

Assessment Policy

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Linked policies and	Student Concerns and Complaints Policy			
documents:	Academic Appeals Policy			
	Learning, Teaching & Assessment Strategy Policy			
	Student Handbook			
	Data Privacy Notice and Consent Policy			
	Academic Misconduct Policy			
External reference:	UK Quality Code for Higher Education 2024			
	Partner Institutions academic regulations.			
	Partner institutions' assessment policies.			
Audience:	Students, Tutors, Assessors, Module Leaders, Internal Verifiers			
	and Programme Leaders.			

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1 Introduction

This policy sets out the guidelines for assessment regulations at Oxford Business College (OBC). It covers the standards and procedures that students and academic staff must follow to ensure assessments are conducted fairly and consistently across all programmes. This policy is designed to complement the assessment policies of our university partners, including Buckinghamshire New University (BNU), the University of West London (UWL), Ravensbourne University London (RUL), and New College Durham (NCD). It is essential for maintaining the integrity of our assessment processes and upholding our academic standards.

2 Precedence

Where College courses lead to qualifications awarded by external bodies or are delivered in partnership with other universities or colleges, the assessment policies and procedures and the general regulations of those entities will take precedence unless this is delegated to OBC within the operations manual. This applies to courses offered in partnership with BNU, UWL, RUL, and NCD. It is crucial for students enrolled in these courses to refer to and follow the specific assessment and regulatory guidelines set by the relevant awarding bodies or partner institutions. Below are the links to the assessment and general academic regulations of partner institutions.

Links to Partner Institutions' Assessment Policies:

BNU Assessment and Feedback Policy

UWL Assessment and Feedback Handbook

RUL Examination and Assessment Policy

NCD Regulation governing assessment and progression

Links to partner institution's General Academic regulations:

BNU General Academic and Assessment regulation

UWL General Academic Regulations

RUL General Academic Regulations

NCD General Regulations

3 Purpose of the Policy

The aim of this policy is to clarify the assessment process for all students and Academic staff at OBC. It covers the procedures for setting assignments, adhering to deadlines, addressing non-submissions, marking, verification of assessments, and providing feedback and grades. The policy ensures that all assessments are transparent, equitable, and align with the academic and professional development needs of our students.

4 Aims and Objectives

4.1 Our goal is to ensure that assessment procedures at OBC:

- 4.1.1 Are easily understood and followed by all students and staff.
- 4.1.2 Comply with the standards and expectations of our university partners.
- 4.1.3 Support the academic success and employability of our students.

We are committed to upholding the principles of the UK Quality Code for Higher Education, ensuring that our assessments are reliable, consistent, fair, valid, and provide constructive feedback in a timely manner.

5 Definitions

An assessment is an activity or task completed by a student according to specific requirements provided in an assignment brief or examination paper, which is marked by an Assessor to measure how well the student meets the standards of a course of study and/or a qualification. Assessments can refer to both formative and summative activities or tasks, they can be oral, written, or practical and can refer to coursework or examinations.

5.1 Formative Assessment

A formative assessment is when a student submits some coursework or takes a test before their final assessment takes place. The formative assessment is designed to help students understand how well they are doing on the course and to show them what they need to do to improve before their summative assessment. Formative assessment needs to be submitted by students in a timely manner so that they can receive feedback, with adequate time to take feedback on board before the student must submit their summative assessment. Formative assessments must be given in line with partner institutions' guidelines, policies, and regulations.

5.2 Summative Assessment

A summative assessment is the final coursework a student must submit or exam the student needs to take for any unit they have studied. Students will usually submit coursework or take exams in the middle of the semester or at the end for each unit they have completed during the term or semester. The student must submit their summative assessment by a deadline that is provided at the beginning of the term or semester when they receive the assignment brief explaining what they need to do.

6 Scope

This policy encompasses all assessment types for courses offered at OBC, including those in partnership with BNU, UWL, RUL, and NCD.

7 Assessment and General Regulations

Assessments regulations for all applicable courses are based on the information provided within

partner regulations.

8 Assessment Design

Assessments are designed by partner Institutions, and they are also responsible for quality assurance of the assessment briefs as well as ensuring all assessment briefs are internally and externally moderated.

Head of Programmes at OBC will work with Module leaders to ensure that, all assignments received from partner Institutions are aligned and contextualised to suit students studying at OBC where applicable and any discrepancies must be reported to the partner institution for clarification and rectification.

Where the assignment design is delegated to OBC by partner Institutions (currently, BNU from September 2024 will delegate the assessment design to OBC), the following processes must be followed to ensure a robust process of assessment design and quality assurance are maintained. Partners will still have the quality oversight and approval of all assignment briefs.

8.1 Assessment Design Process

The following processes must be followed by relevant staff members when designing assignment briefs for approval by partner institutions.

8.2 Assessment Design-Internal Quality Assurance Process

Module Leaders are responsible for designing assessments that align with the learning outcomes of the module descriptor. The assessment must follow the partner institution's guidelines and use the correct assignment brief template for the specific academic year and level of the partner institution. The following must be followed for all assessment designs:

8.2.1 Completion of Assignment Brief - Scrutiny Checklist

Before submitting the assignment briefs for initial internal approval, Module Leaders must complete the Assignment Brief Scrutiny Checklist [appendix 1] to ensure all elements are addressed. This includes but not limited to the following:

Correct assignment brief template.

- Assignment number and type.
- Weighting as per the module descriptor.
- Clear submission deadline.
- Feedback date.
- Clear purpose and statement of the task.
- Alignment of task with learning outcomes.
- Clear instructional language and appropriate word count.
- Explicit text type and presentation guidelines.
- Clear role of student and audience.
- Expected referencing and presentational requirements.
- Assessment criteria aligned with learning outcomes.
- Clear and relevant submission information.
- Assessment criteria
- Grading descriptor

8.2.2 Internal Review and Verification

The completed checklist and the assessment brief are first submitted to the Programme Leader who will put a working group of Academics together to carry out internal verification and final checks and or review.

Assessments will be checked and evaluated for alignment with learning outcomes, clarity, and adherence to partner guidelines.

Any issues identified during the internal verification process are addressed by the Module Leader with recommendations provided by the internal verification working group.

8.2.3 Internal Sign-Off

Once the internal verification process is completed and all assessment parameters are satisfactorily ticked off, the document is then finally signed off by the internal verification working group.

The signed-off assessment is then submitted to the Programme Leader for final approval.

The Programme Leader confirms the alignment and appropriateness of the assessment and grants final approval for the assessment brief to be submitted to the partner institution.

8.2.4 Submission to Partner Institution(s) for Approval

Following internal approval, the assessment is submitted to the partner institution for them to follow their own internal and external processes in approving the assignment brief.

Any feedback from the partner institution is reviewed by the Programme Leader at OBC and, if necessary, incorporated into the assessment brief.

8.2.5 Storage of Verified Assessment Documents

All completed Assignment Briefs which have been internally verified and approved by partner Institution(s), are stored securely in the designated internal system.

Digital copies of all documents are maintained to ensure accessibility and compliance with data protection policies.

8.2.6 Marking, Internal Moderation and External Moderation Process

All marking and moderation will be done in line with partner institutions' regulations and as captured within the operations manuals. The following are the high-level summaries of the current marking and moderation processes for each programme of study, further information will be enshrined within partner regulations and relevant assessment policies:

8.2.7 UWL

UWL operates a four-stage process where the first marking is done by OBC with OBC selecting 10% sample in line with sampling process stipulated by UWL for initial internal moderation (UWL calls this second marking). The sample moderated is then sent to UWL for them to first, do another internal moderation of the sample moderated by OBC (UWL calls this third marking) although UWL can still select more samples before they send it to the External Examiner for final sign-off. Marking and moderation should be completed within 15 working days. UWL currently uses External Examiners for all levels of the programme.

8.2.8 NCD

Module Tutors at the OBC will be responsible for marking the student submissions for each assessment. OBC will also be responsible for assigning a second marker from their teaching team who will moderate a sample of work from each assessment – 10% of the cohort size or 8 samples (whichever is greater) as stipulated by the New College Durham Assessment Regulations. First and second marking should be completed within 4 working weeks (20 working days) of submission.

Once the first and second marking has taken place the sample should be uploaded to the relevant module folder held within the Moderation section of the partner SharePoint site on day 20. The sample should include:

- 8.2.8.1 The full anonymised marks list for the module, with the sample clearly highlighted;
- 8.2.8.2 The submitted work for the chosen sample, and corresponding Module Tutor feedback;
- 8.2.8.3 Any guidance for the New College Durham Internal Quality Assessment (IQA) t team, as necessary.

The IQA team will be notified by email that the sample has been uploaded and is ready to be moderated, NCD will then complete the moderation process and send it to the External Examiner for final external verification and sign-off.

8.3 RUL

RUL also operates a four-stage process where the first marking is done by OBC with OBC selecting 10% sample in line with sampling process stipulated by RUL for initial internal

moderation. The sample moderated is then sent to RUL for them to complete their internal moderation of the sample moderated by OBC although UWL can still select more samples before they send it to the External Examiner for final sign-off.

Marking and moderation should be completed within 20 working days.

Currently, RUL does not use External Examiners in the marking and moderation process at levels 3 and 4.

8.4 BNU

BNU Operates a three-stage process in the marking and moderation od assignments. First, OBC will mark students' submissions and once first marking is done by OBC, all grades are downloaded and submitted to BNU for them to do all internal moderations (10% sampling) before they send it to their appointed External Examiners to sign-off and complete the moderation process.

Marking and moderation should be completed within three weeks after submission deadline. Currently, BNU does not use External Examiners in the marking and moderation process at levels 3 and 4.

9 Deadlines

Students must submit their assignments and take examinations according to strict deadlines stated within the assignment briefs. Student are informed about the deadlines at the start of their course in module booklets and assignment briefs. Deadlines are explained at induction and provided to students on the respective partner institutions' Virtual Learning Environment (VLE) or that of OBC's where applicable. Deadlines may sometimes be changed in consultation and prior approval of respective partner institutions. Students will be notified in advance if an assessment date is changed for any reason.

Submission dates should be set within the recognised term time, excluding Bank Holidays. It is considered good practice to ensure submission dates correspond to normal patterns of attendance although this may not always be the case.

10 Extension Request

Extensions to assessment deadlines are normally granted to students who for unforeseen circumstances may have to apply to be given an extension to the deadline. Granting of extensions will be done in line with partner regulations and policies.

11 Mitigating Circumstances

Mitigating circumstances involve significant challenges impacting a student's ability to meet assessment deadlines, such as health issues or personal crises. Students should seek guidance from Academic staff or OBC's registry staff, who can assist in navigating the appropriate process,

as each partner institution has its own specific procedures for handling such circumstances.

All mitigation applications will be considered by the mitigation panel under OBC's registry or sent to Partner Institutions where this is not a delegated responsibility to OBC.

12 Marking of Assessments

The underlying assessment principles of fairness, consistency and confirmation of Academic Standards will be applied in the marking of all assessment components. All marking will be conducted with the aim of confirming the academic levels of achievement reached by each individual student irrespective of his/her individual background, age, gender, race, or other physical or social characteristics or origins. These principles will be ensured through:

- 12.1 The use of assessment criteria
- 12.2 The use of anonymous marking (where appropriate), double marking and moderation procedures.
- 12.3 The confirmation of fairness, consistency during moderation and the achievement and confirmation of academic standards by External Examiners.
- 12.4 The confirmation of the academic performance of each individual student at the relevant assessment-examinations board.

Each partner may have a different approach to the awarding of credit against the learning outcomes.

13 Feedback on Submissions

Students receive feedback for their summative submissions which will justify the grade they have received and highlight the good areas, areas which held the work back and how the student could improve. Feedback given must be timely, constructive, and helpful to the student. Feedback is normally given within a specified period after submission, and this may differ among partner institutions. Information on this will be within the assignment briefs issued to students and within academic regulations of partner institutions (see section 2)

14 Internal Moderation

Second marking and internal moderation are quality assurance processes where an additional Assessor reviews the marked work to ensure fairness and consistency in the marking process. This practice involves a sample review of a selection of assessments by designated Moderators, normally 10%. This process is designed to uphold academic standards and fairness in evaluation. Specific procedures and the extent of these practices are determined by the policies of partner institutions, which provide detailed guidelines tailored to their respective requirements.

15 External Verification/Examination

External examination involves reviewers from outside the institution assessing programme assessments to ensure alignment with broader academic and sector standards. External

Examiners send their reports to the partner University who will then make the report available to the Head of Programme at OBC to respond and address any action points. The reports will then be discussed in programme committees and other academic and quality assurance related committees, involving students, to address any issues raised by external examiners, promoting transparency and student engagement in quality assurance. The approach to utilising External Examiners' insights varies among partners, reflecting the diversity and tailored quality assurance practices across collaborations.

Normally, External Examiners are not used in the marking process at levels 3 and 4 although some partner institutions such as the University of West London do use External Examiners at all levels.

16 Non-submissions and Late Submissions

All examinations, coursework (e.g., assignments), and any other timed modes of assessment (e.g., presentations) that are not attended or submitted will normally receive a mark of 0% (zero), except in cases of accepted mitigating circumstances, approved deferrals, or extensions. Any assessment components that are not submitted, attended, or completed by the final submission date, and for which there is no explanation, will also normally receive a mark of 0% (zero). Specific details and exceptions are subject to the academic regulations of each individual partner institution.

All qualifying late submissions (normally work submitted within 10 working days of the submission deadline, except RUL which does not allow late submissions) without mitigations or extensions will be capped at the pass mark only which is normally 40% or 42% for RUL.

17 Re-submissions

Resubmission attempts allow students to improve and resubmit their work after receiving feedback, usually within a specified period given after the assessment Boards. This process is designed to support student learning and progression, although marks are normally capped at the pass mark which is usually 40% (42% for RUL) unless students have a mitigation in place. Grade limitations for resubmitted work, can vary according to each partner institution's policies please see section 2.

18 Academic Appeals

An academic appeal is a formal process through which a student can request a review of an academic decision, if they believe there has been an error or an unfair assessment. It is a mechanism for students to seek a reconsideration of decisions that may have a significant impact on their academic progress. It is important to note that students cannot challenge academic judgement; most partner policies only allow for appeals based on procedural irregularity or unfair assessment. Students should refer to the academic appeals policy or consult the partner assessment regulations in section 2 for detailed procedures and

requirements regarding academic appeals. All Academic appeals are considered by the partner institutions.

19 Retakes

Retakes offer students another chance to succeed after unsuccessful resit attempts and failing the module, involving new assignments or exams. This process might necessitate additional class attendance, potentially incurring extra fees and extending the course duration. The rules can vary according to each partner institution's policies please see section 2. Students are encouraged to minimise retakes when possible.

20 Appendix 1 Assignment Scrutiny Checklist

Module code and title:	Academic year:
Assignment number and type:	

20.120.1 Assignment information

Assignment	Has the correct assignment brief template been used, i.e., the correct	
brief template	year and the correct template for the level and credit framework of the	
	module?	
Assignment no.	Is the assignment as specified in the module descriptor?	
and type		
Weighting	Is the weighting as specified in the module descriptor?	
Submission	Is the submission deadline clearly stated?	
Feedback	Is the feedback date within 15 working days of the submission	
	deadline?	

20.220.2 Assignment task

Purpose and	Is the purpose of the task clear and aligned to the learning outcomes					
statement of	as stated in the module descriptor?					
task	Is the task clearly and concisely stated and, if relevant, is the process					
	for its completion clear and logically sequenced?					
	Is instructional language (e.g., task verbs, etc.) clear, accessible, and					
	level appropriate?					
	Is word count (or equivalence) clearly stated, achievable and level					
	appropriate?					
Text type	Is the text type of the task explicit (e.g., essay, report, etc.) and					
	appropriate to the outcomes and purpose?					
	If the text type is unfamiliar to students, is it clear how it should be					
	presented and organised (e.g., via exemplars provided as part of in-					
	class activities or via the VLE)?					
Role of student	Is the role of the student and the audience for this task clear (this is					
and audience	likely to be of relevance for authentic tasks, but can be assumed for					
	'academic' tasks)?					

20.320.3 Referencing and presentational requirements

Referencing	Is the expected approach to referencing clearly identified?	
	If relevant, has level appropriate guidance been provided on the	
	amount and nature of reading/referencing/research required?	
Presentation	If relevant, is it clear how the task should be presented (format,	
	typographical requirements, etc.)?	

20.420.4 Assessment criteria

Assessment	Have the criteria been included at the end of the assignment brief?	
criteria	Are the criteria clearly and meaningfully aligned to the learning	
	outcomes associated with this task?	
	Are the criteria expressed in clear, accessible, level appropriate	
	language?	

20.520.5 Submission details

Submission	Is information on submission specific, clear, and relevant to the
	required format of the task?

20.620.6 Comments

Please provide recommendations on how to address any issues identified				
Assessor's name and role:	Date:			

Following completion of the scrutiny process, the assessor should complete the relevant internal/external approval information in the assignment brief footer

21 Appendix 1 BNU Generic marking grid

Criteria	%	70% +	60-69%	50-59%	40-49%	<40%
		EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	Fail
Research Skills	10	Evidence of robust	Evidence of	Evidence of good	Evidence of	Little evidence of any
		and relevant	particularly good	research using	satisfactory research	research; little
		research using	research using	primary and	using primary and	reference to
		primary and	primary and	secondary research	secondary research	appropriate secondary
		secondary research	secondary research	and a diverse range	and a diverse range of	literature.
		and a diverse range	and a diverse range of	of sources.	sources.	
		of sources.	sources.			
Knowledge and	20	Excellent critical	Particularly good	Good critical	Satisfactory critical	Superficial
understanding		discussion of key	critical discussion of	discussion of key	discussion of key	understanding
		concepts,	key concepts,	concepts,	concepts,	demonstrated through
		contradictions, and	contradictions, and	contradictions, and	contradictions, and	minimal secondary
		underpinning	underpinning theory	underpinning	underpinning theory	research and lack of
		theory supported	supported through	theory supported	supported through	integration of models
		through verifiable	verifiable sources	through verifiable	verifiable sources	and concepts.
		sources		sources		
Analysis	30	Excellent analysis	Particularly good	Good analysis with	Satisfactory analysis	No effort to explain or
and application		with organised and	analysis with	organised and clear	with organised and	evaluate.
		clear explanation of	organised and clear	explanation of	clear explanation of	
		meaning and how	explanation of	meaning and how it	meaning and how it	
		it can be applied.	meaning and how it	can be applied.	can be applied.	
			can be applied.			
Evaluation	30	Excellent	Particularly good	Good evaluation of	Satisfactory evaluation	Fails to address all
		evaluation of the	evaluation of the	the impact of	of the impact of	parts of the task – key
		impact of different	impact of different	different models on	different models on	issues not identified or
		models on intra	models on intra and	intra and inter-	intra and inter-	conclusions
		and inter-	inter-organisational	organisational	organisational	inappropriate. No
		organisational	practice.	practice.	practice.	recommendations
		practice.				made.
Assignment	10	Brief met fully and	Brief met fully and	Brief met	Brief met adequately	Brief not fully met. Far
parameters		directly . Within	directly . Within word	adequately and	and directly . Within	too long or too short.
		word count. Clearly	count. Clearly written	directly . Within	word count. Clearly	Unclear structure and
		written and	and presented.	word count. Clearly	written and presented.	poor presentation.
		presented.	Professional style,	written and	Professional style,	Inappropriate
		Professional style,	structure, and	presented.	structure, and	referencing.
		structure, and	referencing.	Professional style,	referencing.	
		referencing.		structure, and		
				referencing.		

22 Appendix 2 UWL Generic marking grid

Marking scheme:

100-80%	79-70% 69-60%		59-50%	49-40%	39-30%	29-0%
The work	The work The work		The work	The work	The work	The work
produced is	produced is	meets all the	produced	produced	produced	produced
exceptional	of excellent	intended	meets all the	meets all the	fails to meet	fails to meet
in most/all	quality,	learning	intended	intended	all the	all the
aspects,	spects, exceeding		learning	learning	intended	intended
exceeding	ceeding expectations and exc		outcomes	outcomes at,	learning	learning
expectations	for this level	the	and exceeds	but rarely	outcomes	outcomes
	in many	threshold	the	exceeding	and is	and is
	aspects.	expectations	threshold	the	marginally	inadequate
			expectations	threshold	inadequate	for this level.
		in several of	in some of	expectations	for this level	
		them	them.	for this level.		

23 Appendix 3 NCD Generic marking grid

		Categories								
	Grade	Relevance	Knowledge	Analysis	Argume	Critical	Presentation	Reference		
					nt and	Evaluatio		to		
					Structure	n		Literature		
	86 –	The work exa	amined is exem	plary and pro	vides evidenc	e of a complete g	grasp of the kno	owledge,		
	100%	understanding and skills appropriate to the Level of the qualification. There is also ample excellent								
		evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied. At this level it is expected that the work will be exemplary in all the categories cited								
		above. It will	above. It will demonstrate a particularly compelling evaluation, originality, and elegance of							
		argument, in	iterpretation, o	r discourse.						
	76-	The work exa	amined is outst	anding and d	emonstrates c	comprehensive k	nowledge, und	erstanding		
	85%	and skills app	oropriate to the	e Level of the o	qualification. 7	There is also exce	llent evidence	showing that		
		all the learnir	ng outcomes a	nd responsibi	lities appropria	ate to that level a	re fully satisfied	d. At this level,		
		the work will	be outstanding	g in most of th	ne categories (cited above or by	demonstrating	g particularly		
		compelling e	evaluation and	elegance of ar	gument, inter	pretation, or disc	course.			
		The work examined is excellent and is evidence of comprehensive knowledge, understanding and								
		skills approp	riate to the Lev	el of the quali	fication. There	e is also excellent	evidence show	ving that all		
*uc	70 –	the learning	outcomes and	responsibilitie	es appropriate	to that level are	satisfied at thi	s level it is		
nctio	75%	the learning outcomes and responsibilities appropriate to that level are satisfied at this level it is expected that the work will be excellent in most of the categories cited above or by demonstrating								
Distinction		particularly c	compelling eval	uation and el	egance of argi	ument, interpreta	ation, or discou	rse.		
		Directly	А	Good	Coherent	May contain	Written,	Critical		
		relevant to	substantial	analysis,	and	some	with	appraisal of		
	60 –	the	knowledge	clear and	logically	distinctive or	standard	up- to-date		
	69%	requireme	of relevant	orderly,	structured,	independent	spelling	and/or		
		nts of the	material,	with	using an	thinking; may	and	appropriate		
		assessment	showing a	consistent	appropriat	begin to	grammar,	literature.		
			clear grasp	links from	e mode of	formulate an	in a	Recognition		
			of themes,	analysis to	argument	independent	readable	of different		
			questions,	solutions	and/or	position in	style with	perspectives.		
			and issues	of	theoretical	relation to	acceptable	Particularly		
			therein	problems	mode(s)	theory and	format	effective use		
C				in a work		the		of source		
ctio				context.		application of		material.		
Distinction						practice in a		Uses a range		
						work context.		of sources		

		Some	Adequate	Some	Some	Sound	Competently	Uses a
		attempt to	knowledge	analytical	attempt	work	written, with	variety of
	50 –	address	of a fair	treatment,	to	which	only minor	literature
	59%	the	range of	but may	construct	expresses	lapses from	which
		requireme	relevant	be prone	а	a coherent	standard	includes
		nts of the	material,	to	coherent	position	grammar,	some recent
		assessment	with	descriptio	argumen	and	with	texts and/or
		:	intermittent	n,	t, but	evaluates		appropriate
ij		may drift	evidence of	or to	may	appropriatenes		literature,
Merit					suffer loss of	S		
	l .			I .			l l	

24 Appendix 4 RUL Generic marking grid

ASSESSMENT	Fail (30%-0)	Marginal Fail	Third (40%-49%)	2:2 (50%-59%)	2:1(60%-69%)	1st (70%-
PILLARS 1-4		(35%-39%)				100%)
aligned to Core			Threshold level			
Competencies* and						
key knowledge, skills,						
and abilities.						
1. EXPLORE						
Research & Analysis	Research and	Research and	Research &	Research &	Research &	Research &
	analysis are	analysis are	analysis is	analysis is	analysis goes	analysis goes
	incomplete.	limited and/or	sufficient.	comprehensive	beyond	beyond
		insufficient.		reflecting	established	established
	There are very		There is a	established	sources and	sources and
	few/no	There are few	reasonable range	sources and	guidelines	guidelines
	established	established	of established	guidelines		
	referenced	referenced	referenced		There is a	There is an
	sources.	sources	sources	There is a good	particularly good	excellent
				range of	range of	range of
				established and a	established and	established
				few others	additional	and
				referenced sources	referenced	additional
					sources	referenced
						sources
	Missing/unclear/	Limited and/or	Reference to	Reference to	Reference to	Reference to
	irrelevant	insufficient	industry/business	industry/business	industry/business	industry/busi
	reference to	reference to	practice and/or	practice and/or	practice and/or	ness practice
	industry/busines	industry/busines	personal work-	personal work-	personal work-	and/or
	s practice and/or	s practice and/or	based learning	based learning	based learning	personal

personal work-	personal work-	and experience	and experience	and experience	work-based
based learning	based learning	meets required	reflecting elevated	reflecting an an	learning and
and experience	and experience	level for learning	level of research	extremely	experience
		outcomes for	and analysis	elevated level of	reflecting an
		research and		research and	outstanding
Missing or	Limited	analysis	Good reference to	analysis	level of
inaccurate	reference to		established and/or		research and
reference to	established	Satisfactory	relevant current	Particularly good	analysis
established	and/or relevant	reference to	events and social	reference to	
and/or relevant	current events	established and/or	issues	established and/or	Excellent
current events	and social issues	relevant current		relevant current	reference to
and social issues		events and social		events and social	established
		issues		issues	and/or
					relevant
					current
					events and
					social issues
Information	Limited	Good	Particularly good	Excellent	Outstanding
presented does	understanding	understanding of	understanding of	understanding of	understandin
not relate to the	of established	established	established	established	g of
task	principles,	principles,	principles,	principles,	established
	frameworks,	frameworks,	frameworks,	frameworks,	principles,
Significant	criteria and/or	criteria and/or	criteria and/or	criteria and/or	frameworks,
errors,	methods and	methods and	methods and	methods and	criteria
inaccuracies,	techniques	techniques	techniques	techniques.	and/or
and/or					methods and

	inconsistencies	Referencing is	Referencing is	Complete,	Complete and	techniques
	in referencing.	not complete,	sufficiently	accurate and	accurate	
		accurate and/or	complete,	consistent	referencing	Complete
		consistent.	accurate and	approach to	applied	and accurate
		There are many	consistent, with a	referencing with	consistently	referencing
		omissions,	few omissions,	some errors.	throughout with	applied
		errors, and/or	errors, and/or		minimal errors	consistently
		inconsistencies.	inconsistencies.			throughout
Subject Knowledge	Missing,	Sometimes	Applies an	Applies an	Applies an	Applies an
	inaccurate	applies an	understanding of	understanding of	understanding of	understandin
	and/or	understanding	established areas	established areas	established areas	g of
	incomplete	of established	of knowledge and	of knowledge and	of knowledge and	established
	understanding	areas of	an appreciation of	an appreciation of	an appreciation of	areas of
	of established	knowledge and	where theories,	where theories,	where theories,	knowledge
	areas of	an appreciation	ideas and	ideas and	ideas and	and an
	knowledge and	of where	concepts are open	concepts are open	concepts are open	appreciation
	an appreciation	theories, ideas	to ongoing debate	to ongoing debate	to ongoing debate	of where
	of where	and concepts	and reformulation	and reformulation	and reformulation	theories,
	theories, ideas	are open to	in familiar and	in familiar and	in familiar and	ideas and
	and concepts	ongoing debate	unfamiliar	unfamiliar	unfamiliar	concepts are
	are open to	and	contexts	contexts	contexts to an	open to
	ongoing debate	reformulation in		sometimes to an	elevated level	ongoing
	and	familiar and	Satisfactory	elevated level		debate and
	reformulation in	unfamiliar	evaluation of		Particularly good	reformulation
	familiar and	contexts	strengths and	Good evaluation of	evaluation of	in familiar

unfamiliar		weaknesses a	strengths and	strengths and	and
contexts	Some evidence		weaknesses	weaknesses	unfamiliar
	of evaluation of	Knowledge and			contexts to a
Little to no	strengths,	understanding of		Knowledge and	consistently
evidence of	weaknesses	established	Knowledge and	understanding of	elevated level
evaluation of		principles,	understanding of	established	
strengths,		frameworks,	established	principles,	Outstanding
weaknesses	Knowledge and	criteria and/or	principles,	frameworks,	level of
	understanding	methods and	frameworks,	criteria and/or	evaluation of
Knowledge and	of established	techniques to deal	criteria and/or	methods and	strengths and
understanding	principles,	with failures and	methods and	techniques to deal	weaknesses
of established	frameworks,	problems of ICT	techniques to deal	with failures and	
principles,	criteria and/or	meets required	with failures and	problems of ICT is	Knowledge
frameworks,	methods and	level	problems of ICT is	particularly good	and
criteria and/or	techniques to		good		understandin
methods and	deal with failures				g of
techniques to	and problems of				established
deal with	ICT is limited				principles,
failures and					frameworks,
problems of ICT					criteria
requires further					and/or
development					methods and
					techniques to
					deal with
					failures and
					problems of

						ICT is
						outstanding
Critical Thinking &	Does not	Sometimes	Identifies and	Identifies and	Identifies and	Identifies and
Reflection	Identify and	identifies and	applies	applies	applies	applies
	apply	applies	established	established	established	established
	established	established	principles,	principles,	principles,	principles,
	principles,	principles,	concepts	concepts	concepts	concepts
	concepts	concepts	theoretical	theoretical	theoretical	theoretical
	theoretical	theoretical	frameworks and	frameworks and	frameworks and	frameworks
	frameworks and	frameworks and	approaches in	approaches in	approaches in	and
	approaches in	approaches in	familiar and	familiar and	familiar and	approaches
	familiar and	familiar and	unfamiliar	unfamiliar	unfamiliar	in familiar
	unfamiliar	unfamiliar	contexts	contexts	contexts often to	and
	contexts	contexts		sometimes to an	an elevated level	unfamiliar
			Sufficient	elevated level		contexts to a
	Little evidence	Some evidence	evidence of		Comprehensive	consistent
	of reflective	of reflective	reflective thinking	Good approach to	approach to	elevated level
	thinking to	thinking to	to evaluate own	reflective thinking	reflective thinking	
	evaluate own	evaluate own	beliefs, biases, and	to evaluate own	utilised to evaluate	Thorough
	beliefs, biases,	beliefs, biases,	assumptions	beliefs, biases, and	own beliefs, biases,	approach to
	and	and		assumptions	and assumptions	reflective
	assumptions	assumptions				thinking
			Demonstrates	Demonstrates	Demonstrates	utilised to
	Further	Some	sufficient self-	good self-	comprehensive	evaluate own
	development	demonstration	awareness and	awareness and	self-awareness	beliefs, biases,
	needed for	of self-	regulation of own	regulation of own	and regulation of	and

	accurate self-	awareness	and others'	and others'	own and others'	assumptions
	awareness	and/or	emotions, to	emotions, to	emotions, to	
	and/or	regulation of	enhance	enhance	enhance	Demonstrate
	regulation of	own and/or	communication,	communication,	communication,	s insightful
	own and/or	others'	and understands	and understands	and understands	self-
	others'	emotions, to	and manages	and manages	and manages	awareness
	emotions, to	enhance	difficult social	difficult social	difficult social	and
	enhance	communication,	situations, and	situations, and	situations, and	regulation of
	communication,	understands	accurately	accurately	accurately	own and
	understands	and/or manages	perceives and	perceives and	perceives and	others'
	and/or manages	difficult social	manages	manages	manages	emotions, to
	difficult social	situations, and	physiological	physiological	physiological	enhance
	situations, and	accurately	experiences	experiences	experiences	communicati
	accurately	perceives and	appropriately			on, and
	perceives and	manages				understands
	manages	physiological				and manages
	physiological	experiences				difficult social
	experiences					situations,
						and
						accurately
						perceives and
						manages
						physiological
						experiences
Problem Solving	Further	Sometimes	Applies	Applies	Applies	Applies
	development	applies	established	established	established	established

needed	to established	problem-s	olving proble	m-solving	problem-solv	ving	problem-	
demonstra	te problem-solving	g technique	s to techni	ques to	techniques	to	solving	
ability to	apply techniques t	to investigate	e given investi	gate given	investigate	given	techniques	s to
established	investigate	problem	using proble	m using	problem	using	investigate	ļ.
problem-sc	olving given probler	m informatio	n and inform	nation and	information	and	given	
techniques	s to using	data in	familiar data	in familiar	data in fa	amiliar	problem	
investigate	information an	nd and ur	nfamiliar and	unfamiliar	and unfa	amiliar	using	
given pro	oblem data in familia	ar contexts.	conte	cts to a	contexts to	o an	information	n
using	and unfamilia	ar	somet	imes to	elevated leve	el	and data	in
information	n and contexts	Sufficient	elevat	ed level			familiar a	and
data in fa	miliar	coverage	and/or		Comprehens	sive	unfamiliar	
and unfai	miliar Coverage and/o	or synthesise	s of Good	coverage	coverage	and	contexts to	э а
contexts	synthesises	mostly	relevant and/or	mostly	accurate		consistently	У
	requires som	ne informatio	n to accura	ite	synthesises	of	elevated lev	vel
Missing a	and/or additional	formulate	some synthe	esises of	information	to		
inaccurate	relevant	useful	inform	nation to	formulate	very	Thorough	
coverage a	and/or information t	to recommer	ndation formu	late useful	sound		and accura	ate
synthesises	s of formulate	s to add	ress an recom	mendations	recommend	ations	synthesises	s of
relevant	appropriate	establishe	d to a	ddress an	to address	s an	information	n
information	n to recommendation	o problem	establ	ished	established		to formula	ate
formulate	ns to address a	an 📗	proble	m	problem		excellent	
appropriate	e established						recommen	ıda
recommen	idatio problem						tions	to
ns to addre	ess an						address	an
established	d						established	k
problem							problem	

2. CREATE						
Ideation	Rarely	Sometimes	Sythesises	Sythesises	Sythesises	Sythesises
	sythesises	sythesises	information and	information and	information and	information
	information and	information and	ideas and	ideas and	ideas and	and ideas and
	ideas and	ideas and	formulates	formulates	formulates	formulates
	formulates	formulates	creative proposals	creative proposals	creative proposals	creative
	creative	creative	to address	to address	to address	proposals to
	proposals to	proposals to	established issues	established issues	established issues	address
	address	address	or opportunities	or opportunities	or opportunities	established
	established	established		sometimes to an	often to an	issues or
	issues or	issues or		elevated level	elevated level	opportunities
	opportunities	opportunities	Evidence of			to a
			identification of			consistent
	Little/no		relevant personal	Evidence of	Evidence of	elevated level
	evidence of	Some evidence	interests and	identification of	identification of	
	identification of	of identification	values,	relevant personal	relevant personal	
	relevant	of relevant	appropriately	interests and	interests and	Evidence of
	personal	personal	applied to the task	values,	values,	identification
	interests and	interests and		appropriately	appropriately	of relevant
	values,	values,		applied to the task	applied to the task	personal
	appropriately	appropriately		demonstrating	demonstrating	interests and
	applied to the	applied to the		good	comprehensive	values,
	task	task		understanding	understanding	appropriately
						applied to the

						task
						demonstratin
						g innovation
Experimentation	Understanding	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrate
	of established of	some	satisfactory	good	comprehensive	s outstanding
	principles,	understanding	understanding of	understanding of	understanding of	understandin
	frameworks,	of established of	established of	established of	established of	g of
	criteria, and	principles,	principles,	principles,	principles,	established of
	techniques of	frameworks,	frameworks,	frameworks,	frameworks,	principles,
	skills in selected	criteria, and	criteria, and	criteria, and	criteria, and	frameworks,
	techniques	techniques of	techniques of	techniques of skills	techniques of skills	criteria, and
	applicable to	skills in selected	skills in selected	in selected	in selected	techniques of
	experimentatio	techniques	techniques	techniques	techniques	skills in
	n requires	applicable to	applicable to	applicable to	applicable to	selected
	further	experimentation	experimentation	experimentation	experimentation	techniques
	development					applicable to
		Some evidence	Sufficient analysis	Good analysis and	Comprehensive	experimentat
	Little evidence	of analysis and	and evaluation of	evaluation of	analysis and	ion
	of analysis and	evaluation of	relevant	relevant	evaluation of	
	evaluation of	relevant	information and	information and	relevant	Thorough
	relevant	information and	data using	data using	information and	analysis and
	information and	data using pre-	established	established	data using	evaluation of
	data using	defined	methods	methods	established	relevant
	established	methods			methods	information
	methods					and data
						using

						established
						methods
Technical	Technical	Technical	Technical	Technical	Technical	Technical
Competence	competence	competence	competence	competence is at a	competence is of a	competence
	does not meet	does not	consistently	consistently	consistently	is of a
	the required	consistently	meets the	elevated level	outstanding level	consistently
	level to meet	meet the	required level to			outstanding
	the learning	required level to	meet the learning	Selection of	Selection of	level
	outcomes.	meet the	outcomes	information is	information is	
		learning		accurate and	proficient and	Selection of
		outcomes.	Selection of	comprehensive.	insightful.	information is
	The selection of		information is			proficient and
	information is	The selection of	satisfactory.	Information is	Information is	insightful.
	incorrect or	information is		goodly applied to	sophisticatedly	
	minimal.	inconsistent.	Information is	the task	applied to the task	Information is
	Information is	Information is	sufficiently			innovatively
	applied	applied	applied to meet	Confident	Confident	applied to the
	inadequately or	inaccurately to	the learning	adoption of	adoption of	task
	incoherently to	the task.	outcomes.	applications,	applications,	
	the task			including Al	including Al	Confident
		Adoption of	Confident	applications, new	applications, new	adoption of
	Adoption of	applications,	adoption of	devices, software,	devices, software,	applications,
	applications,	including AI	applications,	and services is at a	and services is at a	including Al
	including Al	applications,	including AI	consistently	consistently	applications,
	applications,	new devices,	applications, new	elevated level	outstanding level	new devices,

	new devices,	software, and	devices, software,			software, and
	software, and	services is not at	and services is at a			services is at a
	services is not at	a consistent	consistent			consistently
	the required	required level	required level			outstanding
	level.					level
Communication &	Little / no	Further	Organises and	Organises and	Organises and	Organises
Presentation	evidence of	development	communicates	communicates	communicates	and
	ability to	needed to	relevant	relevant	relevant	communicat
•	organise and	demonstrate	information,	information,	information,	es relevant
	communicate	ability to	expresses	expresses	expresses	information,
	relevant	organise and	themselves	themselves	themselves	expresses
	information,	communicate	creatively, using	creatively, using	creatively, using	themselves
	expresses	relevant	established	established criteria	established criteria	creatively,
	themselves	information,	criteria or	or framework to a	or framework to a	using
	creatively, using	expresses	framework	high level.	consistently	established
	established	themselves			important level	criteria or
	criteria or	creatively, using				framework
	framework	established				to an
		criteria or		Presentation		outstanding
		framework	Presentation	format is effective.	Presentation	level
	Presentation		format is	It meets	format is	
	format is		appropriate. It	established	insightful. It	
	inappropriate. It	Presentation	meets the	industry/business	meets/expands on	
	does not follow	format is	minimum pre-	protocols.	established	Presentation
	established	ineffective. It	defined		industry/business	format is

industry/busines	does not meet	industry/business		protocols.	innovative. It
s protocols.	established	protocols.	Most information		meets/expan
	industry/busines		is relevant to the	All information is	ds on
Irrelevant	s protocols.	Information is	task	relevant to the	established
information.		sufficiently		task	industry/busi
Does not	Partially relevant	relevant to the	The needs of the		ness
effectively	information to	task.	intended audience	Evidence that the	protocols.
address the	address the		are understood,	needs of the	
task.	task.	The needs of the	and the	intended	All
		intended	requirements are	audience are fully	information is
There is	The needs of the	audience are	met to a proficient	understood and	relevant to
evidence that	intended	sufficiently	level	fully met to a	the task with
the needs of the	audience are	understood and		comprehensive	some
intended	not sufficiently	met, to meet the		level	additional
audience are	understood	learning			insights
not understood.	and/or met with	outcomes.	Good structure,		
	significant		flow, and timing		Evidence that
	irrelevance or			Professional	the needs of
	omissions.			approach to	the intended
		Satisfactory		structure, logical	audience are
Lack of structure	Inconsistent	structure, flow,		flow, and excellent	fully
and/or lacking	structure, and/or	and timing with		timing	understood
flow and/or	flow not logical	room for			and fully met
significantly	and/or slightly	improvement			at a
under/over	under/over time				professional
timing					level

						Professional approach to structure, logical flow, and excellent timing
Structure and	The introduction	The introduction	The introduction	The introduction	The introduction	The
presentation of	is missing/	is missing/	outlines the	defines terms and	sets the context,	introduction
written reports	unclear/ needs	unclear/ needs	subject, but it	outlines how the	defines terms and	sets the
	to be clearly	to be clearly	could be	work will be	outlines the	context,
	aligned to the	aligned to the	improved with	presented.	structure of the	defines terms
	focus of the	assessment and	more detail, and		work to be	and outlines
	assessment and	guide the reader	clarity.	Each paragraph	presented.	the structure
	guide the reader	to what is going		has only one main		of the work to
	as to what is	to be covered.	Most paragraphs	idea.	Each paragraph	be presented.
	going to be		are clearly written		focuses on one	
	covered.	The paragraphs	with only one idea		idea.	Each
		tend to be either	discussed in each	Overall, the work is		paragraph
	The structure of	too long (with	one	appropriately	There is a clear	focuses on
	the work could	more than one		structured,	structure which	one idea.
	be improved by	idea) and/or	The flow of	although the order	links each	

presenting only	unclear	arguments	of paragraphs	paragraph.	There is a
one idea in each		between	could be		clear
paragraph	The structure of	paragraphs is	improved.	The discussion of	structure
	the work could	logical		ideas shows	which links
The paragraphs	be improved by			evidence of critical	each
need to follow a	focusing on one	The discussion of		awareness and	paragraph.
logical order	idea in each	key points shows	The discussion of	insights	
	paragraph	some evidence of	ideas shows		The
The discussion	and/or	critical analysis	evidence of critical	There is a clear and	discussion of
points need to	organising the		awareness.	concise conclusion	ideas shows
be made clearer	paragraphs into			which summarises	evidence of
	a logical order	The conclusion		the key points	critical
		could be	The conclusion is	related to the	awareness
The conclusion	The discussion	improved with a	clearly written and	assessments	and insights
needs be	needs to cover	clearer summary	brings together		
succinct and	the main points	of key points.	the key points.		There is a
summarise the	with critical				clear and
main points.	analysis				concise
					conclusion
	Conclusion				which
	needs to				summarises
	summarise the				the key points
	main points and				related to the
	should not				assessments
	introduces				
	innovative ideas				

		at this point.				
Use of words,	Use of words	Use of words	Use of words and	Effective use of	Particularly	Excellent use
sentence	and long	and long	sentence	words and	effective use of	of words and
construction,	sentences	sentence	construction is at	sentence	words and	sentence
grammar, and	meant that this	construction	the appropriate	construction is	sentence	construction
punctuation	was hard to	leads to a loss of	level.	relevant and	construction is	is highly
	follow and/or	flow and clarity.		conveys meaning	highly relevant	relevant and
	confusing in		There are some	effectively.	and fluent.	fluent.
	places.	There are many	spelling,			
		spelling and	punctuation,	There is few	There was no	There was no
	There are many	typographical	grammatical	spelling,	spelling,	spelling,
	spelling,	errors.	errors, and/or	punctuation,	punctuation,	punctuation,
	punctuation,		typographical	grammatical	grammatical	grammatical

	and	Careful	errors which	and/or	and/or	and/or
	grammatical	proofreading is	reduce the	typographical	typographical	typographical
	errors.	needed and/or	fluency.	errors.	errors.	errors.
		additional				
	Careful	support with	Careful	Careful		
	proofreading is	academic	proofreading is	proofreading		
	needed, and/or	writing.	needed.	would improve		
	additional			this work.		
	support with					
	academic					
	writing.					
3. INFLUENCE						
Social Impact	Incomplete	Some	Sufficient	Good	Fluent	Extensive and
	and/or	consideration or	consideration and	consideration and	consideration and	informed
	inadequate	engagement	application of	application of	integration	synthesis of
	consideration or	regarding	established	established	synthesis of	established
	engagement	impact of	practices with	practices with	established	practices with
	regarding	established	regards to impact	regards to impact	practices with	regards to
	impact of	practices in	on familiar and	on familiar and	regards to impact	impact on
	established	familiar and	unfamiliar	unfamiliar	on familiar and	familiar and
	practices in	unfamiliar	contexts.	contexts.	unfamiliar	unfamiliar
	familiar and	contexts.	Sufficient in	Good ability to	contexts.	contexts.
	unfamiliar	Some evidence	relating to and	relate to and work	High level ability to	
	contexts.	of relating to	working	effectively across	relate to and work	Outstanding
		and working	effectively across	cultures including	effectively across	ability to
	Further	effectively	cultures including	intercultural	cultures including	relate to and

development	across cultures	intercultural	engagement,	intercultural	work
needed to	including	engagement,	cultural	engagement,	effectively
demonstrate	intercultural	cultural	understanding,	cultural	across
competence in	engagement,	understanding,	and intercultural	understanding,	cultures
relating to and	cultural	and intercultural	communication	and intercultural	including
working	understanding,	communication		communication	intercultural
effectively	and intercultural		Demonstrates		engagement,
across cultures	communication	Demonstrates	good self-	Demonstrates self-	cultural
including		sufficient self-	awareness and	awareness and	understandin
intercultural	Some	awareness and	regulation of own	regulation of own	g, and
engagement,	demonstration	regulation of own	and others'	and others'	intercultural
cultural	of self-	and others'	emotions, to	emotions, to	communicati
understanding,	awareness	emotions, to	enhance	enhance	on
and intercultural	and/or	enhance	communication,	communication,	
communication	regulation of	communication,	and understands	and understands	
	own and/or	and understands	and manages	and manages	Demonstrate
	others'	and manages	difficult social	difficult social	s self-
Further	emotions, to	difficult social	situations, and	situations, and	awareness
development	enhance	situations, and	accurately	accurately	and
needed for	communication,	accurately	perceives and	perceives and	regulation of
accurate self-	understands	perceives and	manages	manages	own and
awareness	and/or manages	manages	physiological	physiological	others'
and/or	difficult social	physiological	experiences	experiences to an	emotions, to
regulation of	situations, and	experiences		elevated level	enhance
own and/or	accurately	appropriately			communicati
others'	perceives and		Good ability to	High level ability to	on, and

emotions,	, to manages		identify personal	identify personal	understands
enhance	physiological	Sufficiently	convictions in	convictions, in	and manages
communi	cation, experiences	identifies personal	relation to social	relation to social	difficult social
understar	nds	convictions in	impact and	impact and	situations,
and/or ma	anages	relation to social	explores options	explores options	and
difficult	social Some evidence	impact and	for putting these	for putting these	accurately
situations	, and of identification	explores options	convictions into	convictions into	perceives and
accurately	of personal	for putting these	practice	practice	manages
perceives	and convictions in	convictions into			physiological
manages	relation to social	practice			experiences
physiolog	ical impact and/or				to an
experienc	es exploration of				outstanding
	options for				level
	putting these				
Little ev	ridence convictions into				Outstanding
of identif	fication practice				ability to
of pe	ersonal				identify
conviction	ns in				personal
relation to	o social				convictions,
impact	and/or				in relation to
exploratio	on of				social impact
options	for				and explores
putting	these				options for
conviction	ns into				putting these
practice					convictions
					into practice

Ethical Impact	Incomplete	Some awareness	Sufficient	Good awareness of	Consistent	Extensive
	and/or	of ethical and	awareness of	relevant ethical	awareness of	awareness of
	inadequate	professional	relevant ethical	and professional	relevant ethical	relevant
	awareness of	values	and professional	values	and professional	ethical and
	ethical and		values		values	professional
	professional	Some evidence		Reasonable		values
	values	of identification	Sufficient	evidence of good	Considerable	
		of personal	evidence of ability	ability to Identify	evidence of ability	Consistent
	Little evidence	convictions in	to identify	personal	to Identify	evidence of
	of identification	relation to	personal	convictions in	personal	ability to
	of personal	ethical impact	convictions in	relation to ethical	convictions, in	Identify
	convictions in		relation to ethical	impact	relation to ethical	personal
	relation to		impact		impact	convictions,
	ethical impact					in relation to
			Applies an			ethical
			awareness of			impact
			established			
			ethical values and			
			issues to personal			
			decisions and			
			actions in familiar			
			and unfamiliar			
			contexts			
Environmental	Incomplete	Some	Sufficiently	Often advocates	Consistently	Extensively
Impact	and/or	consideration of	advocates for	for positive	advocates for	advocates for
	inadequate	solutions for	positive	environmental	positive	positive

	consideration of	positive	environmental	impact	environmental	environment
	solutions for	environmental	impact which		impact	al impact
	positive	impact	meet the	Reasonable		
	environmental		requirements of	evidence of good		
	impact		the learning	ability to Identify	Considerable	Consistent
		Some evidence	outcomes	personal	evidence of ability	evidence of
	Little evidence	of identification		convictions in	to Identify	ability to
	of identification	of personal	Sufficient	relation to	personal	Identify
	of personal	convictions in	evidence of ability	environmental	convictions, in	personal
	convictions in	relation to	to identify	impact	relation to	convictions,
	relation to	environmental	personal		environmental	in relation to
	environmental	impact	convictions in		impact	environment
	impact		relation to ethical			al impact
			impact			
4. INTEGRATE						
Collaboration	Awareness of	Demonstrates	Demonstrates	Demonstrates	Demonstrates	Demonstrate
	their own	some awareness	sufficient	good awareness of	highly effective	s outstanding
	beliefs, biases	of their own	awareness of their	their own beliefs,	awareness of their	awareness of
	and	beliefs, biases,	own beliefs,	biases, and	own beliefs, biases,	their own
	assumptions	and	biases, and	assumptions	and assumptions	beliefs, biases,
	requires further	assumptions but	assumptions			and
	development	with areas of		Competently	Comprehensively	assumptions
		further	Sufficiently	applies	applies	
	Further	development	applies	established	established	Consistently
<u>(</u>	development		established	interpersonal,	interpersonal,	applies
	needed to	Sometimes	interpersonal,	team and	team and	established

consistently	applies	team and	networking skills	networking skills	interpersonal,
apply	established	networking skills	to recognise	to recognise	team and
established	interpersonal,	to recognise	factors that affect	factors that affect	networking
interpersonal,	team and	factors that affect	team performance	team performance	skills to
team and	networking skills	team	in familiar and	in familiar and	recognise
networking	to recognise	performance in	unfamiliar	unfamiliar	factors that
skills to	factors that	familiar and	contexts	contexts	affect team
recognise	affect team	unfamiliar			performance
factors that	performance in	contexts		Demonstrates self-	in familiar
affect team	familiar and		Demonstrates self-	awareness and	and
performance in	unfamiliar		awareness and	regulation of own	unfamiliar
familiar and	contexts		regulation of own	and others'	contexts
unfamiliar		Demonstrates	and others'	emotions, to	
contexts	Some	self-awareness	emotions, to	enhance	Demonstrate
	demonstration	and regulation of	enhance	communication,	s self-
Further	of self-	own and others'	communication,	and understands	awareness
development	awareness	emotions, to	and understands	and manages	and
needed for	and/or	enhance	and manages	difficult social	regulation of
accurate self-	regulation of	communication,	difficult social	situations, and	own and
awareness	own and/or	and understands	situations, and	accurately	others'
and/or	others'	and manages	accurately	perceives and	emotions, to
regulation of	emotions, to	difficult social	perceives and	manages	enhance
own and/or	enhance	situations, and	manages	physiological	communicati
others'	communication,	accurately	physiological	experiences to an	on, and
emotions, to	understands	perceives and	experiences to a	elevated level	understands
enhance	and/or manages	manages	proficient level		and manages

	communication,	difficult social	physiological			difficult social
	understands	situations, and	experiences to a			situations,
	and/or manages	accurately	sufficient level			and
	difficult social	perceives and				accurately
	situations, and	manages				perceives and
	accurately	physiological				manages
	perceives and	experiences				physiological
	manages					experiences
	physiological					to an
	experiences					outstanding
						level
Group presentation	No evidence of	Limited	Presentation	Presentation	Evidence of	Evidence of
	effective	evidence of	and/or workload	shared but with	sharing	sharing
	teamwork or	teamwork or	shared unequally	poor transition	presentation role	presentation
	sharing of	sharing of		and/or evidence of	equally and with	role equally
	workload	workload		shared workload	good transition	with evidence
					and evidence of	of
					shared workload	professional
						approach to
						transition/pre
						senting key
						aspects of the
						presentation
						and
						teamwork

						and workload
						management
Professional	Rarely takes	Sometimes	Takes	Often takes	Consistently takes	Extensively
Development	responsibility for	takes	responsibility for	responsibility for	responsibility for	takes
	the evaluation of	responsibility for	the evaluation of	the evaluation of	the evaluation of	responsibility
	own capabilities	the evaluation of	own capabilities	own capabilities	own capabilities	for the
	using	own capabilities	using established	using established	using established	evaluation of
	established	using	criteria in familiar	criteria in familiar	criteria in familiar	own
	criteria in	established	and unfamiliar	and unfamiliar	and unfamiliar	capabilities
	familiar and	criteria in	contexts	contexts	contexts	using
	unfamiliar	familiar and				established
	contexts	unfamiliar			Acts with support,	criteria in
		contexts	Acts with support,	Acts with support,	within established	familiar and
	Further		within established	within established	guidelines, the	unfamiliar
	development	Acts with	guidelines, the	guidelines, the	nature and quality	contexts
	needed to	support, within	nature and quality	nature and quality	of outputs in	
	demonstrate	established	of outputs in	of outputs in	familiar and	Acts with
	ability to act	guidelines, the	familiar and	familiar and	unfamiliar	support,
	under direction,	nature and	unfamiliar	unfamiliar	contexts to a	within
	within	quality of	contexts	contexts often to	consistently	established
	established	outputs in		an elevated level	elevated level	guidelines,
	guidelines, the	familiar and				taking
	nature and	unfamiliar				responsibility
	quality of	contexts but not				for the nature
	outputs in	on a consistent				and quality of
	familiar and	basis				outputs in

unfamiliar			familiar and
contexts			unfamiliar
			contexts to a
			consistently
			extremely
			elevated level