

Marking criteria

criteria	distinction	merit	pass	refer	Fail
Core knowledge	Ability to synthesise new understandings of the subject material, teaching methods and student learning. Locates personal practice clearly in a context of national, institutional and/or departmental policy. Responds to learner diversity, external environment, disciplinary traditions and/or to accommodate learner needs.	Ability to analyse the subject material, teaching methods and student learning using a wide range of approaches. Ability to explain learner difference approaches to knowledge and different external policy imperatives.	Ability to describe subject material, teaching methods and student learning. Applies policy and practice in accordance with an understanding of learner difference.	Limited knowledge and understanding of subject material, teaching methods and student learning characterised by lists of names or approaches with few connections drawn between them.	Little knowledge and understanding of subject material, teaching methods and student learning. Lack of internal consistency. Incoherently repeated terms.
Reflection and evaluation	Evidence of critical insight into own practice. Seeks feedback from a number of sources, including QA and QE processes, critically analysing the feedback and developing improved practice.	Evidence of critical insight into QA and QE processes and their own practice. Seeks and accepts feedback from at least one source outside of themselves and uses it to enhance practice.	Evidence of awareness of QA and QE processes and their own practice. Shows willingness and ability to evaluate their own practice and introduce change.	Little evidence of awareness of own practice and/or QA and QE processes Little evidence of impact of reflection on practice.	Lack of evidence of awareness of own practice and/or QA and QE processes. Lack of evidence of willingness to reflect on practice or make changes.
Professional values	In an environment of competing values systems, shows ability to work within the UKPSF value systems in a proactive way.	Ability to work within the UKPSF values systems in such a way that values are consistently demonstrated in practice; appreciates other value systems.	UKPSF values described or implied and demonstrated in practice. Aware of other value systems.	Little evidence of UKPSF values being used in practice. Little awareness of other value systems.	No evidence of UKPSF values or other value systems being used in practice
Critical analysis	Critically evaluates on the basis of both observation and theory. Uses assertion and evidence skilfully. Draws on a comprehensive range of primary and secondary sources to extend own understanding and argument.	Analyses on the basis of both observation and theory. Distinguishes between assertions and evidence. Draws on a relevant range of primary and/or secondary sources, to extend own understanding and argument	Ability to generalize on the basis of observation or theory. Uses assertion and evidence. Draws on a limited range of relevant primary and/or secondary sources.	Little evidence of appreciation of key issues. Generalisations made on the basis of inadequate observation or theory. No clear distinction drawn between assertions and evidence. Little or no reference to relevant literature or theory.	Little awareness of or grounding in theory. Inadequate evidence of ability to analyse, evaluate and apply theory. Limited evidence of preparedness to state a position on an issue and limited use of supporting evidence
Synthesis and communication	Uses academic literacy and pedagogic conventions fluently. Effective, persuasive communication to a wide relevant audience of colleagues and learners. Selects and deploys appropriate modes to express new understandings of learning and teaching in HE.	Uses academic literacy and pedagogic conventions effectively. Well argued communication to colleagues and learners, in a multidisciplinary course context. Uses a range of genres to express new understandings of learning and teaching in HE.	Uses academic literacy and pedagogic conventions. Addresses the question asked to the tutor as audience. Limited multidisciplinary awareness. Uses conventional academic discourse to express understandings of learning and teaching in HE.	Academic literacy and pedagogic conventions misapplied or not followed. Fails to address the question and/or make a coherent argument.	Poorly referenced, poorly presented and unclear language with serious errors