

## Generic Mark Descriptors

	Generic Criteria	80 - 100	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
<b>Level 3</b>	<p>Knowledge of contexts, concepts, technologies and processes</p> <p><i>The extent to which knowledge is demonstrated:</i></p> <p><i>Relevant contextual or theoretical issues are identified, defined and described.</i></p> <p><i>Historical or contemporary practices are identified, defined and described.</i></p> <p><i>Appropriate technologies, methods and processes are identified, defined and described.</i></p>	<p>Extensive knowledge and understanding within a limited range of concepts, contexts and contemporary practices.</p> <p>A nuanced knowledge of a range of materials and processes to inform distinctively personal approaches to making work, utilising an in-depth knowledge of particular techniques or applications.</p>	<p>Depth of knowledge and understanding within a limited range of concepts, contexts and contemporary practices.</p> <p>A broad and effective demonstration of knowledge of a range of materials and processes to inform work that uses a depth of knowledge of particular techniques or applications.</p>	<p>Effective knowledge within a limited range of concepts, contexts and contemporary practices.</p> <p>Effective and engaging use of knowledge of a range of materials and processes to demonstrate insights into the use of particular techniques or applications to develop a personal approach to making work.</p>	<p>Sound knowledge within a limited range of concepts, contexts and contemporary practices.</p> <p>Consistent use of knowledge of a range of materials and processes to inform the development of work and demonstrate insight into particular techniques or applications.</p>	<p>Knowledge of a range of concepts, contexts and contemporary practices at an introductory level.</p> <p>Evidence of an application of knowledge to inform the basic use of materials and processes required to produce work in the subject area.</p>	<p>Limited knowledge of the basic concepts, contexts and contemporary practices that are necessary to inform reflection on the value of the ideas and work of others, in order to support the development of practical and written outcomes, as necessary for progression to HE Level 1.</p> <p>Limited evidence of the necessary basic knowledge of materials and processes that are required to produce work in the subject area.</p>	<p>Little or no knowledge of the basic concepts, contexts and contemporary practices that are necessary to inform reflection on the value of the ideas and work of others, in order to support the development of practical and written outcomes, as necessary for progression to HE level 1.</p> <p>Little or no evidence of the necessary basic knowledge of materials and processes that are required to produce work in the subject area.</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated:</p> <p>Relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted.</p> <p>Knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</p>	<p>Substantial ability to synthesise information and skill in the analysis of relevant information resulting in informed and justified conclusions.</p> <p>Outstanding skill in the ability to reflect on own work and that of others and to produce work that demonstrates an individual creative practice.</p>	<p>Ability to synthesise information and skill in the analysis of relevant information resulting in informed and justified conclusions.</p> <p>Ability to reflect on own work and that of others and to produce work that demonstrates an individual approach to creative work.</p>	<p>Ability to locate and evaluate relevant information and evidence of an ability to analyse and deduce appropriate meaning from information.</p> <p>Ability to reflect on own work and that of others and to produce creative work in a given framework.</p>	<p>Some ability to analyse and deduce meaning from information, demonstrating understanding of the validity of information.</p> <p>Some ability to reflect on own work and that of others and to produce creative work within a given framework.</p>	<p>Understand how to locate and evaluate relevant information for particular problems and projects.</p> <p>Ability to reflect on own work and that of others and to show an understanding of creative practice.</p>	<p>Limited ability to use information relevant to particular problems or projects.</p> <p>Limited ability for self-reflection or evaluation.</p>	<p>Little or no ability to locate and evaluate relevant information.</p> <p>Little or no ability to reflect on own work or that of others.</p>
	<p>Application of technical and professional skills</p> <p>The degree to which:</p> <p>Appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions.</p> <p>Appropriate technologies, methods and processes are demonstrated.</p>	<p>Confidence and skill in the selection and use of processes and materials to bring coherence to the articulations of ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Confidence and skill in the selection and use of processes and materials to bring some coherence to the articulations of ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Confidence and some skill in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Some confidence and skill in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Competence in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Ability to work safely and to adhere to the guidance for using a range of processes and materials.</p>	<p>Limited competence in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Correct protocols concerning safe working practices are not always applied.</p>	<p>Little or no competence in the selection and use of processes and materials to articulate ideas at an introductory level.</p> <p>Correct protocols concerning safe working practices are not applied</p>

	Generic Criteria	90 - 100	80 - 89	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
<b>Level 4</b>	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which knowledge is demonstrated:</p> <p><i>relevant contextual or theoretical issues are identified, defined and described</i></p> <p><i>historical or contemporary practices are identified, defined and described</i></p> <p><i>appropriate technologies, methods and processes are identified, defined and described</i></p>	<p>Outstanding breadth of knowledge of fundamental contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Extensive knowledge of relevant and specialist technologies and processes</p>	<p>Extensive knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices</p> <p>In depth and broadening knowledge of appropriate technologies and processes</p>	<p>Significant knowledge of fundamental contextual and theoretical issues and critical concepts and a widening appreciation of historical and contemporary practices</p> <p>Significant knowledge of appropriate technologies and processes</p>	<p>Confident familiarity with fundamental contextual and theoretical issues and critical concepts</p> <p>Thorough knowledge of appropriate technologies and processes</p>	<p>Familiar with fundamental contextual and theoretical issues and critical concepts</p> <p>Sound knowledge of appropriate technologies and processes</p>	<p>Adequate knowledge of fundamental contextual and theoretical issues and critical concepts</p> <p>Adequate knowledge of appropriate technologies and processes</p>	<p>Limited knowledge of fundamental contextual and theoretical issues and critical concepts</p> <p>Limited knowledge of appropriate technologies and processes</p>	<p>Little or no knowledge of fundamental contextual and theoretical issues or critical concepts</p> <p>Little or no knowledge of appropriate technologies or processes</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated:</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</i></p>	<p>Relevant knowledge is explored and interpreted when proposing solutions to projects and problems which demonstrate evidence of independent thought</p> <p>Outstanding ability to analyse and synthesise knowledge to produce own creative practice in standard situations and to evaluate results</p>	<p>Deep level of comprehension and exploration of relevant knowledge in seeking solutions to projects or problems</p> <p>Outstanding ability to analyse and synthesise knowledge in order to produce creative practice in standard situations and to evaluate the results</p>	<p>Deep level of comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Strong ability to apply and analyse knowledge to produce creative practice in standard situations, with some evaluation of the results</p>	<p>Strong comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Sound ability to apply and analyse knowledge to produce creative practice in standard situations</p>	<p>Sound comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Sound ability to apply knowledge to produce creative practice in standard situations</p>	<p>Surface-level comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Competent application of knowledge to the production of creative practice in standard situations</p>	<p>Incomplete comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Limited ability to apply knowledge to produce creative practice in standard situations</p>	<p>Little or no comprehension of relevant knowledge in seeking solutions to projects or problems</p> <p>Little or no ability to apply relevant knowledge to produce creative practice in standard situations</p>
	<p>Application of technical and professional skills</p> <p>The degree to which:</p> <p><i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i></p> <p><i>appropriate technologies, methods and processes are demonstrated</i></p> <p><i>transferable, professional skills are effectively demonstrated</i></p> <p><i>self-management and independent learning are demonstrated</i></p>	<p>Accomplished and fluent application of appropriate practical and technical skills</p> <p>Outstanding application of appropriate transferable and professional skills</p> <p>Significant ability to learn independently and critically evaluate own progress using a wide range of feedback sources</p>	<p>Relevant, accomplished and fluent application of basic practical and technical skills</p> <p>Outstanding application of fundamental transferable and professional skills</p> <p>Substantial ability to work independently and use feedback to reflect critically on own progress</p>	<p>Relevant and accomplished application of basic practical and technical skills</p> <p>Highly effective application of fundamental transferable and professional skills</p> <p>Strong ability to work independently and use feedback to plan future tasks effectively</p>	<p>Strong application of basic practical and technical skills</p> <p>Strong application of fundamental transferable and professional skills</p> <p>Evidence of developing well as an independent learner</p>	<p>Sound application of basic practical and technical skills</p> <p>Sound application of fundamental transferable and professional skills</p> <p>Evidence of beginning to develop as an independent learner</p>	<p>Competent application of practical and technical skills</p> <p>Competent application of fundamental transferable and professional skills</p> <p>Adequate evidence of beginning to develop as an independent learner</p>	<p>Rudimentary application of basic practical and technical skills</p> <p>Limited application of fundamental transferable and professional skills</p> <p>Limited evidence of ability to learn independently</p>	<p>Scant application of basic practical and technical skills</p> <p>Ineffective application of fundamental transferable and professional skills</p> <p>Little or no evidence of ability to learn independently</p>

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<b>Level 5</b>	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which knowledge is demonstrated:</p> <p><i>relevant contextual or theoretical issues are identified, defined and described</i></p> <p><i>historical or contemporary practices are identified, defined and described</i></p> <p><i>appropriate technologies, methods and processes are identified, defined and described</i></p>	<p>Outstanding breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Extensive knowledge of a range of relevant specialist techniques and processes</p>	<p>Outstanding breadth of knowledge of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Extensive knowledge of relevant and specialist techniques and processes</p>	<p>A significant breadth of knowledge of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Significant knowledge of relevant specialist techniques and processes</p>	<p>Confident knowledge of a range of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Confident knowledge of relevant specialist techniques and processes</p>	<p>Familiar with a range of contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Sound knowledge of relevant specialist techniques and processes</p>	<p>Familiar with fundamental contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Adequate knowledge of relevant specialist techniques and processes</p>	<p>Some knowledge of fundamental contextual and theoretical issues and critical concepts and their relationship to historical and contemporary practices</p> <p>Limited knowledge of relevant specialist techniques and processes</p>	<p>No significant knowledge of fundamental contextual and theoretical issues or critical concepts</p> <p>No significant knowledge of relevant specialist techniques or processes</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated:</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, solutions, arguments or hypotheses</i></p>	<p>Rigorous application of a range of research methodologies to projects, problems and hypotheses with evidence of highly focused independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to critically evaluate them to generate highly effective results</p>	<p>Relevant knowledge is systematically and rigorously explored and interpreted when proposing solutions to projects and problems which demonstrate evidence of independent thought</p> <p>Outstanding ability to analyse and synthesise knowledge to produce original creative practice and to evaluate results</p>	<p>Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems which demonstrate some evidence of independent thought</p> <p>Strong ability to analyse and synthesise knowledge to produce creative practice and to evaluate results</p>	<p>Relevant knowledge is thoroughly explored and interpreted when proposing solutions to projects and problems</p> <p>Sound ability to analyse and synthesise knowledge to produce creative practice and to evaluate results</p>	<p>Relevant knowledge is competently explored and interpreted when proposing solutions to projects and problems</p> <p>Sound ability to apply and analyse knowledge to produce creative practice and to evaluate results</p>	<p>Competent ability to explore and interpret relevant knowledge in seeking solutions to projects and problems</p> <p>Competent ability to apply and analyse knowledge to produce creative practice</p>	<p>Limited ability to manipulate or interpret relevant knowledge in seeking solutions to projects and problems</p> <p>Limited ability to apply knowledge to produce creative practice</p>	<p>Little or no ability to manipulate or interpret relevant knowledge in seeking solutions to projects or problems</p> <p>Little or no ability to apply knowledge to produce creative practice</p>
	<p>Application of technical and professional skills</p> <p>The degree to which:</p> <p><i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i></p> <p><i>appropriate technologies, methods and processes are demonstrated</i></p> <p><i>transferable, professional skills are effectively demonstrated</i></p> <p><i>self management and independent learning are demonstrated</i></p>	<p>Accomplished and original application of a range of specialist practical and technical skills</p> <p>Accomplished application of advanced transferable and professional skills to problem solving</p> <p>Very high ability to manage own learning in a sustained manner and critically evaluate own progress making effective use of feedback</p>	<p>Accomplished and fluent application of specialist practical and technical skills</p> <p>Outstanding demonstration of transferable and professional skills</p> <p>Strong ability to learn independently and critically evaluate own progress using a wide range of feedback sources</p>	<p>Accomplished application of specialist practical and technical skills</p> <p>Highly effective demonstration of transferable and professional skills</p> <p>Strong ability to learn independently and critically evaluate own progress</p>	<p>Strong application of specialist practical and technical skills</p> <p>Confident application of transferable and professional skills</p> <p>Strong ability to learn independently make use of feedback</p>	<p>Sound application of specialist practical and technical skills</p> <p>Sound application of transferable and professional</p> <p>Sound ability to learn independently and make effective use of feedback</p>	<p>Competent application of specialist practical and technical skills</p> <p>Competent application of transferable and professional skills</p> <p>Evidence of ability to learn independently and make use of feedback</p>	<p>Rudimentary application of specialist practical and technical skills</p> <p>Rudimentary application of transferable and professional skills</p> <p>Evidence of a rudimentary ability to learn independently</p>	<p>Ineffective application of specialist practical and technical skills</p> <p>Ineffective application of transferable and professional skills</p> <p>Limited evidence of ability to learn independently</p>

	Generic Criteria	90 - 100	80 - 89	70 - 79	60 - 69	50 - 59	40 - 49	30 - 39	0 - 29
<b>Level 6</b>	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which: <i>relevant contextual or theoretical issues are identified, defined and described</i></p> <p><i>historical or contemporary practices are identified, defined and described</i></p> <p><i>appropriate technologies, methods and processes are identified defined and described</i></p>	<p>Exceptional breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Exceptional knowledge of a range of relevant specialist techniques and processes</p>	<p>Outstanding breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Extensive knowledge of a range of relevant specialist techniques and processes</p>	<p>A breadth and depth of knowledge of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Significant knowledge of a range of relevant specialist techniques and processes</p>	<p>Confident knowledge of a range of contextual and theoretical issues, some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Confident knowledge of a range of relevant specialist techniques and processes</p>	<p>Familiar with a range of contextual and theoretical issues, at least some of which are at the forefront of the discipline, and their relationship to a range of historical and contemporary practices</p> <p>Sound knowledge of a range of relevant specialist techniques and processes</p>	<p>Familiar with a range of contextual and theoretical issues and their relationship to a range of historical and contemporary practices</p> <p>Adequate knowledge of a range of relevant specialist techniques and processes</p>	<p>Some knowledge of a range of contextual and theoretical issues and their relationship to a range of historical and contemporary practices</p> <p>Limited knowledge of a range of relevant specialist techniques and processes</p>	<p>Limited knowledge of contextual and theoretical issues and their relationship to a range of historical and contemporary practices</p> <p>No significant knowledge of a range of relevant specialist techniques or processes</p>
	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated: <i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information is selected, analysed, synthesized and evaluated in order to generate creative ideas, practices, solutions, arguments or hypotheses</i></p>	<p>Exceptional application of a range of research methodologies to projects and problems and hypotheses, with evidence of highly focused independent thought and some new insights into the subject</p> <p>Exceptional ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective and individual results</p>	<p>Systematic and thorough application of a range of research methodologies to projects and problems and hypotheses, with evidence of highly focused independent thought and some new insights into the subject</p> <p>Outstanding ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective and original results</p>	<p>Rigorous application of a range of research methodologies to projects, problems and hypotheses with evidence of highly focused independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to critically evaluate them in a wider context, generating sustainable arguments and highly effective results</p>	<p>Confident ability to apply a range of research methodologies to projects, problems and hypotheses with clear evidence of independent thought and critical analysis</p> <p>Strong ability to produce a range of creative practices and to evaluate them in a wider context, generating effective results</p>	<p>Sound ability to apply a range of research methodologies to projects, problems and hypotheses and to demonstrate independent thought and critical analysis</p> <p>Sound ability to produce a range of creative practices and to evaluate them in a wider context, generating effective results</p>	<p>Competent ability to apply a range of research methodologies to projects, problems and hypotheses with some element of independent thought and critical analysis</p> <p>Competent ability to produce a range of creative practices and evaluate them in a wider context to generate effective results</p>	<p>Ability to apply a limited range of research methodologies to projects, problems and hypotheses with little evidence of independent thought or critical analysis</p> <p>Limited ability to produce a range of creative practices and to evaluate them in a wider context to generate effective results</p>	<p>No significant ability to apply research methodologies to projects, problems and hypotheses, and no evidence of independent thought or critical analysis</p> <p>No significant ability to produce a range of creative practices or to evaluate them in a wider context to generate effective results</p>
	<p>Application of technical and professional skills</p> <p>The degree to which: <i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions</i></p> <p><i>appropriate technologies, methods and processes are</i></p>	<p>Exceptional, individual and fluent application of a range of specialist practical and technical skills</p> <p>Outstanding accomplishment of a range of advanced transferable and professional skills applied to complex situations and problems</p>	<p>Accomplished, original and fluent application of a range of specialist practical and technical skills</p> <p>Outstanding accomplishment of a range of advanced transferable and professional skills applied to complex situations and problems</p>	<p>Accomplished and original application of a range of specialist practical and technical skills</p> <p>Accomplished application of advanced transferable and professional skills to complex situations and problems</p>	<p>Confident and imaginative application of a range of specialist practical and technical skills</p> <p>Confident application of advanced transferable and professional skills to challenging situations and problems</p>	<p>Sound application of a range of specialist practical and technical skills</p> <p>Sound application of advanced transferable and professional skills</p>	<p>Competent application of a range of specialist practical and technical skills</p> <p>Competent application of advanced transferable professional skills</p>	<p>Basic application of a range of specialist practical and technical skills</p> <p>Limited application of advanced transferable and professional skills</p>	<p>Rudimentary application of a range of specialist practical and technical skills</p> <p>Ineffective application of advanced transferable and professional skills</p>

	<p><i>demonstrated transferable, professional skills are effectively demonstrated self management and independent learning are demonstrated</i></p>	<p>Exceptional ability to manage own learning in a sustained manner and to critically evaluate own progress, making use of a wide range of feedback sources</p>	<p>Outstanding ability to manage own learning in a sustained manner and to critically evaluate own progress, making use of a wide range of feedback sources</p>	<p>Very high ability to manage own learning in a sustained manner and critically evaluate own progress making effective use of feedback</p>	<p>Strong ability to manage own learning in a sustained manner and to critically evaluate own progress making effective use of feedback</p>	<p>Sound ability to manage own learning in a sustained manner and critically evaluate own progress making effective use of feedback</p>	<p>Competent ability to manage own learning in a sustained manner and make effective use of feedback</p>	<p>Basic ability to manage own learning in a sustained manner and make use of feedback</p>	<p>Evidence of a basic ability to manage own learning</p>
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	<b>Generic Criteria</b>	<b>90 - 100</b>	<b>80 - 89</b>	<b>70 - 79</b>	<b>60 - 69</b>	<b>50 - 59</b>	<b>40 - 49</b>	<b>30 - 39</b>	<b>0 - 29</b>
	<p>Knowledge of contexts, concepts, technologies and processes</p> <p>The extent to which in-depth and advanced knowledge of subject and/or profession is demonstrated:</p> <p><i>relevant contextual or theoretical issues are identified, defined and described and critiqued</i></p> <p><i>historical or contemporary practices are identified, defined and described and critiqued</i></p> <p><i>appropriate technologies, methods and processes are identified, defined and described and critiqued</i></p>	<p>Exceptional and remarkable critical understanding of current issues and historical contexts demonstrating knowledge at the forefront of the discipline and/or professional practice</p> <p>Exceptional and highly original understanding of techniques methods and processes</p>	<p>Excellent and highly sophisticated critical understanding of current issues and historical contexts demonstrating knowledge at the forefront of the discipline</p> <p>An excellent and highly impressive understanding of techniques, materials and processes</p>	<p>Comprehensive critical understanding of current issues and historical contexts much of which is at, or informed by, the forefront of the discipline.</p> <p>Comprehensive knowledge of techniques and processes, and a critical understanding of their potential to advance scholarship in the discipline.</p>	<p>Significant understanding of current issues and historical contexts, much of which is at, or informed by, the forefront of the discipline.</p> <p>Significant knowledge of the techniques and processes applicable to understanding research and advanced scholarship in the discipline</p>	<p>Sound understanding of knowledge of current issues and historical contexts, some of which is at, or informed by, the forefront of the discipline.</p> <p>Sound knowledge of the techniques and processes applicable to research and advanced scholarship in the discipline</p>	<p>Passable understanding of knowledge of current issues and historical contexts, some of which is at, or informed by, the forefront of the discipline.</p> <p>Acceptable knowledge of the techniques and processes applicable to research and advanced scholarship in the discipline</p>	<p>Insufficient understanding of knowledge of the contextual, historical or theoretical issues that inform the discipline.</p> <p>Insufficient knowledge of techniques applicable to research and advanced scholarship in the discipline.</p>	<p>Very poor demonstration of understanding of contextual, historical or theoretical issues that inform the discipline.</p> <p>Very weak knowledge of technologies, methods and processes</p>
<b>Level 7</b>	<p>Understanding through application of knowledge</p> <p>The degree to which research methods are demonstrated to complete research in subject and/or discipline</p> <p><i>relevant knowledge and information is compared, contrasted, manipulated, translated and interpreted</i></p> <p><i>knowledge and information including literature or other scholarly outputs is selected, analysed, synthesized and evaluated in order to generate creative ideas, solutions, arguments or hypotheses</i></p>	<p>Exceptional and remarkable demonstration of research methods which generate highly developed critical insights into existing knowledge</p> <p>Exceptional and remarkable critical evaluation of existing knowledge leading directly to new hypotheses</p> <p>Exceptional and remarkable judgements made in relation to creative and/or professional practice, current ideas, arguments and hypotheses</p>	<p>Excellent and highly sophisticated demonstration of research methods leading to impressive critical insights into existing knowledge</p> <p>Excellent and highly sophisticated critical evaluation of existing knowledge working towards new hypotheses</p> <p>Excellent and highly sophisticated judgements made in relation to creative and/or professional practice, current ideas, arguments and hypotheses</p>	<p>Rigorous use of established methods of research combined with the ability to generate highly new concepts or insights into existing knowledge.</p> <p>Critical evaluation of current knowledge to evaluate methodological practices and propose new hypotheses.</p> <p>Carefully considered judgements on highly complex or 'under-researched' problems showing evidence of systematic analysis and deduction and creative processes to resolve them.</p>	<p>Confident use of established methods of research combined with the ability to recognise new concepts using existing knowledge.</p> <p>Critical evaluation of current knowledge to analyse methodological practices and propose hypotheses</p> <p>Informed judgements made on highly complex research problems showing evidence of systematic analysis and deduction and creative processes to resolve them</p>	<p>Sound use of established methods of research to develop and interpret existing knowledge.</p> <p>Critical evaluation of current knowledge and recognition of methodological practices.</p> <p>Sound judgements made on complex research problems showing evidence of systematic analysis and deduction and creative processes to resolve them.</p>	<p>Passable use of established methods of research to develop and interpret existing knowledge.</p> <p>Evidence of critical evaluation of current knowledge and recognition of methodological practices.</p> <p>Passable judgements made on complex research problems showing evidence of systematic analysis and deduction and creative processes to resolve them.</p>	<p>Insufficient use of existing methodologies to develop knowledge.</p> <p>Inability to fully understand or interpret relevant knowledge and methodological practices.</p> <p>Research problems are insufficiently complex and require mainly routine analytic and creative processes to resolve them.</p>	<p>Inability to use and interpret existing research methodologies</p> <p>Little or no ability to evaluate existing knowledge</p> <p>Inability to define a research problem and to generate solutions or hypotheses through research and practice</p>
	<p>Application of technical and professional skills</p> <p>The degree to which subject and/or profession:</p>	<p>Exceptional and remarkable critical and evaluative skills utilised leading to highly original solutions to very complex problems</p>	<p>Excellent and highly sophisticated critical and evaluative skills utilised leading to impressive solutions to very complex problems</p>	<p>Evidence of a high level of critical and evaluative skills in order to create original solutions to a range of highly complex</p>	<p>Evidence of the critical and evaluative skills necessary to construct solutions to a range of complex problems</p>	<p>Evidence of the critical and evaluative skills necessary to identify solutions to a range of complex problems.</p>	<p>Evidence of the critical and evaluative skills necessary to identify solutions to a range of varied problems.</p>	<p>Inability to demonstrate the critical and evaluative skills necessary to identify solutions to problems</p>	<p>Very poor ability to apply appropriate materials and media to present ideas and solutions</p>

<p><i>appropriate materials and media are selected, tested and utilised to realise and present ideas and solutions appropriate technologies, methods and processes are demonstrated transferable, professional skills are effectively demonstrated self-management and independent learning are demonstrated</i></p>	<p>Outstanding application of advanced technical skills that fundamentally challenges current understanding and practices</p> <p>Exceptional and remarkable demonstration of professionalism, self-management and independent learning</p>	<p>Highly impressive application of advanced technical skills that challenge current understanding and practices</p> <p>Excellent demonstration of professionalism, self-management and independent learning</p>	<p>problems.</p> <p>Application of advanced skills, techniques and processes that challenge knowledge and understanding of the discipline.</p> <p>Demonstration of a very high level of professionalism, self-management and independent learning</p>	<p>Application of advanced skills, techniques and processes that contribute to knowledge and understanding of the discipline.</p> <p>Demonstration of a competent level of professionalism, self-management and independent learning</p>	<p>Application of advanced skills techniques and processes that sustain independent learning in the discipline.</p> <p>Clear demonstration of professionalism, self-management and independent learning</p>	<p>Application of advanced skills techniques and processes that sustain independent learning in the discipline.</p> <p>Acceptable demonstration of professionalism, self-management and independent learning</p>	<p>Insufficient ability to demonstrate the skills necessary for sustained independent learning</p> <p>Insufficient evidence of professional and transferable skills</p>	<p>Very poor judgement shown in choice of methods and processes</p> <p>Inability to manage self, meet deadlines, work professionally and independently</p>
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