University of the Arts London
Undergraduate Marking Criteria

Criteria	Level of Achievement Indicators					
	Fail	**Marginal Fail**	**Pass**			
	F	**E**	**D**	**C**	**B**	**A**
1 Research Systematic identification and investigation of a range of academic and cultural sources	F Little or no information presented	E Information presented does not relate sufficiently to the task; there may be evidence of rudimentary research	D Adequate information has been gathered and documented from readily available sources applying standard techniques	C Information is accurate, appropriately categorised and from a range of sources	B Well informed judgements made of the relative value of connected information from a wide range of sources	A Extensive independent research, accuracy, familiarity with the material, and sound judgements
2 Analysis Examination and interpretation of resources	F Little or no evidence of examination of source material	E Constituent elements may be incorrectly identified; analysis may be attempted but not justified	D Key elements within relevant information are identified, but may lack accurate interpretation	C Accurate interpretation of the relationships between constituent elements	B Accurate interpretation and evaluation of relationships between elements	A Accurate and perhaps personally based synthesis and evaluation of elements
3 Subject Knowledge Understanding and application of subject knowledge and underlying principles	F Unable to evidence or articulate basic principles and knowledge related to the subject	E Limited knowledge of the subject and its development	D Evidence of understanding key aspects of the subject context, in current debates and / or historical background. References to some relevant movements / people	C Accurate understanding of subject context. References to key movements and people	B Accurate, extensive understanding of subject context. Evidence of appreciation of the relative significance of movements and people	A Contributes to the subject debate by assimilating knowledge into a personal hypothesis (or elements of / the beginnings of one)
4 Experimentation Problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts	F Little or no engagement with alternative ideas and processes	E Unable to identify problems; does not understand the purpose of risk taking or exploration of alternatives	D Operates within familiar and well established ideas, processes, media and / or materials; some evidence of exploration	C Evidence of exploration of processes, media and materials; may lead to potential directions for future work	B Evidence of conceptual risk taking / using own analysis to inform further cycles of inquiry and potential future directions	A Unfamiliar conceptual territories may be explored
5 Technical Competence Skills to enable the execution of ideas appropriate to the medium	F Execution demonstrates poor judgement and very limited command of techniques	E Uses limited rudimentary processes exercising little judgement	D Skills are adequate to communicate ideas; accepted conventions and procedures are usually applied	C Skills facilitate communication of ideas; evidence of checking / testing / finishing; conventions and procedures are used consistently and appropriately	B Skills facilitate practice and the communication of ideas; full command of conventions and procedures is evident	A Idea and technique are unified. Discernment and judgement are evident. Technical / craft skills may have contributed to conceptual advances
6 Communication and Presentation Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of diverse audiences	F Ineffective use of visual / oral / written communication conventions in the production and presentation of ideas	E Partial lack of awareness and observance of conventions and standards; lack of clarity in structure selection and organisation of information; lack of awareness of audience	D Conventions and standards are applied; structure is clear; information selection and organisation shows awareness of audience requirements and preferences	C Communication media have been selected / used with good judgement; standards and conventions of use have been fully adhered to; decisions show awareness of the audience and the context	B The nature and strengths of appropriate communication media have been exploited; information has been selected, organised and presented showing awareness of audience and context	A Message and medium are unified with personal style; the communication is persuasive and compelling; it takes full account of diverse audience needs
7 Personal and Professional Development Management of learning through reflection, planning, self direction, subject engagement and commitment	F Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task	E Sporadic evidence of reflection and planning for learning but not followed through consistently. Incomplete awareness of personal strengths and weaknesses	D Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses	C Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses	B Reflection and planning is self directed, iterative, habitual and evidenced clearly. Strengths have been built on, weaknesses have been mitigated	A Takes full responsibility for own learning and development through iterative cycles of well articulated purposeful analysis and planning, supported by extensive evidence
8 Collaborative and / or Independent Professional Working Demonstration of suitable behaviour for working in a professional context alone, or with others in diverse teams	F Does not collaborate with others; unproductive working alone; shows no knowledge of related profession	E Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life	D Awareness of main standards required of relevant profession. Able to work both collaboratively and independently	C Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. Productive when working in a team or working alone	B Aware of and able to meet most standards required of relevant profession in simulated or real professional situations. May work well in a team, provide effective leadership, and demonstrate a well rounded profile working alone	A Integrates a sense of own identity productively into real or simulated professional situations. Can work comfortably as a team member, in a leadership role, or alone