li>• Acceptable use of English (incl. technical language) to articulate and present work.</li> </ul>

<p style="text-align: center;"><b>Fail</b> (pass by compensation, where applicable)</p>	<p>35 – 39%</p> <p>Limited</p>	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Limited levels of engagement</li> <li>• Limited critical analysis skills demonstrated</li> <li>• Limited display of knowledge of subject matter</li> <li>• Limited capacity for original &amp; logical thinking</li> <li>• Limited quality of reference sources cited within work.</li> <li>• Limited demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Limited application of theoretical &amp; technical knowledge to achieve learning outcomes with limited originality.</li> <li>• Limited answer to the question posed, with limited focus and interrogation.</li> <li>• Limited demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Limited presentation which displays little more than cursory attention to professional norms.</li> <li>• Demonstrates little or no evidence of critical awareness or insight; descriptive narrative with little or no relevance to topic, no evidence of independent thought.</li> <li>• Limited ability to cite, limited formulation of referencing, with clear failing in accuracy, consistency and judgement.</li> <li>• Limited use of English (incl. technical language) to articulate and present work</li> </ul>
<p style="text-align: center;"><b>Fail</b></p>	<p>0 – 34%</p> <p>Unsatisfactory</p>	<p><b>Knowledge</b> (<i>command of the subject</i>)</p> <ul style="list-style-type: none"> <li>• Unsatisfactory levels of engagement</li> <li>• Unsatisfactory critical analysis skills demonstrated</li> <li>• Unsatisfactory knowledge of subject matter</li> <li>• Unsatisfactory capacity for original &amp; logical thinking</li> <li>• Unsatisfactory quality of reference sources cited within work</li> <li>• Unsatisfactory demonstration of knowledge of sources cited within work.</li> </ul> <p><b>Know-how &amp; skill</b> (<i>subject specific skills</i>)</p> <ul style="list-style-type: none"> <li>• Unsatisfactory or no application of theoretical &amp; technical knowledge to achieve learning outcomes with no originality.</li> <li>• Unsatisfactory answer, with unsatisfactory focus and interrogation.</li> <li>• Unsatisfactory demonstration of critical reflection.</li> </ul> <p><b>Competence</b> (<i>scholarly and presentation skills</i>)</p> <ul style="list-style-type: none"> <li>• Unsatisfactory presentation; has no real attention to the disciplinary norms of presentation.</li> <li>• Incoherent and lacking in logical development with no criticality.</li> <li>• Unsatisfactory or complete absence of citation, with clear failing in accuracy, consistency and judgement.</li> <li>• Unsatisfactory use of English (incl. technical language) to articulate and present work.</li> </ul>