



# Undergraduate Grade Descriptors

## Documentation Management

### Document Record

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### Version Control

<b>Document Version</b>	<b>Amendments</b>	<b>Amended By</b>	<b>Date</b>	<b>Approved By</b>
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## **Brunel University London Generic Undergraduate Grade Descriptors (FHEQ Levels 4-6)**

These generic grade descriptors are intended to be used as a tool throughout the assessment process (in assessment design, marking/grading, moderation, feedback) for any assessment set at undergraduate level in the University. They are designed to show no disciplinary bias and are not intended to act as surrogate award or award classification descriptors. The grade descriptors should be read in conjunction with the learning outcomes associated with the assessment and their interpretation should take into account the Level of study of which the assessment is a part.

Presented work will demonstrate:

### **Grade A\* (OUTSTANDING)**

- an exceptional understanding of the topic
- strong evidence of originality and development of own independent ideas
- an ability to develop a highly complex argument solution or evaluation
- a highly critical, in-depth evaluation of the relevant literature and theories, where appropriate
- an exceptional ability to use methodologies for analysis and synthesis
- an exceptional ability to communicate complex topics clearly and concisely

### **Grade Band A (A+, A, A-) (EXCELLENT)**

- a comprehensive and critical understanding of the topic
- a high level of independent thinking and development of own ideas
- an ability to develop a complex argument solution or evaluation
- a highly critical evaluation of the relevant literature and theories, where appropriate
- a high standard of competence in the appropriate use of methodologies for analysis and synthesis
- an excellent ability to communicate clearly and concisely

### **Grade Band B (B+, B, B-) (VERY GOOD)**

- a critical understanding of the topic
- independent thinking and development of own ideas
- an ability to develop a well-structured argument, solution, evaluation or explanation
- a critical evaluation of the relevant literature and theories, where appropriate
- a high standard of competence in the use of appropriate methodologies for analysis and synthesis
- an ability to communicate clearly and concisely

### **Grade Band C (C+, C, C-) (GOOD)**

- a good understanding of the topic
- some evidence of independent thinking and development of own ideas
- an ability to develop a structured argument, solution, evaluation or explanation
- evaluation of the relevant literature and theories, where appropriate
- competence in the use of appropriate methodologies for analysis and synthesis
- an ability to communicate clearly and effectively

### **Grade Band D (D+, D, D-) (ACCEPTABLE)**

- evidence of a coherent understanding of the key aspects of the topic
- limited independent thinking and development of own ideas
- the ability to present a sufficiently structured argument, solution, or explanation
- evidence of some evaluation of the relevant literature and theories, where appropriate

- use of the relevant methodologies for analysis and synthesis to an acceptable standard
- evidence of effective communication skills

**Grade Band E (E+, E, E-) (UNSATISFACTORY)**

- evidence of some understanding of key aspects of the topic
- no evidence of independent thinking and development of own ideas
- some ability to present an appropriate argument, solution or explanation
- limited evaluation of the relevant literature and theories
- limited use of relevant methodologies
- little evidence of effective communication

**Grade F (UNACCEPTABLE)**

Unacceptable work that fails to demonstrate relevant knowledge, understanding or skills to any significant degree and/or clearly fails to meet key learning outcomes in the assessed task

**Grade NS (Non-Submission)**

No work has been submitted for assessment.

## Brunel University London - Generic Undergraduate Grade Descriptors Levels (FHEQ Levels 4-6)

These generic grade descriptors are intended to be used as a tool throughout the assessment process (in assessment design, marking/grading, moderation, feedback) for any assessment set at undergraduate level in the University. They are designed to show no disciplinary bias and are not intended to act as surrogate award or award classification descriptors. The grade descriptors should be read in conjunction with the learning outcomes associated with the assessment and their interpretation should take into account the Level of study of which the assessment is a part.

	<b>A* OUTSTANDING</b>	<b>A+, A, A- EXCELLENT</b>	<b>B+, B, B- VERY GOOD</b>	<b>C+, C, C- GOOD</b>	<b>D+, D, D- ACCEPTABLE</b>	<b>E+, E, E- UNSATISFACTORY</b>
<b>Understanding</b>	an exceptional understanding of the topic	a comprehensive and critical understanding of the topic	a critical understanding of the topic	a good understanding of the topic	evidence of a coherent understanding of the key aspects of the topic	evidence of some understanding of key aspects of the topic
<b>Originality</b>	strong evidence of originality and development of own independent ideas	a high level of independent thinking and development of own ideas	independent thinking and development of own ideas	some evidence of independent thinking and development of own ideas	limited independent thinking and development of own ideas	no evidence of independent thinking and development of own ideas
<b>Ability to develop an argument, solution, evaluation or explanation</b>	an ability to develop a highly complex argument, evaluation or solution	an ability to develop a complex argument, evaluation or solution	an ability to develop a well-structured argument, solution, evaluation or explanation	an ability to develop a structured argument or solution, evaluation or explanation	an ability to present a sufficiently structured argument, solution or explanation	some ability to present an appropriate argument, solution, or explanation

	<b>A* OUTSTANDING</b>	<b>A+, A, A- EXCELLENT</b>	<b>B+, B, B- VERY GOOD</b>	<b>C+, C, C- GOOD</b>	<b>D+, D, D- ACCEPTABLE</b>	<b>E+, E, E- UNSATISFACTORY</b>
<b>Use of literature and theories</b> (where appropriate)	a highly critical, in-depth evaluation of the relevant literature and theories	a highly critical evaluation of the relevant literature and theories	a critical evaluation of the relevant literature and theories	an evaluation of the relevant literature and theories	evidence of some evaluation of the relevant literature and theories	limited evaluation of the relevant literature and theories
<b>Use of methodologies</b> (incl relevant practices, tools, literature etc)	an exceptional ability to use methodologies for analysis and synthesis	a high standard of competence in the appropriate use of methodologies for analysis and synthesis	a high standard of competence in the use of appropriate methodologies for analysis and synthesis	competence in the use of appropriate methodologies for analysis and synthesis	use of the relevant methodologies for analysis and synthesis to an acceptable standard	limited use of relevant methodologies
<b>Communication</b>	an exceptional ability to communicate complex topics clearly and concisely	an excellent ability to communicate clearly and concisely	an ability to communicate clearly and concisely	an ability to communicate clearly and effectively	evidence of effective communication skills	little evidence of effective communication.

**Grade F (UNACCEPTABLE)** Unacceptable work that fails to demonstrate relevant knowledge, understanding or skills to any significant degree and/or clearly fails to meet key learning outcomes in the assessment.

**Grade NS (Non-Submission)** No work has been submitted for assessment.