

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59	50 - 54
Evidence of fulfilment of all relevant learning outcomes	Overwhelming	Excellent and extensive	Excellent	Very good	Good	Sound	Sound, but with limitations
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Exceptional evidence of learning	Outstanding evidence of learning	Excellent evidence of learning	Strong evidence of learning	Good evidence of learning	Clear evidence of learning	Generally clear evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Exemplary insight and analysis	Outstanding insight and analysis	Excellent and perceptive	Very good and perceptive	Good with evidence of insight	Sound but inconsistent; some evidence of insight	Sound but undeveloped, with some but limited evidence of insight
Engagement with theology and faithful practice	Nuanced, in-depth, exceptionally insightful and impressive	Very wide-ranging and very insightful	Wide-ranging and insightful	Very good engagement with relevant material	Secure engagement with relevant material	Sound engagement with relevant material	Adequate engagement with relevant material with occasional gaps
Self-awareness and reflexivity	Exceptional awareness of own position	Outstanding awareness of own position	Excellent awareness of own position	Very good awareness of own position	Good awareness of own position	Generally adequate awareness of own position	Some awareness of own position but patchy
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Exemplary integration – superlative connections	Outstanding integration – many excellent connections	Excellent integration – excellent connections	Very good integration – strong connections	Good integration – good connections	Sound integration – adequate connections	Generally sound integration – some adequate connections
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Exemplary structure, style and presentation	Excellent and attractive presentation	Excellent presentation	Very clear presentation	Clear presentation	Sound presentation	Generally comprehensible but some flaws in presentation and/or lack of clarity
Overall impression	Exemplary	Outstanding	Excellent	Very good	Good	Sound	Sound, but with limitations

	45 - 49	40 – 44	35 - 39	30 - 34	10 – 29	0 – 9
Evidence of fulfilment of all relevant learning outcomes	Sufficient but restricted	Just sufficient	Nearly sufficient	Insufficient, but much is covered	Clearly insufficient	None or minimal
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Some evidence of learning, but restricted	Some evidence of learning but very restricted	Little evidence of learning	Very little evidence of learning	Minimal evidence of learning	No evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Basically acceptable, but limited insight	Just acceptable, but significant weaknesses	Nearly acceptable, but little evidence of perceptiveness	Unclear and lacking perceptiveness	Incoherent or inappropriate	None
Engagement with theology and faithful practice	Some engagement but many errors and/or gaps in coverage and relevance	Some general engagement but many errors, omissions and/or misunderstandings	Little engagement with a multitude of errors, misunderstandings and omissions	Barely relevant engagement, largely erroneous	Negligible engagement or relevance with erroneous material	No engagement
Self-awareness and reflexivity	Some awareness of own position but limited	Just adequate awareness of own position, but poor	Inadequate awareness of own position	Inadequate awareness of own position suggesting lack of understanding	Minimal awareness of own position	No awareness of own position
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Some integration – limited connections	Just adequate integration – very limited connections	Little integration – inadequate connections	Very little integration – barely relevant connections	Minimal integration – connections lacking or erroneous	No integration – no connections
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Basically acceptable presentation, but flaws	Just acceptable presentation, but a number of flaws	Poor presentation	A multitude of flaws in presentation	Unacceptable presentation; largely incomprehensible	Insufficient evidence
Overall impression	Weak	Very weak	Poor	Very poor	Unacceptable	Unacceptable

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59	50 - 54
Evidence of fulfilment of all relevant learning outcomes	Overwhelming	Excellent and extensive	Excellent	Very good	Good	Sound	Sound, but with limitations
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Exceptional evidence of learning	Outstanding evidence of learning	Excellent evidence of learning	Strong evidence of learning	Good evidence of learning	Clear evidence of learning	Generally clear evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Exemplary insight and analysis with clear evidence of independence of thought and critical judgement	Outstanding insight and analysis with clear evidence of independence of thought and critical judgement	Excellent and perceptive with evidence of critical judgement	Very good and perceptive with evidence of critical thinking	Good with evidence of insight and critical thinking	Sound but inconsistent; some evidence of insight and critical thinking	Sound but undeveloped, with some but limited evidence of insight
Engagement with theology and faithful practice	Nuanced, in-depth, exceptionally insightful and impressive	Very wide-ranging and very insightful	Wide-ranging and insightful	Very good engagement with relevant material	Secure engagement with relevant material	Sound engagement with relevant material	Adequate engagement with relevant material with occasional gaps
Self-awareness and reflexivity	Exceptional awareness of own position	Outstanding awareness of own position	Excellent awareness of own position	Very good awareness of own position	Good awareness of own position	Generally adequate awareness of own position	Some awareness of own position but patchy
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Exemplary integration – superlative connections	Outstanding integration – many excellent connections	Excellent integration – excellent connections	Very good integration – strong connections	Good integration – good connections	Sound integration – adequate connections	Generally sound integration – some adequate connections
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Exemplary structure, style and presentation	Excellent and attractive presentation	Excellent presentation	Very clear presentation	Clear presentation	Sound presentation	Generally comprehensible but some flaws in presentation and/or lack of clarity
Overall impression	Exemplary	Outstanding	Excellent	Very good	Good	Sound	Sound, but with limitations

	45 - 49	40 – 44	35 - 39	30 - 34	10 – 29	0 – 9
Evidence of fulfilment of all relevant learning outcomes	Sufficient but restricted	Just sufficient	Nearly sufficient	Insufficient, but much is covered	Clearly insufficient	None or minimal
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Some evidence of learning, but restricted	Some evidence of learning but very restricted	Little evidence of learning	Very little evidence of learning	Minimal evidence of learning	No evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Basically acceptable, but limited insight	Just acceptable, but significant weaknesses	Nearly acceptable, but little evidence of perceptiveness	Unclear and lacking perceptiveness	Incoherent or inappropriate	None
Engagement with theology and faithful practice	Some engagement but many errors and/or gaps in coverage and relevance	Some general engagement but many errors, omissions and/or misunderstandings	Little engagement with a multitude of errors, misunderstandings and omissions	Barely relevant engagement, largely erroneous	Negligible engagement or relevance with erroneous material	No engagement
Self-awareness and reflexivity	Some awareness of own position but limited	Just adequate awareness of own position, but poor	Inadequate awareness of own position	Inadequate awareness of own position suggesting lack of understanding	Minimal awareness of own position	No awareness of own position
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Some integration – limited connections	Just adequate integration – very limited connections	Little integration – inadequate connections	Very little integration – barely relevant connections	Minimal integration – connections lacking or erroneous	No integration – no connections
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Basically acceptable presentation, but flaws	Just acceptable presentation, but a number of flaws	Poor presentation	A multitude of flaws in presentation	Unacceptable presentation; largely incomprehensible	Insufficient evidence
Overall impression	Weak	Very weak	Poor	Very poor	Unacceptable	Unacceptable

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59	50 - 54
Evidence of fulfilment of all relevant learning outcomes	Overwhelming	Excellent and extensive	Excellent	Very good	Good	Sound	Sound, but with limitations
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Exceptional evidence of learning	Outstanding evidence of learning	Excellent evidence of learning	Strong evidence of learning	Good evidence of learning	Clear evidence of learning	Generally clear evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Exemplary insight and analysis with clear evidence of independence and originality of thought and of critical judgement	Outstanding insight and analysis with clear evidence of independence of thought and critical judgement	Excellent and perceptive with evidence of critical judgement	Very good and perceptive with evidence of critical thinking	Good with evidence of insight and critical thinking	Sound but inconsistent; some evidence of insight and critical thinking	Sound but undeveloped, with some but limited evidence of insight
Engagement with theology and faithful practice	Sophisticated, imaginative, exceptionally insightful and impressive	Very wide-ranging and very insightful	Wide-ranging and insightful	Very good engagement with relevant material	Secure engagement with relevant material	Sound engagement with relevant material	Adequate engagement with relevant material with occasional gaps
Self-awareness and reflexivity	Exceptional awareness of own position	Outstanding awareness of own position	Excellent awareness of own position	Very good awareness of own position	Good awareness of own position	Generally adequate awareness of own position	Some awareness of own position but patchy
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Exemplary integration – superlative connections	Outstanding integration – many excellent connections	Excellent integration – excellent connections	Very good integration – strong connections	Good integration – good connections	Sound integration – adequate connections	Generally sound integration – some adequate connections
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Exemplary structure, style and presentation	Excellent and attractive presentation	Excellent presentation	Very clear presentation	Clear presentation	Sound presentation	Generally comprehensible but some flaws in presentation and/or lack of clarity
Overall impression	Exemplary	Outstanding	Excellent	Very good	Good	Sound	Sound, but with limitations

	45 - 49	40 – 44	35 - 39	30 - 34	10 – 29	0 – 9
Evidence of fulfilment of all relevant learning outcomes	Sufficient but restricted	Just sufficient	Nearly sufficient	Insufficient, but much is covered	Clearly insufficient	None or minimal
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Some evidence of learning, but restricted	Some evidence of learning but very restricted	Little evidence of learning	Very little evidence of learning	Minimal evidence of learning	No evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Basically acceptable, but limited insight	Just acceptable, but significant weaknesses	Nearly acceptable, but little evidence of perceptiveness	Unclear and lacking perceptiveness	Incoherent or inappropriate	None
Engagement with theology and faithful practice	Some engagement but many errors and/or gaps in coverage and relevance	Some general engagement but many errors, omissions and/or misunderstandings	Little engagement with a multitude of errors, misunderstandings and omissions	Barely relevant engagement, largely erroneous	Negligible engagement or relevance with erroneous material	No engagement
Self-awareness and reflexivity	Some awareness of own position but limited	Just adequate awareness of own position, but poor	Inadequate awareness of own position	Inadequate awareness of own position suggesting lack of understanding	Minimal awareness of own position	No awareness of own position
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Some integration – limited connections	Just adequate integration – very limited connections	Little integration – inadequate connections	Very little integration – barely relevant connections	Minimal integration – connections lacking or erroneous	No integration – no connections
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Basically acceptable presentation, but flaws	Just acceptable presentation, but a number of flaws	Poor presentation	A multitude of flaws in presentation	Unacceptable presentation; largely incomprehensible	Insufficient evidence
Overall impression	Weak	Very weak	Poor	Very poor	Unacceptable	Unacceptable

COMMON AWARDS ASSESSMENT CRITERIA AT LEVEL 7

REFLECTIVE JOURNALS AND WRITTEN THEOLOGICAL REFLECTIONS

	86 - 100	76 - 85	70 - 75	65 - 69	60 - 64	55 - 59
Evidence of fulfilment of all relevant learning outcomes	Fully satisfied at a consistently high level	Amply satisfied at a high level	Satisfied, many at a high level	Satisfied, some at a high level	Satisfied, many are more than satisfied	Satisfied, some are more than satisfied
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Exemplary evidence of learning	Outstanding evidence of learning	Excellent evidence of learning	Very good evidence of learning	Good evidence of learning	Sound evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Outstanding, original, sophisticated, critical analysis and insight	Excellent, imaginative critical analysis and insight	Excellent critical analysis and insight	Very good critical analysis and perceptive questions	Good critical analysis and questions	Some critical analysis and appropriate questions
Engagement with theology and faithful practice	Excellent, sophisticated, in-depth, engagement informed current scholarship	Excellent, in-depth, engagement informed by current scholarship	Excellent, thorough, engagement informed by current scholarship	Very good engagement, informed by current scholarship	Good engagement, informed by some current scholarship	Sound engagement informed by some current scholarship
Self-awareness and reflexivity	Outstanding critical self-awareness and reflexivity	Excellent critical self-awareness and reflexivity	Excellent self-awareness and reflexivity	Insightful self-awareness and reflexivity	Good self-awareness and reflexivity	Some self-awareness and reflexivity
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Exceptionally sophisticated, insightful and creative integration	Exceptionally nuanced, creative and insightful integration	Excellent insight and creativity	Very good and imaginative integration	Good integration	Adequate integration but not always persuasive
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Highest professional standards of presentation	Professional standards of presentation	Excellent standards of presentation	Very good, clear presentation	Good, clear presentation	Adequate presentation
Overall impression	Exemplary	Outstanding	Excellent	Very good	Good	Acceptable

	50 - 54	40 - 49	30 - 39	20 - 29	10 - 19	0 - 9
Fulfilment of relevant learning outcomes	Satisfied	Some are satisfied	Few are satisfied	Few, if any, are satisfied	Very few, if any, are satisfied	None are satisfied
Evidence of learning – development of knowledge, understanding and/or skill as appropriate	Broadly adequate evidence of learning but with limitations	Some evidence of learning but significantly limited	Very severely limited evidence of learning	Little evidence of learning	Minimal evidence of learning	No evidence of learning
Engagement with dimensions of the task – thinking skills including identification of issues, analysis, questioning, insight (and choice of method if appropriate)	Some critical analysis but limited, few appropriate questions	Inadequate critical analysis and questioning, significantly limited	Analysis and enquiry confused	Analysis and enquiry incoherent	Minimal analysis or enquiry	None
Engagement with theology and faithful practice	Some sound and informed engagement but limited	Some engagement showing general understanding	Some poor and mistaken engagement	Incomplete and unsystematic engagement	Negligible engagement	No engagement
Self-awareness and reflexivity	Some self-awareness and reflexivity but patchy	Some self-awareness, but little reflexivity	Little self-awareness or reflexivity	Lack of self-awareness or reflexivity	Minimal self-awareness or reflexivity	No self-awareness or reflexivity
Integration – connection of learning with experience and other knowledge including use of other disciplines (where appropriate)	Some adequate integration but patchy and not always persuasive	Some integration but occasional and weak	Very severely limited integration	Minimal integration – lack of understanding	No persuasive evidence of integration	No integration
Presentation - clarity, organisation, language and style, referencing (if appropriate)	Adequate presentation but with some flaws	Generally poor presentation with some significant flaws	Consistently poor presentation with significant flaws	Very poor presentation with many flaws	Very poor presentation with a multitude of flaws	Unacceptable presentation; omissions, errors, irrelevant sources
Overall impression	Adequate	Inadequate on balance	Inadequate	Unacceptable	Unacceptable	Abysmal