



**The Royal Agricultural College, Cirencester
and Cirencester College**

Programme Specification

Environmental Conservation and Heritage Management

ECHM GUIDE - OCTOBER 2011



**ROYAL AGRICULTURAL COLLEGE
CIRENCESTER COLLEGE**

PROGRAMME SPECIFICATION

**Foundation Degree in Environmental
Conservation and Heritage Management**

NB

The information contained in this document is intended only as a guide to the programme. It does not constitute a legally binding document or contract between the individual and the Royal Agricultural College.

The information contained herein is correct at the time of going to print, but the College reserves the right to make changes to the structure of the programme, assessment methods, etc., at any time without prior notification. Any changes made however will be made known as soon as possible.

Programme Manager: Ian Grange

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1. Awarding Institution	The Royal Agricultural College (RAC)
2. Teaching Institution	The RAC with support from Cirencester College (CC) staff for some modules
3. Final Award Title(s)	Foundation Degree (FdSc) in Environmental Conservation and Heritage Management
4. UCAS Code(s)	D492
5. Relevant QAA Subject Benchmark Statement(s) and other reference points, e.g. FHEQ, FD Qualification benchmark etc.	<p>This Foundation Degree has been developed with reference to the following reference points:</p> <ul style="list-style-type: none"> ▪ The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2008) ▪ Subject Benchmark Statement - Agriculture, forestry, agricultural sciences, food sciences and consumer sciences (QAA 2003) ▪ Foundation Degree Qualification benchmark (QAA 2004) ▪ Foundation Degree Sectoral Framework for Environmental Industries (Lantra 2005) ▪ Environmental Conservation Sector Skills Agreement (Lantra 2006) ▪ Subject Benchmark Statement -Earth sciences, environmental sciences and environmental studies (QAA 2007)

6. Details of accreditation by a professional/statutory body	None. However, this Foundation Degree has been developed to meet the needs of employers and has been articulated with the BSc (Hons) Countryside Management degree validated by the RAC
7. Mode of Study	Full-time or part-time
8. Language of Study	English
9. Date of Production/Revision	September 2010

10. Educational Aims of the Programme

10.1. The Educational Aims of the Programme

The intended educational aims of this Foundation Degree are to:

- Provide education and training delivering the appropriate knowledge and skills required for future employees in environmental conservation and heritage management occupations.
- Enable existing workers in such jobs to pursue their learning further and to develop their skills through studying on this programme by part-time attendance.
- Assist both employed and volunteer workers who complete this programme to understand and respond to the changing and increasing pressures to conserve and enhance both natural and man-made environments.
- Make available a progression route for those completing full-time level 3 education and for those already employed in relevant agencies as part of their continuing personal and professional development activities.
- Facilitate a progression route for students who successfully complete this Foundation Degree to proceed onto an appropriate BSc honours conversion

programme such as the BSc (Honours) in Countryside Management at the RAC.

- Promote the acquisition of transferable skills to meet the future needs of employment in environmental conservation and heritage management and related occupations.
- Stimulate a desire to pursue lifelong learning in both vocational and academic subjects.

Within this programme, the term 'Heritage' is used to denote all aspects of man's environment, but with a particular emphasis on our rural heritage, such as historic landscapes, ancient woodlands, areas of outstanding natural beauty and important wildlife habitats, as defined within the new Heritage Protection Bill.

11. Intended Learning Outcomes

A. Knowledge and Understanding

- A1 Understand the fundamental concepts, principles and theories of environmental conservation and heritage management in both urban and rural contexts in line with the principles of sustainable development and the ecosystem approach.
- A2 Recognise the roles of regulatory and advisory bodies and the policies, legislation and designations involved in the protection of sites in both urban and rural contexts.
- A3 Demonstrate an understanding of different ecosystems, their origins and the impact of human interactions in their development.
- A4 Recognise the challenges in managing sites sustainably in the light of climate change, population demands, economic impacts and agricultural requirements.

B. Intellectual Skills

- B1 Understand subject specific theories, concepts and principles.
- B2 Apply the skills necessary for academic study and enquiry.

- B3 Research, critically assemble and evaluate a wide variety of information types and evidence.
- B4 Demonstrate the skills necessary to plan, conduct and report on a variety of conservation and heritage management projects.
- B5 Apply professional judgement to balance risks, costs, benefits, safety, reliability, aesthetics and environmental impact.

C. Practical Skills

- C1 Plan and execute both individual and group activities.
- C2 Plan and undertake a variety of environmental surveys, analyze and report results, including recommendations for further investigation.
- C3 Undertake a range of practical skills including taxonomic identification, environmental conservation and land management skills to accepted professional standards.
- C4 Critically assemble and evaluate verbal and written communications to inform decision making.

D. Transferable Skills

- D1 Source and assemble information to apply and communicate knowledge systematically and coherently.
- D2 Develop and apply analytical and numerical skills and techniques.
- D3 Management and development of personal roles and responsibilities in new and changing situations and contexts.
- D4 Relate to, and interact effectively with, individuals and groups, including working effectively both as a team member and leader.
- D5 Development of reflective and assessment skills.
- D6 Manage tasks and identify and solve problems using information sources.
- D7 Use a range of technological equipment and systems.
- D8 Apply a range of skills and techniques, using a variety of thought processes, to develop ideas in creative work.

12. Programme Structure and Requirements

12.1. Length of Study Programme

Students registered full-time will complete the programme over two academic years (30 weeks per year), with the additional requirement of a compulsory period of work experience totalling a minimum of 30 days and completed either during the student's first academic year or during the summer vacation between year 1 and year 2. The objective of this period is to expose the students directly to environmental conservation and heritage management activities within the sector. Students who can already demonstrate suitable prior experience may seek exemption from this 30-day requirement, following agreement with the Programme Manager. However they may not be exempted from the associated assessments for this period, which contribute to both the Supervisory and Mentoring Skills module, and Heritage Management 2 module in the final year.

Part-time students will be expected to attend on either a one or two day per week basis, spreading their studies over a longer period of time, up to a maximum of six academic years.

12.2. Detailed Modular Structure

The curriculum for the full-time route for the FdSc will consist of the following modules (with credits shown in brackets). The Module Reference Sheets are available on the College Intranet.

Year 1 [Level 4 Modules]

- | | |
|---|--------------|
| 1. Introduction to Environmental Conservation and Heritage Management | (10 credits) |
| 2. Landscape – Physical and Biological | (20 credits) |
| 3. Landscape Cultural History and Change | (20 credits) |
| 4. Field Ecology | (20 credits) |
| 5. Heritage Management 1 | (20 credits) |
| 6. Practical Conservation Skills | (30 credits) |

Total for Year 1 = 120 credits

On successful completion of 120 Credits at level 4, students leaving the programme will be awarded a Certificate of Higher Education in Environmental Conservation and Heritage Management.

Year 2 [Level 5 Modules]

- | | |
|---|--------------|
| 1. Heritage Management 2 | (20 credits) |
| 2. Landscape Conservation | (20 credits) |
| 3. Wildlife and Habitat Management | (20 credits) |
| 4. Amenity, Access and Education | (20 credits) |
| 5. Historic and Cultural Asset Management | (20 credits) |
| 6. Supervisory and Mentoring Skills | (20 credits) |

Total for Year 2 = 120 credits

On successful completion of 240 credits, to include 120 at level 4 and 120 at level 5, students will be awarded a Foundation Degree in Environmental Conservation and Heritage Management.

12.3. Academic Level of the Programme

This Foundation Degree in Environmental Conservation and Heritage Management is a qualification in its own right, matched to the Intermediate level in the QAA “Framework for Higher Education Qualifications”. It is recognized as appropriate for graduate level recruitment for intermediate jobs by many employers.

This programme has been designed so that those successfully completing this Foundation Degree can undertake a period of further study, normally of one years’ duration, to achieve a BSc (Honours) Degree. An example of such a programme is the RAC’s BSc (Honours) in Countryside Management. The learning outcomes for this FdSc have been articulated with this Honours Degree Programme so as to facilitate student progression.

12.4. Credits Relating to the Programme

The programme is in line with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (QAA 2008) and the Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England (QAA 2008), as shown below:

QAA Level	Credits	Higher Education Award
Level 4	120	Certificate in Higher Education
Level 5	240*	Foundation Degree

* 120 @ level 4 + 120 @ level 5

12.5. Awards and Any Distinctive Features of the Programme

Successful completion of all modules will lead to the award of a Foundation Degree (FdSc) in Environmental Conservation and Heritage Management.

The programme has been developed following wide consultation with stakeholders interested in environmental conservation and heritage management.

The distinctive features of the programme are:

- The integrated nature of work-based learning activities, spanning both years of the programme
- The partnership between the RAC and Cirencester College to provide access to a wide range of staff expertise and educational resources
- The close involvement of key stakeholders to ensure the programme fully meets the needs of employers and organisers of volunteer organisations involved in environmental conservation and heritage management
- The ability to develop supervisory and mentoring skills relevant to the future management of conservation volunteers
- The geographical location of the RAC and Cirencester College, providing easy access to a large number of excellent environmental conservation and heritage management resources locally. These include, as examples, the Cotswold Water Park, Westonbirt National Arboretum, Slimbridge Wildfowl and Wetlands Trust, Roman Corinium, Chedworth Roman Villa as well as other roman remains in Bath, Iron-age and Bronze-age Forts and also important limestone grasslands at Rodborough and Minchinhampton Commons.

- The number of employer organisations and agencies situated, or with significant presence, locally, including the National Trust, English Heritage, Cotswold Canals Trust, Gloucestershire and/or Wiltshire Wildlife Trust.
- The opportunity to train students in fieldwork skills through programmes delivered by the College's Rural Skills Centre and through practical fieldwork activities on the College Farms, in particular Harnhill Manor.

13. Student Support Services

13.1. Academic Support Services Available to Students

Details of the range of support services provided for students are given in the RAC Student Handbook. In particular, for this programme, the following support services will be provided for students [amend as applicable]:

- A formal induction programme when you first arrive at College that will introduce you to all aspects of student life, including support services available, and outline the study skills you will need to complete your programme successfully
- The RAC Student Handbook that provides details of all facilities available to students.
- The programme specification and individual module guides that provide clear details of the assessment regulations and outline the teaching and assessment programme for each module of study.
- Personal Development Programmes will be agreed with students at the beginning of the programme and reviewed regularly
- On-line module teaching resources available through the College's VLE.
- Access to extensive Library and study skill packages, many of which are available on-line
- Student e-mail and internet facilities
- Personal access to all lecturing staff to enable you to discuss problems relating to specific modules or assessment activities
- Careers advice through sessions with Careers Guidance personnel
- Access to additional learning support services, such as dyslexia or disability support services

- Access to the Student Liaison Officer, the Student Welfare Officer and the College Health Centre
- Access to independent and confidential Cirencester Counselling services

14. Criteria for Admissions

Applicants should confirm their ability to study on a Foundation Degree by presenting evidence of:

- 120 UCAS points, equivalent to one A2 level grade A or two A2 level grade Ds i.e. 2Es or 1C at A level or an AVCE Double Award at DD, or
- BTEC National Certificate (MP) or Diploma (PPP), or
- Advanced Diploma

Additionally candidates will normally be expected to present GCSE passes at Grade C or above in at least 3 other subjects which would normally include:

- English and Mathematics, or
- Mature students will be considered after successful completion of an Access to Higher Education programme, or
- Learning through experience, demonstrated in portfolios or records of achievement, and/or by set learning tasks set at interview, and confirmed by employer reference(s). or
- A combination of academic and experiential learning, to be considered on its individual merits.

Applicants should have sufficient motivation to benefit from the programme, based on an understanding of what is involved. Potentially suitable students may be interviewed so that their interest and motivation can be assessed. Non-standard admissions will be discussed with the Programme Manager and admissions office staff.

Accreditation of Prior Learning (APL)

The Programme Manager, in consultation with Registry Staff, will make the admissions decision in cases involving APL and ensure that correct documentation is completed for all APL cases.

Accreditation of Prior Experiential Learning (APEL)

The Programme Manager will make the admissions decision in cases involving APEL, and ensure that students can show intellectual ability, by the submission of a work portfolio and the completion of appropriate coursework.

Overseas Students

Applicants whose mother tongue is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are IELTS 6, or direct equivalents.

15. Teaching, Learning and Assessment

This programme is inclusive of disabled people with particular regard to teaching, learning and assessment, in accordance with Part 10: Inclusive Practice of the College's Teaching Quality Handbook and the Disability Discrimination Act 2005. However, due to the particular requirements of this programme, students who are vision impaired and/or mobility impaired are advised to contact the College's Disability Officer to explore whether appropriate support or alternative assessment can be provided to enable successful completion of the programme. All students are encouraged to disclose any impairment to the Disability Officer so that the appropriate support may be provided. Students have the right to request that the nature of their impairment be treated as confidential.

Personal Development Planning (PDP)

At the beginning of the programme, following any Accreditation of Prior Learning (APL) for a student, a PDP will be drawn up between the College and each student on the programme. This will confirm the student's learning and skills achievements to date as well as any Prior Accreditation that is being sought relating to any study modules in the Foundation Degree. Also any other learning outcomes a student may want to achieve through the Foundation Degree

programme and any learning support required will be documented. Progress towards the achievement of these outcomes will be reviewed regularly.

Teaching, Learning and Assessment

The forms of teaching that will be employed for the delivery of this Foundation Degree are detailed below:

Learning Activities

Lectures

One of the methods of delivery of learning during the College-based phases of the programme will be by lectures. Lecturers aim to:

- provide information
- encourage students to pursue additional information on subjects covered
- provide various views on subjects
- explain difficult ideas and issues relating to particular areas
- demonstrate ways in which students can widen and increase their depth of knowledge.

Seminars / Tutorials

These will provide opportunities for dialogues between students themselves as well as lecturers. Exchanges of information and ideas can be achieved under the direction of tutors in seminars/tutorials. Through these meetings students should be able to:

- express and share their views
- develop their ability to participate in group activities.

Visits

Visits to environmental conservation and heritage management enterprises will be an important part of the programme. These will aid the reinforcement and application of information learned through more formal study.

Work-based Experience

Students will gain work-based experience throughout this programme, through skills modules in both Year 1 and Year 2 and, for those students without significant prior direct work experience in the conservation sector, an additional 30-day period that may be completed either during the academic year or during the summer vacation between Year 1 and Year 2 . Learning objectives for this period will be agreed between the learner, employer and College staff. During this experience students should be able to:

- Work effectively in a 'commercial' environment, individually or in teams
- Organise themselves as regards time management, resourcefulness and ability to work on their own
- Develop existing practical and business skills and acquire new ones
- Gain insight into the management of the enterprise including financial and personnel aspects.

Portfolio Development and Key Skills

During the programme students will be required to develop and maintain a portfolio relating to their work-based and work-related experiences. This will include developing their ability to demonstrate key skills such as numeracy, communications, presentation and IT skills.

Directed and Private Study

Students are expected to undertake additional study on their own behalf as an important learning method within the programme. This will normally involve reading to explore the breadth and depth of the syllabus, preparation of tutorial/seminar work, preparation of coursework, case study submissions and preparation of major projects. The use of the college library, electronic journals and the RAC intranet resources which can be accessed remotely will be encouraged for the effective use of private study time.

Fieldwork and Practical Experience

A particular feature of this programme will be learning time devoted to fieldwork and the gaining of practical skills. The importance of this has been stressed by employers and was confirmed in the Sector Skills Agreement for the

Environmental Conservation industries. Students will be involved on the College farm and estate on a one-day per week basis during the academic year where they will be able to develop and enhance their practical skills and underpinning knowledge relating to work in environmental conservation and heritage management.

The learning outcomes will be promoted employing the range of teaching and learning methods listed above. Students will be required to undertake some self-directed study with learning support provided by College staff. Students will also be encouraged to progress to further study for a BSc Honours degree by completing the top-up programme for the BSc in Countryside Management at the RAC or some similar equivalent programme that may be available at the time of completion of this Foundation Degree.

Assessment

A wide range of assessment techniques will be applied throughout the programme to confirm learning outcomes. These will include:

- Formal (time constrained) examinations
- Research projects
- Employers reporting on work-based experience
- Case studies
- Business plans
- Conservation management plans
- Oral presentations
- Portfolios/appraisals
- Production of publicity and information materials

16. Work-based Learning

Work-based learning is a very important feature of this Foundation Degree.

Students will undertake training in work-based learning throughout the modular programme, specifically in the Practical Conservation Skills module at level 4 and in the Supervisory and Mentoring Skills module at level 5. In addition, for students without suitable prior experience, a period of more formal work-based learning will be undertaken, either during the academic year of Year 1 or during the summer vacation between Year 1 and Year 2, totaling a minimum of 30 days. Assessment of this period will be linked to the Supervisory and Mentoring Skills module and the Heritage Management 2 module, both at level 5.

At the end of the WBL, students are required to secure an assessment of their performance from their work-based supervisor(s), using either the RAC's or organisation's own appraisal form, to demonstrate successful completion and help inform the students' own Personal Development Plan.

Further details of the WBL activities is included in the WBL Handbook available on the College's VLE (Gateway).

In addition to the above, learning and assessment activities throughout the programme will further involve students in activities pertinent to future careers in environmental conservation and heritage management.

17. Quality Assurance Procedures

17.1. RAC Procedures for Quality Assurance

These are described in the College's Teaching Quality Handbook and include procedures for:

- Programme and module development, monitoring and review
- Student assessment, progression and awards
- Assessment moderation and external examining

17.2. The Programme Management Team and Student Representation

A Programme Management Team will be appointed with the following membership:

- Programme Manager who will be Chair
- Dean of the School of Agriculture
- The Year Tutors
- A representative of Cirencester College staff
- Two student representatives from each programme year-group

The two student representatives will be elected at the beginning of each academic year and will serve for a minimum period of one year. Their prime function will be to bring a student's perspective to the deliberations of the Programme Management Team (PMT) and feedback on the progress of the programme.

The team will normally meet at least twice a year and its function will include discussion of general issues relating to teaching, learning resources, curriculum and careers guidance.

17.3. Stakeholder Feedback

The College's practice for programme reviews, which provides useful stakeholder feedback, includes a yearly Programme Management Report on the programme and a periodic review, which includes employers.

Because of the emphasis on work-based learning and the acquisition of practical skills in this programme, a Programme Review Forum will be established. This will include employers and volunteer organisers and will meet twice per year.

This Forum will also comprise RAC and Cirencester College staff members involved with the delivery of the programme. The Forum will review the progress of the programme and its associated assessment procedures and also make recommendations about the future development of the programme.

18. Marking Guides and Assessment Regulations

The marking guide for student assignments and for examinations is given in Appendix 2. College Regulations for Assessment and Progression are to be found on the College intranet: <http://intra.rac.ac.uk> and follow link to 'Quality Management' and then 'Resources Centre'.

19. Ownership of programme specification

The responsibility for the internal management of this Foundation Degree will lie within the RAC School of Agriculture.

20. Curriculum Map

The curriculum map for this programme, showing where the programme outcomes are assessed within the modular programme are shown in Appendix 1.

21. Career Prospects

Career opportunities that should become available to those completing this Foundation Degree would include:

- Large scale landscaping
- Housing development
- Volunteer organisations / Community groups
- Leisure pursuits groups
- Tourism organisations
- Heritage management enterprises
- Nature conservation activities
- Landscaping work businesses
- Non-government organisations (NGO's) e.g. RSPB
- Statutory agencies e.g. Environment Agency
- Self-employment

22. Further Information

This Programme Specification document is designed to be a concise summary of the main features of the Foundation Degree in Environmental Conservation and Heritage Management. More detailed information about the programme modules is available in the individual module handbooks and web-sites available from the College's VLE (Gateway).

Please also check the 'Student One Stop Shop' found on the Intranet: <http://intra.rac.ac.uk/course/view.php?id=37> . This contains information on the following:

- The Student Handbook
- General academic assessment rules
- Blank mitigating circumstances forms and the new rules
- Blank extension forms
- Dissertation guidance forms
- Past exam papers.

The Student Handbook includes details of the College's Equal Opportunities and Disabilities statements and the details of the learning resources available to students.

23. Module Reference Sheets

The Module Reference Sheets are available on the College Intranet and website.

Appendix 1. Curriculum assessment map

Shaded boxes indicate the link between individual module and overall programme outcomes			Year 1						Year 2					
			Introduction to Environmental Conservation and Heritage Management	Landscape – Physical and Biological	Landscape Cultural History and Change	Field Ecology	Heritage Management 1	Practical Skills (WBL)	Heritage Management 2	Landscape Conservation	Wildlife and Habitat Management	Amenity, Access and Education	Historic and Cultural Asset Management	Supervisory and Mentoring Skills
		Credits	10	20	20	20	20	30	20	20	20	20	20	20
Knowledge and Understanding Lectures and directed study, tutor/ student tutorials	A1	Understand the fundamental concepts, principles and theories of environmental conservation and heritage management in both urban and rural contexts in line with the principles of sustainable development and the ecosystem approach.												
	A2	Recognise the roles of regulatory and advisory bodies and the policies, legislation and designations involved in the protection of sites in both urban and rural contexts.												
	A3	Demonstrate an understanding of different ecosystems, their origins and the impact of human interactions in their development.												
	A4	Recognise the challenges in managing sites sustainably in the light of climate change, population demands, economic impacts and agricultural requirements.												
Intellectual Skills Tutor-led tutorials, student-led seminars, coursework	B1	Understand subject specific theories, concepts and principles.												
	B2	Apply the skills necessary for academic study and enquiry.												
	B3	Research, critically assemble and evaluate a wide variety of information types and evidence.												
	B4	Demonstrate the skills necessary to plan, conduct and report on a variety of conservation and heritage management projects.												
	B5	Apply professional judgement to balance risks, costs, benefits, safety, reliability, aesthetics and environmental impact.												

Practical Skills Practical skills through tutorials and seminars	C1	Plan and execute both individual and group activities.												
	C2	Plan and undertake a variety of environmental surveys, analyze and report results, including recommendations for further investigation.												
	C3	Undertake a range of practical skills including taxonomic identification, environmental conservation and land management skills to accepted professional standards.												
	C4	Critically assemble and evaluate verbal and written communications to inform decision making.												
Transferable Skills	D1	Source and assemble information to apply and communicate knowledge systematically and coherently.												
	D2	Develop and apply analytical and numerical skills and techniques.												
	D3	Management and development of personal roles and responsibilities in new and changing situations and contexts.												
	D4	Relate to, and interact effectively with, individuals and groups, including working effectively both as a team member and leader.												
	D5	Development of reflective and assessment skills.												
	D6	Manage tasks and identify and solve problems using information sources.												
	D7	Use a range of technological equipment and systems.												
	D8	Apply a range of skills and techniques, using a variety of thought processes, to develop ideas in creative work.												

Appendix 2

Marking Criteria Guidelines for Coursework (Assignments and Reports)

Levels 4-6 (Undergraduate)

The marking guidelines below outline the quality of work expected for the award of a mark (indicating the percentage band range marks). Tutors should take these guidelines into account when awarding the mark. However, these guidelines must not be used for dissertations. The descriptors are not seen as the minimum criteria, which must be met in all respects in order to gain a particular grade, but rather as being indicative of the general standard of work provided at each level.

The overall threshold pass mark for coursework is 40%.

% band range	Knowledge and understanding	Analysis	Presentation	Where appropriate
80%+ An outstanding answer which	Shows an excellent understanding and knowledge of the subject, including methodological, technical and scholarly skills	Demonstrates full and accurate development of concepts and theories Original, independent thinking based upon rigorous argument and analysis supported by evidence derived from a wide range of source material	Is excellently presented, with component parts presented and well explained with an exceptional degree of clarity, Correct use of academic conventions, including exemplary citations and bibliography. Correct spelling and grammar.	
70-79% A very good answer which	Is well-structured demonstrating a clear understanding of the subject matter and an accurate interpretation of the specific	Demonstrates a command of theoretical issues and concepts, demonstrating an ability to critically	Has very good presentation, which is clear fluent and accurate. Academic	The discussion approached with flair. Results present clearly and interpreted fully. Questions

	assessment criteria including where appropriate: methodological, technical and scholarships skills	review and analyse evidence with an articulate, well-constructed argument. Sound conclusions. Imaginative and shows originality of thought	conventions are consistently well presented including citations and bibliography. Correct spelling and grammar.	answered well, demonstrating wider knowledge. Very well produced slides, etc.
60-69% A good answer which	Demonstrates good appreciation of the subject matter based on the specific assessment criteria, including where appropriate methodological, technical and scholarships skills	Is of an appropriate structure, development of concepts and theories and reasonable use of evidence. Relevant critical arguments, debates and interpretations are developed. Lacks originality of thought.	Has good presentation, clearly articulated, and generally accurate. Academic conventions are fairly consistent, including citations and bibliography. No significant errors in spelling and grammar.	The discussion covers main aspect of the study clearly. Timing is good. Questions dealt with well. Slides, etc are well produced
50-59% An average Answer which	Demonstrates a reasonable understanding of the core aspects of the subject matter, based on the specific assessment criteria, including where appropriate methodological, technical and scholarships skills	Has superficial argument, lacks the ability to synthesise and evaluate concepts and theories. Little evidence of outside reading.	Has reasonable presentation, which conveys meaning but maybe clumsy. Academic conventions are adhered to, but with flaws in their presentation, including citations and bibliography. Some significant errors in spelling and grammar.	The discussion is limited. Timing is adequate. Questions dealt with adequately. Slides, etc. are adequate.
40-49%	Has some familiarity with the subject matter,	Has some awareness of	Is weak in presentation, not	The discussion is very limited.

An adequate answer which	but poor interpretation of the assessment criteria, including where appropriate methodological, technical and scholarly skills	relevant arguments and debates, but poor analysis and evaluation of concepts and theories with shaky conclusions	always clear or easy to follow. Academic conventions are used in a limited and flawed way, including citations and bibliography. Frequent spelling and grammatical errors.	Background and rationale are not well explained. Weak answers to questions. Slides, etc. are inadequate.
25-39% A failed answer which	Demonstrates little understanding of the subject matter, poor interpretation of the assessment criteria, including where appropriate methodological, technical and scholarly skills	Has a poor grasp of the concepts and theories, with loose structure. Generalisations rather than use of evidence to support argument, but does show some potential.	Has poor presentation, which is clumsy inaccurate and poorly expressed. Little evidence of thought or effort. Very limited use of academic conventions, including citations and bibliography. Frequent spelling and grammatical errors	No coherent development of the problem. No explanation. Topic poorly covered. Poor slides, etc. no discussion of results. Answers to questions are weak.
0-24% A poor failed answer which	Has little or no grasp of what is required based on the specific assessment criteria. Confused and rambling.	Has description rather than analysis, with little or no grasp of the concepts and theories, with very poor structure.	Is inadequate in its presentation, disjointed structure with little or no coherence. No attempt to use academic conventions. Spelling and grammatical errors affect meaning.	No demonstration of understanding the problem. Errors of fact.

Marking Criteria Guidelines for Examinations

Level 4-6 (Undergraduate)

The marking guidelines below indicate the quality of exam answer expected for the award of a particular mark. Markers will take the guidelines into account when awarding a grade. They are not seen as minimum criteria, but rather as being indicative of the general standard of the students answer to the examination question. The overall threshold pass mark for the paper is 40%.

% band range	Description	Criteria for Marker
80%+	An outstanding answer	Work of an extremely high standard, which demonstrates the use of material outside the module. A considerable degree of originality. Originality of thought. Well-developed critical arguments. Integration of knowledge and understanding across different modules and/or disciplines.
70-79%	A very good answer	Concise answer, which is structured well. Evidence of further reading, cited correctly. Clear understanding of the question, and relevance to the module. Signs of independent and original thought, perhaps beyond the module.
60-69%	A good answer	Understanding of the question clearly demonstrated. All the relevant elements of the module presented. Evidence of reading and some use of citations. Limited original thought, but good arguments developed, within the context of the module.
50-59%	An average answer	Understanding of the question. Includes material relevant to the module. Some evidence of outside reading. Arguments present but not developed, but main issues addressed. No original thought, and some factual errors

40-49%	An adequate answer	Partial understanding of the question. Some material relevant to the module is included. Confused structure leading to poor arguments. Factual errors present.
25-39%	A failed answer	Little understanding of the question. Material restricted to the core module material at best. Errors in fact and understanding. No clear arguments constructed. Irrelevant material dominates.
0-24%	A poor fail	No or very little knowledge or understanding of what is required for the question. Little relevant material. No concept of the basic core material covered in the module.