

Generic Assessment Criteria Policy

Purpose

This document outlines the role and intended use of the University's generic assessment criteria. It is applicable to all courses, including those delivered via an Educational Partnership arrangement.

1. Introduction and principles

- 1.1 The generic assessment criteria are part of the cycle of learning, teaching and assessment. Learning outcomes are set out in unit specifications and identify the knowledge, skills and understanding that learners need to demonstrate over the course of the unit, as related to the relevant level on the Quality Assurance Agency (QAA) Framework for Higher Education Qualifications (FHEQ)¹ and Sector-Recognised Standards published by the Office for Students². The design of content and learning and teaching activities ensures that these learning outcomes are not only addressed and can be met at a threshold level but that opportunities are provided to enable their achievement at a high standard. Assessment tasks measure the extent to which learners have achieved the learning outcomes, and assessment criteria assist markers in formulating their academic and professional judgment regarding the extent of learner attainment of those outcomes.
- 1.2 The University's generic assessment criteria are intended as a framework/guide, rather than specific restrictions designed to impose uniformity. They provide a frame of reference to:
 - give broad comparability of standards of study by level across all courses;
 - enable markers to translate their academic judgements into numerical marks, according to the approved Step Marking bands, and express them in consistent language;
 - enable markers to calibrate their judgements against those of other markers;
 - provide a framework for the provision of feedback and feed forward to indicate how learners can improve their performance (see the Assessment Feedback policy);
 - improve learner's understanding of what is required of them to gain a mark.
- 1.3 The generic assessment criteria have been aligned with the undergraduate and postgraduate qualification descriptors for levels 4-7 within FHEQ (2024) and, for Level 3, the SEEC Credit Level Descriptors for Higher Education³ and the Sector recognised standards in England as defined by the Office for Students.
- 1.4 The generic assessment criteria describe key features and general characteristics of assessed work associated with each mark boundary, for each FHEQ level. The categories indicate what is typically expected of a learner in each boundary, at each FHEQ level. However, academic judgement is always required to determine how learners' work best fits within each category.
- 1.5 The inclusion of greater detail in the bands from 70% (or equivalent) and above is designed to support markers in using the full range of marks available to them, by ensuring there is clear justification for the award of higher marks, thus helping to avoid possible 'grade inflation'.
- 1.6 The generic assessment criteria may be found on the Staff Information Portal (SIP).
- 1.7 Alternative assessment criteria may be used where these are required by Professional, Statutory and Regulatory Bodies (PSRBs); however wherever possible within the provisions of the relevant body the criteria used should align with the University's generic assessment criteria.

¹ [Qualifications Frameworks, Feb 2024 \(qaa.ac.uk\)](https://www.qaa.ac.uk/qualifications-frameworks)

² [Securing student success: Regulatory framework for higher education in England - Office for Students](https://www.ofsted.gov.uk/publications/securing-student-success-regulatory-framework-higher-education-england)

³ SEEC (2021) credit level descriptors for Higher Education available at <https://seec.org.uk/>

2. Using and customising the generic assessment criteria

- 2.1 The Head of School is responsible for determining in detail how this policy will be implemented within their School, consistent with the needs of each course; and for ensuring that all staff (particularly staff new to the institution and all new Unit Leaders) receive appropriate advice, guidance and training regarding its implementation.
- 2.2 The generic assessment criteria may be used as they are, where appropriate, but it is best practice for Unit Leaders to produce **specific assessment criteria** that are customised versions of the generic assessment criteria, made directly relevant to their specific disciplines/assessment types. **Where specific assessment criteria are used these must clearly link back to the generic assessment criteria and to the University's Step Marking bands.**
- 2.3 Good practice suggests that within a course where assessments are of the same type and at the same level, it would be beneficial, for clarity for both markers and learners, that the assessment criteria be the same, and Unit Leaders are therefore encouraged to collaborate in their production.
- 2.4 It is neither a requirement nor an expectation that all criteria will be used for all forms of assessment. Similarly, the emphasis given to various aspects of the criteria will vary depending on the Intended Learning Outcomes (ILOs), the nature of the assessment task and discipline, and should be decided by the Unit Leader in developing specific assessment criteria from the generic assessment criteria. For written work appropriate attention should be paid to the assessment of the use of written English language.
- 2.5 Specific assessment criteria must be precise enough to ensure consistency of marking across candidates and markers, compatible with a proper exercise of academic judgement on the part of individual markers.
- 2.6 Where the design of an assessment task means that it is not appropriate to use these criteria, for example competency-based tasks which are pass/fail, more specific criteria should be created and made available to markers and to learners. See also the **Setting and Scrutiny of Assessments Policy**, available for staff on the SIP.
- 2.7 Where appropriate to the discipline and the form of assessment, unit leaders are strongly encouraged to develop marking grids based on the relevant assessment criteria, to assist with marking/moderation and to show how they have arrived at their decisions. The use of marking grids can also provide a way of feeding back to learners a more detailed profile of their performance, reducing the burden on markers by avoiding repetitious comments; thus facilitating more timely and effective feedback.
- 2.8 Where there is more than one marker for an assessment appropriate moderation should be undertaken. See the **Marking and Moderating Policy** on the SIP.
- 2.9 Those requiring further advice or assistance in developing specific assessment criteria or in creating marking grids should consult the relevant Course Leader in the first instance.

Guidance for markers

- 2.10 Assessment criteria, even when specifically developed for a particular assessment type, are not designed to be used mechanically. For any assessment submitted by a learner a marker may find that the learner's performance is different for different criteria, and that several different descriptions for some criteria could reasonably be applied. No guidelines can cover every eventuality, and no grid system for combining these factors into a single mark is intended to replace sound academic judgement in the light of the learning outcomes for the unit, the nature of the task being assessed, and the details given to learners in the assessment brief and more broadly within the unit.
- 2.11 To identify a particular mark the key principle to apply is 'to what extent has the learner achieved the learning outcomes of the assessment?' The final judgement should be informed by the predominant character of the work. If, for the most part, the learner has met the identified outcomes, albeit at a threshold level, then they should pass the assessment.

3. Using assessment criteria with learners

- 3.1 Learners should be informed, and periodically reminded, of the generic assessment criteria, as these provide the overarching frame of reference for the institution's approach. The generic assessment criteria will be referenced from the VLE and in the University Student Handbook and Apprentice Handbook.
- 3.2 It is important that learners are clearly informed of the criteria against which their work will be marked (whether these are the generic assessment criteria or specific assessment criteria for the particular piece of work). Criteria must be provided alongside the assessment brief, and at the same time the brief is provided.
- 3.3 Assessment Feedback should normally be provided with reference to the relevant assessment criteria – for example by using a template that includes the relevant criteria. This enables learners to be informed about expectations and standards and to have a full understanding of assessment feedback. (See the Assessment Feedback policy on the SIP.)
- 3.4 Although the criteria are couched in terms of summative judgements they may also be used for formative assessment purposes. Learners gaining a mark in a particular band will be aware of the expectations of the band immediately above. This can aid formative assessment.

Version:	V2.2
Approved by	Academic Board
Originator/Author	Assistant Registrar (Quality Assurance)
Owner	Head of Learning and Teaching
Reference source	Internally devised; benchmarking of arrangements at other HEIs, in particular University of Exeter, University of Suffolk, University of Winchester, Bournemouth University
Date approved	26 July 2024
Effective from	September 2024
Review date	2025/26
Target	All academic staff, all students and apprentices
Policy location	
Equality analysis	The assessment criteria apply to all students to demonstrate attainment of specific levels of relevant knowledge, understanding and/or competencies. Any reasonable adjustments required should be made to the form of assessment rather than to the assessment criteria applied. The exception is where it is appropriate to use the SpLD/Dyslexia marking guidelines:

The HSU Generic Assessment Criteria should be used in line with the Generic Assessment Criteria Policy. The generic assessment criteria may be used as they are, but Unit Leaders are normally expected to produce specific versions of these criteria that are directly relevant to their disciplines/assessment types. Specific marking criteria must clearly link back to these generic criteria.

The criteria should be used alongside the Marking and Moderating Policy, in particular information about Step Marking.

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Health Sciences University (HSU) Generic Assessment Criteria

HSU General Assessment Criteria

Level 3

Provision at Level 3 is designed to prepare students for higher education. At the end of Level 3, students will be expected to demonstrate the acquisition of foundation level skills, knowledge and understanding necessary to embark on a higher education programme of study at Level 4. In accordance with the national Qualifications and Credit Framework (QCF)⁴, this includes the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.

Subject knowledge and understanding

U = Upper M = Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/Very poor work										
			First						2:1			2:2			3rd			Fail													
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	30	28	22	18	12	5	0	
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32											
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard, well above that normally expected at this level.			Outstanding breadth and depth of factual/conceptual understanding of defined areas of the subject knowledge base, current areas of debate in the field of study, and links with other fields of study. Appreciation of the uncertainty and limits of knowledge			Excellent factual and conceptual understanding of defined areas of the subject knowledge base relative to the level and current areas of debate in the field of study. Awareness of the uncertainty and limits of knowledge			Very good factual and conceptual understanding of defined areas of the subject knowledge base relative to the level. Some understanding of the limits of knowledge.			Sound work of solid quality. Sound factual and conceptual knowledge and understanding of the key issues			Basic but sufficient level of factual and conceptual understanding of the key issues in the subject but some elements of knowledge missing.			Insufficient level of factual and conceptual understanding of the defined areas of the knowledge base expected at this level, with some inaccurate or irrelevant material.			Largely inaccurate or irrelevant material. Little or no evidence of understanding of defined areas of the knowledge base or of reading/research.										
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard, well above that normally expected at this level.			Critical engagement with exceptionally wide range of relevant reading including research-informed literature where relevant, beyond that normally expected at this level.			Critical engagement with an extensive range of relevant reading including research-informed literature where relevant.			Engagement with a wide range of relevant reading and sources beyond basic texts. Literature usage integrated into the work and used consistently to support findings			Engagement with an appropriate range of relevant reading beyond essential texts, but is still limited to basic texts. Literature used accurately.			Engagement with relevant reading, but largely confined to essential texts, and mainly reliant on taught elements.			Poor engagement with essential texts and little or no evidence of relevant wider reading beyond that gained through class contact. Heavily reliant on taught elements.			No evidence of relevant reading or engagement with taught elements.										

⁴ [Accredited Qualifications](#)

Health Sciences University (HSU) Generic Assessment Criteria
Intellectual skills - including analysis, evaluation, and critical judgement

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work						
First									2:1			2:2			3rd			Fail									
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	30	28	22	18	12	5	0
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard well above that normally expected at this level. Evidence of exceptionally high quality analysis, synthesis, evaluation and critical appraisal			Outstanding work in terms of analysis, evaluation and interpretation of information, and development and sustaining of a coherent line of argument going beyond pre-defined principles, frameworks and criteria. Demonstrates critical approach to information unusual for this level. Outstanding interpretation and presentation of qualitative and quantitative data			Excellent level of analysis and evaluation of information in accordance with pre-defined principles, frameworks and criteria. Can select what is relevant to support analysis/ evaluation. Demonstrates development and sustaining of a coherent argument, at the limits of what is expected for this level. Has developed an early critical approach to information. Excellent presentation and interpretation of qualitative and quantitative data			Intelligent and thorough attempt at analysis and evaluation of information in accordance with pre-defined principles, frameworks and criteria. Well argued, as appropriate to the level of development with appropriate amount of evidence, substantiated opinions are given. Very good presentation, and interpretation of qualitative and quantitative data			Sound analysis and evaluation of information in accordance with pre- defined principles, frameworks and criteria, using simple logic. Lines of argument developed but on balance work is still descriptive. Sound presentation and interpretation of qualitative and quantitative data			Adequate evidence of analysis and evaluation but work is mainly descriptive with some uncritical acceptance of information, unsubstantiated, superficial and/or derivative opinions (lacking own interpretation) may be present. Lack of logical development of an argument may be evident. Adequate presentation and interpretation of qualitative and quantitative data			Little or no evidence of analysis or evaluation. Has accepted information uncritically. Unsubstantiated and/or derivative opinions(lacking own interpretation) usually present Limited ability to present, and interpret qualitative and quantitative data			No or minimal evidence of analysis or evaluation. Unsubstantiated opinions lacking own interpretation and/or derivative opinion throughout. Little or no attempt to draw conclusions. Little or no ability to present and interpret qualitative and quantitative data.						

Subject-specific skills – including applications and problem solving

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work						
first									2:1			2:2			3rd			Fail									
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	30	28	22	18	12	5	0
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard, well above that normally expected at this level.			Work demonstrates outstanding application and problem solving in respect of defined investigative strategies, which demonstrates innovation and considerable insight/			Work demonstrates an excellent level of ability to apply knowledge to practice or to solve problem, to generate a range of appropriate responses to problems using defined			Work demonstrates very good ability to apply knowledge to practice or to solve problem using defined investigative strategies to different contexts and			Work demonstrates sound application of knowledge to practice or to solve problem, using defined investigative strategies			Satisfactory work but shows limited application or attempt to apply knowledge to practice or to solve problem. Responses may not be meaningful.			Minimal evidence of ability to relate theory to practice or apply knowledge to solve problem.			No attempt to relate theory to practice or apply knowledge to solve problem						

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Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work						
first									2:1			2:2			3rd			Fail									
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	30	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32							
			reflection			investigative strategies, some of which may be innovative.			demonstrate a range of responses to given situations.																		

Transferable skills - including communication and presentation

U = Upper M = Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work overall			Sufficient work			Weak work			Poor/very poor work					
first									2:1			2:2			3rd			Fail								
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32						

Citation and referencing

All references/ citations present. Referencing conventions employed accurately, consistently and with no errors according to established practice.	All references/ citations present. Referencing conventions employed accurately, consistently and with no errors according to established practice.	All references/ citations present. High standard of accurate referencing applied consistently throughout, in accordance with established practice.	All references/ citations present. Very good standard of referencing throughout, in accordance with established practice, but may be some minor formatting errors.	All references/citations present. Sound understanding of established practice of referencing conventions, but may be minor formatting inaccuracies/ inconsistencies	Majority of references/ citations present. Basic understanding of established practice of referencing conventions but some inaccuracies and/or inconsistencies.	Some references/ citations present but may be partial or poorly structured. Inconsistent/weak use of referencing conventions, shows limited awareness of established practice.	Absent or incoherent referencing/ citations. Very limited or no awareness of referencing conventions according to established practice.
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Written style and structure including English language

All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard, well beyond that normally expected at this level. The organisation, structure and standard of presentation of the work, are exemplary throughout	Outstanding presentation of work, coherently structured and extremely clearly expressed throughout,	Accomplished and effective presentation of work that is coherently structured and clearly expressed throughout.	Very clear presentation of work in terms of structure/clarity of expression, coherent and logical structure.	Competent presentation of work, structured in a largely coherent manner and is for the most part clearly expressed.	Ordered presentation in which relevant ideas / concepts are reasonably expressed.	Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed;	Work is extremely disorganised, with much content confusingly expressed.
Exemplary standard of Language /grammar/ syntax,	Exceptional standard of Language /grammar/ syntax,	Outstanding standard of language/ grammar/ syntax, showing	Very good standard of grammar/syntax with few errors and	Sound standard of language/grammar/ /syntax; may be	Acceptable standard of language/grammar/syntax but some	Weak language/ grammar/ syntax and/or	Very poor language/ grammar/ syntax and/or very inappropriate style.

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Exceptional work			Outstanding work			Excellent work			High quality work			Sound work overall			Sufficient work			Weak work			Poor/very poor work					
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U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
showing exceptional level of maturity beyond that normally expected for the level. Exemplary use of academic conventions throughout.			showing high level of maturity beyond that normally expected for the level. Exemplary use of academic conventions throughout.			appropriate level of maturity. Consistent and assured use of academic conventions.			the maturity in the use of language is very good for the level. Very good use of academic conventions.			some errors. Use of academic conventions generally good.			limitations. Use of academic conventions generally sound and largely consistent but some weaknesses			inappropriate style. Serious or extensive errors in grammar/ syntax Academic conventions used poorly			Academic conventions largely ignored					
Presentation skills (oral/visual)																										
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high. Standard, well above that normally expected at this level.			Highly accomplished, creative and sophisticated presentation with strong visual impact which enhances the message. Presentation is outstanding, well structured, imaginative and engaging. Audibility and pace are appropriate to audience and used with exceptional effect to enhance the presentation.			Extremely effective presentation, clear and imaginative in a sophisticated style, with visual impact. Extremely well-structured, fluent/ expressive/ engages the audience. Pace and audibility are excellent. Clear and authoritative.			Very effective presentation, clear with very good visual effect. Demonstrates a very good level of proficiency. Very clearly structured, fluent/ expressive /well-pitched to the audience. Pace/audibility are very good.			Presentation has a sound structure. Visual tools are used effectively/ confidently. Clear/ coherent/and confident, good pace and audibility			Visual aspect and/or structure of presentation is clear and satisfactory. Pace, audibility and/or structure of presentation are clear and satisfactory.			Presented in a disorganised manner. Lacks appropriate support from visual tools. Delivery is disorganised and/or pace and audibility are poor.			Presentation is disorganised and/or incoherent. Presentation is not understandable and/or inaudible.					
Reflection (including self-criticism / awareness)																										
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard, well above that normally expected at this level. Exceptional demonstration of managing own learning and of learning ability			Confidently evaluates actions/situations showing an exceptional awareness of own strengths and weaknesses which are clearly articulated, used and acted on. Questions commonly accepted opinion, prejudices and value sets operating. Outstanding demonstration of			Reflects on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to question commonly accepted opinion, prejudices and value sets operating. Excellent demonstration of managing own learning and of learning ability and skills necessary			Evaluates own strengths and weaknesses and shows developing understanding of criteria for judgements. Demonstrates some willingness to question commonly accepted opinion, prejudices and value sets operating. High quality			Is largely dependent on criteria set by others. Recognises own strengths and weaknesses. Sound demonstration of managing own learning and of learning ability and skills necessary for future study			Dependent on criteria set by others. Begins to recognise own strengths and weaknesses. Adequate demonstration of managing own learning and of learning ability and skills necessary for future study			Limited self-awareness regarding strengths and weaknesses leading to poor judgement. Poor demonstration of managing own learning or of learning ability necessary for future study.			Little or no self-awareness regarding strengths and weaknesses, leading to inaccurate view of the situation. Little or no demonstration of managing own learning or of learning ability necessary for future study.					

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Exceptional work			Outstanding work			Excellent work			High quality work			Sound work overall			Sufficient work			Weak work			Poor/very poor work						
first									2:1			2:2			3rd			Fail									
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0	
necessary for future study.			managing own learning and of learning ability and skills necessary for future study.			for future study.			demonstration of managing own learning and of learning ability and skills necessary for future study.																		
Reflective Practice																											
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard, well above that normally expected at this level.			Analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Utilises imaginative thinking about potential alternatives and their implications for further practice in a range of contexts.			Analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences to develop and improve own actions.			Evaluates personal contribution and that of others to practice and develops plans to improve own actions.			Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions.			Able to interpret own practice and that of others based on specific frames of reference. Identifies some further actions.			Limited interpretation of own practice and that of others restricting further action.			Incomplete interpretation of practice leading to insufficient action.						

Professional Competencies (Pass/Fail)

Successful (pass or threshold) 2:

The student has demonstrated achievement of professional competence as appropriate for this level and as required by accrediting, professional, statutory or regulatory bodies

The student has adhered to the appropriate rules and/or conventions set by accrediting, professional, statutory or regulatory bodies or the industry as appropriate to this level.

Unsuccessful (below threshold standard): The student has not demonstrated achievement of professional competence when assessed against the requirements of an accrediting, professional, statutory or regulatory body (PSRB) as appropriate to this level.

The student has failed to adhere to the appropriate rules and/or conventions set by accrediting, professional, statutory or regulatory bodies or the industry as appropriate to this level.

Health Sciences University (HSU) Generic Assessment Criteria

Level 4

In accordance with the Framework for Higher Education Qualifications^{5,6} students at **level 4** will be expected to demonstrate a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility in accordance with basic theories and concepts of their subject(s) of study.

They will demonstrate

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, they will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

They will have the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Subject knowledge and understanding

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work								
			First						2:1			2:2			3rd						Fail								
U	M	B	U	M	B	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard	Work demonstrates outstanding factual and conceptual knowledge and understanding of the subject in breadth and depth and inter-relationships with other subjects relative to the level. Appreciation of ambiguities/ limitations of knowledge base.																												
All learning outcomes	Critical and evaluative																												
	Excellent work that demonstrates detailed factual and conceptual knowledge and understanding of the subject in breadth and depth and inter-relationships with other subjects relative to the level. Awareness of the limitations and uncertainty of knowledge																												
	Engagement with a																												
	Sound work of solid quality. Demonstrates clear evidence of factual and conceptual understanding of the subject, main concepts and theories at this level.																												
	Engagement with an																												
	Satisfactory work that demonstrates a broadly accurate level of factual and conceptual understanding of the key issues in the subject but some elements of knowledge missing.																												
	Engagement with																												
	Insufficient/ superficial level of factual and conceptual understanding of the subject, with some inaccurate or irrelevant material.																												
	Poor engagement																												
	Largely inaccurate or irrelevant material. Little or no evidence of factual and conceptual understanding of the subject.																												
	No evidence of relevant																												

⁵ [Qualifications Frameworks \(qa.ac.uk\)](http://qa.ac.uk)

⁶ [Securing student success: Regulatory framework for higher education in England - Office for Students](#)

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U	M	B	U	M	B	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32									
and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			engagement with an exceptionally wide range of relevant reading including research-informed literature where relevant, with deep insight and grasp of wider issues/context., beyond that normally expected at this level.			with an extensive range of relevant reading including research-informed literature where relevant, with deep insight and grasp of wider issues /context			wide range of relevant reading and sources beyond basic texts. Literature usage integrated into the work and used consistently to support findings			appropriate range of relevant reading beyond essential texts, but is still limited to basic texts. Literature used accurately			relevant reading, but largely confined to essential texts, and mainly reliant on taught elements.			with essential texts and no evidence of relevant wider reading beyond that gained through class contact. Heavily reliant on taught elements.			reading or engagement with taught elements.								

Intellectual skills - including analysis, evaluation, and critical judgement

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work								
First									2:1			2:2			3rd			Fail											
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32									
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard Capable of developing and sustaining a highly articulate and balanced argument that is exceptional for this level of development. Work transcends the expectation of the level			Work demonstrates outstanding ability to analyse and evaluate information. Able to collate, categorise ideas and information with fluency and insight. Capable of developing and sustaining a highly articulate and balanced argument that is outstanding at this level of development. Has developed a critical approach to information. Perceptive and persuasive. Convincing conclusions Outstanding presentation evaluation and interpretation of qualitative and quantitative data.			Work demonstrates excellent ability to analyse and evaluate information throughout, using defined techniques and principles. Can clearly collate and categorise ideas and information and select what is relevant to support analysis and evaluation and develop a well-articulated argument, appropriate to the level. Perceptive and persuasive. Has developed an early critical approach to information. Explicit acknowledgement of other stances. Strong conclusions. Excellent presentation			Work demonstrates very good ability to analyse and evaluate information. Well argued, logical and coherent with appropriate amount of evidence, substantiated opinions are given. Acknowledgement of the views of others. Sound conclusions. Very good presentation evaluation and interpretation of qualitative and quantitative data.			Work demonstrates solid understanding of the subject and ability to analyse information using simple logic but on balance the work is still descriptive. Emerging awareness of different stances and ability to use evidence to support a coherent conclusion. Broadly valid conclusions. Sound presentation evaluation and interpretation of qualitative and quantitative data.			Work demonstrates satisfactory evidence of basic analysis and evaluation but work is largely descriptive with an uncritical acceptance of information. Unsubstantiated and/or derivative opinions (lacking own interpretation) may be evident. Sense of argument emerging though not completely coherent. Some relevant conclusions. Adequate presentation evaluation and interpretation of qualitative and quantitative data.			Work is entirely or almost entirely descriptive, showing little or no evidence of analysis. Has accepted information uncritically. Unsubstantiated opinions usually present. Conclusions lack relevance or validity. Limited ability to present, evaluate and interpret qualitative and quantitative data.			No evidence of analysis. Unsubstantiated opinions/ lacking own interpretation and/or derivative opinion throughout. No evidence of ability to present, evaluate and interpret qualitative and quantitative data.								

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32						
						evaluation and interpretation of qualitative and quantitative data.																				

Subject-specific skills - including applications and problem solving

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32						
All learning outcomes and assessment criteria achieved in exemplary manner to an exceptionally high standard. Exceptional application of theory to practice and applying knowledge to solve problem. Work transcends expectation of the level.			Work demonstrates outstanding range of effective responses to given problems, some of which may demonstrate innovation and considerable insight. Outstanding application of theory to practice and applying knowledge to solve problem			Outstanding work that demonstrates very effective range of appropriate responses to given problems, some of which may be innovative, including with regard to relating theory to practice and applying knowledge to solve problem			Very good work that demonstrates the application of knowledge to different contexts and generate a range of responses to given situations, including with regard to relating theory to practice and applying knowledge to solve problem			Reasonable if limited attempt to apply understanding to different contexts including with regard to relating theory to practice and applying knowledge to solve problem . Responses start to be meaningful.			Shows a limited understanding of application or attempt to apply knowledge across situations or to solve problem. Responses may not be meaningful.			Little or no evidence of ability to apply knowledge across situations and little or no understanding of how to do so, including with regard to relating theory to practice or apply knowledge to solve problem.			No attempt to relate theory to practice or apply knowledge to solve problem.					

Transferable skills - including communication and presentation

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32						
Citations and Referencing																										
All references/citations present. Referencing conventions employed accurately, consistently and with			All references/citations present. Referencing conventions employed accurately, consistently and with no errors			All references/citations present. High standard of accurate referencing applied consistently throughout, in accordance with			All references/citations present. Very good standard of referencing throughout, in accordance with established practice.			All references/citations present. Sound understanding of established practice of referencing			Majority of references present. Basic understanding of established practice of referencing			Some references/citations present but may be partial or poorly structured. Inconsistent/weak			Absent or incoherent referencing/citations. Very limited or no awareness of referencing conventions according to					

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
no errors according to established practice.			according to established practice.			established practice.			May be some minor formatting errors.			conventions. May be minor formatting inaccuracies/ inconsistencies			conventions but may be some inaccuracies and/or inconsistencies.			use of referencing conventions, limited awareness of established practice.			established practice.					
Written presentation, style and structure including English language																										
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard, well beyond that normally expected for the level Organisation, structure, standard of presentation of the work exemplary throughout.			Outstanding presentation of work that is coherently structured and extremely clearly expressed throughout,			Accomplished and effective presentation that is coherently structured and clearly expressed throughout.			Very clear presentation of work in terms of structure and clarity of expression, coherent and logical structure.			Competent presentation of work, structured in a largely coherent manner and is for the most part clearly expressed.			Ordered presentation in which relevant ideas / concepts are reasonably expressed.			Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.			Work is extremely disorganised, with much content confusingly expressed.					
Exemplary standard of Language/ grammar/ syntax, showing high level of maturity well beyond that normally expected for the level. Consistent/ assured use of academic conventions			Outstanding standard of Language /grammar/ syntax, showing high level of maturity beyond that normally expected for the level. Consistent and assured use of academic conventions			Outstanding language/grammar/ syntax, showing appropriate level of maturity. Consistent and assured use of academic conventions.			Very good standard of grammar/syntax with few errors and the maturity in the use of language is very good for the level. Very good use of academic conventions.			Sound standard of language/grammar/ /syntax; may be some errors. Use of academic conventions generally sound and consistent.			Acceptable standard of language/grammar/ syntax but some limitations. Use of academic conventions acceptable and largely consistent but some weaknesses.			Weak language/ grammar/ syntax and/or inappropriate style. Serious or extensive errors in grammar/ syntax Academic conventions used poorly.			Very poor language/grammar/ syntax and/or very inappropriate style. Academic conventions largely ignored					
Presentation skills (oral/visual)																										
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			Highly accomplished, creative and sophisticated presentation with strong visual impact which enhances the message. Presentation is outstanding, well structured, imaginative and engaging. Audibility and pace are			Extremely effective presentation, clear and imaginative in a sophisticated style, with visual impact. Extremely well-structured, fluent, expressive and engages the audience. Pace and audibility are excellent. Clear and authoritative.			Very effective presentation, clear with very good visual effect. Demonstrates a high level of proficiency. Very clearly structured, fluent, expressive and well pitched to audience. Pace and audibility are very good.			Effective presentation, sound structure and visual tools are used effectively and confidently. Presentation has a sound structure, clear, coherent and confident, good pace and audibility.			Visual aspect and/or structure of presentation is clear and satisfactory. Pace, audibility and/or structure of presentation are clear and satisfactory.			Unsatisfactory presentation; disorganised and lacks appropriate support from visual tools. Delivery is disorganised and/or pace and audibility are poor.			Presentation is disorganised and/or incoherent. Presentation is not understandable and/or inaudible.					

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work						
First									2:1			2:2			3rd			Fail									
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0	
			appropriate to audience and used effectively to enhance presentation.																								
Reflection (including self-criticism / awareness)																											
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard Exceptional demonstration of managing own learning and of learning ability necessary for future study.			Shows outstanding insight and autonomy in confidently evaluating actions and situations showing an exemplary awareness of own strengths and weaknesses which are clearly articulated, used, and acted on. Questions commonly accepted opinion, prejudices and value sets operating. Outstanding demonstration of managing own learning/learning ability necessary for future study.			Shows excellent insight and autonomy in reflecting on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to question commonly accepted opinion, prejudices and value sets operating. Excellent demonstration of managing own learning and of learning ability necessary for future study.			Takes initiative in evaluates own strengths and weaknesses and shows developing understanding of criteria for judgements. Demonstrates some willingness to question commonly accepted opinion, prejudices and value sets operating. High quality demonstration of managing own learning and of learning ability necessary for future study.			Is largely dependent on criteria set by others. Recognises own strengths and weaknesses. Sound demonstration of managing own learning and of learning ability necessary for future study.			Dependent on criteria set by others. Begins to recognise own strengths and weaknesses but may lack insight in some areas. Satisfactory demonstration of managing own learning and of learning ability necessary for future study.			Limited self-awareness regarding strengths and weaknesses leading to poor judgement. Limited demonstration of managing own learning or of learning ability necessary for future study.			Little or no self-awareness regarding strengths and weaknesses .Distorted self-criticism leading to inaccurate view of the situation. Little or no demonstration of managing own learning or of learning ability necessary for future study.						
Reflective Practice																											
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			Analyses practice by critically reflecting on personal contributions and that of others and rationale behind these. Utilises imaginative thinking about potential alternatives and their implications for further practice in range of contexts.			Analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences to develop own actions.			Evaluates personal contribution and that of others to practice and develops plans to improve own action.			Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions.			Able to interpret own practice and that of others based on specific frames of reference. Identifies some further actions.			Limited interpretation of own practice and that of others restricting further action.			Incomplete interpretation of practice leading to insufficient action.						

Health Sciences University (HSU) Generic Assessment Criteria

Professional Competencies (Pass/Fail)

Successful (pass or threshold): The student has demonstrated achievement of professional competence as appropriate for this level and as required by professional, statutory or regulatory bodies
The student has adhered to the appropriate rules and/or conventions set by professional, statutory or regulatory bodies or the industry as appropriate to this level.

Unsuccessful (below threshold standard): The student has not demonstrated achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB) as appropriate to this level.

The student has failed to adhere to the appropriate rules and/or conventions set by professional, statutory or regulatory bodies or the industry as appropriate to this level

Health Sciences University (HSU) Generic Assessment Criteria Level 5

In accordance with the Framework for Higher Education Qualifications students at **level 5** will be expected to demonstrate a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

They will demonstrate:

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

They will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

They will have the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Subject knowledge and understanding

U = Upper M = Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Satisfactory work			Weak work			Poor/very poor work								
First									2:1			2:2			3rd			Fail											
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32									
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			Outstanding breadth and depth of factual and conceptual knowledge and understanding of the subject beyond the expectation of the level. Clear appreciation of ambiguities and limitations of knowledge and how this influences interpretations based on this.			Excellent breadth and depth of knowledge and understanding of the subject and interrelationships with other fields of study relative to the level. Excellent conceptual understanding. Awareness of limitations of knowledge and how this influences interpretations based on this knowledge.			Very good knowledge and understanding of the subject and interrelationships with other fields of study relative to the level, Thorough conceptual understanding has been demonstrated. Awareness of limitations of their knowledge and how this influences interpretations based on this knowledge.			Sound and systematic knowledge and understanding of the subject. Demonstrates clear evidence of factual and conceptual understanding of the subject, main concepts and theories at this level. Sound knowledge and understanding of interrelationships with other fields of study			Sufficient knowledge and understanding of key issues, developed through limited reading and/or research. Some knowledge and understanding of interrelationships with other fields of study. May be difficulties with theoretical and conceptual aspects.			Shows an insufficient and or superficial level of factual and conceptual understanding of the subject as required at this level, with gaps in knowledge and inaccurate or irrelevant material. Some difficulties evident with theoretical and conceptual aspects.			Major gaps in factual and conceptual understanding of the subject, relative to this level. Difficulties evident throughout with theoretical and conceptual aspects.								

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Satisfactory work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard			Critical and evaluative engagement with exceptionally wide range of relevant reading including research-informed literature where relevant, with deep insight and grasp of wider issues/context, beyond that normally expected at this level.			Critical engagement with an extensive range of relevant reading including research-informed literature where relevant, with deep insight and grasp of wider issues /context			Engagement with a wide range of relevant reading and sources beyond basic texts. Literature usage integrated into the work and used consistently to support findings			Engagement with an appropriate range of relevant reading beyond essential texts, but is still limited to basic texts. Literature used accurately			Engagement with relevant reading, but largely confined to essential texts, and mainly reliant on taught elements.			Poor engagement with essential texts and little or no evidence of relevant wider reading beyond that gained through class contact. Heavily reliant on taught elements.			No evidence of relevant reading or engagement with taught elements.					

Intellectual skills - including analysis, evaluation, and critical judgement

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard. Work is well beyond the expectation of the level, consistently demonstrating exceptional techniques of evaluation and synthesis throughout, and an exceptional ability to determine relevance and to be selective to support a logical and well-structured argument/			Work consistently demonstrates outstanding techniques of evaluation and synthesis throughout, and an outstanding ability to determine relevance and to be selective to support a logical and well-structured argument/ reasoning that is effective and insightful. Work is particularly perceptive and cogently argued/ reasoned using a body of evidence, which is very well			Work demonstrates excellent level of analysis and synthesis of a range of information by applying main theories from the subject/discipline. Has selected appropriate techniques of evaluation. Has demonstrated ability to determine relevance and to be selective to support a logical and well-structured argument/reasoning. Explicit acknowledgement of			Very good and thorough analysis, synthesis and evaluation of the selected information in support of the argument. Discussion logically developed from sequentially established facts. Assertions well supported. Awareness of different stances and ability to use evidence convincingly to support argument. Valid conclusions. High quality			Work demonstrates clear evidence of the sound application of theory to practice. Evidence of critical analysis and evaluation of a range of information within given areas. Generally sound conclusions. Sound presentation and evaluation of qualitative and quantitative data			Satisfactory ability to analyse and evaluate information, with some consideration of alternative views. Structure of arguments effective but with some weaknesses. There may be a tendency towards uncritical acceptance of the data and some unsubstantiated, superficial and/or derivative opinions, lacking own interpretation, may be evident. Some evidence to support			Views/findings largely irrelevant illogical/contradictory. Work is almost entirely descriptive, showing little or no evidence of analysis or awareness of ambiguity. Arguments are poorly constructed. Student has accepted information uncritically. Unsubstantiated derivative opinion opinions/ lacking own interpretation are common. Conclusions lack relevance/validity.			No evidence of analysis. Lack of logic leading to unsupported conclusions/lack of credible evidence. Unsubstantiated and/or derivative opinions, lacking own interpretation, throughout.					

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work						
First									2:1			2:2			3rd			Fail									
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0	
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32							
reasoning that is effective and insightful. Exceptionally perceptive and cogently argued/ reasoned using a body of evidence, which is exceptionally well selected, analysed, collated and presented. Persuasive conclusions. Exceptional presentation and evaluation of qualitative and quantitative data			selected, analysed, collated and presented. Persuasive conclusions. Outstanding presentation and evaluation of qualitative and quantitative data			other stances. Strong conclusions. Excellent presentation and evaluation of qualitative and quantitative data			presentation and evaluation of qualitative and quantitative data						findings, but not always consistent. Some relevant conclusions. Adequate presentation and evaluation of qualitative and quantitative data												

Subject-specific skills - including applications and problem solving

U = Upper M = Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work						
First									2:1			2:2			3rd			Fail									
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0	
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32							
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard Exceptional application of evidence and theory to solve problem Work exceeds expectation of			Outstanding competence and confidence in applying an appropriate and selective range of information to problems/ situations and has formulated/ designed appropriate responses to address a given problem Responses show innovation and creativity. Outstanding application			Work demonstrates excellent application of an appropriate and selective range of information to problems/situations and has formulated/ designed effective responses to resolve a given problem. Responses show some innovation and creativity. High quality			Work demonstrates a very good ability to apply an appropriate and selective range of information to a range of problems/ situations and has formulated/ designed appropriate responses which may show originality. High quality application of evidence and theory			Sound ability in applying knowledge to different situations, but may be formulaic or lack innovative response. Sound application of evidence and theory to solve problem.			Satisfactory ability in applying a range of ideas/information to a given purpose. Not all the information is relevant Satisfactory application of evidence and theory to solve problem.			Little or no evidence of ability to relate theory to practice. Limited application of evidence and theory to solve problem.			No evidence of ability to relate theory to practice or apply knowledge to solve problem.						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work								
First									2:1			2:2			3rd			Fail											
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
the level			of evidence and theory to solve problem.			application of evidence and theory to solve problem.			to solve problem.																				

Transferable skills - including communication and presentation

U = Upper M = Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work.			Weak work			Poor/very poor work								
First									2:1			2:2			3rd			Fail											
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0
Citations and Referencing																													
All references/citations present. Referencing conventions employed accurately, consistently and with no errors according to established practice.			All references/citations present. Referencing conventions employed accurately, consistently and with no errors according to established practice.			All references/citations present. Excellent standard of accurate referencing applied consistently throughout. Referencing conventions employed accurately, consistently and with no errors according to established practice.			All references/citations present. High quality of referencing throughout, in accordance with established practice, but may be some minor formatting errors.			All references/citations present. Sound understanding of established practice of referencing conventions, but may be minor formatting inaccuracies/inconsistencies			Majority of references/ citations present. Basic understanding of established practice of referencing conventions but may be some inaccuracies and/or inconsistencies.			Some references/citations present but may be partial or poorly structured. Inconsistent/weak use of referencing conventions, shows limited awareness of established practice.			Absent or incoherent referencing/citations. Very limited or no awareness of referencing conventions according to established practice.								
Written style and structure including English language																													
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard, well beyond that normally expected for the level. Organisation, structure and standard of presentation of work are exemplary throughout			Outstanding presentation of work that is coherently structured and extremely well expressed throughout, beyond that normally expected at this level.			Accomplished and highly effective presentation of work that is coherently structured and very clearly expressed throughout.			Very clear presentation of work in terms of structure and clarity of expression, coherent and logical structure.			Competent presentation of work, structured in a largely coherent manner and for the most part clearly expressed.			Ordered presentation in which relevant ideas / concepts are reasonably expressed.			Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.			Work is extremely disorganised, with much content confusingly expressed.								
Exemplary standard of			Outstanding standard			Excellent standard of			Very good standard			Sound standard of			Acceptable standard			Weak language/			Very poor language/								

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work.			Weak work			Poor/very poor work						
First									2:1			2:2			3rd			Fail									
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0	
Language /grammar/ syntax, showing high level of maturity beyond that normally expected for the level. Exemplary use of academic conventions throughout.			of Language/ grammar/ syntax, showing high level of maturity beyond that normally expected for the level. Consistent and assured use of academic conventions throughout.			language/grammar/ syntax, showing appropriate level of maturity. Consistent and assured use of academic conventions.			of grammar/syntax with few errors and the maturity in the use of language is very good for the level. Very good use of academic conventions.			language/grammar/ /syntax; may be some errors. Use of academic conventions generally sound and consistent			of language/ grammar/ syntax but some limitations Use of academic conventions generally acceptable and largely consistent but some weaknesses.			grammar/ syntax and/or inappropriate style. Academic conventions used poorly.			grammar/ syntax and/or very inappropriate style. Academic conventions largely ignored.						
Presentation skills (visual/oral)																											
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard			Highly accomplished, creative and sophisticated, with strong visual impact which enhances the message. Presentation is outstanding, well structured, imaginative and engaging. Audibility and pace appropriate to audience and used effectively to enhance presentation			Extremely effective presentation, clear and imaginative, sophisticated style, with visual impact. Extremely well-structured, fluent, expressive and engages the audience. Pace and audibility are excellent. Clear and authoritative.			Very effective presentation, very clear with very good visual effect. Demonstrates a very good level of proficiency. Very clearly structured, fluent, expressive and well-pitched to audience. Pace and audibility are very good.			Effective presentation with sound structure and visual tools are used effectively and confidently. Clear, coherent and confident, good pace and audibility.			Satisfactory presentation, Visual aspect and/or structure of presentation is clear. Pace, audibility and/or structure of presentation are clear and satisfactory.			Unsatisfactory presentation, disorganised and lacks appropriate support from visual tools. Delivery is disorganised and/or pace and audibility are poor.			Presentation is disorganised and/or incoherent Presentation is not understandable and/or inaudible.						
Reflection (including self-criticism / awareness)																											
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard Exceptional demonstration of managing own learning and of learning ability necessary for future study.			Shows outstanding insight and autonomy in confidently evaluating actions and situations, showing awareness of own strengths and weaknesses which are clearly articulated, used and acted on. Shows outstanding judgement. Questions commonly accepted opinion, prejudices and value sets operating.			Shows outstanding insight and autonomy in reflecting on own strengths and weaknesses and the criteria by which such judgements are made. Shows outstanding judgement. Prepared to question commonly accepted opinion, prejudices and value sets operating. Outstanding demonstration of			Takes initiative in evaluating own strengths and weaknesses. Shows developing understanding of criteria for judgements and applies these effectively. Demonstrates willingness to question commonly accepted opinion, prejudices and value			Develops own evaluation criteria. Recognises and evaluates own strengths and weaknesses Good demonstration of managing own learning or of learning ability necessary for future study or employment.			Dependent on criteria set by others. Begins to recognise own strengths and weaknesses but with limited insight in some areas. Satisfactory demonstration of managing own learning or of learning ability necessary for future study.			Limited self-awareness regarding strengths and weaknesses leading to poor judgement. Poor demonstration of managing own learning or of learning ability necessary for future study.			Little or no self-awareness regarding strengths and weaknesses. Distorted self-criticism leading to inaccurate view of the situation.						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work.			Weak work			Poor/very poor work						
First									2:1			2:2			3rd			Fail									
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0	
			Outstanding demonstration of managing own learning or of learning ability necessary for future study.			managing own learning or of learning ability necessary for future study.			sets operating. Very good demonstration of managing own learning or of learning ability necessary for future study.																		
Reflective Practice																											
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			Analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Utilises imaginative thinking about potential alternatives and their implications for further practice in a range of contexts.			Analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences to develop own actions.			Evaluates personal contribution and that of others to practice and develops plans to improve actions.			Able to evaluate own practice and that of others using a number of frames of reference. Considers future actions.			Able to interpret own practice and that of others based on specific frames of reference. Identifies some further actions.			Limited interpretation of own practice and that of others restricting further action.			Incomplete interpretation of practice leading to insufficient action.						

Professional Competencies (Pass/Fail)

Successful (pass or threshold):

The student has demonstrated achievement of professional competence as appropriate for this level and as required by professional, statutory or regulatory bodies.

The student has adhered to the appropriate rules and/or conventions set by professional, statutory or regulatory bodies s or the industry as appropriate to this level.

Unsuccessful (below threshold standard):

The student has not demonstrated achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB) as appropriate to this level.

The student has failed to adhere to the appropriate rules and/or conventions set by professional, statutory or regulatory bodies or the industry as appropriate to this level

Health Sciences University (HSU) Generic Assessment Criteria Level 6

In accordance with the Framework for Higher Education Qualifications students at level 6 will be expected to demonstrate an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively. They should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

They will demonstrate

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:- to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

They will be able to

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

They will have the qualities and transferable skills necessary for employment requiring:- the exercise of initiative and personal responsibility; decision-making in complex and unpredictable contexts; the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Subject knowledge and understanding

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work									
			First						2:1			2:2			3rd			Fail												
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	28	22	18	12	5	0	
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32										
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard .Work exceeds the expectation of the level			Outstanding breadth and in-depth knowledge and understanding of the subject beyond the expectation of the level. Conceptual understanding and critical evaluation			Has demonstrated excellent breadth and in- depth knowledge and understanding of the subject. Conceptual understanding and critical evaluation is highly developed. Clear awareness of			Work demonstrates very good, sophisticated knowledge and understanding of the subject. Well-developed conceptual understanding			Work demonstrates a sound breadth and depth of knowledge and understanding of the subject at Bachelors level. Has developed a greater depth of knowledge/ understanding in an			Work demonstrates satisfactory knowledge and understanding of the key aspects of the subject at Bachelors level sufficient to deal with terminology, facts and concepts. Has			Shows an insufficient /superficial level of factual and conceptual understanding of the subject appropriate to this level. Evidence of gaps in knowledge with significant inaccuracies and/or			Little or no evidence of factual and conceptual understanding of the subject, appropriate to this level. Clear knowledge gaps with largely inaccurate and/or irrelevant material.									

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
			highly developed. Shows deep insight and awareness of the ambiguities and limitations of knowledge. Mature, very original and imaginative,			limitations of the knowledge base. Knowledge clearly goes beyond what has been taught.			demonstrated with clear critical insight.			area of specialisation.			developed a reasonable knowledge/ understanding in an area of specialisation.			irrelevant material.								
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard Work exceeds the expectation of the level			Critical and evaluative appraisal of an exceptionally wide range of relevant sources including research-informed literature where relevant, with deep insight and grasp of wider issues/context, beyond that normally expected at this level. Clear demonstration of independent enquiry/ investigation			Critical appraisal and exploration of an extensive range of relevant up- to-date sources including research-informed literature where relevant, with deep insight and grasp of wider issues /context. Clear demonstration of independent enquiry/ investigation			Significant/ up-to-date sources have been identified, used and critically appraised effectively. Literature integrated into the work and used consistently to support findings.			Engagement with an appropriate range of relevant academic sources that have been critically appraised appropriately beyond essential texts, but still limited to basic texts.			Engagement with relevant academic sources, but largely confined to essential texts.			Poor engagement with essential texts and little or no evidence of relevant wider reading beyond that gained through class contact. Heavily reliant on taught elements.			No evidence of relevant reading or engagement with taught elements.					

Intellectual skills - including analysis, evaluation, and critical judgement

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			Outstanding demonstration of sophisticated critical appraisal and judgement in analysis, evaluation and synthesis of data and abstractions. Has			Has demonstrated excellent and sophisticated critical appraisal and judgement in analysis, evaluation and synthesis of data and abstractions.			Work demonstrates very good evidence of logical, analytical thinking and synthesis, critical appraisal and evaluation of new/abstract data.			Work demonstrates sound evidence of logical, analytical thinking and synthesis Demonstrates ability to analyse and evaluate the significance and meaning of			Work demonstrates sufficient evidence of ability to critically appraise and evaluate new information. Some evidence to support findings but evidence not consistently			Work is entirely or virtually descriptive, showing little or no attempt at appropriate analysis or awareness of ambiguity. Student has accepted			No evidence of appropriate analysis, synthesis or evaluation Unsubstantiated and/or derivative opinions (lacking own interpretation) throughout.					

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
			employed a wide range of techniques of analysis. Has shown an extremely high level of awareness of limitations and contradictions. Work is cogently argued/ reasoned using a body of evidence, which is very well selected, collated and presented, exceeding expectations of undergraduate work. Highly persuasive conclusions. Outstanding presentation and evaluation of qualitative and quantitative data	Has employed a wide range of techniques of analysis. Has shown a very high level of awareness of limitations and contradictions. Thoroughly logical and cogently argued/ reasoned using a well selected, collated and presented body of evidence. Extremely Strong conclusions. Excellent presentation and evaluation of qualitative and quantitative data.			Evidence of having employed a range of techniques of analysis. Has shown very good awareness of limitations and contradictions. Very good evidence of independent thinking. Sound and convincing conclusions. High quality presentation and evaluation of qualitative and quantitative data			information and its relevance to the argument. Clear evidence of independence of thought and awareness of limitations and contradictions shown. Valid conclusions. Sound presentation and evaluation of qualitative and quantitative data			interpreted, and likely to have used limited techniques of analysis. Some relevant conclusions. Adequate presentation and evaluation of qualitative and quantitative data			information uncritically. Unsubstantiated and/or unoriginal opinions may be common. Conclusions lack relevance.										

Subject-specific skills – including applications and problem solving

U = Upper M = Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard. Work exceeds expectations of level in demonstrating ability to			Work demonstrates outstanding ability to diagnose and apply appropriate and selective conceptual knowledge to a practical problem/ situation in order to produce valid, creative/ original			Has demonstrated an excellent ability to diagnose and apply appropriate and selective conceptual knowledge to a practical problem/ situation in order to produce valid, creative/ original			Has demonstrated a very good ability to diagnose and apply conceptual knowledge to a new practical problem/ situation and generate responses which are logical and meaningful and are			Sound ability to apply diagnostic skills to a range of practical situations but limited evidence of creativity and innovation. Sound application of evidence and theory to solve problem. Demonstrates ability			Satisfactory understanding of applications appropriate to this level. There is a limited ability to apply diagnostic and creative skills to a range of practical situations.			Little evidence of ability to relate theory to practice as appropriate to this level. Limited application of evidence and theory to solve problem or make decisions.			No evidence of ability to relate theory to practice at this level.					

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
diagnose and apply appropriate and selective conceptual knowledge to a practical problem/ situation, to produce valid, creative/ original solutions which are logical, meaningful and effective. Exceptional evidence of critically evaluating the existing view of the subject and synthesis of ideas. Exceptional problem solving skills, application of evidence and theory to solve problem. Demonstrates high degree of autonomy in complex and unpredictable circumstances.			solutions which are logical, meaningful and effective. Shows outstanding evidence of critically evaluating the existing view of the subject and synthesis of ideas. Exemplary problem solving skills evident. Outstanding application of evidence and theory to solve problem and demonstrates high degree of autonomy in complex and unpredictable circumstances.			solutions which are logical, meaningful and effective and which demonstrate synthesis of ideas. Excellent application of evidence and theory to solve problem and demonstrates high degree of autonomy in complex and unpredictable circumstances			likely to offer some originality and creativity. Very good application of evidence and theory to solve problem. Demonstrates can make decisions in complex and unpredictable circumstances with a degree of autonomy.			to make decisions in complex and unpredictable circumstances			Satisfactory application of evidence and theory to solve problem. Demonstrates satisfactory ability to make decisions in complex and unpredictable circumstances.											

Transferable skills - including communication and presentation

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work								
First									2:1			2:2			3rd			Fail											
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0			
Citations and Referencing			All references/ citations present. Referencing conventions employed accurately, consistently and with			All references/ citations present. Referencing conventions employed accurately, consistently and with			All references/ citations present. Referencing conventions employed accurately, consistently and with			All references/ citations present. High quality of referencing throughout, in accordance with			All references/ citations present. Sound understanding of established practice of referencing			Majority of references/ citations present. Basic understanding of established practice of			Some references/ citations present but may be partial or poorly structured. Inconsistent/weak use of referencing conventions,			Absent or incoherent referencing/citations. Very limited or no awareness of referencing conventions according					

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
no errors according to established practice.			no errors according to established practice.			no errors. according to established practice			established practice. May be some minor formatting errors.			conventions, but may be minor formatting inaccuracies/ inconsistencies			referencing conventions but may be some inaccuracies and/or inconsistencies.			shows limited awareness of established practice.			to established practice.					
Written style and structure including English language																										
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard, well beyond that normally expected for the level. Organisation, structure and standard of presentation of the work exemplary throughout.			Outstanding presentation of work that is coherently structured and clearly expressed throughout, well beyond that normally expected at this level.			Accomplished and highly effective presentation of work that is coherently structured and very clearly expressed throughout.			Very clear presentation of work in terms of structure and clarity of expression, coherent and logical structure.			Competent presentation of work, structured in a largely coherent manner and for the most part clearly expressed.			Ordered presentation in which relevant ideas / concepts are reasonably expressed.			Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.			Work is extremely disorganised, with much content confusingly expressed.					
Exemplary standard of language/ grammar/ syntax, showing high level of maturity beyond that normally expected for the level. Exemplary use of academic conventions throughout.			Outstanding standard of language/ grammar/ syntax, showing high level of maturity. Very sophisticated and likely to be highly stimulating and at the limits of what may be expected at undergraduate level. Exemplary use of academic conventions throughout.			Excellent standard of language /grammar/ syntax, Sophisticated and likely to be stimulating, showing a high level of maturity and originality. Consistent and assured use of academic conventions.			Very good standard of grammar/syntax with few errors and maturity in the use of language is very good for the level. Very good use of academic conventions.			Sound standard of language/grammar/ syntax; may be some minor errors. Sound use of academic conventions, consistently applied.			Acceptable standard of language/grammar/ syntax but some limitations. Use of academic conventions generally acceptable and largely consistent but may be some weaknesses.			Weak language/ grammar/ syntax and/or inappropriate style. Serious or extensive errors in grammar/ syntax. Academic conventions used poorly.			Very poor language/ grammar/ syntax and/or very inappropriate style. Academic conventions largely ignored.					
Presentation skills (visual/oral)																										
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			Highly accomplished, outstandingly creative and effective presentation with very strong visual impact that enhances the message.			Extremely effective and accomplished presentation, with strong visual impact. Extremely well structured and engaging. Audibility			Very effective presentation, very clear and has very good visual effect Very clearly structured and addressed to			Effective presentation with sound structure and visual impact . Clear, coherent and confident, good pace and audibility			Satisfactory presentation. Visual aspect and/or structure of presentation is clear. Pace, audibility and/or structure of			Unsatisfactory presentation, disorganized and lacks appropriate support from visual tools. Delivery is disorganised and/or pace and			Presentation is disorganised and/or incoherent. Presentation is not understandable and/or inaudible.					

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work						
First									2:1			2:2			3rd			Fail									
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0	
			Presentation is well structured, imaginative and engaging. Audibility and pace are appropriate to audience and used very effectively to enhance presentation.			and pace are appropriate to audience.			audience. Pace and audibility are very good.						presentation are satisfactory			audibility is poor.									
Reflection (including self-criticism / awareness)																											
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard Exemplary ability to confidently evaluate actions and situations showing an awareness of own strengths and weaknesses which are clearly articulated, used and acted on, that exceeds what is expected at this level, Acts autonomously to propose solutions. Questions commonly accepted opinion, prejudices and value sets operating. Exceptional demonstration of managing own learning and of learning ability necessary for future study or employment.			Outstanding ability to confidently evaluate actions and situations showing an awareness of own strengths and weaknesses which are clearly articulated, used and acted on. Acts autonomously to propose solutions. Questions commonly accepted opinion, prejudices and value sets operating. Outstanding demonstration of managing own learning and of learning ability necessary for future study or employment.			Shows excellent insight and autonomy in reflecting on and evaluating own strengths and weaknesses and the criteria by which such judgements are made, acting autonomously to propose solutions. Prepared to question commonly accepted opinion, prejudices and value sets operating. Excellent demonstration of managing own learning and of learning ability necessary for future study or employment.			Takes the initiative in evaluating own strengths and weaknesses and shows understanding of criteria for judgements, acting autonomously to propose solutions. Demonstrates some willingness to question commonly accepted opinion, prejudices and value sets operating. Very good demonstration of managing own learning and of learning ability necessary for future study or employment.			Recognises and evaluates own strengths and weaknesses. Sound demonstration of managing own learning and of learning ability necessary for future study or employment.			Recognises own strengths and weaknesses, with some limitations in insight. Satisfactory demonstration of managing own learning and of learning ability necessary for future study or employment.			Limited self-awareness regarding strengths and weaknesses leading to poor judgement. Poor demonstration of managing own learning and of learning ability necessary for future study or employment.			Little or no self-awareness regarding strengths and weaknesses. Distorted self-criticism leading to inaccurate view of the situation.						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Sound work			Sufficient work			Weak work			Poor/very poor work					
First									2:1			2:2			3rd			Fail								
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18	12	5	0
Reflective practice																										
All learning outcomes and assessment criteria achieved in an exemplary manner to an exceptionally high standard			Consistently analyses practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates critical awareness, and articulates imaginative thinking about potential alternatives and their implications for further practice.			Shows outstanding insight and autonomy in analysing personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts. Develops effective action plans.			Takes the initiative in evaluating personal contribution and that of others to practice and develop plans of action.			Able to evaluate own practice and that of others using a number of frames of reference, at a standard appropriate for the level. Considers future action			Able to interpret own practice and that of others based on specific frames of reference, at a standard appropriate for the level. Identifies some further action			Limited interpretation of own practice and that of others restricting further action.			Incomplete interpretation of practice leading to insufficient action.					

Professional Competencies (Pass/Fail)

Successful (pass or threshold):

The student has demonstrated achievement of professional competence as appropriate for this level and as required by professional, statutory or regulatory bodies I.

The student has adhered to the appropriate rules and/or conventions set by professional, statutory or regulatory bodies or the industry as appropriate to this level.

Unsuccessful (below threshold standard):

The student has not demonstrated achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB) as appropriate to this level and as required by accrediting, professional, statutory or regulatory bodies.

The student has failed to adhere to the appropriate rules and/or conventions set by accrediting, professional, statutory or regulatory bodies or the industry as appropriate to this level

Level 7

In accordance with the FHEQ students at level 7 will show originality in the application of knowledge, and they understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and t show originality in tackling and solving problems. They have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

They will demonstrate:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:- to evaluate critically current research and advanced scholarship in the discipline- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

They will be able to

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

They will have: the qualities and transferable skills necessary for employment requiring:- the exercise of initiative and personal responsibility- decision-making in complex and unpredictable situations- the independent learning ability required for continuing professional development.

Subject knowledge and understanding

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction												Merit			Pass			Marginal fail			Fail			
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	38	35	32	28	20	10	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42							
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard Work is well beyond the expectations for the			Work is beyond the expectations for the level. This work is of publishable quality with only minor amendments. Outstanding in-depth knowledge across			Work reflects excellent in-depth knowledge and understanding across complex specialised and applied areas. There is clear evidence of very			Has developed very good systematic in-depth knowledge understanding, and critical awareness across specialised and applied areas. There is clear evidence of			Has developed in-depth knowledge across specialised and applied areas. Some evidence of extensive independent study and thinking. The work demonstrates that the student is at times			Work does not demonstrate in-depth knowledge, appropriate to this level, across specialised and applied areas. There is insufficient evidence of extensive independent			Little or no evidence of factual and conceptual understanding of the subject, as appropriate to this level. There will be little or no evidence of extensive independent study and thinking, or of relevant						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	38	35	32	28	20	10	0
level. This work is of publishable quality			highly complex specialised and applied areas. There is clear evidence of very extensive independent study and thinking. The work demonstrates that the student is working at, or the work is informed by the forefront of theoretical understanding in their field of study. Shows Outstanding mastery of facts and concepts.			extensive independent study and high level critical thinking. The work demonstrates that the student is working at, or the work is informed by the forefront of theoretical understanding in their field of study.			extensive independent study and thinking. The work demonstrates that the student is working at, or the work is informed by the forefront of theoretical understanding in their field of study.			working at, and/or is in places, informed by, the forefront of theoretical understanding in their field of study.			study and thinking. The work does not demonstrate the ability to work at the forefront of theoretical understanding in their field of study.			reading/research. The work demonstrates little or no evidence of being at the forefront of theoretical understanding in their field of study.						
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard Work is well beyond the expectations for the level. This work is of publishable quality			Work often exceeds standard for distinction, and is of publishable quality, with only very minor amendments Outstanding engagement with an exceptionally wide range of relevant reading including literature relating to the latest research.			Excellent level of critical engagement with an extensive range of relevant reading including literature relating to the latest research Work is of publishable quality, with amendments.			Critical engagement with a wide range of relevant reading, including literature relating to the latest research.			Engagement with an appropriate range of relevant reading beyond essential texts including literature informed by the latest research.			Poor engagement with essential texts and no evidence of relevant wider reading. Heavily reliant on taught elements.			No evidence of relevant reading or engagement with taught elements.						

Intellectual skills -including analysis, evaluation, and critical judgement

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	38	35	32	28	20	10	0
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard			Work often exceeds standard for distinction. Work is of publishable quality with only very minor amendments. Demonstrates an outstanding ability to			Demonstrates excellent level of ability to deal very confidently and effectively with complexity, contradictions and incomplete information			Demonstrates a very good ability to deal effectively and critically with complexity, contradictions and incomplete information in the knowledge base.			Relevant and sound analysis within the specialist area. Demonstrates a sound ability to deal with some complexity, contradictions and			Demonstrates insufficient ability to deal with complexity, contradictions and incomplete data in the knowledge base. Little ability to independently			Demonstrates limited or no evidence of appropriate analysis or ability to independently critically analyse current research/knowledge. Unsubstantiated and/or						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	38	35	32	28	20	10	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42							
Work is well beyond the expectations for the level. This work is of publishable quality			deal with complexity, contradictions and incomplete information in the knowledge base. Independently critically analyses current research/knowledge and cogently argues alternative approaches, dealing with complex issues systematically and creatively and, where appropriate, proposing new hypotheses. Able to reason in an exemplary manner. Ability to assess independently and with confidence own and others' work with very clear justifications. Effective synthesis and sound judgement is demonstrated.			in the knowledge base. Evidences synthesis, independent critical analysis of current research/knowledge and cogently argues alternative approaches, dealing with complex issues systematically and creatively and, where appropriate, proposing new hypotheses. Able to reason in a very clear and effective manner. Ability to independently assess own and others' work with very clear justifications, and sound judgement. This work is of publishable quality, with amendments.			Independently critically analyses current research/knowledge and argues alternative approaches. Able to reason effectively and deal with complex issues systematically and creatively. Ability to independently assess own and others' work with clear justification and sound judgement is demonstrated.			incomplete information in the knowledge base. Work evidences some independent analysis of current research/knowledge, synthesis and alternative approaches. Demonstrates ability to independently assess own and others' work with justification and appropriate judgement.			critically analyse current research/knowledge and argue alternative approaches is evident. Limited demonstration of ability to assess own and others' work with justification and judgement expected at to Masters level.			derivative opinions (lacking own interpretation) s.						

Subject-specific skills - including applications and problem solving

U = Upper M =Middle L = Lower

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	38	35	32	28	20	10	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42							
All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard Work is well beyond the expectations for the			Work often exceeds standard for distinction. Demonstrates independent synthesis of information and ideas to create a range of new insights/ original responses to problems			Demonstrates excellent o level of ability to independently synthesise information and ideas and create a range of new insights/ original responses to problems that may expand or redefine			Demonstrates independent synthesis of information and ideas and offers new insights/original responses to problems and/or develop new approaches to unpredictable situations.			Demonstrates independent synthesis of information and ideas and occasionally offers new insights/original responses to problems and/or develop new approaches to unpredictable situations.			Work does not demonstrate sufficient independent synthesis of information and ideas and offers few new insights/original responses to problems that expand or redefine existing knowledge.			No evidence of ability to demonstrate the synthesis of ideas and place them within an appropriate context. No original ideas or insights evident.						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	38	35	32	28	20	10	0
level. This work is of publishable quality			that may expand or redefine existing knowledge and/or develop new approaches to unpredictable situations. Work demonstrates an outstanding ability to undertake further specialist research and make significant contributions to the subject. Outstanding problem solving skills. This work is of publishable quality with only very minor amendments.			existing knowledge and/or develop new approaches to unpredictable situations. Demonstrates an excellent ability to undertake further specialist research. Excellent problem solving skills. This work is of publishable quality, with amendments.			Demonstrates an ability to undertake further specialist research.						Does not evidence ability to develop new approaches to unpredictable situations.									

Transferable skills - including communication and presentation

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	38	35	32	28	20	10	0
Work is well beyond the expectations of the level, and is of publishable quality. Exceptional engagement with an extensive range of relevant reading including literature relating to the latest research.			Work is beyond the expectations of the level, and is of publishable quality, with only very minor amendments Outstanding engagement with an extensive range of relevant reading including literature relating to the latest research.			Excellent level of critical engagement with an extensive range of relevant reading including literature relating to the latest research. Work is of publishable quality, with amendments.			Critical engagement with a wide range of relevant reading, including literature relating to the latest research.			Engagement with an appropriate range of relevant reading beyond essential texts including literature informed by the latest research.			Poor engagement with essential texts and no evidence of relevant wider reading. Heavily reliant on taught elements.			No evidence of relevant reading or engagement with taught elements.						
All references/citations			All references/citations			All references/citations			All references/citations			All references/citations			References/citations			Some references/citations						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	38	35	32	28	20	10	0
present. Referencing conventions employed accurately, consistently and without errors according to established practice. Conforms to the highest standard that can reasonably be expected of a Masters level submission.			present. Referencing conventions employed accurately, consistently and without errors according to established practice.			present. Very high standard of accurate referencing contentions applied consistently throughout, in accordance with established practice.			present. Very good understanding of established practice of referencing conventions throughout, in accordance with established practice, but may be some minor formatting errors.			present. Satisfactory understanding of established practice of referencing conventions, but may be minor inaccuracies or inconsistencies in formatting.			present but may be partial or poorly structured. Inconsistent/weak use of referencing conventions, showing limited awareness of established practice.			present but frequent/serious errors in use of referencing conventions, shows very limited awareness of established practice.						
Written presentation, style and structure including English language																								
Work often exceeds standard for distinction, and is of publishable quality. Exceptionally well presented work that is coherently structured and clearly expressed throughout, well beyond that normally expected at this level			Work often exceeds standard for distinction, and is of publishable quality, with only very minor amendments. Outstanding work that is coherently structured and clearly expressed throughout, beyond that normally expected at this level.			Outstanding and highly effective presentation of work that is coherently structured and clearly expressed throughout. Work is of publishable quality, with amendments.			Very clear presentation of work in terms of structure and clarity of expression, coherent and logical structure.			Competent presentation of work, structured in a coherent manner and for the most part clearly expressed.			Work is loosely, and at times incoherently, structured, with information and ideas often poorly expressed.			Work is extremely disorganised, with much content confusingly expressed.						
Exemplary standard of Language /grammar/ syntax, showing exceptional level of maturity and sophistication, Highly stimulating and well beyond what may be expected at this level. Exemplary use of academic conventions throughout.			Outstanding standard of Language /grammar/ syntax, showing high level of maturity. Very sophisticated and likely to be highly stimulating and at the limits of what may be expected at this level. Exemplary use of academic conventions throughout.			Excellent standard of language/grammar/syntax. Sophisticated and likely to be stimulating, showing a high level of maturity and originality Excellent and consistent use of academic conventions.			Few mistakes evident in grammar/syntax and the maturity in the use of language is very good for the level. Consistently very good use of academic conventions.			Acceptable standard of language/grammar/syntax for the level, but may be some limitations Use of academic conventions generally sound and largely consistent but some weaknesses.			Weak language/grammar/ syntax/inappropriate style, below what would be expected at Masters level and/or lacking the expected maturity at this level. Inconsistent use of academic conventions			Serious or extensive errors in language/grammar/ syntax and/or very inappropriate style. Use of academic conventions flawed/inconsistent.						
Presentation skills Visual/oral																								
Work often exceeds standard for distinction, and is of publishable quality.			Outstanding, professional and creative presentation with strong visual			Message is presented confidently, clearly and imaginatively with excellent visual impact.			Presentation is clear and has very good visual effect.			Presentation has a sound structure and some visual impact			Presented in a confused manner. Lacks appropriate support from visual tools.			Presentation is disorganised and/or incoherent						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	L 72	U 68	M 65	L 62	U 58	M 55	L 52	U 48	M 45	L 42	38	35	32	28	20	10	0
<p>Exceptional, professional and creative presentation with strong visual impact which enhances the message.</p> <p>Presentation is well structured, imaginative and engaging, rigorously argued. Audibility and pace are appropriate to audience and used to exceptional effect to enhance the presentation</p>			<p>impact which enhances the message.</p> <p>Presentation is exceptionally well structured, imaginative and engaging, rigorously argued. Audibility and pace are appropriate to audience and used very effectively to enhance the presentation</p>			<p>Presentation is excellently structured and engaging rigorously argued. Audibility and pace are appropriate to audience, and used effectively to enhance the presentation</p>			<p>Clearly structured and addressed to audience and well argued. Pace and audibility are very good.</p>			<p>Sufficiently addressed to the audience with evidence of an argument.. Pace and audibility are satisfactory.</p>			<p>Delivery is disorganised and/or pace and audibility is poor.</p>			<p>Presentation is not understandable and/or inaudible</p>						
Reflection																								
<p>All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard</p> <p>Work is well beyond the expectations for the level. This work is of publishable quality</p>			<p>Outstanding ability to confidently and critically evaluate actions and situations, showing an awareness of own strengths and weaknesses which are clearly articulated, used and acted on creatively. Questions commonly accepted opinion, prejudices and value sets operating.</p>			<p>Reflects critically on own strengths and weaknesses and the criteria by which such judgements are made. Prepared to question commonly accepted opinion, prejudices and value sets operating.</p>			<p>Effectively evaluates own strengths and weaknesses and understands of criteria for judgements. Demonstrates some willingness to question commonly accepted opinion, prejudices and value sets operating.</p>			<p>Consistently recognises own strengths and weaknesses and identify appropriate solutions.</p>			<p>Recognises own strengths and weaknesses, but with limited insight in some areas.</p>			<p>Limited self-awareness regarding strengths and weaknesses leading to poor judgement.</p>						
Reflective practice																								
<p>All learning outcomes and assessment criteria achieved in an exemplary manner to to an exceptionally high standard</p> <p>Work is well beyond the expectations for the level. This work is of</p>			<p>Outstanding ability to consistently analyse practice by critically reflecting on personal contributions and that of others and the rationale behind these. Demonstrates reflexive awareness, articulating</p>			<p>Analyses personal contribution and that of others to practice through reflection and considers possibilities and their consequences in a range of contexts.</p>			<p>Evaluates personal contribution and that of others to practice and develops plans of action.</p>			<p>Able to evaluate own practice and that of others using a number of frames of reference. Considers future action.</p>			<p>Limited interpretation of own practice and that of others restricting further action.</p>			<p>Incomplete interpretation of practice leading to insufficient action.</p>						

Health Sciences University (HSU) Generic Assessment Criteria

Exceptional work			Outstanding work			Excellent work			High quality work			Satisfactory work			Insufficient work			Poor/ very poor work						
Distinction									Merit			Pass			Marginal fail			Fail						
U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	U	M	L	38	35	32	28	20	10	0
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42							
publishable quality			imaginative thinking about potential alternatives and their implications for further practice.			Develops effective action plans.																		

Professional Competencies (Pass/Fail)

Successful (pass or threshold):

The student has demonstrated achievement of professional competence as appropriate for this level and as required by accrediting, professional, statutory or regulatory bodies.

The student has adhered to the appropriate rules and/or conventions set by accrediting, professional, statutory or regulatory bodies or the industry as appropriate to this level.

Unsuccessful (below threshold standard):

The student has not demonstrated achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB) as appropriate to this level and as required by accrediting, professional, statutory or regulatory bodies.

The student has failed to adhere to the appropriate rules and/or conventions set by accrediting, professional, statutory or regulatory bodies or the industry as appropriate to this level.

Health Sciences University (HSU) Generic Assessment Criteria
Variance to the Generic Assessment Criteria Applicable to the UCO School of Osteopathy

The UCO School of Osteopathy uses the generic assessment criteria shown in the table below as a variance to that of other HSU schools, utilising a 16-point grading scale which equates to an alphabetical grade providing a generic measure of achievement aligning to that of other HSU Schools.

More detailed assessment criteria are provided in UCO School of Osteopathy Unit Information Forms and in Assessment Briefs are normally included to ensure that learners fully understand the criteria they need to attain each grade.

PASS GRADES		
Grade	Equivalent Point on the Sixteen Point Grading System	Criteria
A +	16	Excellent work. Fully achieves the Learning Outcomes in accordance with the Level Descriptors.
A	15	
A -	14	
B +	13	Generally good work but with some minor defects. Aply achieves the Learning Outcomes in accordance with the Level Descriptors.
B	12	
B -	11	
C +	10	Generally sound work, but with a small number of errors or omissions. Satisfactorily achieves the Learning Outcomes in accordance with the Level Descriptors.
C	9	
C -	8	
D +	7	Adequate work but with a number of significant errors or omissions. Marginally achieves the Learning Outcomes in accordance with the Level Descriptors.
D	6	
D -	5	
FAIL GRADES		
Grade	Equivalent Point on the Sixteen Point Grading System	Criteria
E +	4	Unsatisfactory work with a significant number of serious errors and omissions. Marginally fails to achieve the Learning Outcomes according to the Level Descriptors.
E -	3	
F	2	Work of a very poor standard containing little of discernible merit. Clearly fails to achieve the Learning Outcomes according to the Level Descriptors.
F – N/S	0	No submission of course work.
G	0	Work contains cause for concern on issues of safety.

Health Sciences University (HSU) Generic Assessment Criteria

Variance to the Generic Assessment Criteria Applicable to Educational Partners

Educational Partners approved to deliver courses leading to an HSU award may implement a variance to the HSU generic assessment criteria which must be approved by HSU at partner or course approval or through the course modification policy.

More detailed assessment criteria are provided in Educational Partner Unit Information Forms and in Assessment Briefs are normally included to ensure that learners fully understand the criteria they need to attain each grade.

The following Educational Partners utilise the same generic assessment criteria as the UCO School of Osteopathy:

- Osteopathic Centre for Animals

The following Educational Partners implement the generic assessment criteria provided in the table below:

- Accademia Italiana Medicina Osteopatica (AIMO)
- College of Integrated Chinese Medicine (CICM)
- College of Esports (CoEs)
- Northern College of Acupuncture (NCA)
- Sports Medicine Ultrasound Group (SMUG)

PASS GRADES	
Grade	Criteria
70% - 100%	Excellent work. Fully achieves the Learning Outcomes in accordance with the Level Descriptors.
60% - 69%	Generally good work but with some minor defects. Able to achieve the Learning Outcomes in accordance with the Level Descriptors.
50% - 59%	Generally sound work, but with a small number of errors or omissions. Satisfactorily achieves the Learning Outcomes in accordance with the Level Descriptors.
40% - 49%	Adequate work but with a number of significant errors or omissions. Marginally achieves the Learning Outcomes in accordance with the Level Descriptors.
FAIL GRADES	
Grade	Criteria
35% - 39%	Unsatisfactory work with a significant number of serious errors and omissions. Marginally fails to achieve the Learning Outcomes according to the Level Descriptors. A mark that may be condoned by the Board of Examiners in line with Course Progression Criteria.
21% - 34%	Unsatisfactory work with a significant number of serious errors and omissions. Marginally fails to achieve the Learning Outcomes according to the Level Descriptors. A mark that may not be condoned by the Board of Examiners in line with Course Progression Criteria.
1% - 20%	Work of a very poor standard containing little of discernible merit. Clearly fails to achieve the Learning Outcomes according to the Level Descriptors.
0%	No submission of course work. Work contains cause for concern on issues of safety.