

University marking criteria: level 5

The University marking criteria provide an overarching framework for student attainment. They are designed to:

- help students understand broadly what learning they should aspire towards at every level of their study in relation to subject knowledge and skills acquisition;
- support consistency in marking within and across programmes;
- ensure commensurability with external frameworks such as the [Framework for Higher Education Qualifications](#) and derivations of it such as the [OFS's sector standards](#); and
- provide a framework to help with the production of discipline-relevant marking criteria.

The criteria defining the pass mark at award level (e.g. 40 at level 6 or 50 at level 7) should align with the intended learning outcomes for programmes as all students are expected to have attained these outcomes for an award to be made.

The marking criteria are separated into four broad categories which emphasise particular aspects of the *being, doing, knowing* framework which runs through the University's Bristol Futures Curriculum Framework and the [Bristol Skills Profile](#) (BSP). In broad terms, category 1 most relates to knowing, categories 2 and 3 emphasise doing and category 4 is most clearly related to being.

See section 15 in the Regulations and Code of Practice for Taught Programmes on its use.

Level 5 (Second-year undergraduate level)

Marks	0-19	20-39	40-49	50-59	60-69	70-79	80-100
Knowledge and understanding							
Content knowledge BSP 1a, 1b, 9a	Major gaps in knowledge and understanding of material at this level. Significant inaccuracies.	Gaps in knowledge and only superficial understanding of the well-established principles of area(s) of study.	Sufficient knowledge and understanding to deal with well-established principles of area(s) of study, and of the way in which those principles have been developed. Some flaws in understanding may be evident.	Sound and broad knowledge and understanding of well-established principles of area(s) of study, and of the way in which those principles have been developed.	Very good knowledge and understanding of well-established principles of area(s) of study, and of the way in which those principles have been developed.	Very good, detailed understanding of material, main concepts/theories at this level.	Highly detailed understanding of material, main concepts/theories at this level.
Critical approach BSP 2c	No evidence of a critical approach to the knowledge base.	No evidence of a critical approach to the knowledge base.	Little evidence of a critical approach to the knowledge base.	Limited evidence of a critical approach to the knowledge base.	Clear evidence of a critical approach to the knowledge base with some understanding of the implications of these limitations for application and analysis	Shows good awareness of the limitations of the knowledge base and how this influences any analyses and interpretations based on that knowledge.	Consistent awareness of the limitations of the knowledge base and how this influences any analyses and interpretations based on that knowledge.

Marks	0-19	20-39	40-49	50-59	60-69	70-79	80-100
Intellectual skills							
<p>Use of evidence and sources</p> <p>BSP 2a, 2b, 2c, 9a</p>	No evaluation and little, if any, use of appropriate sources.	Not demonstrated an adequate ability to evaluate and comment on reading, research and primary sources.	Some ability to evaluate and comment on reading, research and primary sources.	Ability to clearly evaluate and comment on reading, research and primary sources.	Ability to clearly and thoroughly evaluate and comment on reading, research and primary sources.	Ability to clearly and thoroughly evaluate and critically comment on reading, research and primary sources.	Exceptional ability to evaluate and critically comment on reading, research and primary sources.
<p>Explanation, application and interpretation</p> <p>BSP 1a, 1b, 3c</p>	No application of underlying concepts and principles.	No application of underlying concepts and principles outside the context in which they were first studied.	Some ability to apply underlying concepts and principles outside the context in which they were first studied.	Ability to consistently apply underlying concepts and principles outside the context in which they were first studied.	Ability to consistently and appropriately apply underlying concepts and principles outside the context in which they were first studied.	Excellent ability to apply underlying concepts and principles outside the context in which they were first studied.	Exceptional ability to integrate and apply underlying concepts and principles outside the context in which they were first studied.
<p>Problem-solving</p> <p>BSP 3a, 3b, 3c, 9a</p>	Not demonstrated ability to identify key aspects of problems relevant to this level of study or to use appropriate resources to address them.	Little evidence of an ability to isolate the key elements of problems relevant to this level of study and deploy appropriate resources to address them.	Limited ability to identify the key aspects of problems relevant to this level of study and use appropriate resources to address them	Shows ability to identify key aspects of problems relevant to this level of study and draws on appropriate resources for addressing them.	Shows ability to identify key aspects of problems relevant to this level of study is effective in using appropriate resources for addressing them.	Shows ability to identify key aspects of problems relevant to this level of study and shows initiative and autonomy in using appropriate resources for addressing them.	Confident in identifying key aspects of problems relevant to this level of study and applying appropriate approaches to their solution, showing initiative, autonomy and creativity.

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Scholarly, Research and Disciplinary Practices							
Specialist skills and techniques BSP 1a, 3c	No evidence of the development or application of the discipline's foundational skills or main methods of enquiry.	Little evidence of the development and application of the discipline's main methods of enquiry.	Evidence of developing and applying the discipline's main methods of enquiry.	Consistently demonstrates application of the discipline's main methods of enquiry.	Consistently demonstrates effective application of the discipline's main methods of enquiry and some of its specialist skills.	Consistently demonstrates effective application of the discipline's main methods of enquiry and demonstrates good command of specialist skills.	Consistent demonstration of innovative and effective application of the discipline's main methods of enquiry and the capable and effective application of its specialist skills.
Research BSP 2a, 3c	Little or no evidence of ability to collect and interpret appropriate data/information and undertake research tasks without extensive guidance.	Limited evidence of ability to collect and interpret appropriate data/information and undertake research tasks with limited external guidance.	Some evidence of ability to collect and interpret appropriate data/information and undertake research tasks with limited external guidance.	Can undertake research tasks, drawing on a range of sources, with limited external guidance.	Can successfully complete research tasks, drawing on a range of sources, with limited external guidance.	Can successfully complete research tasks, drawing on a range of sources, with a significant degree of autonomy.	Evidence of exceptional success in undertaking a range of research tasks with high degree of autonomy.
Academic skills BSP 1a, 2a, 4b	Academic conventions largely ignored.	Academic conventions used weakly.	Academic conventions evident and largely consistent, with minor weaknesses.	Academic skills generally sound.	Very good use of academic conventions.	Consistently accurate use of academic conventions.	Accurate and assured use of academic conventions

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Professional and life skills							
Teamwork BSP 5a, 5b, 5c, 6a	Little or no demonstration of ability to work within a team setting.	Shows limited ability to work within a team setting.	Contributes productively as a member of a team.	Contributes well within a team complementing and respecting the contributions of others. Shows some ability to lead and organise team work.	Works effectively within a team recognising the value and contributions of others. Able to manage conflict	Consistently demonstrates effective teamworking and leadership skills and able to ensure teams work effectively to meet their obligations and goals. Able to manage conflict.	Shows outstanding ability to work and lead a team with creativity and flexibility that is responsive to group members' interests and the obligations and goals of the team. Able to manage conflict.
Insight BSP 7b, 8a, 8b	Shows very limited awareness of own strengths and weaknesses.	Displays limited awareness of own strengths or weaknesses.	Shows some ability to identify own strengths and weaknesses. Some evidence of capacity to plan self-development to improve practical and professional skills.	Shows ability to reflect on own strengths and weaknesses and able to identify steps for self-development to improve practical and professional skills.	Confident in self-reflection and expressing own strengths and weaknesses and able to take a proactive approach to self-development to improve practical and professional skills.	Demonstrates ability to work autonomously and assess own strengths and weaknesses. Demonstrates ability to identify and implement an effective programme of self-development to improve practical and professional skills.	Shows confidence in working autonomously and setting own goals. Can assess own strengths and weaknesses. Able to identify and implement an effective programme of self-development to improve practical and professional skills. Can provide effective feedback to others to aid

							their self-development.
Communication BSP 5b, 9a	Shows very limited awareness of the ways communication needs to be adapted for different audiences.	Shows limited awareness of the ways communication needs to be adapted for different audiences.	Shows some awareness of ways that communication needs to be adapted for different audiences.	Ability to communicate appropriately to a range of audiences and shows some ability to deploy different media as appropriate.	Can communicate effectively to a range of audiences, using a wide range of media as appropriate.	Can communicate effectively to a range of audiences, using a wide range of media as appropriate.	Can communicate effectively to a range of audiences in an engaging and professional manner, using a wide range of media as appropriate.
Self-management BSP 4a	Shows very limited evidence of self-organisational skills and behaviours and ability to meet deadlines.	Shows limited evidence of self-organisational skills and behaviours and ability to meet deadlines.	Shows some evidence of self-organisational skills and behaviours. Ability to complete most tasks by deadlines.	Shows self-organisational skills and behaviours. Has a professional attitude to completing most tasks.	Demonstrates good self-organisational skills and behaviours. Has a professional attitude to completing tasks.	Works autonomously demonstrating very good self-organisational skills and behaviours. Has a professional attitude to completing tasks.	Works autonomously demonstrating outstanding self-organisational skills and behaviours. Has a professional attitude to completing all tasks.