



# UNIVERSITY OF PORT HARCOURT, PORT HARCOURT, NIGERIA

## AFRICA CENTRE OF EXCELLENCE FOR PUBLIC HEALTH AND TOXICOLOGICAL RESEARCH (PUTOR)

### Students Assessment Strategy

#### Assessment planning procedures

All taught courses are examined in accordance with the university's regulations on assessment. The assessment strategy aims to ensure that the learning outcomes and skills appropriate to the level of study are satisfied. This typically follows the Blooms' taxonomy which demonstrates how learners remember, understand, apply, analyse, evaluate and demonstrate their creative abilities.

Assessment strategies are methods teachers use to evaluate their students' progress and plan the content in their courses. Teachers perform assessments regularly to determine the next steps in their lessons. If certain students are progressing slower than others, they can give them individualized attention

Assessments in ACE-PUTOR are designed to be fair, inclusive, linked to learning outcomes and provide appropriate learning with the opportunity to demonstrate how far they have learned.

#### Assessment Principles

- Assessment is compulsory for all courses and forms an integral part of the design of the curriculum of studies
- Criteria for assessment - what assessment will be undertaken and what these assessments intend to achieve, will be clearly stated in the course outline
- Assessment will align with the learning outcomes for each module
- Both formative and summative assessments are undertaken for all courses
- Assessment will be created by instructors handling the various courses and modules
- Assessment will be designed in a way that is fair and transparent
- Questions used for assessment of learning will be subjected to appropriate validity and reliability testing
- Assessment of each module will be designed to be cover as much as possible all aspects of the module
- Assessment be administered in line with the University academic standards and integrity
- The date, venue and structure of the final examination for each module shall be included in the course schedule sent to students at least two weeks before the commencement of the module.
- The examination questions are prepared by the responsible instructors at the end of the various courses.
- Invigilation of final examination shall be arranged by the programme coordinating unit.

- Where necessary, date and venue for examination can be adjusted with the consent of both the instructors and students.

### Grading during formative assessment

Continuous (formative) Assessment – attracts 30 % and are undertaken while training is ongoing to monitor students' learning and provide useful feedback

### Grading during summative assessment

Final (Summative) Assessment at the end of the training and attracts 70 % of the total score for a given course

### Assessment methods

A combination of assessment methods is deployed based on the intended learning outcomes for the given course. The methods of assessment are clearly stated in the course schedule which is made available to the students at least two weeks prior to the commencement of the course.

Methods that can be deployed for such assessment include:

This can be in various forms such as:

- Attendance and participation during classes or practical activities
- Group or individual seminar presentation
- Overnight assignments
- Reflection of past learning, questions or materials
- Coursework during lectures or postings
- Participatory discussion
- Quizzes
- Peer assessment
- Long essay questions
- Short answer questions (Open-ended)
- Multiple choice questions (MCQs)
- Practical
- Oral
- Case studies/reviews
- Peer assessment
- Self-assessment

**Attendance and participation during classes of practical activities** – attendance of students in classes is maintained by the course instructors for both virtual and onsite synchronous classes, practical, field trips and other teaching engagements. While the academic guideline of the University requires that all students make up 75% attendance for them to be eligible to participate in the final assessment of the course, marks up to a maximum of 5% are allowed for the quality of participation of the students during the lecture period. It is required that students who may be absent from mandatory training sessions report themselves by phone or email to the instructor or through the class representative. Sickness absence often require a medical report for authentication in line with the extant regulations.

**Group and individual seminar presentations** – topics for the seminar related to the learning objectives of the course, are provided by the instructor and this can be handled through collaboration by group members, or the individual assigned the topic. Assessment is often based on the written as well as the presentation by the group or the individual during training sessions. The assessment of the students' performance during individual or group seminar is based on the scoring rubric of the school or by the following:

- a. Appropriateness and public health relevance of the topic.
- b. Introduction comprising the background, problem statement, rationale and objectives.
- c. Relevant sections for discussion
- d. Conclusion and recommendations where appropriate
- e. References (in-text 5marks; reference section 5 marks)

For the seminar presentation to the plenary, among other considerations, students will be assessed based on the following:

- a. Appearance
- b. Quality of slides
- c. Content of slides
- d. Fluency in presentation
- e. Eye contact with the audience
- f. Mastery of the subject including answers to questions

**Overnight assignment** – the modular timetable for administration of the course requires each course to run over consecutive days and overnight assignments are provided by instructor to ensure students do some practice or coursework which are assessed by the instructor the day after.

**Reflection of past learning, questions, or materials** – this is deployed for the assessment of the meta-cognitive skills of the students using through discussions in class or the on the discussion forum in the learning management system

**Coursework** – these are written assignments with detailed specifications on the structure and word counts during formative and summative assessments

**Quizzes** – often provided as polls during virtual or onsite lectures

**Long essay questions** - used during final examinations, and this requires the student to provide detailed response to the questions which would be assessed based on the instructors' marking scheme or the scoring rubrics for essay-style questions.

**Short answer questions (Open-ended)** - require brief responses from the students such as listing, short descriptions, matching

**Multiple choice questions (MCQs)** – this provides multiple response which students are required to choose the best of 4 or options and are assessed based on the ability to identify the correct options. The questions are submitted to internal consistency reliability testing

**Practical** – students conduct hands-on exercise under the observation of the instructor

**Oral** – students are required to choose from a list of questions and provide responses which are assessed by a panel of examiners

**Case studies/reviews** – students are provided cases to review along defined criteria which are submitted as coursework and/or presented as a seminar

**Peer assessment** – students are required to critique the submissions of their peers and provide feedback and sometimes grades for these submissions

**Self-assessment** – learners reflect on their learning process based on the guidelines provided by the instructors

#### Pass mark

The minimum pass mark in any course shall be **50%**

#### Grading system

Grading of courses shall be by a combination of percentage marks and letter grades translated into a graduates' system of Grade Point Equivalents (GPE).

#### Computation of Grade Point Average

Every course carries affixed number of credit units (CU), one credit unit being when a class meets for one hour every week for one semester, or three hours every week in the laboratory, workshop, or field. For modular course administration, this contact spreads over 2.5 days for a credit unit at 6 hours contact per day or for online lectures 5 days at 3 hours contact per day.

Quality point (QP) are derived by multiplying the credit units for the course by the Grade points; earned by the students: e.g. in a course with 3 Credit Units in which a student earned a B with 4 Grade Points; the Quality Point is  $3 \times 4 = 12$ .

Grade Point Average (GPA) is derived by dividing the Quality Points for the semester by the Credit Units for the semester: e.g. in a semester where the students earned 56 Quality Points for 18 Credit Units, the GPA is  $56 \div 18 = 3.11$ .

Cumulative Grade Point Average (CGPA) is derived by adding the Total Quality Points (TQP) to date and dividing by the Total Credit Units (TCU) to date: e.g. if the TQP is 228 and the TCU is 68, then the CGPA is  $228 \div 68 = 3.35$

Detailed examples of how to calculate GPA and CGPA are shown below

Grade obtained in all approved courses of a student's prescribed programme, excluding audited courses, shall be used to compute the GPA.

When a student transfers from one Faculty to another, only the grade obtained in the courses in the new programme of study will be used to compute the CGPA. Courses which were completed before the change of programme will be treated as audited courses.

When a student transfers from another University, only the grades obtained at the University of Port Harcourt will be used to compute the CGPA.

Each course shall be graded out of a maximum of 100 marks and assigned appropriate Grade Point Equivalent as in the table below:

(i) Credit units	(ii) Scores	(iii) Letter Grades	(iv) Grade Points (GP)	(v) Average (GPA)
Vary according to contact hours assigned to each course or according to load carried by students	70 and above 60 – 69 50 – 59 0 - 49	A B C F	5 4 3 0	Derived by multiplying i and iv and dividing by Total Credit Units

### Examination resit policy

A resit means that a student had failed a course and is required to undertake a second attempt of that course without further teaching input. The programme allows resit of continuous assessment and examination. The resit examinations is completely a different piece of assessment and shall be arranged within three months of seating for the original examination. Scores of examinations undertaken during resit shall be capped at 50%. Students are not allowed to resit courses which they have passed. If the mark attained during the resit is lower than that of the first attempt, the resit score will still be recorded. Any candidate who fail to attempt a resit assessment during the allotted period without prior approval from the Centre administration will earn a mark of “0”. A student who successfully applied for exemption from the original scheduled examination based on extenuating circumstances shall be accorded a ‘first attempt’ status and have the full marks recorded during the resit examination. In the event of another fail during the resit examination, a student would be allowed to repeat the course during the next opportunity the course is taken. This is subject to payment of tuition fee for the additional year and the discretion of the Centre Academic Board. The latter is without prejudice to the University regulation on the length of stay of students in various programmes in the University.

### Results of examination

Results of every examination are approved by the Centre’s Academic Board. Although students’ scores are expected to be turned in within one month of conclusion of the various examinations, these results shall only be made official after being endorsed by the Centre Academic Board. The dates for the meeting of the Centre Academic Board each session shall be communicated to all stakeholders. Approved results by the Centre shall be handed over to the Centre’s head of administration who shall send the required copies of these results to the school of graduate studies, other relevant units of the university and place these results on the notice board. The Centre’s academic coordinator shall also ensure that all results are archived in the Centre and on students’ portals.

### University regulations on examination

In accordance with the Statement of Academic Policy of the University herein stated in this Regulation, the following terms shall mean

- I Invigilators: These are those who conduct examinations.
- ii Supervisor: This is the most senior lecturer among the Invigilators
- iii Examiners: These are the course lecturers.

iv Examination Officers(s): The examination officer(s) oversee(s) the conduct of all examinations in the Department and upload(s) Senate approved results on the University portal.

- The examination timetable shall be released at least three weeks before the scheduled date of the start of examinations. Scheduled times and dates for examinations must be adhered to. If it is found necessary to reschedule an examination, this must be with the permission of the Academic Coordinator and Centre Leader.
- Examiners should ensure that the question papers are prepared under conditions of maximum security and are ready on time. For all examinations, well-packaged question papers must be accompanied by a list of Supervisors, Invigilators and the relevant forms. The Examiners should ensure that the question papers, adequately packaged and sealed, are submitted to the Supervisor, at least, one hour before the start of the examination.
- Subject only to administrative supervision by the office of the Centre Leader, the conduct of course examinations shall be the responsibility of the Course or Programme Coordinator.
- For each examination, there should be a Supervisor and enough Invigilators, including both male and female Invigilators.
- It is the responsibility of the academic coordinator to appoint Supervisors and Invigilators for each examination. The list should be forwarded to the Centre Leader not later than one week before the examinations. Students should be seated according to their registration numbers, and they should be invigilated by academic staff from the Centre.
- Supervisors should be appointed from the rank of Senior Lecturer, and above and Invigilators should be other members of academic staff. Part-time teachers, where necessary, are also regarded as Examiners.
- Supervisors must identify and check students into the examination hall using the authenticated register of students for that course. The student must show the invigilator his/her registration/identity card on entry to every examination. He/she must leave this on the desk throughout the examination for easy inspection by the invigilator.
- All examination scripts used by the students must be endorsed by the Supervisor at least 30 minutes after the commencement of the examination.
- The Invigilator must ensure that no student removes from the examination venue any paper or other examination material except the printed question papers where it is allowed. Answer booklets are the property of the University and must not be in the possession of students.
- During examination, the security department should beef up security especially around the examination Centre to ensure that those not involved in the examination are not allowed to loiter around the examination halls.
- No unregistered student is authorized to take any examination.
- A student should be in the examination room at least 30 minutes before the start of the examination. A student who is up to 30 minutes late shall be admitted but shall not be given any extra time. A student who arrives more than 30 minutes after the start of the examination shall not be admitted. A student may be allowed to leave the examination room temporarily before the end of the examination, but must NOT:
  - do so during the first hour of the examination except in cases of emergency like illness;
  - do so unaccompanied OR with his/her scripts.
- Students must write their names, registration numbers and sign the attendance register within the first hour of the examination.

- Students must write their registration numbers (not name) at the appropriate places on the cover and pages of the answer booklet.
- No student shall bring in any handbag, mobile phone, briefcase, books, notebooks, or papers etc. into the examination hall.
- No student shall directly or indirectly give or accept any assistance during an examination.
- Students shall stop writing at the end of the allotted time for an examination at the instruction of the Supervisor or Invigilator(s).
- Anybody who disrupts an on-going examination shall face appropriate disciplinary action.
- At the end of the examination, the Supervisor/Invigilator shall ensure that the answer scripts are checked, properly packaged, and returned along with relevant forms to the Examiner.
- A member of staff who fails to turn up for invigilation shall be queried for this act in the first instance. If this is repeated during another period of examination, the member of staff will lose the next promotion and be warned in writing by the Vice-Chancellor.
- The Centre Leader shall report any defaulting Invigilator to the Dean of the School of Graduate Studies, whose responsibility it is to forward the report to the Vice-Chancellor.
- These examination regulations apply to all students studying for the award of University of Port Harcourt Degree, Certificate and Diploma.

#### Code of conduct during Examination

1. It is the responsibility of each individual student intending to take any university examination to ascertain the date, time and the venue of the examination as indicated in the examination timetable. Candidates must present themselves at the examination venue thirty (30) minutes to the scheduled time of commencement of the examination.
2. Candidates will not be admitted to examination hall after the examination has been in progress for thirty (30) minutes. Candidates will not also be allowed to leave the examination hall during the first thirty (30) minutes and the last fifteen (15) minutes of an examination.
3. Candidates will not be permitted to start an examination until formally instructed to do so by the Examiner/Invigilator in-charge of the examination.
4. Candidates wishing to leave the examination hall must obtain the express permission of the examiner/invigilator before doing so. Any candidate permitted to leave an examination hall temporarily must hand over his/her question paper(s) and answer script(s) to the examiner/invigilator and must be accompanied by the examiner/invigilator or a person appointed by the examiner/invigilator.
5. Candidates may take printed materials or manuscripts into an examination hall when it has been previously announced in the examination timetable and when it is stated in the instructions to the question paper that such materials may be used.
6. All briefcases and other materials not associated with the examination must be deposited at a designated place. Candidates will, however, be allowed to use their own mathematical instruments/tables and such other aids for drawing as the examination/invigilators may permit.
7. The use of mobile phone, electronic programmable calculator, information storage devices calculator instruction manuals, textbooks, atlases, lecture notebooks, etc shall not be allowed in the examination halls.
8. Candidates must sit at the desk assigned to them by the invigilator. The university administration will not condone any swapping of seats by candidates.

9. It is compulsory for candidates to sign the examination attendance register when the examiners/invigilators present to them during the examination
10. Candidature must ensure that their answer scripts are handed over to the examiner/invigilator before leaving the examination hall
11. Smoking, chewing of gums and the consumption of food and drinks are not permitted during the examination
12. All questions in written examination must be answered in simple English unless instructions on the question paper indicate otherwise
13. It is an academic offence punishable by expulsion from the university for any candidate(s) to prevent other candidate(s) from taking scheduled university examinations or cause obstruction to examination processes.
14. Any candidate unable to sit for an examination on account of illness duly certified by a medical authority approved by the University's Director of Medical Services may be allowed to take the examination at the next period as first attempt. The affected candidate shall notify the Centre Leader of this fact and shall submit a valid medical certificate to be authenticated by the Director of Medical Services.

### **Documentations during conduct of examination**

At the commencement of examination, the following materials should be made available

1. The answer sheets
2. The question papers
3. The course evaluation form
4. The student attendance sheet which should be signed by all students present for the examination
5. The invigilators' attendance sheets should be signed by all invigilators (academic and non-teaching) present during the examination
6. Incident sheet for examination misconduct

### **Immediately after the examination**

1. The answer sheets should be counted by at least two invigilators who must sign to authenticate the number of scripts on the envelop meant for each question.
2. The course evaluation forms should also be counted and packed in a separate envelop
3. A copy of the question paper, the students' attendance sheet, the invigilators' attendance sheet, the completed course evaluation forms, filled incident sheet for examination misconduct (if any) should be sent to the Centre leader through the secretariat staff present during the examination



### **Two weeks after examination**

The marked scripts, marking scheme and result should be handed over to the programme coordinator by the course coordinator. Lecturers and coordinators who have submitted their marked scripts, marking scheme and results would be paid all entitlements immediately.

### **Four weeks after examination**

The programme coordinator sends the marked scripts, marking scheme and results to the Centre leader.

### **Documents kept in the Centre's record each course**

1. Question paper
2. Marking scheme
3. Result of assessment
4. Signed attendance sheet by students
5. Signed attendance sheet by invigilators
6. Completed course evaluation forms
7. Completed examination misconduct incident form

## Appendix

### Student Feedback Form – Training Course

**Session:**

**Level: (a) MSc (b) PhD**

**Discipline:**

**Code/Title of course:**

**Course delivery (a) Virtual only (b) face-to-face only (c) blended**

*Kindly take few moments and complete this feedback form indicated by a ✓ in the relevant column*

*Rating guide: 3 = excellent 4 = very good 3 = good 2 = acceptable 1 = poor*

Rating for entire course		1	2	3	4	5
Appropriateness of the course to current training						
Effectiveness of the course to future work						
Teaching methods used were appropriate and supported learning						
Students were encouraged to participate during lectures						
Consistency of the course workload compared to other courses						
Examination format						
Extent your expectation for undertaking the course was met						
Overall learning experience						
<b>Logistics</b>	Virtual learning environment (LMS)					
	Physical learning environment					
	Lecture schedule					
	Exam schedule					
	Overall logistics related to this course					
<b>Evaluation of individual instructor</b>		<b>Rating from 1 (poor) to 5 (excellent)</b>				
<b>Course Faculty</b>	Name of instructor being evaluated					
	Punctuality of the instructor					
	Expertise of the instructor					
	Teaching skills of the instructor					
	Teaching methods					
	Course materials					
	Engagement with students					
	Responsiveness to students' needs					
	Grade course assessments (formative and summative)					
	Overall teaching effectiveness					

Further suggestions (Twigs & Roses)

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Name of Student: \_\_\_\_\_ E-mail: \_\_\_\_\_ (Optional)

**Thank you for participating, we appreciate your feedback.**

**AFRICAN CENTER OF EXCELLENCE**  
**CENTRE FOR PUBLIC HEALTH AND TOXICOLOGICAL RESEARCH**  
**UNIVERSITY OF PORT HARCOURT**



A collaboration of the University of Port Harcourt School of Public Health,  
 Departments of Experimental Pharmacology, Nursing Sciences,  
 Biochemistry, Centre for Health and Development, and Institute for Marine



**ACE PUTOR  
 UNIPORT**

**SYSTEM EVALUATION**

*Kindly take few moments and complete this feedback form indicated by a √ in the relevant column*

*Rating guide: 5 = PhD NBT 4 = PhD EVT 3 = PhD EVH 2 = MSc Mid-fertility WIFERY 1 = PGD NUSRE*

Rating	1	2	3	4	5
1. Programme you just completed					

*Kindly take few moments and complete this feedback form indicated by a √ in the relevant column*

*Rating guide: 5 = Excellent 4 = Good 3 = Average 2 = Bad 1 = Very Bad*

Rating	1	2	3	4	5
1. How would evaluate the training process?					
2. How would you rate the response time to your requests during your study period?					
3. The extent your expectations for undertaking this programme was met.					
4. Ease of finding the information you needed on the web site					
5. Ease of making payments					
6. Ease of getting supports from other systems in the University					
7. Kindly rate the scheduling of your lectures					
8. Kindly rate the ACE-PUTOR VLE (Virtual Learning Environment)					
9. Rate the quality of support received from the academic staff					
10. Kindly rate the Physical Learning Environment you had your lectures					
11. Ease of using the facilities/equipment in the Centre					
12. Kindly rate the support provided by the administrative officers in the Centre					
13. Overall usefulness of the programme you just completed to your future career					

**Comments**

Use this area to leave your comments regarding our system.

Submit





**AFRICA CENTRE OF EXCELLENCE FOR PUBLIC HEALTH AND  
TOXICOLOGICAL RESEARCH  
UNIVERSITY OF PORT HARCOURT  
REPORT OF EXAMINATION MISCONDUCT**

Name Of Student/Staff.....  
 Student's Registration / Matriculation Number.....  
 Student's / Staff Department.....  
 Course Number (*If Applicable*).....  
 Venue Of Examination (*If Applicable*).....  
 Location Of Examination Misconduct.....  
 Date And Time Of Examination (*If Applicable*).....  
 Examination Offence (*With Evidence / Statement If Any*).....  
 .....  
 .....  
 .....  
 .....  
 .....

Chief Invigilator / Invigilator's Signature .....  
 Witness's Signature (*if applicable*) .....  
 Student's Comment (*if possible*) .....  
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STUDENT'S SIGNATURE (*if possible*).....

**Africa Centre of Excellence in Public Health and Toxicological Research, School of Public Health/Department of Preventive and Social Medicine: Marking Criteria for Graduate/Postgraduate Assessments  
(Essay, Coursework, Term paper, Discussion)**

	Grade	Relevance	Knowledge	Analysis	Argument and Structure	Critical Evaluation	Presentation	Reference to Literature	
Distinction (A)	86 – 100%	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and skills appropriate to that level are fully satisfied. The work is exemplary in all the categories shown above and demonstrates a particularly compelling evaluation, originality, and elegance of argument, interpretation or discourse.							
	76-85%	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the level of the qualification. There is also excellent evidence showing that all the learning outcomes and skills appropriate to that level are fully satisfied. The work is outstanding in the majority of the categories shown above or demonstrates particularly compelling evaluation and elegance of argument, interpretation or discourse.							
	70 – 75%	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the level of the qualification. There is also excellent evidence showing that all the learning outcomes and skills appropriate to that level are satisfied. The work will be excellent in the majority of the categories shown above or demonstrates particularly compelling evaluation and elegance of argument, interpretation or discourse.							
Merit (B)	60 – 69%	Directly relevant to the requirements of the assessment	A substantial knowledge of relevant material, showing a clear grasp of themes, questions and issues therein	Comprehensive analysis - clear and orderly presentation	Well supported, focussed argument which is clear and logically structured.	Contains distinctive or independent thinking; and begins to formulate an independent position in relation to theory and/or practice.	Well written, with standard spelling and grammar, in a readable style with acceptable format	Critical appraisal of up-to-date and/or appropriate literature. Recognition of different perspectives. Very good use of a wide range of sophisticated source material.	
Credit (C)	50 – 59%	A reasonable attempt to address the requirements of the assessment: may drift away from this in less focused passages	Adequate knowledge of a fair range of relevant material, with intermittent evidence of an appreciation of its significance	Reasonable analytical treatment which has a clear purpose	Generally coherent and logically structured, using an appropriate mode of argument.	It will contain some distinctive or independent thinking; may begin to formulate an independent position in relation to theory and/or practice.	Competently written, with only minor lapses from standard grammar, with acceptable format	Draws on a good variety of literature which includes recent texts and/or appropriate literature including a range of appropriate source material.	
Fail (F)	40 – 49%	Some correlation with the requirements of the assessment but there is a significant degree of irrelevance	Basic understanding of the subject but addressing a limited range of material	Some analytical treatment, but may be prone to description, or to narrative, which lacks clear analytical purpose	Some attempt to construct a coherent argument but may suffer loss of focus and consistency.	Work which expresses a coherent position only in broad terms and in uncritical conformity to one or more standard views of the topic	A simple basic style but with significant deficiencies in expression or format that may pose obstacles for the reader	Evidence of use of appropriate literature. Frequently only uses a single source to support a point. Weak use of quotation.	
	35 – 39%	Relevance to the requirements of the assessment may be very intermittent, and may be reduced to its vaguest and least challenging terms	A limited understanding of a narrow range of material	Largely descriptive or narrative, with little evidence of analysis	A basic argument is evident, but there is a lack of clarity and coherence	Some evidence of a view starting to be formed but mainly derivative.	Numerous deficiencies in expression and presentation; the writer may achieve clarity (if at all) only by using a simplistic or repetitious style	Barely adequate use of literature. Over reliance on material provided by the tutor.	
		The evidence provided shows that many of the learning outcomes and skills appropriate to that Level are satisfied.							
	30 – 34%	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that some of the learning outcomes and skills appropriate to that Level are satisfied. The work will be weak in some of the indicators.							
	0-29%	The work examined is unacceptable and provides little or no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few if any of the learning outcomes and skills appropriate to that Level are satisfied. The work will be weak in the majority or all of the indicators.							