

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.

Generic Undergraduate Assessment Criteria Level 3

Learning Outcome	First class			Upper second	Lower second	Third	Fail		
	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 the link to with other fields of study; appreciation of the uncertainty, and limits of knowledge. Exceptional presentation and evaluation of qualitative and quantitative data.	An outstanding answer demonstrating a detailed understanding of the issues and methodologies, concepts, theories and/or data; awareness of the uncertainty of knowledge. Excellent presentation and evaluation of qualitative and quantitative data.	Excellent knowledge and understanding of the issues and methodologies, concepts, theories and/or data and its inter-relationship with other subjects. Very good presentation of qualitative and quantitative data.	Good knowledge and understanding of the issues and methodologies, concepts, theories and/or data. Some understanding of limits of knowledge. Good presentation and evaluation of qualitative and quantitative data.	Sound knowledge and understanding of the issues and methodologies, concepts, theories and/or data. May contain errors and/or discussion of irrelevant issues. Adequate presentation and evaluation of qualitative and quantitative data.	Satisfactory knowledge and understanding of the key issues raised by the question but some elements of knowledge missing. Limited presentation and evaluation of qualitative and quantitative data.	Unsatisfactory, but shows a limited grasp of some subject. Limited awareness of limits of knowledge, or ability to present, evaluate and interpret qualitative and quantitative data.	An attempt to answer the question, but without any significant grasp of material or appropriate skills. Minimal application of knowledge, or use of information.	No answer or an answer which is totally irrelevant or fundamentally wrong. Minimal or no evidence of learning.
Analysis Application Problem Solving	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 problem.	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.

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

Generic Undergraduate Assessment Criteria Level 4

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

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

Generic Undergraduate Assessment Criteria Level 5

Learning Outcome	First class			Upper second	Lower second	Third	Fail		
	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%
Knowledge and Understanding Learning Enquiry	<p>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; clear appreciation of the uncertainty, ambiguity and limits of knowledge. Exceptional presentation and evaluation of qualitative and quantitative data.</p>	<p>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 presentation and evaluation of qualitative and quantitative data.</p>	<p>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 presentation of qualitative and quantitative data.</p>	<p>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 presentation and evaluation of qualitative and quantitative data.</p>	<p>Systematic 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. Adequate presentation and evaluation of qualitative and quantitative data.</p>	<p>Satisfactory knowledge and understanding of the key issues raised by the question; coherent knowledge and understanding of its inter-relationship with other fields of study. Limited presentation and evaluation of qualitative and quantitative data.</p>	<p>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.</p>	<p>An attempt to answer the question, but without any significant grasp of material or appropriate skills. Minimal application of knowledge, or use of information.</p>	<p>No answer offered; or an answer which is totally irrelevant or fundamentally wrong. Shows some evidence of having benefited from the course.</p>
Analysis Application Problem Solving	<p>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 problem.</p>	<p>Outstanding analysis displaying independent thought and strong, well-organised argument and highly competent application of evidence and theory to solve problems.</p>	<p>Excellent analysis displaying independent thought and strong and well-organised argument, competent application of evidence and theory to solve problems.</p>	<p>A very good analysis and well-organised argument, very well supported by evidence. Evidence applied well to provide solution to problems.</p>	<p>Good analysis and argument, well supported by evidence. Good application of evidence and theory to solve problem.</p>	<p>Arguments and analysis adequate, accurate and supported by evidence, but may be superficial or limited. Some application of evidence and theory to solve problem.</p>	<p>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.</p>	<p>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.</p>	<p>Absence of analysis and argument. No evidence of application of knowledge to solve problem. Or no answer offered.</p>

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

Generic Undergraduate Assessment Criteria Level 6

Learning Outcome	First class			Upper second	Lower second	Third	Fail		
	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%
Knowledge and Understanding Learning Enquiry	<p>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; clear appreciation of the uncertainty, ambiguity and limits of knowledge. Exceptional presentation and evaluation of qualitative and quantitative data.</p>	<p>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 presentation and evaluation of qualitative and quantitative data.</p>	<p>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 presentation of qualitative and quantitative data.</p>	<p>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 presentation and evaluation of qualitative and quantitative data.</p>	<p>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. Adequate presentation and evaluation of qualitative and quantitative data.</p>	<p>Satisfactory knowledge and understanding of the key issues raised by the question; coherent knowledge and understanding of its inter-relationship with other fields of study. Limited presentation and evaluation of qualitative and quantitative data.</p>	<p>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.</p>	<p>An attempt to answer the question, but without any significant grasp of material or appropriate skills. Minimal application of knowledge, or use of information.</p>	<p>No answer offered; or an answer which is totally irrelevant or fundamentally wrong. Shows some evidence of having benefited from the course.</p>
Analysis Application Problem Solving	<p>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 problem.</p>	<p>Outstanding analysis displaying independent thought and strong, well-organised argument and highly competent application of evidence and theory to solve problems.</p>	<p>Excellent analysis displaying independent thought and strong and well-organised argument, competent application of evidence and theory to solve problems.</p>	<p>A very good analysis and well-organised argument, very well supported by evidence. Evidence applied well to provide solution to problems.</p>	<p>Good analysis and argument, well supported by evidence. Good application of evidence and theory to solve problem.</p>	<p>Arguments and analysis adequate, accurate and supported by evidence, but may be superficial or limited. Some application of evidence and theory to solve problem.</p>	<p>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.</p>	<p>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.</p>	<p>Absence of analysis and argument. No evidence of application of knowledge to solve problem. Or no answer offered.</p>
Communication Reflection	<p>Exceptionally effective communication</p>	<p>Extremely effective communication skills appropriate to the level of</p>	<p>Highly effective communication skills appropriate</p>	<p>Very effective communication skills appropriate to the level of</p>	<p>Effective communication skills appropriate to</p>	<p>Generally satisfactory communication</p>	<p>Unsatisfactory communication skills appropriate to this level of</p>	<p>Some evidence of communication</p>	<p>Limited or no evidence of the communication</p>

	skills appropriate to the level of study, task, audience and discipline. Exceptional demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for employment.	study, task, audience and discipline. Excellent demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for employment.	to the level of study, task, audience and discipline. Extremely good demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for employment.	study, task, audience and discipline. Good demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for employment.	the level of study, task, audience and discipline. Demonstration of learning ability, qualities or skills necessary for employment.	skills appropriate to the level of study, task, audience and discipline but with evident weaknesses. Adequate demonstration of learning ability, qualities or skills necessary for employment.	study. Poor level of learning ability, qualities or skills necessary for employment.	skills appropriate to this level of study.	skills appropriate to this level of study. Limited or no evidence of managing own learning or initiative.
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 Outcome	Distinction			Merit	Pass	Fail			
	90-100%	80-89%	70-79%	60-69%	50-59%	40-49%	30-39%	20-29%	Below 20%
Knowledge and Understanding Learning Enquiry	<p>Exceptional work showing an excellent understanding of complex issues and methodologies at the forefront of the subject or practice. Is able to reflect on the limitations of theory and/or research.</p>	<p>Outstanding work demonstrating an excellent level of understanding of complex issues and 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.</p>	<p>Excellent work demonstrating a very good level of understanding of complex issues and 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.</p>	<p>Very good work demonstrating good understanding of issues, including some complex 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.</p>	<p>Good work showing satisfactory grasp of main issues, sufficient awareness of the subject or practice. Shows a 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.</p>	<p>Unsatisfactory work showing only limited grasp of some of the issues, poorly conceived and 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.</p>	<p>Unsatisfactory work, showing very limited grasp of some relevant issues and necessary 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.</p>	<p>An attempt to answer the question or complete the task, but with little grasp of 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.</p>	<p>No work offered; or work that is totally irrelevant to the question or task set, or fundamentally wrong. Shows minimal evidence of having benefited from the course.</p>
Analysis Application Problem Solving	<p>Exceptional evidence of original independent critical thinking 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</p>	<p>Independent critical thought, is strong and sophisticated, with well organised argument. Explores at the boundaries of existing knowledge. Highly competent application of evidence and theory to solve problems.</p>	<p>Excellent analysis displaying independent critical thought and a strong, organised argument and is able to reflect on the limitations of theory and/or research. Competent application of evidence and theory to solve problems.</p>	<p>A very good analysis and well-organised argument, very well supported by evidence. with the ability to critically evaluate competing arguments. Evidence applied well to provide solution to problems.</p>	<p>Good analysis and argument, well supported by evidence but with limited critical judgement. Adequate application of evidence and theory to solve problem.</p>	<p>Arguments and analysis inadequate, sometimes accurate and supported by 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</p>	<p>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.</p>	<p>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.</p>	<p>Absence of analysis and argument. No evidence of application of knowledge to solve problem. Or no answer offered.</p>

	breadth and depth of study. Excellent application of theory to problem.					evidence and theory to solve problem.			
Communication Reflection	Exceptionally effective communication skills appropriate to the level of study, task, audience and discipline. Exceptional demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for highly skilled employment or further study.	Extremely effective communication skills appropriate to the level of study, task, audience and discipline. Excellent demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for highly skilled employment or further study.	Highly effective communication skills appropriate to the level of study, task, audience and discipline. Extremely good demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for highly skilled employment or further study.	Very effective communication skills appropriate to the level of study, task, audience and discipline. Good demonstration of managing own learning and initiative, learning ability, qualities or skills necessary for highly skilled employment or further study.	Effective communication skills appropriate to the level of study, task, audience and discipline. Demonstration of learning ability, qualities or skills necessary for highly skilled employment or further study.	Generally satisfactory communication skills appropriate to the level of study, task, audience and discipline but with evident weaknesses. Adequate demonstration of learning ability, qualities or skills necessary for highly skilled employment or further study.	Unsatisfactory communication skills appropriate to this level of study. Poor level of learning ability, qualities or skills necessary for highly skilled employment or further study.	Some evidence of communication skills appropriate to this level of study. Limited evidence of managing own learning ability, or developing qualities or skills necessary for highly skilled employment or further study.	Limited or no evidence of the communication skills appropriate to this level of study. Limited or no evidence of managing own learning or initiative.
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 Assessment Criteria – M.G. Hamlyn, A. Bailey, H. Chapman – September 2016