

CA number:

[illegible]

CCT Generic Grade Descriptor – Masters / PG Dip Programmes

Grade	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	35-39%	<35%
Performance	Exceptional	Outstanding	Excellent	Very Good	Good	Acceptable	Fail	Fail
Know-how & skill (<i>subject specific skills</i>)	<ul style="list-style-type: none"> Exceptional and original application of theoretical & technical knowledge to achieve learning outcomes. 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. Exceptional demonstration of critical reflection. 	<ul style="list-style-type: none"> Outstanding and original application of theoretical & technical knowledge to achieve learning outcomes. 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. Outstanding demonstration of critical reflection. 	<ul style="list-style-type: none"> Excellent and original application of theoretical & technical knowledge to achieve learning outcomes. 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. Excellent demonstration of critical reflection. 	<ul style="list-style-type: none"> Very good application of theoretical & technical knowledge to achieve learning outcomes with good originality. Very good ability to address the question directly; interrogates its terms capably and to good effect. Very good demonstration of critical reflection. 	<ul style="list-style-type: none"> Good application of theoretical & technical knowledge to achieve learning outcomes with fair originality. Good ability to address the question directly; fair ability to interrogate its terms. Good demonstration of critical reflection. 	<ul style="list-style-type: none"> Acceptable application of theoretical & technical knowledge to achieve learning outcomes with acceptable originality. Acceptable relevance to the question but lack of focus and interrogation. Acceptable demonstration of critical reflection. 	<ul style="list-style-type: none"> Limited application of theoretical & technical knowledge to achieve learning outcomes with limited originality. Limited answer to the question posed, with limited focus and interrogation. Limited demonstration of critical reflection. 	<ul style="list-style-type: none"> Unsatisfactory or no application of theoretical & technical knowledge to achieve learning outcomes with no originality. Unsatisfactory answer, with unsatisfactory focus and interrogation. Unsatisfactory demonstration of critical reflection.
Rating:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	35-39%	<35%
Performance	Exceptional	Outstanding	Excellent	Very Good	Good	Acceptable	Fail	Fail
Competence (<i>scholarly and presentation skills</i>)	<ul style="list-style-type: none"> Exceptional presentation using high quality sources to inform, but not dominate the arguments. Demonstrates an exceptional ability to analyse issues and texts from a number of perspectives culminating in an 	<ul style="list-style-type: none"> Outstanding presentation using high quality sources to inform, but not dominate the arguments. Demonstrates an outstanding ability to analyse issues and texts from a number of perspectives culminating in a 	<ul style="list-style-type: none"> Excellent presentation using an appropriate range of resources reflecting professional norms. Demonstrates an excellent ability to analyse issues and texts from a number of perspectives with 	<ul style="list-style-type: none"> Very good presentation using a range of resources and reflecting professional norms. Demonstrates a very good ability to engage in an analytical way, showing clear evidence of a 	<ul style="list-style-type: none"> Good presentation which adequately reflects relevant professional norms. Demonstrates a good ability to engage with the question, though perhaps not addressing its terms successfully or fully; broadly 	<ul style="list-style-type: none"> Acceptable presentation which reflects professional practice in a limited manner. Demonstrates an acceptable ability to engage with the question, little evidence of critical awareness or insight, 	<ul style="list-style-type: none"> Limited presentation which displays little more than cursory attention to professional norms. Demonstrates little or no evidence of critical awareness or insight; descriptive narrative with little or no relevance to topic, no evidence 	<ul style="list-style-type: none"> Unsatisfactory presentation, has no real attention to the disciplinary norms of presentation. Incoherent and lacking in logical development with no criticality. Unsatisfactory or complete absence of citation, with

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	<i>exemplary</i> , independent conclusion. <ul style="list-style-type: none"> • Exceptional, accurate, consistent, well judged and appropriate citation throughout, with logically organised reference list. • Exceptional use of English (incl. technical language) to articulate and present work. 	<i>strongly exemplary</i> , independent conclusion. <ul style="list-style-type: none"> • Outstanding, accurate, consistent, well judged and appropriate citation, with logically organised reference list. • Excellent use of English (incl. technical language) to articulate and present work. 	an independent conclusion. <ul style="list-style-type: none"> • Excellent, consistent, well judged and appropriate citation, with logically organised reference list. • Excellent use of English (incl. technical language) to articulate and present work. 	perceptive response to material, though without fully drawing out some potentially relevant implications; some original insight. <ul style="list-style-type: none"> • Very good and mainly well-judged citation, with some anomalies with where and when to reference. • Very good use of English (incl. technical language) to articulate and present work. 	analytical but sometimes overly toward description; occasional evidence of independent thought. <ul style="list-style-type: none"> • Good and accurate citation, but with occasional anomalies with where and when to reference. • Good use of English (incl. technical language) to articulate and present work. 	descriptive rather than analytical; little evidence of independent thought. <ul style="list-style-type: none"> • Acceptable ability to cite reference sources but with occasional anomalies with where and when to reference. • Acceptable use of English (incl. technical language) to articulate and present work. 	of independent thought. <ul style="list-style-type: none"> • Limited ability to cite, limited formulation of referencing, with clear failing in accuracy, consistency and judgement. • Limited use of English (incl. technical language) to articulate and present work. 	clear failing in accuracy, consistency and judgement. <ul style="list-style-type: none"> • Unsatisfactory use of English (incl. technical language) to articulate and present work.
<i>Rating:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment Specific Feedback

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