

<b>LEVEL 7 – PGT</b>			
<b>Band</b>	<b>Band descriptors</b>	<b>Grade</b>	<b>Award classification equivalence</b>
	<p>Band descriptors should be read in conjunction with QAA’s descriptor for a higher education qualification at level 7 on FHEQ, which can be found at the following link - <a href="https://www.qaa.ac.uk/docs/qaa/quality-code/qualificationsframeworks.pdf">https://www.qaa.ac.uk/docs/qaa/quality-code/qualificationsframeworks.pdf</a></p> <p>Band descriptors should be applied as appropriate to the assignment in question. The descriptors should be applied as “best fit”. It is unlikely that every aspect of each band’s descriptors will apply to any single assignment – hence the importance of <b>providing students with interpretations of these descriptors at assignment level.</b></p>		

<p><b>Excellent</b></p>	<p>Work which is primarily characterised by the following:</p> <ul style="list-style-type: none"> <li>• Outstanding grasp of the academic discipline/field of study/area of professional practice, often characterised by a lucid critical awareness of current problems/new insights</li> <li>• Exceptional level of critical insight</li> <li>• Evidence of extensive relevant and appropriate reading/viewing/listening</li> <li>• Discerning/highly creative use of relevant and appropriate sources/materials</li> <li>• Excellent understanding and/or highly skilled application of knowledge/techniques/methodologies, underpinned by high levels of creativity/originality/independence of thought</li> <li>• Excellent level of critical evaluation of advanced scholarship and/or research relevant to the field of study or area of professional practice</li> <li>• Outstanding grasp of how research/enquiry/advanced scholarship/professional practice creates and navigates knowledge</li> <li>• Outstanding grasp of the relevance of research/enquiry/advanced scholarship to (the student's own) research/practice/professional context</li> <li>• Highly competent and critical handling, presentation and interpretation of data</li> <li>• Exceptional clarity, coherence and focus</li> <li>• Exceptional cogency of communication to (target) specialist/nonspecialist audiences</li> </ul>	<p><b>A</b></p>	<p><b>Distinction</b></p>
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<b>Good</b>	Work which is primarily characterised by the following: <ul style="list-style-type: none"><li>• Clear grasp of the academic discipline/field of study/area of professional practice, often characterised by a critical awareness of current problems/new insights</li><li>• Good level of critical insight</li><li>• Evidence of a wide range of relevant and appropriate reading/viewing/listening</li><li>• Carefully considered/creative and valid use of relevant and appropriate sources/materials</li><li>• Good understanding and/or skilled application of knowledge/techniques/methodologies, underpinned by creativity/originality/independence of thought</li><li>• Good level of critical evaluation of advanced scholarship and/or research relevant to the field of study and/or area of professional practice</li><li>• Clear grasp of how research/enquiry/advanced scholarship/professional practice creates and navigates knowledge</li><li>• Clear grasp of the relevance of research/enquiry/advanced scholarship to (the student's own) research/practice/professional context</li><li>• Competent and critical handling, presentation and interpretation of data</li><li>• Good clarity, coherence and focus</li><li>• Good cogency of communication to (target) specialist/non-specialist audiences</li></ul>	<b>B</b>	<b>Merit</b>
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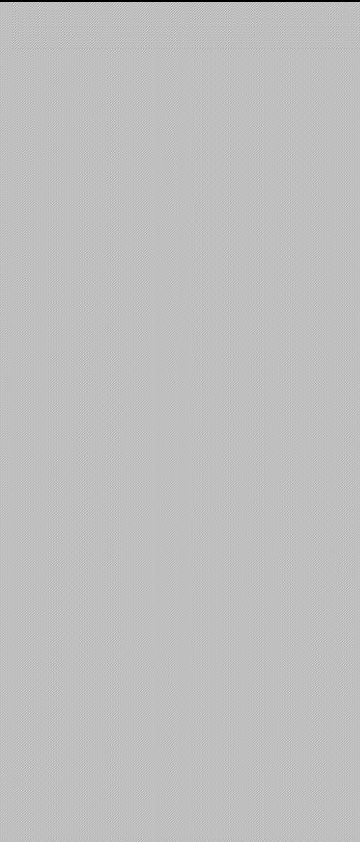
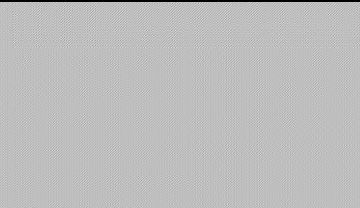
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<p><b>Satisfactory</b></p>	<p>Work which is primarily characterised by the following:</p> <ul style="list-style-type: none"> <li>• Adequate grasp of the academic discipline/field of study/area of professional practice, often characterised by some awareness of current problems/new insights, and with no/minimal misunderstanding</li> <li>• Satisfactory level of critical insight</li> <li>• Evidence of relevant and appropriate reading/viewing/listening</li> <li>• Wholly/mostly valid use of relevant and appropriate sources/materials, with some evidence of creativity</li> <li>• Satisfactory understanding and/or appropriate application of knowledge/techniques/methodologies, some of which is underpinned by creativity/originality/independence of thought</li> <li>• Satisfactory level (with no or minimal misunderstanding) of critical evaluation of advanced scholarship and/or research relevant to the field of study and/or area of professional practice, often weighted to the descriptive</li> <li>• Adequate grasp of how research/enquiry/advanced scholarship/professional practice creates and navigates knowledge, with no/minimal misunderstanding</li> <li>• Adequate grasp of the relevance of research/enquiry/advanced scholarship to (the student's own) research/practice/professional context</li> <li>• Rudimental handling, presentation and interpretation of data, with no/minimal evidence of criticality</li> <li>• Satisfactory clarity, coherence and focus</li> <li>• Satisfactory cogency of communication to (target) specialist/nonspecialist audiences</li> </ul>	<p><b>C</b></p>	<p><b>Pass</b></p>
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<b>Unsatisfactory</b>	Work which is primarily characterised by the following: <ul style="list-style-type: none"><li>• Inadequate grasp of the academic discipline/field of study/area of professional practice, characterised by insufficient awareness of current problems/new insights, and with numerous minor and/or one or more major misunderstandings</li><li>• Unsatisfactory level of critical insight</li><li>• Reading/viewing/listening is largely irrelevant and/or inappropriate</li><li>• Insufficient and/or invalid use of relevant and appropriate sources/materials, lacking in creativity</li><li>• Insufficient understanding and/or inappropriate application of knowledge/techniques/methodologies, with numerous minor and/or one or more major misunderstandings</li><li>• Unsatisfactory level (with numerous minor and/or one or more major misunderstandings) of critical evaluation of advanced scholarship and/or research relevant to the field of study and/or area of professional practice</li><li>• Inadequate grasp of how research/enquiry/advanced scholarship/professional practice creates and navigates knowledge, with numerous minor and/or one or more major misunderstandings</li><li>• Inadequate grasp of the relevance of research/enquiry/advanced scholarship to (the student's own) research/practice/professional context</li><li>• Inadequate/confused/non-critical handling, presentation and interpretation of data</li><li>• Lacking in clarity, coherence and focus, to the extent that communication is hindered</li><li>• Lacking in cogency to the extent that access for (target) specialist/nonspecialist audiences is hindered</li></ul>	<b>D (Condonable fail*)</b>	
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<p><b>Poor</b></p>	<p>Work which is primarily characterised by the following:</p> <ul style="list-style-type: none"> <li>• Negligible/no grasp of the academic discipline/field of study/area of professional practice</li> <li>• Negligible/no critical insight</li> <li>• Reading/viewing/listening is irrelevant/insufficient/inappropriate</li> <li>• Irrelevant and inappropriate sources/materials</li> <li>• Negligible/no understanding of knowledge/techniques/methodologies</li> <li>• No/incorrect application of knowledge/techniques/methodologies</li> <li>• Negligible/no evaluation of advanced scholarship and/or research relevant to the field of study and/or area of professional practice</li> <li>• Negligible/no grasp of how research/enquiry/advanced scholarship/professional practice creates and navigates knowledge</li> <li>• Negligible/no grasp of the relevance of research/enquiry/advanced scholarship to (the student's own) research/practice/professional context</li> <li>• Inaccurate/confused/non-critical handling, presentation and interpretation of data throughout</li> <li>• Unclear, incoherent, and unfocused</li> <li>• Inaccessible to (target) specialist/non-specialist audiences</li> </ul>	<p><b>E</b> <b>(Noncondonable fail)</b></p>	
<p><b>Negligible/no submission</b></p>	<p><b>F</b> <b>(Noncondonable fail)</b></p>		

\*Only applicable on condonable modules.

UCL IOE

Approved by Faculty Education Committee June 2023