

**Level 7 (M) Grade-Related Criteria for Initial Teacher Education 2023-24**

	<b>Grade A</b>	<b>Grade B</b>	<b>Grade C</b>	<b>Grade D</b>	<b>Grade E</b>	<b>Grade F</b>
<b>1</b>	Pass	Pass	Pass	Fail	Fail	Fail
<b>Knowledge &amp; Understanding</b>	Demonstrates excellent, systematic knowledge and understanding of teaching and learning and of professional practice within their field, phase or subject. Such knowledge is thoroughly informed by recent and relevant theory, research and evidence along with a critical understanding of the significance, application and limitations of appropriate educational research.	Demonstrates good, systematic knowledge and understanding of teaching and learning and of professional practice within their field, phase or subject. Such knowledge is well informed by recent and relevant theory, research and evidence along with an understanding of the significance, application and limitations of appropriate educational research.	Demonstrates systematic knowledge and understanding of teaching and learning and of professional practice within their field, phase or subject at a satisfactory level. This knowledge is to some extent informed by recent and relevant theory, research and evidence and demonstrates some understanding of the significance and limitations of appropriate educational research.	Demonstrates inadequate knowledge and understanding of teaching and learning and of professional practice within their field, phase or subject, reflecting inadequate understanding and / or application of recent and relevant theory, research and evidence.	Fails to demonstrate sufficient knowledge and understanding of teaching and learning and of professional practice within their field, phase or subject, reflecting a lack of understanding and / or application of recent and relevant theory, research and evidence.	Fails to provide a full assignment, or a minimal attempt. No submission.
<b>Application of Knowledge &amp; Understanding</b>	Offers a comprehensive, systematic argument drawing carefully on well-selected evidence of teaching and learning which is brought together with personal and professional educational experience and/or their own research to illuminate an integrated discussion.	Offers systematic argument drawing carefully on selected evidence of teaching and learning which is brought together with personal and professional educational experience and/or their own research to illuminate discussion.	Provides a sound argument drawing on selected evidence of teaching and learning which is brought together with personal and professional educational experience to illuminate discussion	Provides a confused or inadequately developed argument which fails to draw on appropriate evidence of teaching and learning and personal and professional educational experience	Insufficiently developed argument which fails to draw on appropriate evidence of teaching and learning and personal and professional educational experience.	
<b>2</b>						
<b>Independence &amp; Initiative</b>	Demonstrates self-direction, independence, originality/creativity and innovation in tackling and solving problems. Clearly able to select and apply educational ideas to their practice within the candidate's immediate and wider professional contexts.	Demonstrates self-direction, independence, originality/creativity and innovation in tackling and solving problems. Good application of educational ideas to their practice within the candidate's immediate and wider professional contexts	Demonstrates self-direction and independence in tackling and solving problems. Demonstrates some ability to apply educational ideas to their practice within the candidate's immediate and wider professional contexts.	Demonstrates a lack of self-direction and independence in tackling and solving problems. Demonstrates an inadequate ability to apply educational ideas to their practice within the candidate's immediate and wider professional contexts	Lacks self-direction and independence in tackling and solving problems. Lack of ability to apply educational ideas to their practice within the candidate's immediate and wider professional contexts	Fails to provide a full assignment, or a minimal attempt. No submission.
<b>Evaluation of Practice</b>	Provides evidence of sustained critical evaluation of practices, good awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Evidence of critical evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Some evidence of critical evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches	Inadequate evidence of critical evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches.	Little or no evidence of critical evaluation of practices, awareness of values, assumptions and/or concepts underpinning or influencing pedagogical approaches	
<b>Critical Reflection</b>	Provides a critically reflective account demonstrating the ability to synthesize research findings on teaching and learning and successfully applies this critically to complex and unpredictable settings.	Provides a reflective account demonstrating ability to synthesize research findings on teaching and learning and to successfully apply this critically to complex and unpredictable settings.	Provides a predominantly descriptive account with some evidence of reflection demonstrating some ability to synthesize research findings on teaching and learning and to successfully apply this to complex and unpredictable settings.	Provides an account that does not sufficiently demonstrate the ability to synthesize research findings on teaching and learning	Provides a descriptive account that does not demonstrate the ability to synthesize research findings on teaching and learning	
<b>3</b>						
<b>Presentation To include: compliance with length requirements; technical accuracy; organization to support argument; appropriate referencing</b>	Ideas are communicated in an accomplished and fluent manner consistent with the conventions of writing and /or presentation for the profession and/or academic discipline and include a variety of formats where applicable.	Ideas are communicated clearly using an appropriate style for the profession and/or academic discipline and include a variety of formats where applicable.	Ideas are communicated effectively in an acceptable style, but may not be fully consistent with the writing and presentation conventions of the profession and/or academic discipline.	Ideas are communicated in a style that is poorly organized or unfocused for the profession and/or academic discipline.	Ideas are communicated in an inappropriate style for the profession and/or academic discipline.	Fails to provide a full assignment, or a minimal attempt. No submission.
	Published material is carefully referenced and acknowledged.	Published material is referenced and acknowledged.	Acknowledges debts to published work, but this may be inconsistent with, or with insufficient attention to, referencing conventions prevalent in the discipline.	Inadequate acknowledgement of debts to published materials.	Failure to acknowledge or insufficient acknowledgment of debts to published materials.	