**Annex 3a Level 5 Outcomes that a graduate would be expected to demonstrate for each classification in different areas**

**Table 1: Knowledge and understanding**

| **Fail (0-39)** | **3rd (40-49)** | **2.2 (50-59)** | **2.1 (60-69)** | **1st (70-100)** |
| --- | --- | --- | --- | --- |
| The student's knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas. | The student has demonstrated  knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed. | The student has demonstrated a depth of knowledge and critical understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts. | The student has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical. | The student has shown a sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight. |
| The student has demonstrated inadequate understanding of subject- specific theories, paradigms, concepts and principles, | The student has demonstrated an above adequate understanding of subject- specific theories, paradigms, concepts and principles, as well as some ability to apply underlying concepts and principles outside the context in which they were first studied. | The student has demonstrated a sound understanding of subject- specific theories, paradigms, concepts and principles, as well as and a sound ability to apply underlying concepts and principles outside the context in which they were first studied.  . | The student has consistently demonstrated a sound understanding of subject-specific theories, paradigms, concepts and principles as well as more specialised areas, and a consistent ability to apply underlying concepts and principles outside the context in which they were first studied soundly.  . | The student has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, a sound understanding of more specialised areas, and a well-developed ability to consistently apply underlying concepts and principles outside the context in which they were first studied. |
| The student has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study. | The student has conducted general background investigation, analysis, research, enquiry and/or study using established techniques and demonstrated an above adequate understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. | The student has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points and articulate a solid understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. | The student has conducted  background investigation,  analysis, research, enquiry  and/or study using established techniques accurately, and can sometimes critically appraise  academic sources articulating an insightful understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. | The student has conducted  thorough background  investigation, analysis,  research, enquiry and/or study using established techniques accurately, and possesses a  well-developed ability to  critically appraise a wide  range of sources, articulating a thorough understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge. |

**Table 2: Cognitive skills**

| **Fail (0-39)** | **3rd (40-49)** | **2.2 (50-59)** | **2.1 (60-69)** | **1st (70-100)** |
| --- | --- | --- | --- | --- |
| The student has displayed an over-reliance on set sources. They have not demonstrated an adequate ability to select and evaluate reading and research. | The student has demonstrated an above adequate ability to select, evaluate and comment on reading, research and primary sources. | The student has soundly demonstrated the ability to select, evaluate and comment on reading, research and primary sources, sometimes beyond the set range.. | The student has selected, evaluated and commented on reading, research and primary sources, regularly beyond the set range. | The student has thoroughly selected, critically evaluated and commented on reading, research and primary sources, beyond the set range. |
| The student's arguments and explanations are weak and/or poorly constructed, and they are not able to critically evaluate the arguments of others or consider alternative views. | The student has shown a threshold ability to devise and sustain an argument, with some consideration of alternative views, and can explain often complex matters and ideas. | The student has soundly demonstrated the ability to devise and sustain an argument, with some consideration of alternative views, and can explain often complex matters and ideas. | The student has argued logically, with supporting evidence, and has demonstrated the ability to consider and evaluate a range of views and information. They have clearly and consistently explained complex matters and ideas. | The student has demonstrated the ability to make coherent, substantiated arguments, as well as the ability to consider, critically evaluate and synthesise a range of views and information. They have demonstrated a thorough, perceptive and thoughtful interpretation of complex matters and ideas. |
| The student has shown a limited ability to solve problems and/or make decisions | The student has demonstrated an ability to solve problems, a  knowledge of the main methods of enquiry, and an ability to evaluate critically the appropriateness of different approaches to solving problems. | The student has demonstrated a sound problem-solving ability, applying a range of methods to do so, and the ability to make decisions in complex and unpredictable circumstances | The student has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances. | The student has demonstrated thorough problem-solving skills, selecting and justifying their use of a wide-range of methods, and can make decisions in complex and unpredictable circumstances with a degree of autonomy. |
| The student has shown little or no real creativity | The student has produced some creative work. | The student has consistently demonstrated creativity. | The student has consistently demonstrated creativity and some originality. | The student has shown a high level of creativity and originality throughout their work. |

**Table 3: Practical skills**

| **Fail (0-39)** | **3rd (40-49)** | **2.2 (50-59)** | **2.1 (60-69)** | **1st (70-100)** |
| --- | --- | --- | --- | --- |
| The student has not demonstrated sufficient evidence of discipline-specific skills development or application. | The student has demonstrated better than adequate evidence of developing and applying discipline-specific specialist skills. | The student has demonstrated sound evidence of developing and applying discipline-specific specialist skills. | The student has consistently demonstrated sound evidence of developing and applying discipline-specific specialist skills. | The student has consistently demonstrated the effective development and informed application of discipline-specific specialist skills. |
| The student has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with very little or no independence. | The student has completed practical tasks and/or processes accurately and with some independence. | The student has completed practical tasks and/or processes accurately and with a fair degree of independence. | The student has consistently completed practical tasks/processes mainly independently in an accurate, well-coordinated and proficient way. | The student has consistently performed practical tasks and/or processes autonomously, with accuracy and coordination. |
| The student has demonstrated a lack of technical, creative and/or artistic skills in most, or key, areas. | The student has demonstrated more than adequate technical, creative and/or artistic skills. | The student has demonstrated some well-developed technical, creative and/or artistic skills. | The student has consistently demonstrated well-developed technical, creative and/or artistic skills. | The student has consistently demonstrated a good range of very well-developed technical, creative and/or artistic skills. |
| The student has not presented their research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory. | The student has satisfactorily  used established research techniques to initiate and undertake critical analysis of data, and to present findings drawn from their gathering, processing and interpretation of that data. | The student has satisfactorily  used established research techniques to initiate and undertake critical analysis of data, and presented findings drawn from their research, in several formats, and has gathered, processed and interpreted data effectively. | The student has satisfactorily and consistently used established research techniques to initiate and undertake critical analysis of data, and has clearly presented findings drawn from their research, in several formats, and has gathered, processed and interpreted data efficiently and effectively. | The student has consistently and soundly used established research techniques to initiate and undertake critical analysis of data, and has perceptively and appropriately presented findings in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively. |

**Table 4: Transferable skills (including structure and presentation)**

| **Fail (0-39)** | **3rd (40-49)** | **2.2 (50-59)** | **2.1 (60-69)** | **1st (70-100)** |
| --- | --- | --- | --- | --- |
| The student is not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently basic numeracy and digital literacy skills. | The student can accurately communicate information, ideas, problems and solutions verbally, electronically and in writing, with clear expression and style overall, though there are some errors of vocabulary, syntax, spelling and punctuation. They have also demonstrated numeracy and digital literacy skills. | The student can accurately, consistently and confidently communicate information, ideas, problems and solutions verbally, electronically and in writing. They show a clear, coherent, expressive style, with a range of vocabulary. There may be minor errors of vocabulary, syntax, spelling and punctuation but these should not detract from the overall meaning. They have consistently demonstrated strong numeracy and digital literacy skills. | The student can accurately communicate information, ideas, problems and solutions with a high-degree of proficiency verbally, electronically and in writing. They have a clear, fluent and expressive style with appropriate vocabulary and high standards of syntax, spelling and punctuation. They have a high standard of numeracy and digital literacy skills. | The student can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing and with a high degree of accuracy. They have shown an accurate, fluent, sophisticated style and exhibit excellent standards of syntax, spelling and punctuation. They possess exceptional numeracy and digital literacy skills. |
| The student has made infrequent contributions to group discussions and/or project work. | The student has demonstrated a more than adequate capability of making useful contributions to group discussions and/or project work. | The student has demonstrated a sound capability of making useful contributions to group discussions and/or project work. | The student has consistently and soundly demonstrated the capability to make coherent and constructive contributions to group discussions and/or project work. | The student has demonstrated the capability to make strong, valuable contributions to group discussions and/or project work, with an understanding of team and leadership roles. |
| The student has demonstrated little or no ability to manage their learning and/or work without supervision. | The student has shown a more than adequate ability to manage their learning and work with minimal or no supervision. | The student has shown an ability to systematically manage their learning, and work without supervision. | The student has consistently shown an ability to systematically manage their learning, and work without supervision. | The student has shown a strong ability to systematically manage their learning, and work without supervision. |
| The student has not demonstrated adequate initiative or personal responsibility. | The student has more than adequately demonstrated initiative and/or personal responsibility. | The student has consistently demonstrated more than adequate initiative and/or personal responsibility. | The student has consistently demonstrated sound initiative and/or personal responsibility. | The student has consistently demonstrated well-developed initiative and/or personal responsibility. |
| The student has shown little or no ability to reflect on their work. | The student has demonstrated sufficient ability to reflect on their work. | The student has consistently demonstrated a well-developed ability to reflect on their work. | The student has consistently and soundly demonstrated a well-developed ability to reflect critically on their work. | The student has consistently and soundly demonstrated the ability to reflect critically and independently on their work. |

**Table 5: Professional competences**

| **Fail (0-39)** | **3rd (40-49)** | **2.2 (50-59)** | **2.1 (60-69)** | **1st (70-100)** |
| --- | --- | --- | --- | --- |
| The student has not demonstrated achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB). | The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.  The student has demonstrated an   * ability to apply underlying concepts and principles of the subject outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context * willingness to develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations. * the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making. | | | |
| The student has failed to adhere to the appropriate rules and/or conventions set by regulators or the industry. | The student has adhered to the appropriate rules and/or conventions set by regulators or the industry. | | | |