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| **Final Grade: B2** | | | | |
| **Overall Grade: B3**  **Comment:** The student has a good understanding of most of the areas of the assignment and has a great ability to deal with abstract. | | | | |
| **Insufficient**  **(S, F3-F1)** | **Threshold**  **(D3-D1)** | **Good**  **(C3-C1)** | **Very Good**  **(B3-B1)** | **Excellent**  **(A4-A1)** |
| **Knowledge and Understanding** | | | | |
| Accuracy limited in breadth and depth;Range of information/evidence limited, mostly from familiar/given secondary sources,occasionally poorly organised;Largely but not wholly accurate understanding of the main concepts,theories and or practice; Engagement with abstract/unfamiliar ideas or implications and applications is slight | Largely accurate across most areas, with limited depth;  Locates and organises an acceptable range of information/evidence often from secondary sources;  Adequate understanding of the main concepts, theories and/or practice;  Limited ability to deal with abstract or unfamiliar ideas and their implications and applications | Accurate, with depth in several aspects;  Locates and organises a satisfactory range of information/evidence, with limited use of primary sources;  Satisfactory understanding of the relevant concepts, theories and/or practice and their main implications and applications;  Understanding of more abstract aspects sometimes less developed. | Accurate and coherent in breadth, with depth in most areas;  Explores and deploys information, including some aspects of new knowledge, from a wide range of secondary and several primary sources;  Thorough understanding of abstract concepts, theories and/or cutting-edge practice and several of their implications and applications. | Exceptional depth in breadth;  Contributes new knowledge to the subject/field of practice.  Exemplary exploration and critique of information/ideas from a comprehensive range of sources (primary & secondary), many at the forefront of knowledge/practice;  Advanced critical understanding of abstract concepts, theories and/or cutting-edge practice, their implications and applications, exceeds expectations for undergraduate work. |
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| **Overall Grade:B1**  **Comment:** The student has used relevant methods and techniques to solve the problems, and has given evidence, with some aspect of insight. | | | | |
| **Insufficient**  **(S, F3-F1)** | **Threshold**  **(D3-D1)** | **Good**  **(C3-C1)** | **Very Good**  **(B3-B1)** | **Excellent**  **(A4-A1)** |
| **Cognitive Skills** | | | | |
| Superficial analysis of complex issues/problems, lacking in evaluation or synthesis;  Little attempt to transfer and apply prior learning to new contexts;  More descriptive than analytical and tends to rely on familiar/given material or approaches;  Limited research;  Sparse conclusion/practical solutions insufficiently argued/evidenced and mostly derivative, with marginally insufficient critical insight or creativity or originality | Uses appropriate methods to analyse Complex issues/problems, with little evidence of evaluation or synthesis;  Limited transfer/application of prior learning to new contexts;  Tendency to description and reliance on familiar/given material or approaches;  Limned range of research;  Few conclusions/practical solutions sparsely argued/evidenced, mainly derivative and with little critical insight. | Uses appropriate (often given) methods to analyse complex/unfamilier and/or unpredictable issues/problems, with some evaluation and synthesis of information;  Applies some aspects of prior learning to new contexts;  Satisfactory research;  Mostly relevant argument/evidence supports logical conclusions/practical solutions showing some critical insight and limited creativity or originality. | Selects and applies appropriate methods to address/solve complex, unfamiliar/unpredictable issues/problems;  Largely consistent and critical judgement in analysis, evaluation and synthesis of information and application/transfer of prior learning in different contexts;  Effective and wide-ranging research;  Conclusions/practical solutions logically argued/evidenced, with some aspect of insight, creativity or originality. | Design methods that convincingly address/solve complex, unfamiliar and unpredictable issues/problems;  Exceptional critical judgement in analysis evaluation, synthesis and application/transformation of prior knowledge of differing contexts;  Systematic and extensive research which exceeds expectations for undergraduate work;  Creative/original/compelling conclusions or practical solutions; convincingly justified/argued/evidenced. |
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| **Overall Grade: B2**  **Comment:** The student has competence skills in all the required areas of the assignment. | | | | |
| **Insufficient**  **(S, F3-F1)** | **Threshold**  **(D3-D1)** | **Good**  **(C3-C1)** | **Very Good**  **(B3-B1)** | **Excellent**  **(A4-A1)** |
| **Practical and Professional Skills** | | | | |
| Marginally fails to achieve basic competence in (some of) the required specialised practical, technical, creative, scholarly or work-related skills, and little awareness of professional contexts and expectations | Basic competence in all the required specialised practical, technical, creative, scholarly or work-related skills, and partial awareness of professional context and expectations. | Achieves a basic level of competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with more developed capability in at least one area and an awareness of professional contexts and expectations. | Competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with indications of more developed ability in some areas and awareness of professional contexts and expectations. | Consistent high-level competence in all the required specialised practical, technical, creative, scholarly or work-related skills, with mastery in many areas and developed understanding of professional contexts and expectations. |
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