



ROYAL AGRICULTURAL COLLEGE, CIRENCESTER

## **Programme Specification**

# **Foundation Degree (FdSc) Agriculture and Farm Management**

FA Guide October 2010



**ROYAL AGRICULTURAL COLLEGE, CIRENCESTER**

**PROGRAMME SPECIFICATION**

**Foundation Degree (Fd.Sc.):  
Agriculture and Farm Management**

**NB**

*The information contained in this document is intended only as a guide to the course 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.*

**Course Manager: Tom Overbury**

**17/09/10**

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<b>1. Awarding Institution</b>	Royal Agricultural College
<b>2. Teaching Institution</b>	Royal Agricultural College
<b>3. Final Award Title(s)</b>	Foundation Degree (Fd.Sc.): Agriculture and Farm Management
<b>4. UCAS Code(s)</b>	D 401
<b>5. Relevant QAA Subject Benchmark Statement(s)</b>	<ul style="list-style-type: none"> <li>• Foundation Degree prospectus. Hefce 2000.</li> <li>• The framework for higher education qualifications in England, Wales and Northern Ireland. QAA 2001.</li> <li>• Subject Benchmark Statements - Agriculture, forestry, agricultural sciences, food sciences and consumer sciences. QAA 2003.</li> <li>• Foundation Degree qualification benchmark. QAA 2004.</li> <li>• Foundation Degree Sectoral Framework for Land Management and Production. Lantra 2005.</li> <li>• Learning from reviews of Foundation Degrees in England carried out in 2004-05. QAA 2005.</li> <li>• Agricultural Management - National Occupational Standards. Lantra 2005.</li> </ul>
<b>6. Date of production</b>	August 2010

## 7. Educational Aims of the Programme

7.1 The educational aims of the programme will be to provide students with:

- The development of their learning in agriculture and farm management in a flexible manner on either a full-time or part-time study basis or a combination of these modes.
- Technical agricultural and farm management skills and knowledge for work in land-based businesses.
- A learning experience that is directly related to the needs of employers a number of whom were consulted in the development of this Foundation Degree programme.
- Transferable skills to meet the future needs of employment in the land-based sector and other industries.
- An opportunity to progress to an honours degree and further professional qualifications.
- A stimulus to pursue life-long learning in both vocational and academic subjects.

Note: These aims will be achieved through the delivery of a programme with flexible modes of study, including work-based learning and skills development. The programme has been developed through wide consultations with employers in land-based businesses and the Sector Skills Council for the Environmental and Land-based Sector (Lantra).

## 8. Intended Learning Outcomes

This Foundation Degree has been developed using the guidance provided in the Benchmark Statements noted in para 5 so that students successfully completing the course can achieve the following learning outcomes:

### 8.1 Knowledge and Understanding

Students will be able to:

- 8.1.1. Understand the principles of crop and livestock production, management and marketing and the mechanisation of agricultural production.

- 
- 8.1.2 Apply business management techniques to land-based businesses and use them in different approaches to problem solving.
  - 8.1.3 Demonstrate an awareness of the importance of sustainable development and environmental management in the rural sector.
  - 8.1.4 Comprehend the roles, impact and responsibilities of regulatory and other influencing bodies on land-based businesses.
  - 8.1.5 Be aware of the limits of their knowledge and how this may influence analyses and interpretations.

## 8.2 Intellectual Skills

Students will be able to:

- 8.2.1 Acquire and apply research methodology and problem solving techniques.
- 8.2.2 Evaluate the usefulness and relevance of literature and other data to crop and animal production, farm management and related rural issues.
- 8.2.3 Research, collect and critically evaluate information relating to problem solving in land-based businesses.
- 8.2.4 Propose and test hypotheses using appropriate techniques.
- 8.2.5 Apply intellectual skills to balance costs, benefits, risks, health and safety and environmental impact in real life situations.

## 8.3 Practical/Professional Skills

Students will be able to:

- 8.3.1 Apply practical skills and associated knowledge in a working environment.
- 8.3.2 Perform work related tasks at commercial speed, in a safe and competent manner with minimal guidance/supervision.
- 8.3.3 Analyse technical and financial data so as to determine their validity and relevance to land-based enterprises.
- 8.3.4 Prepare business plans for land-based enterprises, including strategic planning and problem solving, so as to achieve the objectives of a business.

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## 8.4 Transferable Skills

Students will be able to:

- 8.4.1 Communicate clearly and effectively using written, verbal and visual media.
- 8.4.2 Manage their time, roles and responsibilities and apply skills in differing situations.
- 8.4.3 Work in a team, relate to, and interact effectively with groups and other individuals.
- 8.4.4 Manage tasks, identify and solve problems using appropriate information sources.
- 8.4.5 Apply numerical skills and techniques.
- 8.4.6 Use a range of specialist equipment and systems.
- 8.4.7 Engage in career and personal development so as to deepen their knowledge and develop further skills by using opportunities for life-long learning.

Note: Each of the learning outcomes is tested within the modular programme and shown in a Curriculum Map. (See para 16.1.)

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## **9. Programme Structure and requirements**

### 9.1 Programme Structure

This Foundation Degree has been developed in line with the Intermediate Level of the QAA Framework for higher education qualifications.

The programme structure is shown in Appendix 1 , indicating four phases with the following details given for each phase:

- Duration of each phase
- Learning locations (college or work-based)
- Learning mode (full-time or part-time)
- Learning modules (Core, Core with Choice, Optional)
- Assessment outline. Credits available under the Credit Accumulation and Transfer Scheme (CATS)
- Qualifications available.

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## 9.2 Length of Study Programme

This Foundation Degree has been designed so that students can study flexibly, either on a full-time or part-time basis. The programme can be completed full-time over 2 years or part-time over 4 years. A combination of full time/part-time study would also be possible taking 3 years to complete the programme. However, college regulations allow for referrals in which case course completion must be within a maximum period of 6 years. (Ref RAC Academic Regulations.)

## 9.3 Modular Structure

The outline modular structure of the programme is as follows with numbers indicating full (1.0) or half (0.5) modules. (See also the Programme Structure in Appendix 1.) In terms of levels of the QAA, FHEQ, Phase I is at level 4 and Phases II, III and IV are all at level 5.

### **Phase I** (9 learning modules)

Accounts & Economics (1.0)

Animal and Crop Science (1.0)

Crop Production (1.0)

Estate Management (0.5)

Farm Business Management (1.0)

General Agriculture (1.0)

Livestock Husbandry (1.0)

Machinery and Buildings (1.0)

Personal Development/Employability (0.5)

### **Phase II**

One work-based module relating to:

The student's personal development whilst on work-based experience including the achievement of the clearly stated objectives in the Individual's Learning Agreement (ILA).

A minimum period of ten weeks will be spent by the student in a work based environment. The bulk of this period may be spent on the home farm, but a period of two weeks must be spent in a work based situation that is not the home farm.

Each student will be required to assemble a portfolio of evidence for assessment in this module. This must be submitted for assessment within one month of the end of the work-based experience period.

During this work-based learning period, employers or one of their staff



will act as mentors to provide guidance and advice to students and help them link knowledge and understanding with work-based activities.

A briefing session for employers will be held prior to students beginning their work-based experience. This will include information on mentoring and the employer's role in assessing students during this phase.

### **Phase III**

Four full and two half modules as shown below:

- |       |   |     |
|-------|---|-----|
| (i)   | <u>Agricultural Policy</u> (inc legislation, CAP, WTO)                                      | 1.0 |
| (ii)  | <u>Crop Management</u> (inc Agronomy, Crop Inspecting, Disease & Weed Management)           | 1.0 |
| (iii) | <u>Animal Production</u> (inc. Nutrition & Diet Formulation and Animal Health & Welfare)    | 1.0 |
| (iv)  | <u>Environmental and Woodland Management</u> (inc. Environmental Schemes, Cross Compliance) | 1.0 |
| (v)   | <u>Commodities Marketing</u>  | 0.5 |
| (vi)  | <u>Machinery Management</u>   | 0.5 |

### **Phase IV**

Two modules, focusing on the preparation for further study at BSc (hons) level and the production of an integrated project report.

#### **Module 1: Data Handling and Technical Writing**

Collection & utilisation of information including research methodology, collecting data, statistical analysis, the interpretation and presentation of data, technical report writing and correct referencing of work. 0.5

#### **Module 2: Farm Business Planning**

Following relevant tuition, the production of a farm business plan based on a case study approach with an associated viva exam. 1.5

## 9.4 Special Features of the Programme

The special features of the programme are:

- A half module in Phase I - Personal Development/Employability - focussing on preparation for employment in Phase II of the programme.
- Flexible pathways for studying this programme - full-time, part-time or a combination of the two modes of study. Modules will be timetabled on specific regular days, so that part time students may undertake the programme over an extended period, subject to the College's regulations on maximum study time allowable. An individual student can tailor their choice of study on an individual basis by agreement with the course manager. A combination of modes means that a student could undertake Phase 1 full time and subsequent phases part time or vice versa.
- An integrated period (minimum of 10 weeks) of work-based learning/experience with the assistance of a mentor in the work place
- Some Phase III technical/management modules may be delivered in courses alongside industry practitioners, thus affording students opportunities to benefit also from their industrial experience.
- The involvement of employers in the assessment of students' work. In Phase II students' portfolios of evidence will include an assessment by employers.
- The successful completion of Module 1 in Phase IV "Data Handling and Technical Writing" should enable students to proceed directly to the completion of an honours degree without having to undertake any additional bridging studies.

## **10. Student support services**

### 10.1 Academic Support Services available to Students

The following support services will be provided for students:

- Induction programme including information on learning resources
- Assistance with study skills and learning support available
- Module guides (available at the start of each module)
- Study skills packages
- Library and other learning resources
- E-mail and internet facilities

- Student's personal tutor (re: personal and pastoral issues)
- Learning support from subject tutors and course manager
- Assistance from teaching and learning support services
- Services of Student Welfare Officer
- Availability of confidential local counselling services.

## 10.2 Details of the Programme Management Team

Nicholai Thomasin-Foster  
 Tom Overbury (Course Manager)  
 Nigel Warner.

## 11. **Criteria for admissions**

This Foundation Degree is open to all people of all ages regardless of gender, race or disability (where disability is not a barrier to doing the work-based components of the course).

### 11.1 Entry Requirements

Candidates must be able to satisfy the general admissions requirements of the Royal Agricultural College.

Applicants should normally be at least 18 years of age by 31 December in the year of entry.

Applicants are required to demonstrate a set of basic skills required to fulfil the demands of the course:

- An ability to express themselves in English
- Basic numerical skills

These skills should be demonstrated at levels equivalent to GCSE Grades A-C i.e. applicants may offer:

- GCSE, or GCE, or CSE results

and/or

- Results of appropriate BTEC or Access courses

and/or

- An accredited record of using these skills in employment.

Applicants whose first language is not English must offer evidence of qualifications in written and spoken English. Acceptable qualifications are TOEFL 550 and IELTS 6, or direct equivalents.

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

- 80 -120 UCAS points, or equivalent to one A level grade C i.e. 2Es or 1C at A level (6 unit qualification) or an AVCE Double Award at EE, or BTEC National Certificate (PP) or Diploma (PPP)
- Additionally candidates will normally be expected to present passes at Grade C or above in at least 3 other subjects which would normally include English and Mathematics

or

- equivalent qualifications

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.

#### Accreditation of Prior Learning (APL)

The Dean, in consultation with the Course Manager, 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 Dean, in consultation with the Course Manager, will make the admissions decision in cases involving APEL, as per normal College procedure.

## **12. Forms of teaching**

### 12.1 Learning Agreement

At the beginning of the course following any APL and APEL for a student, an Individual Learning Agreement (ILA) will be drawn up between the college and each student on the programme. This will confirm any outcomes the student has already achieved and those that are to be realised through the Foundation Degree programme. Progress towards the achievement of these outcomes will be reviewed regularly.

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

## 12.2 Learning Activities

- Lectures. One of the methods of delivery of learning during the college-based phases of the programme will be by lectures. Lecturers giving lectures 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. Therefore students should be able to:
  - express and share their views
  - interact with other students and respond to their opinions
  - practise making presentations
  - develop their ability to discuss issues
  - develop their ability to participate in group activities.
- Practicals  
Practical classes and visits to land-based enterprises, including the college farm enterprises, will be an important part of the programme. These activities will aid the reinforcement and application of information learned through the more formal teaching sessions.
- Work-based experience  
During Phase II of the course students will be required to undertake a minimum of 10 weeks work-based experience. Prior to starting work, learning objectives for this period will be agreed between the student, employer and college staff. During this experience students should be able to:
  - Work effectively in a commercial environment
  - Organise themselves as regards time management, resourcefulness and ability to work on their own
  - Develop existing practical skills and acquire new ones
  - Gain insight into the management of the enterprise including financial and personnel aspects.

- **Portfolio Development and Key Skills**  
During Phase II students will be required to develop a portfolio relating to their work-based experience. This will include developing their ability to demonstrate key skills such as numeracy, communications, presentation and IT.
- **Directed and Private Study**
- Students are expected to undertake private study as an important learning method within the course. 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 is very important for the effective use of private study time.

The library staff provide advice and assistance on both finding and using relevant material. Guidance in private study is also given by the academic staff.

### **13. Quality Assurance Procedures**

#### **13.1 The Academic Assurance Procedures**

These are described in the college's Academic Regulations. These include:

Assessment

Progression

Referral

Failure

Awards

Extenuating Circumstances

Appeals

The Credit Accumulation and Transfer System (CATS)

#### **13.2 The Course Management Team and Student Representation**

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

Course Manager (Chair)

Dean of the School of Agriculture

The Year Tutors

A representative of another School in the college

2 student representatives

Other appropriate members of the academic staff may be co-opted.

The 2 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 Course Management Team.

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

#### **14. Marking Guides and Assessment Regulations**

Details of the college's marking guides are given in the college Policy Document "Marking Criteria Guidelines for Coursework (Assignments and Reports)".

The regulations relating to assessments can be found in the college's Academic Regulations Section.

#### **15. Ownership of programme specification**

This Foundation Degree programme has been developed within the college's School of Agriculture in consultation with industrial representatives. Responsibility for the internal management of this programme will be taken by the School of Agriculture.

#### **16. Curriculum Map**

The Intended Learning Outcomes for the programme were set out in detail in para 8 under the following headings:

- Knowledge and Understanding
- Intellectual Skills
- Practical/Professional Skills
- Transferable skills

##### **16.1 Curriculum Map**

A full curriculum map has been prepared showing where each of these learning outcomes is tested within the modular programme. The course manager can supply a copy if required.

## 16.2 The Essential Contents of a Foundation Degree as Outlined by the Sector Skills Council (SSC) (Lantra)

Lantra, the SSC for the Environment and Land-based Sector, set out the essential contents for a Foundation Degree in the publication "Foundation Degree Sectoral Framework for Land Management and Production" (Lantra 2005).

These were listed under the following headings:

- Technical Knowledge
- Practical Skills
- Health & Safety
- Sustainable Development
- Business Management
- Employability.

These have also been mapped against the course modules, showing where each "essential content" will be delivered within the modular programme. The course manager can supply a copy if required.

## 16.3 Relationship to National Occupational Standards (NOS)

Lantra states in the Sectoral Framework for a Foundation Degree for Land Management and Production (May 2005) that, "Providers developing Foundation Degrees should refer to relevant NOSs and map their programme against them."

The Lantra Agricultural Management National Occupational Standards (December 2005) Qualifications Structure for NVQ Level 4 have been taken for "Mixed Farming" which require candidates to achieve the following units:

Unit A2      Manage your own resources and professional development

Unit LP45    Plan, monitor and evaluate the management of livestock systems

Unit CU147   Plan, monitor and evaluate the management of crops, their transport and storage

Unit G1      How to improve the finances of the business.

plus any other (one) unit from the NOS option list which includes the following units:

Unit H1      Evaluate environmental performance and recommend improvements

Unit H2      Gain support and commitment for improving environmental



## Performance.

The mapping of the Knowledge and Understanding elements of the NVQ Level 4 NOS units A2, LP45, CU147 & G1 and units H1 and H2 against the modules that will be delivered in the programme has been undertaken.

This exercise confirms that all the Knowledge and Understanding elements of these NOS units will be completely covered in the delivery of the modules in this course. Therefore, students successfully completing this Foundation Degree will be able to achieve NVQ Level 4 in Agricultural Management if they proceed to produce a portfolio of evidence of performance ability in a work-based situation and seek appropriate assessment.

## 17. Career prospects

Students successfully completing this Foundation Degree should be able to pursue the following career pathways in the land-based industries, or using their transferable skills seek employment opportunities further a field.

Likely careers include:

- Running or managing a land-based business
- Managing enterprises within a business
- Supervising staff and resource use in a business
- Working for organisations providing advice or services to land-based sector businesses
- Working in organisations connected with land-based businesses such as Defra, banks, co-operatives
- Jobs in related businesses/organisations where transferable skills learned during this Foundation Degree programme can be applied e.g. the construction industry, civil engineering, the leisure industry
- Progression onto a BSc (Hons) programme and then seek graduate employment.
-

## 18. Module reference sheets

The modules that will contribute to the programme are:

### Phase I (9 learning modules)

1116	Accounts & Economics	1.0
1117	Animal & Crop Science	1.0
1118	Crop Production	1.0
1119	Estate Management	0.5
1120	Farm Business Management	1.0
1121	General Agriculture	1.0
1122	Livestock Husbandry	1.0
1123	Mechanisation & Buildings	1.0
1124	Personal Development/Employability	0.5

### Phase II (1 module)      2131      Work-based learning

The learner's personal development based upon the Individual's Learning Agreement.

### Phase III - 5 modules

2125	<u>Agricultural Policy</u> (inc legislation, CAP, WTO)	1.0
2129	<u>Crop Management</u> (inc Agronomy, Crop Inspecting, Disease & Weed Management)	1.0
2126	<u>Animal Production</u> (inc. Nutrition & Diet Formulation and Animal Health & Welfare)	1.0
2128	<u>Environmental and Woodland Management</u> (inc. Environmental Schemes, Cross Compliance)	1.0
2127	<u>Commodities Marketing</u>	0.5
2130	<u>Machinery Management</u>	0.5

**Phase IV** 2 modules, focusing on the preparation for further study at BSc (hons) level and the production of an integrated project report.

Module 2133 Data Handling and Technical Writing. Collection & utilisation of information including research methodology, collecting data, statistical analysis, the interpretation and presentation of data, technical report writing and correct referencing of work. 0.5

Module 2132 Farm Business Planning. Following relevant tuition, the production of a farm business plan based on a case study approach with an associated viva exam. 1.5

Module Reference Sheets for course modules are presented in Appendix.

## List of Abbreviations

(relating to the New Course Proposal Document  
and Programme Specification)

APL	Accreditation of Prior Learning
APEL	Accreditation of Prior Experiential Learning
ATV	All Terrain Vehicle
CAP	Common Agricultural Policy (of the European Union)
CATS	Credit Accumulation Transfer System
CPD	Continuous Professional Development
Defra	Department for Environment, Food and Rural Affairs
FACTS	Fertilizer Advisors Certification and Training Scheme
Fd. Sc.	Foundation Degree of Science
FEPA	The Food and Environment Protection Act and the Control of Pesticides
FHEQ	The QAA Framework for Higher Education Qualifications
Hefce	Higher Education Funding Council for England
HEI	Higher Education Institution
IT	Information Technology
ICT	Information Communication Technology
ILA	Individual Learning Agreement
Lantra	The Sector Skills Council for the Environment and Land-based Sector
NOS	National Occupational Standards
NVQ	National Vocational Qualifications
PA	Pesticide Application (Schedules)
QAA	The Quality Assurance Agency for Higher Education
RAC	Royal Agricultural College
SSC	Sector Skills Council
WTO	World Trade Organisation

# 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 assessment criteria including where appropriate:	Demonstrates a command of theoretical issues and concepts, demonstrating an ability to critically review and analyse evidence with an articulate, well-	Has very good presentation, which is clear fluent and accurate. Academic conventions are consistently well presented	The discussion approached with flair. Results present clearly and interpreted fully. Questions answered well, demonstrating wider knowledge.

	methodological, technical and scholarships skills	constructed argument. Sound conclusions. Imaginative and shows originality of thought.	including citations and bibliography. Correct spelling and grammar.	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%  An adequate answer which	Has some familiarity with the subject matter, but poor interpretation of the assessment criteria, including where appropriate methodological, technical and scholarships skills	Has some awareness of relevant arguments and debates, but poor analysis and evaluation of concepts and theories with shaky conclusions	Is weak in presentation, not 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.	The discussion is very limited. Background and rationale are not well explained. Weak answers to questions. Slides, etc. are inadequate.

<p>25-39%</p> <p>A failed answer which</p>	<p>Demonstrates little understanding of the subject matter, poor interpretation of the assessment criteria, including where appropriate methodological, technical and scholarly skills</p>	<p>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.</p>	<p>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</p>	<p>No coherent development of the problem. No explanation. Topic poorly covered. Poor slides, etc. no discussion of results. Answers to questions are weak.</p>
<p>0-24%</p> <p>A poor failed answer which</p>	<p>Has little or no grasp of what is required based on the specific assessment criteria. Confused and rambling.</p>	<p>Has description rather than analysis, with little or no grasp of the concepts and theories, with very poor structure.</p>	<p>Is inadequate in its presentation, disjointed structure with little or no coherence. No attempt to use academic conventions. Spelling and grammatical errors affect meaning.</p>	<p>No demonstration of understanding the problem. Errors of fact.</p>

## 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.