

Generic Assessment Criteria

The University's generic assessment criteria draw together the university eight learning outcomes into three groups, and adds a further criterion relating to professional requirements. Separate criteria have been provided for each academic level. This information can be used by both students and staff to explain how work will be assessed and assists in the provision of written feedback which aligns to the university learning outcomes statements and the percentage grade awarded.

Learning		First class		Upper second	Lower second	Third		Fail	
Outcome	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%
Knowledge and Understanding	Exceptional answer demonstrating a highly-detailed	An outstanding answer demonstrating a detailed	Excellent knowledge and understanding of the issues and	Good knowledge and understanding of the issues and methodologies,	Sound knowledge and understanding of the issues and methodologies,	Satisfactory knowledge and understanding of the key issues	Unsatisfactory, but shows a limited grasp of understanding in	An attempt to answer the question, but without any	No answer or an answer which is totally irrelevant
Learning	understanding of the issues and	understanding of the issues and	methodologies, concepts, theories	concepts, theories and/or	concepts, theories and/or data. May	raised by the question but	the subject. Limited awareness of limits	significant grasp of material or	or fundamentally wrong. Minimal or
Enquiry	methodologies, concepts, theories and/or data and the link to with other fields of study; appreciation of the uncertainty, and limits of knowledge. Exceptional presentation and evaluation of qualitative and guantitative data.	methodologies, concepts, theories and/or data; awareness of the uncertainty of knowledge. Excellent presentation and evaluation of qualitative and quantitative data.	and/or data and its inter- relationship with other subjects. Very good presentation of qualitative and quantitative data.	data. Some understanding of limits of knowledge. Good presentation and evaluation of qualitative and quantitative data.	contain errors and/or discussion of irrelevant issues. Adequate presentation and evaluation of qualitative and quantitative data.	some elements of knowledge missing. Limited presentation and evaluation of qualitative and quantitative data.	of knowledge, or ability to present, evaluate and interpret qualitative and quantitative data.	appropriate skills. Minimal application of knowledge, or use of information.	no evidence of learning.
Analysis Application	Independent thinking, rigorous argument and an impressive use of evidence.	Outstanding analysis displaying independent thought and strong, well-	Excellent analysis displaying independent thought and strong and well-	A very good analysis and well- organised argument, very well supported by	Good analysis and argument, well supported by evidence. Good application of	Arguments and analysis adequate, accurate and supported by evidence, but may	Argument and analysis may be illogical, irrelevant, or contradictory in places and/or	Brief, irrelevant or deficient argument and analysis; unsubstantiated	Absence of analysis and argument. No evidence of application of
Problem Solving	Thorough and accurate analysis of subject with evidence of breadth and depth of study. Excellent application of theory to problem.	organised argument and highly competent application of evidence and theory to solve problems.	organised argument, competent application of evidence and theory to solve problems.	evidence. Evidence applied well to provide solution to problems.	evidence and theory to solve problem.	be superficial or limited. Some application of evidence and theory to solve problem.	unsupported by evidence. Limited application of evidence and theory to solve problem.	generalisations . Little or no attempt to draw conclusions. Little or no attempt to apply evidence and theory to solve problem.	knowledge to solve problem. Or no answer offered.

Learning		First class		Upper second	Lower second	Third	Fail			
Outcome	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%	
Knowledge and	Exceptional	An outstanding	Excellent	Good knowledge	Sound knowledge	Satisfactory	Unsatisfactory, but	An attempt to	No answer or	
Understanding	answer	answer	knowledge and	and understanding	and understanding	knowledge and	shows a limited	answer the	an answer	
	demonstrating a	demonstrating a	understanding of	of the issues and	of the issues and	understanding of	grasp of	question, but	which is	
	highly-detailed	detailed	the issues and	methodologies,	methodologies,	the key issues	understanding in	without any	totally irrelevant	
Learning	understanding of	understanding	methodologies,	concepts,	concepts, theories	raised by the	the subject. Limited	significant grasp	or fundamentally	
	the issues and	of the issues and	concepts, theories	theories and/or	and/or data. May	question but	awareness of limits	of material or	wrong. Minimal or	
Enquiry	methodologies,	methodologies,	and/or data and	data. Some	contain errors	some elements of	of knowledge, or	appropriate skills.	no evidence of	
Liiquiiy	concepts, theories	concepts,	its inter-	understanding of	and/or discussion	knowledge	ability to present,	Minimal	learning.	
	and/or data and	theories and/or	relationship with	limits of	of irrelevant issues.	missing. Limited	evaluate and	application of		
	the link to with	data; awareness	other subjects.	knowledge.	Adequate	presentation and	interpret qualitative	knowledge, or		
	other fields of	of the	Very good	Good	presentation and	evaluation of	and quantitative	use of		
	study;	uncertainty of	presentation of	presentation and	evaluation of	qualitative and	data.	information.		
	appreciation of the uncertainty,	knowledge. Excellent	qualitative and quantitative data.	evaluation of qualitative and	qualitative and quantitative data.	quantitative data.				
	and limits of	presentation	quantitative data.	quantitative	quantitative data.					
	knowledge.	and evaluation		data.						
	Exceptional	of qualitative		uata.						
	presentation and	and guantitative								
	evaluation of	data.								
	qualitative and									
	quantitative data.									
Analysis	Independent	Outstanding	Excellent analysis	A very good	Good analysis and	Arguments and	Argument and	Brief, irrelevant or	Absence of	
	thinking, rigorous	analysis displaying	displaying	analysis and well-	argument, well	analysis adequate,	analysis may be	deficient	analysis and	
	argument and an	independent	independent	organised	supported by	accurate and	illogical, irrelevant,	argument and	argument. No	
Application	impressive use of	thought and	thought and	argument, very	evidence. Good	supported by	or contradictory in	analysis;	evidence of	
	evidence.	strong, well-	strong and well-	well supported by	application of	evidence, but may	places and/or	unsubstantiated	application of	
Problem Solving	Thorough and	organised	organised	evidence.	evidence and	be superficial or	unsupported by	generalisations	knowledge to	
Problem Solving	accurate analysis	argument and	argument,	Evidence applied	theory to solve	limited.	evidence.	. Little or no	solve problem.	
	of subject with	highly competent	competent	well to provide	problem.	Some application of	Limited application	attempt to draw	Or no answer	
	evidence of	application of	application of	solution to		evidence and	of evidence and	conclusions. Little	offered.	
	breadth and	evidence and	evidence and	problems.		theory to solve	theory to solve	or no attempt to		
	depth of study.	theory to solve	theory to solve			problem.	problem.	apply evidence		
	Excellent	problems.	problems.					and theory to		
	application of							solve problem.		
	theory to problem.									
	problem.									

Communication	Exceptionally	Extremely	Highly effective	Very effective	Effective	Adequate	Unsatisfactory	Some evidence of	Limited or no
	effective	effective	communication	communication	communication	communication	communication	communication	evidence of the
	communication	communication	skills appropriate	skills appropriate	skills appropriate to	skills appropriate	skills appropriate	skills appropriate	communication
Reflection	skills appropriate	skills appropriate	to the level of	to the level of	the level of study,	to the level of	to this level of	to this level of	skills appropriate
	to the level of	to the level of	study, task,	study, task,	task, audience and	study, task,	study. Poor level	study. Limited or	to this level of
	study, task,	study, task,	audience and	audience and	discipline.	audience and	of learning ability	no evidence of	study.
	audience and	audience and	discipline.	discipline.	Some	discipline but with	necessary for	managing own	Limited or no
	discipline.	discipline.	Extremely good	Good	demonstration of	evident	future study.	learning.	evidence of
	Exceptional	Excellent	demonstration of	demonstration of	learning ability	weaknesses.			managing own
	demonstration of	demonstration of	managing own	managing own	necessary for	Adequate			learning.
	managing own	managing own	learning and	learning and	future study.	demonstration of			
	learning and	learning and	initiative, learning	initiative, learning		learning ability			
	initiative, learning	initiative , learning	ability, qualities or	ability, qualities or		necessary for			
	ability, qualities or	ability, qualities or	skills necessary	skills necessary		future study.			
	skills necessary for	skills necessary for	for future study.	for future study.					
	future study.	future study.							
Professional	Meets the	Meets the	Fails to meet the	Fails to meet	Breach of				
Requirement	competencies or	competencies or	competencies or	the	confidentiality				
	standards of	standards of	standards of	competencies	of individuals/				
(Not usually	proficiency	proficiency	proficiency	proficiency	proficiency	proficiency	proficiency	or standards of	organisations
weighted and	required by	required by	required by	proficiency	from a				
usually a	professional/	professional/	professional/	professional/	professional/	professional/	professional/	required by	practice
pass/fail	statutory or	statutory or	statutory or	professional/	learning				
component of	regulating	regulating	regulating	regulating	regulating	regulating	regulating	statutory or	setting.
assessment)	bodies.	bodies.	bodies.	bodies.	bodies.	bodies.	bodies.	regulating	
								bodies.	

Learning		First class		Upper second	Lower second	Third	Fail			
Outcome	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%	
Knowledge and	Exceptional	An outstanding	Excellent	Good knowledge	Sound knowledge	Satisfactory	Unsatisfactory,	An attempt to	No answer or an	
Understanding	answer	answer	knowledge and	and	and understanding	knowledge and	but shows a	answer the	answer which is	
	demonstrating a	demonstrating a	understanding of	understanding of	of the issues and	understanding of	limited grasp of	question, but	totally irrelevant	
	highly-detailed	detailed	the issues and	the issues and	methodologies,	the key issues	understanding in	without any	or fundamentally	
Learning	understanding of	understanding	methodologies,	methodologies,	concepts, theories	raised by the	the subject.	significant grasp	wrong. Minimal or	
	the issues and	of the issues and	concepts, theories	concepts,	and/or data. May	question but	Limited	of material or	no evidence of	
F	methodologies,	methodologies,	and/or data and	theories and/or	contain errors	some elements of	awareness of	appropriate skills.	learning.	
Enquiry	concepts, theories	concepts,	its inter-	data. Some	and/or discussion of	knowledge	limits of	Minimal		
	and/or data and	theories and/or	relationship with	understanding of	irrelevant issues.	missing. Limited	knowledge, or	application of		
	the link to other	data and the link	other subjects.	limits of	Adequate	presentation and	ability to present,	knowledge, or		
	subjects;	to other	Very good	knowledge.	presentation and	evaluation of	evaluate and	use of		
	appreciation of	subjects;	presentation of	Good	evaluation of	qualitative and	interpret	information.		
	the uncertainty,	awareness of	qualitative and	presentation and	qualitative and	quantitative data.	qualitative and			
	and limits of	the uncertainty	quantitative data.	evaluation of	quantitative data.		quantitative data.			
	knowledge.	of knowledge .		qualitative and						
	Exceptional	Excellent		quantitative						
	presentation and	presentation		data.						
	evaluation of	and evaluation								
	qualitative and	of qualitative								
	quantitative data.	and quantitative								
Analysis	Original,	data. Outstanding	Excellent analysis	Very good analysis	Good analysis and	Arguments and	Argument and	Brief.	Absence of	
Analysis	independent	analysis displaying	displaying	and well-	argument, well	analysis adequate,	analysis may be	irrelevant or	analysis and	
	thinking, rigorous	independent	independent	organised	supported by	accurate and	illogical, irrelevant,	deficient		
Application	argument and an	thought and	thought and	arguments, very	evidence. Good	supported by	or contradictory in	argument and	argument. No evidence of	
	impressive use of	strong, well-	strong and well-	well supported	application of	evidence, but may	places and/or	analysis;		
	evidence. Thorough	organised	organised	by evidence.	evidence and	be superficial or	unsupported by	unsubstantiated	application of	
Problem Solving	and accurate	argument and	argument,	Evidence applied	theory to solve	limited.	evidence.	generalisations.	knowledge to	
	analysis of subject	highly competent	competent	well to provide	problem.	Some application of	Limited application	Little or no	solve problem.	
	with evidence of	application of	application of	solution to	problem	evidence and	of evidence and	attempt to draw	Or no answer	
	breadth and	evidence and	evidence and	problems.		theory to solve	theory to solve	conclusions.	offered.	
	depth of study.	theory to solve	theory to solve	F. 5 8 10 10 1		problem.	problem.	Little or no		
	Excellent	problems.	problems.				P. 2.2.2	attempt to apply		
	application of	F 8.6	L'ENCLUS					evidence and		
	theory to solve							theory to solve		
	problems.							problem.		

	Exceptionally	Extremely effective	Highly effective	Very effective	Effective	Adequate	Unsatisfactory	Some evidence	Limited or no
	effective	communication	communication	communication	communication	communication	communication	of	evidence of the
Reflection	communication	skills appropriate	skills appropriate	skills appropriate	skills appropriate to	skills appropriate	skills appropriate	communication	communication
	skills appropriate	to the level of	to the level of	to the level of	the level of study,	to the level of	to this level of	skills appropriate	skills appropriate
	to the level of	study, task,	study, task,	study, task,	task, audience and	study, task,	study. Poor level	to this level of	to this level of
	study, task,	audience and	audience and	audience and	discipline.	audience and	of learning ability	study. Limited or	study.
	audience and	discipline.	discipline.	discipline.	Some	discipline but with	necessary for	no evidence of	Limited or no
	discipline.	Excellent	Extremely good	Good	demonstration of	evident	higher levels of	managing own	evidence of
	Exceptional	demonstration of	demonstration of	demonstration of	learning ability	weaknesses.	study.	learning.	managing own
	demonstration of	managing own	managing own	managing own	necessary for	Adequate			learning.
	managing own	learning and	learning and	learning and	higher levels of	demonstration of			
	learning and	initiative , learning	initiative, learning	initiative, learning	study.	learning ability			
	initiative, learning	ability, qualities or	ability, qualities or	ability, qualities or		necessary for			
	ability, qualities or	skills necessary for	skills necessary	skills necessary		higher levels of			
	skills necessary for	higher levels of	for higher levels	for higher levels		study.			
	higher levels of	study.	of study.	of study.					
	study.								
Professional	Meets the	Meets the	Fails to meet the	Fails to meet	Breach of				
Requirement	competencies or	competencies or	competencies or	the	confidentiality				
	standards of	standards of	standards of	competencies	of individuals/				
(Not usually	proficiency	proficiency	proficiency	proficiency	proficiency	proficiency	proficiency	or standards of	organisations
weighted and	required by	required by	required by	proficiency	from a				
usually a	professional/	professional/	professional/	professional/	professional/	professional/	professional/	required by	practice
pass/fail	statutory or	statutory or	statutory or	professional/	learning				
component of	regulating	regulating	regulating	regulating	regulating	regulating	regulating	statutory or	setting.
assessment)	bodies.	bodies.	bodies.	bodies.	bodies.	bodies.	bodies.	regulating	
								bodies.	

Learning		First class		Upper second	Lower second	Third		Fail	
Outcome	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%
Knowledge and Understanding	Exceptional answer demonstrating a	An outstanding answer demonstrating a	Excellent knowledge and understanding of	Very good knowledge and understanding of	Systematic knowledge and understanding of	Satisfactory knowledge and understanding of	Unsatisfactory, but shows a limited grasp of some	An attempt to answer the question, but	No answer offered; or an answer which is
Learning	highly-detailed understanding of the issues and	detailed understanding of the issues and	the issues and methodologies, concepts,	the issues and methodologies, concepts,	the issues and methodologies, concepts, theories	the key issues raised by the question; some	relevant issues. Limited awareness of	without any significant grasp of material or	totally irrelevant or fundamentally wrong.
Enquiry	methodologies, concepts, theories and/or data and its inter- relationship with other fields of study; clear appreciation of the uncertainty, ambiguity and limits of knowledge. Exceptional presentation and evaluation of qualitative and quantitative data.	methodologies, concepts, theories and/or data and its inter- relationship with other fields of study; awareness of the uncertainty, ambiguity and limits of knowledge. Excellent presentation and evaluation of qualitative and quantitative data.	theories and/or data and its inter- relationship with other fields of study; clear awareness of the limits of knowledge. Very good presentation of qualitative and quantitative data.	theories and/or data and its inter- relationship with other fields of study. Some understanding of limits of knowledge. Good presentation and evaluation of qualitative and quantitative data.	and/or data and its inter-relationship with other fields of study. May contain minor errors and/or discussion of irrelevant issues. Adequate presentation and evaluation of qualitative and quantitative data.	knowledge and understanding of its inter- relationship with other fields of study. Limited presentation and evaluation of qualitative and quantitative data.	ambiguity of knowledge, or ability to present, evaluate and interpret qualitative and quantitative data.	appropriate skills. Minimal application of knowledge, or use of information.	Shows minimal evidence of having benefited from the course.
Analysis Application Problem Solving	Original, independent thinking, rigorous argument and an impressive use of evidence. Thorough and accurate analysis of subject with evidence of breadth and depth of study. Excellent application of theory to solve problems.	Outstanding analysis displaying independent thought and strong, well-organised argument and highly competent application of evidence and theory to solve problems.	Excellent analysis displaying independent thought and strong and well- organised argument, competent application of evidence and theory to solve problems.	A very good analysis and well- organised argument, very well supported by evidence. Evidence applied well to provide solution to problems.	Good analysis and argument, well supported by evidence. Good application of evidence and theory to solve problem.	Arguments and analysis adequate, accurate and supported by evidence, but may be superficial or limited. Some application of evidence and theory to solve problem.	Argument and analysis may be illogical, irrelevant, or contradictory in places and/or unsupported by evidence. Limited application of evidence and theory to solve problem.	Brief, irrelevant or deficient argument and analysis; unsubstantiated generalisations. Little or no attempt to draw conclusions. Little or no attempt to apply evidence and theory to solve problem.	Absence of analysis and argument. No evidence of application of knowledge to solve problem. Or no answer offered.

Communication	Exceptionally	Extremely	Highly effective	Very effective	Effective	Generally	Unsatisfactory	Some evidence of	Limited or no
	effective	effective	communication	communication	communication	satisfactory	communication	communication	evidence of the
Reflection	communication	communication	skills appropriate	skills appropriate	skills appropriate to	communication	skills appropriate	skills appropriate	communication
	skills appropriate	skills appropriate	to the level of	to the level of	the level of study,	skills appropriate	to this level of	to this level of	skills appropriate
	to the level of	to the level of	study, task,	study, task,	task, audience and	to the level of	study. Poor level	study.	to this level of
	study, task,	study, task,	audience and	audience and	discipline.	study, task,	of learning ability,		study.
	audience and	audience and	discipline.	discipline.	Demonstration of	audience and	qualities or skills		Limited or no
	discipline.	discipline.	Extremely good	Good	learning ability,	discipline but with	necessary for		evidence of
	Exceptional	Excellent	demonstration of	demonstration of	qualities or skills	evident	employment.		managing own
		dama a watwati a w af							la avaira a au

Learning		First class		Upper second	Lower second	Third	Fail			
Outcome	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%	
Knowledge and Understanding Learning Enquiry	Exceptional Answer demonstrating a highly-detailed understanding of the issues and methodologies, concepts, theories and/or data and its inter- relationship with other fields of study which is significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught; and a clear appreciation of the uncertainty, ambiguity and limits of knowledge. Exceptional and extensive investigation, research and enquiry which are well beyond the usual range, in the presentation and	An outstanding answer demonstrating a detailed understanding of the issues and methodologies, concepts, theories and/or data and its inter- relationship with other fields of study; awareness of the uncertainty, ambiguity and limits of knowledge. Excellent investigation, research and enquiry in the presentation and evaluation of qualitative data.	Excellent knowledge and understanding of the issues and methodologies, concepts, theories and/or data and its inter- relationship with other fields of study; clear awareness of the limits of knowledge. Very good investigation, research and enquiry in the presentation and evaluation of qualitative and quantitative data.	Very good knowledge and understanding of the issues and methodologies, concepts, theories and/or data and its inter- relationship with other fields of study. Some understanding of limits of knowledge. Good, thorough investigation, research and enquiry in the presentation and evaluation of qualitative and quantitative data.	Systemic knowledge and understanding of the issues and methodologies, concepts, theories and/or data and its inter-relationship with other fields of study. May contain minor errors and/or discussion of irrelevant issues or tend towards the descriptive rather than the critical. Adequate presentation and evaluation of qualitative and quantitative data.	Satisfactory knowledge and understanding of the key issues; some knowledge and understanding of its inter- relationship with other fields of study, sufficient to deal with terminology, facts and concepts. Limited presentation and evaluation of qualitative and quantitative data ,but has the ability to extract relevant points.	Unsatisfactory, but shows a limited grasp of some relevant issues. Limited awareness of ambiguity of knowledge, or ability to present, evaluate and interpret qualitative and quantitative data, little or no evidence of background investigation, research or enquiry.	An attempt to answer the question, but without any significant grasp of material or appropriate skills. Minimal application of knowledge, or use of information. Little or no evidence of background investigation, research or enquiry.	No answer offered; or an answer which is totally irrelevant or fundamentally wrong. Shows minimal evidence of having benefited from the course.	
	evaluation of qualitative and quantitative data.									
Analysis	Exceptional and original analysis displaying	Outstanding analysis displaying independent	Excellent analysis displaying independent	Very good analysis displaying ability to select,	Good analysis, displaying ability to select, evaluate and	Adequate analysis displaying ability to select, evaluate and	Argument and analysis may be weak,	Brief, irrelevant or deficient	Absence of analysis and argument.	
Application	independent thinking, and showing ability to select, consider,	thought, and showing ability to select, consider, evaluate and	thought and showing ability to select, consider, evaluate and	critically evaluate and comment on reading, research and primary	comment on reading, research and primary sources, sometimes beyond the set range,	comment on reading, research and primary sources. Arguments	illogical, irrelevant, or contradictory in places and/or unsupported by	argument and analysis; unsubstantiated generalisations.		

Problem Solving	evaluate,	comment on a	comment on a	sources, usually	and offer a logical	and	evidence.	Little or no	
1 TOBICIT SOLVING	comment on and	broad range of	broad range of	beyond the set	argument supported	analysis adequate,	evidence.	attempt to	
	synthesise a	research, primary	research, primary	range, and offer a	by evidence.	accurate and	Has not	draw conclusions.	
	broad range of	sources, views	sources, views	well-	by evidence.	supported by	demonstrated		
	research, primary	and information,	and information,	organised	Good application of	evidence, but this	sufficient evidence	Liss domenstrated	Has
	sources, views	and offer a strong	and offer a strong	argument	evidence and	may be superficial	of discipline-	Has demonstrated insufficient or no	demonstrated no
	and information,	and well-	and well-	supported by	theory to solve	or limited.	specific specialist	evidence of	satisfactory
	and offer a	organised	organised	evidence.	problems.	or minited.	skills.		evidence of
	rigorous	argument well	argument well	evidence.	problems.		51115.	discipline-specific	discipline-specific
	argument well	supported by	supported by			Has		specialist skills.	specialist skills
	supported by	evidence.	evidence.		Has consistently	demonstrated	Has demonstrated		
	evidence.	evidence.	evidence.		demonstrated the	evidence of	a lack of technical,	Has demonstrated	
	evidence.				development and	developing and	creative and	a lack of technical,	
	Exceptionally	Accomplished and	Accomplished and	Capable and	informed	applying	artistic skills	creative and	Has demonstrated
	accomplished and	Accomplished and innovative	innovative	effective	application of	discipline-specific	necessary for the	artistic skills	a lack of technical.
	innovative	application of	application of	application of	discipline-specific	specialist skills.	discipline.	necessary for the	creative and
	application of	discipline-specific	discipline-specific	discipline-specific	specialist skills.	specialist skills.	discipline.	discipline.	artistic skills
		specialist skills.	specialist skills.	specialist skills.	specialist skills.	Has			necessary for the
	discipline-specific	specialist skills.	specialist skills.	specialist skills.	Has consistently	demonstrated			discipline.
	specialist skills.	Lies the full range	Line the full range		Has consistently demonstrated well-				discipline.
	Line the full seven	Has the full range	Has the full range of excellent	Has a thorough	developed	technical,			
	Has the full range	of outstanding		command of	technical, creative				
	of exceptional	technical, creative	technical, creative		and artistic skills				
	technical, creative	and artistic skills	and artistic skills	highly-developed relevant		Some application			
	and artistic skills	necessary for the	necessary for the	technical, creative	necessary for the	of evidence and			
	necessary for the	discipline.	discipline.	and artistic skills	discipline.	theory to solve	Limited application	Little or no	No evidence of
	discipline.			necessary for the		problems.	of evidence and	attempt to apply	application of
	Thorough and			discipline.		Shows some	theory to solve	evidence and	knowledge to
	accurate analysis			uiscipiirie.		ability to make	problems.	theory to solve	solve problems.
	of subject with	l liebh anna staat		Very good	Shows good ability	decisions in		problems.	Or no answer
	evidence of	Highly competent application of	Excellent	application of	to make decisions	complex and		prodiction	offered.
	breadth and	evidence and	application of	evidence and	in complex and	unpredictable		Little or no	
	depth of study.	theory to solve	evidence and	theory to solve	unpredictable	circumstances.		demonstration of	No
	Exceptional	problems.	theory to solve	problems.	circumstances.	circumstances.	Little	creativity.	demonstration of
	application of	problems.	problems.	problemoi	circumstances.	Production of	demonstration of	creativity.	creativity
	evidence and	Shows	problems.	Shows very good	Consistent	some creative	creativity.		,
	theory to solve	outstanding	Shows excellent	ability to make	demonstration of a	work.	cicativity.		
	problems.	aptitude for	aptitude for	decisions in	creativity.	WORK.			
	provients.	decision-making	decision-making	complex and	o. cutivity.				
	Shows	in complex and	in complex and	unpredictable					
	exceptional	unpredictable	unpredictable	circumstances					
	aptitude for	circumstances	circumstances	with a degree of					
	decision-making	with a high	with a high	autonomy.					
	in complex and	degree of	degree of	Demonstration of					
	unpredictable	autonomy.	autonomy.	a very good					
	circumstances	Demonstration of	Demonstration of	perception,					
	with a high	an outstanding	an excellent	critical insight and					
	degree of	perception,	perception,	ability to					
	acgree of	perception,	perception,	,			I	I	

	autonomy. Demonstration of a sophisticated and exceptional perception, critical insight and ability to interpret complex matters and ideas. Demonstration of exceptional creative flair and originality.	critical insight and ability to interpret complex matters and ideas. Demonstration of outstanding creative flair and originality.	critical insight and ability to interpret complex matters and ideas. Demonstration of excellent creative flair and originality.	interpret complex matters and ideas. Demonstration of very good creative flair and originality.					
Communication Reflection	Exceptionally Effective and accomplished communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to the level of study, task, audience and discipline. Exceptional capability to make clear, authoritative and valuable contributions to group discussions and/or project work with exceptional teamwork and leaderships skills. Exceptional demonstration of	Extremely effective and accomplished communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to the level of study, task, audience and discipline. Outstanding capability to make clear, authoritative and valuable contributions to group discussions and/or project work with outstanding teamwork and leaderships skills.	Highly effective and accomplished communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to the level of study, task, audience and discipline. Extremely good capability to make clear, authoritative and valuable contributions to group discussions and/or project work with excellent teamwork and leaderships skills.	Very effective and proficient communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to the level of study, task, audience and discipline. Very effective capability to make strong, valuable contributions to group discussions and/or project work with an understanding of teamwork and leaderships skills.	Consistent and confident communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to the level of study, task, audience and discipline. Consistently demonstrated capability to make coherent and constructive contributions to group discussions and/or project work. Demonstration of learning ability, qualities or skills	Generally satisfactory communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to the level of study, task, audience and discipline but with evident weaknesses. Capability of making useful contributions to group discussions and/or project work. Adequate demonstration of learning ability,	Unsatisfactory communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to this level of study. Infrequent contributions to group discussions and/or project work. Poor level of learning ability, qualities or skills necessary for employment. Little ability to reflect on own work.	Some evidence of communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to this level of study. Infrequent or no contribution to group discussions and/or project work. Very poor level of learning ability, qualities or skills necessary for employment Little or no ability to reflect on own work.	Limited or no evidence of the communication of information, ideas, problems and solutions, verbally, electronically and in writing as appropriate to this level of study. Limited or no evidence of managing own learning or initiative. Infrequent or no contribution to group discussions and/or project work. Little or no ability to reflect on own work.
	managing own learning and initiative, learning ability, qualities or	managing own learning and initiative , learning ability, qualities or	managing own learning and initiative, learning ability, qualities or	managing own learning and initiative, learning ability, qualities or	necessary for employment. Well-developed	qualities or skills necessary for employment.			

	skills necessary for employment. Exceptional ability to reflect critically and independently on own work.	skills necessary for employment. Outstanding ability to reflect critically and independently on own work.	skills necessary for employment. Extremely good ability to reflect critically and independently on own work.	skills necessary for employment. Very effective ability to reflect critically on own work.	ability to reflect on own work.	General ability to reflect on own work.			
Professional Requirement (Not usually weighted and usually a pass/fail component of assessment)	Meets the competencies or standards of proficiency required by professional/ statutory or regulating bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulating bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulating bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulating bodies.	Meets the competencies or standards of proficiency required by professional/ statutory or regulating bodies.	Meets the competencies or standards of proficiency required by Professional/ statutory or regulating bodies.	Fails to meet the competencies or standards of proficiency required by professional/ statutory or regulating bodies.	Fails to meet the competencies or standards of proficiency required by professional/ statutory or regulating bodies.	Breach of confidentiality of individuals/ organisations from a practice learning setting.

Generic Postgraduate Assessment Criteria

Learning		Distinction		Merit	Pass	Fail			
Outcome	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%
Knowledge and Understanding	Exceptional work showing an excellent	Outstanding work demonstrating an excellent level of understanding of	Excellent work demonstrating a very good level of understanding of	Very good work demonstrating good understanding of	Good work showing satisfactory grasp of main issues, sufficient awareness	Unsatisfactory work showing only limited grasp of some of the	Unsatisfactory work, showing very limited grasp of some relevant	An attempt to answer the question or complete the	No work offered; or work that is totally irrelevant
Learning	understanding of complex issues and	complex issues and	complex issues and	issues, including some complex	of the subject or practice. Shows a	issues, poorly conceived and	issues and necessary	task, but with little grasp of	to the question or task set, or
Enquiry	methodologies at the forefront of the subject or practice. Is able to reflect on the limitations of theory and/or research.	methodologies at the forefront of the subject or practice. Is able to reflect on the limitations of theory and/or research. Excellent presentation and evaluation of qualitative and quantitative data.	methodologies at the forefront of the subject or practice and their inter- relationship with other fields of study; clear awareness of the limits of knowledge. Very good presentation of qualitative and quantitative data.	Issues. Able to describe and examine a range of principles, much of which is at the forefront of the subject or practice. Good awareness of inter-relationship with other fields of study. Some understanding of limits of knowledge. Good presentation and evaluation of qualitative and quantitative data.	reasonable understanding of the major empirical and/or theoretical issues involved. Some understanding of inter-relationship with other fields of study. May contain minor errors and/or discussion of irrelevant issues. Adequate presentation and evaluation of qualitative and quantitative data.	poorly directed to the question or task set, or with serious errors or omissions and limited awareness of the subject or practice. Limited presentation and evaluation of qualitative and quantitative data.	material and/or skills, or with major errors, omissions or misconceptions, and with very limited awareness of the subject or practice Limited awareness of ambiguity of knowledge, or ability to present, evaluate and interpret qualitative and quantitative data.	course material or awareness of the subject or practice. Little ability to connect subject knowledge to appropriate contexts. Minimal application of knowledge, or use of information.	fundamentally wrong. Shows minimal evidence of having benefited from the course.
Analysis	Exceptional evidence of	Independent critical thought, is	Excellent analysis displaying	A very good analysis and well-	Good analysis and argument, well	Arguments and analysis	Argument and analysis may be	Brief, irrelevant or	Absence of analysis and
Application	original independent critical thinking	strong and sophisticated, with well	independent critical thought and a strong, organised	organised argument, very well supported by	supported by evidence but with limited critical	inadequate, sometimes accurate and supported by	illogical, irrelevant, or contradictory in	deficient argument and analysis;	argument. No evidence of application of
Problem Solving	and is based upon a sophisticated and rigorous argument. Explores at, and at times, beyond the boundaries of existing knowledge Thorough and accurate analysis of subject with evidence of	organised argument. Explores at the boundaries of existing knowledge. Highly competent application of evidence and theory to solve problems.	argument and is able to reflect on the limitations of theory and/or research. Competent application of evidence and theory to solve problems.	evidence. with the ability to critically evaluate competing arguments. Evidence applied well to provide solution to problems.	judgement. Adequate application of evidence and theory to solve problems.	superficial or limited evidence. Shows limited or no critical judgement in analysing issues or presenting ideas. Limited attempt to connect aspects of subject knowledge. Some application of	places and/or unsupported by evidence. Limited application of evidence and theory to solve problems.	unsubstantiated generalisations. Little or no attempt to draw conclusions. Little or no attempt to apply evidence and theory to solve problems.	knowledge to solve problems. Or no answer offered.

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	breadth and					evidence and			
	depth of study.					theory to solve			
	Excellent					problems.			
	application of								
	theory to solve								
	problems.								
Communication	Exceptionally	Extremely	Highly effective	Very effective	Effective	Generally	Unsatisfactory	Some evidence of	Limited or no
	effective	effective	communication	communication	communication	satisfactory	communication	communication	evidence of the
	communication	communication	skills appropriate	skills appropriate	skills appropriate to	communication	skills appropriate	skills appropriate	communication
Reflection	skills appropriate	skills appropriate	to the level of	to the level of	the level of study,	skills appropriate	to this level of	to this level of	skills appropriate
	to the level of	to the level of	study, task,	study, task,	task, audience and	to the level of	study. Poor level	study. Limited	to this level of
	study, task,	study, task,	audience and	audience and	discipline.	study, task,	of learning ability,	evidence of	study.
	audience and	audience and	discipline.	discipline.	Demonstration of	audience and	qualities or skills	managing own	Limited or no
	discipline.	discipline.	Extremely good	Good	learning ability,	discipline but with	necessary for	learning ability, or	evidence of
	Exceptional	Excellent	demonstration of	demonstration of	qualities or skills	evident	highly skilled	developing	managing own
	demonstration of	demonstration of	managing own	managing own	necessary for highly	weaknesses.	employment or	qualities or skills	learning or
	managing own	managing own	learning and	learning and	skilled employment	Adequate	further study.	necessary for	initiative.
	learning and	learning and	initiative, learning	initiative, learning	or further study.	demonstration of	,	highly skilled	
	initiative, learning	initiative, learning	ability, qualities or	ability, qualities or		learning ability,		employment or	
	ability, qualities or	ability, qualities or	skills necessary	skills necessary		qualities or skills		further study.	
	skills necessary	skills necessary for	for highly skilled	for highly skilled		necessary for		i al cher occary.	
	for highly skilled	highly skilled	employment or	employment or		highly skilled			
	employment or	employment or	further study.	further study.		employment or			
	further study.	further study.	further study.	rancher otdagt		further study.			
Professional	Meets the	Meets the	Fails to meet the	Fails to meet	Breach of				
Requirement	competencies or	competencies or	competencies or	the	confidentiality				
Requirement	standards of	standards of	standards of	competencies	of individuals/				
(Not usually	proficiency	proficiency	proficiency	proficiency	proficiency	proficiency	proficiency	or standards of	organisations
weighted and	required by	required by	required by	proficiency	from a				
usually a	professional/	professional/	professional/	professional/	professional/	professional/	professional/	required by	practice
pass/fail	statutory or	statutory or	statutory or	professional/	learning				
component of	regulating	regulating	regulating	regulating	regulating	regulating	regulating	statutory or	setting.
	bodies.	bodies.	bodies.	bodies.	bodies.	bodies.	bodies.		securig.
assessment)	boules.	boules.	boules.	Doules.	boules.	DOUIES.	DOUIES.	regulating	
								bodies.	