

Version: 2.2

Effective From: August 2024

Policy Owner: Head of Learning and Teaching

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)

² Securing student success: Regulatory framework for higher education in England - Office for Students

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 <u>Generic Assessment Criteria Policy</u>. 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.

HSU General Assessment Criteria	5
Level 3	5
Level 4	10
Level 5	16
Level 6	22
Level 7	29
Variance to the Generic Assessment Criteria Applicable to the UCO School of Osteopathy	36
Variance to the Generic Assessment Criteria Applicable to some Educational Partners	

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

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⁴ <u>Accredited Qualifications</u>

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

U = Upper M = Middle L = Lower

Ex	ceptiona	ıl work	Out	standi	ng work	Ex	cellent v	vork	High	quality	y work	Sc	ound w	ork	Su	fficient v	vork	V	leak w	ork	Poor/v	ery poo	r work	k
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Subject-specific skills - including applications and problem solving

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Transferable skills - including communication and presentation

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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.

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

Ex	ception	onal work Outstar				g work	Ex	cellent	work	High	n quality	work	Sc	ound wo	ork	Suf	ficient	work		Weak v	vork	Pod	r/very	poor	work
					First	t					2:1			2:2			3rd					Fail			
U 98			B 92	U 88	M 85	B 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		L 32	28	22 1	8 12	5 0
and crite exer an e	earning of assessn ria achie mplary m xception dard	ment eved nann	in an ier to	and co knowled unders subject depth relation other st to the Appreciambig	and intenships valued in the subjects level. Ciation of the subjects in the subject	actual al d d g of the adth and er- with relative of mitations	demoi factual knowle unders subject depth relatio subject level.	ts relative Awarene ons and ainty of	detailed nceptual d of the dth and r-vith other se of the	demon consist and un the sub to this shows of wide Some	tent know derstand pject app level. Wo insight a er issues/ understa	wledge ding of propriate ork nd grasp	quality Demor eviden and co unders subjec concer theorie	nstrates ce of fac enceptua standing	clear ctual al of the	demon	strates / accura lal and btual tanding ues in the but so its of	ate level of the ne me	sup of fa con und the son or it	ufficient erficial actual a ceptual erstand subject ne inacd relevar erial.	evel nd ing of with curate	irrele Little factu	ely ina evant n e or no ual and erstand ect.	nateria evider conce	nl. nce of eptual
All le	earning o	ambiguities/ of knowledge ng outcomes Critical and e		and eva	aluative	Critica	l engage	ement	Engage	ement w	ith a	Engag	ement w	vith an	Engage	ement v	vith	Pod	r enga	jement	No e	videnc	e of re	elevant	

⁵ Qualifications Frameworks (qaa.ac.uk)

⁶ <u>Securing student success: Regulatory framework for higher education in England - Office for Students</u>

Exc	eptiona	work	Out	standin	g work	Ex	cellent	work	High	n quality	work	Sc	ound w	ork	Suf	ficient v	vork	V	leak w	ork	Po	or/ve	ery po	or w	vork
				Firs	t					2:1			2:2			3rd					Fail				
U	М	В	U	M	В	U	М	L	U	M	L	U	М	L	U	М	L	U	М	L					
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	22	18	12	5 0
and a	ssessme	ent	engag	ement v	vith an	with a	n extensi	ve range	wide ra	ange of r	elevant	approp	oriate rai	nge of	relevar	t reading	g, but	with e	essentia	al texts	read	ding o	or eng	jagei	ment
criter	eria achieved in an exceptionally wi					of rele	vant read	ding	reading	g and so	urces	releva	nt readir	ng	largely	confined	l to	and r	no evide	ence of	with	taug	tht ele	men	ıts.
exem	mplary manner to range of relevar					includ	ng resea	arch-	beyond	d basic te	exts.	beyon	d essent	tial		al texts,		releva	ant wid	er					
to an	an exceptionally reading including					inform	ed literat	ture	Literatu	ure usag	е	texts, l	out is sti	ill	mainly	reliant o	n	readi	ng bey	ond					
high	standard		resear	ch-infor	med		relevant	,			the work		to basi		taught	elements	3.	that g	jained t	through					
				ire wher	_			nd grasp		ed consi		Literat	ure used	d					contac						
			1	nt, with		of wide	er issues	/context	to supp	ort findi	ngs	accura	ıtely						ily relia						
	insight and grasp																	taugh	it eleme	ents.					
	wider issues/con beyond that norr																								
			, ,		,																				
			expect	ted at th	is level.																				

Intellectual skills - including analysis, evaluation, and critical judgement

Exce	ptional v	vork	Outst	tanding	work	Exc	ellent v	vork	High	quality	work	So	ound w	ork	Suf	ficient v	vork	W	eak w	ork	Pod	r/very	poor	work
				First						2:1			2:2			3rd					Fail			
U	M	L	U	M	L	U	М	L	U	М	L	U	М	Г	U	М	L	U	М	L				
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	22 1	8 12	5 0
						evaluat	ion and																	ŀ
						interpre	tation o	f																ŀ
						qualitat	ive and																	ŀ
						quantita	ative dat	a.																

Subject-specific skills - including applications and problem solving

U = Upper M = Middle L = Lower

Exce	ptional	work	Outst	anding	work	Exc	ellent w	ork/	High	quality	work	So	und wo	rk	Suff	ficient w	ork/	We	ak wor	k	Poo	very p	oor	work
				First						2:1			2:2			3rd					Fail			
U	M	L	U	М	L	U	M	L	U	М	L	U	M	L	U	M	L	U	M	L				
98	95 92 88 85 82					78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	22 18	12	5 0
All lear	arning outcomes Work demonstrates					Outsta	nding wo	ork that	Very go	ood work	that	Reaso	nable if l	limited	Shows	a limited	d	Little	or no		No a	ttempt	to re	elate
and as	sessme	nt	outstar	nding ran	ge of	demon	strates v	ery	demon	strates t	he	attemp	t to app	ly	unders	tanding	of	evide	nce of a	ability	theo	ry to pr	actio	ce or
criteria	achieve	ed in	effectiv	e respor	ises to	effectiv	e range	of	applica	tion of		unders	tanding	to	applica	ition or a	ttempt	to ap	oly know	vledge	appl	/ know	ledg	e to
exemp	lary mar	nner to	given p	roblems	, some	approp	riate res	ponses	knowle	dge to d	ifferent	differe	nt conte	exts	to appl	y knowle	edge	acros	s situati	ions	solve	proble	em.	
an exc	eptional	ly high	of whic	h may		to give	n problei	ms,		s and ge		includi	ng with	regard	across	situation	ns or to	and li	ttle or n	0				
standa			demon	strate in	novation	some c	of which	may be	a range	e of resp	onses	to rela	ting theo	ory to	solve p	roblem.		under	standin	g of				
Except				nsiderab			tive, incl	_		n situatio	,		e and a			nses ma	y not		o do so	,				
	ation of t		insight.	. Outstar	nding	with re	gard to r	elating	includir	ng with r	egard to	knowle	dge to	solve	be mea	aningful.		includ	ling with	า				
	tice and			ition of th		,	to practi			theory t			ກ . Resp	ponses					d to rela					
	ng knowl			e and ap			g knowle	edge to		e and ap		start to							/ to prac					
	e proble			dge to s	olve	solve p	roblem		knowle	dge to s	olve	meanii	ngful.						oly knov					
	ranscen		probler	n					probler	n								to sol	ve prob	lem.				
expect	ation of	the																						
level.																								

Transferable skills - including communication and presentation

Excep	tional w	ork	Outs	tanding	work	Exc	cellent v	work	High	quality	work	S	ound w	ork	Suff	ficient	work	W	eak w	ork	Poo	r/very p	oor v	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
	ons and erences/			rences/c	ritations	All refe	rences/c	itations	All refe	erences/	ritations	ΔII refe	erences/	I	Majority	of refe	rences	Some	refere	nces/	Δhe	ent or in	cohei	rent
	ns presei		present	t.	ntations	presen	t. High s	tandard erencing	preser			citation	ns prese unders	ent.	present	1.			ons pre	sent	refe	encing/ limited	citatio	ons.
conver	ntions en	nployed	conven	tions en	. ,	applied	consist	U	referer	ncing thr	oughout,	of esta	blished	U	of estab	olished	9	or po	orly		awa	eness o	of	
accura consist	itery, tently an	d with		eiy, con h no err	sistently ors	through accorda	างนเ, เก ance wit	h		ordance shed pra		praction referen			practice referen			struct Incon	.urea. sistent	/weak		encing ording to		enuons

								sment															
Except	ional w	ork	Outs	tanding	work	Exc	cellent v	work	High	quality	work	So	und w	ork	Suf	ficient	work	W	eak work		/very	poor	work
				First						2:1			2:2			3rd				Fail			
98 no error establis			88 accordi establis	M 85 ng to shed prac	82 ctice.	78 establis	M 75 shed pra	T2 ctice.	_	M 65 e some r ting erro		58 conven minor f inaccur inconsi	ormattiı acies/	ng	be som	M 45 itions buse racies ar stencies	nd/or	conve	M L 35 32 f referencing entions, d awareness ablished		22 1		
Written	itten presentation, style and structure					udina E	nalish la	anguage	<u> </u>						<u>I</u>			practi	 				
All learn and ass criteria exempl to an ex high state	I learning outcomes of assessment iteria achieved in an exceptionally gh standard, well eyond that normally epected for the level					Accompeffective that is constructured	plished a e preser coherent red and sed thro	and ntation tly clearly	Very cle of work structure express	ear prese in terms re and cl sion, coh ical strue	of arity of erent	Compe presen structur cohere is for th clearly	tation o red in a nt mani e most	largely ner and part	which r	elevant	-	and a incoh struct inforn	is loosely, t times erently, ured, with nation and often poorly ssed.	disor mucl confi	c is ext ganise conte usingly	ed, wit ent	th
Organis structur present work ex through	re, stand ation of cemplar rout.	the y	0.11				P.					0						10/		N.			
Exemple of Lang gramma showing maturity that nor expected Consist use of a convenient of Language of L	uage/ ar/ syntag high le y well be rmally ed for the tent/ ass	ax, evel of eyond ne level. sured	of Lang syntax, level of beyond expecte Consist assured	nding sta juage /gr showing maturity I that nor ed for the tent and d use of nic conve	ammar/ high mally e level.	syntax, approp maturity Consis assure	ge/gram showing riate leve	g el of	gramm few erro maturity language for the Very go	ood standar/syntaxors and to you in the uge is ver level.	with the lase of y good	Sound language /syntax errors. Use of convensound a	ge/gran ; may b acaden tions g	mmar/ be some mic enerally	langua syntax limitatio Use of conver and lar	ge/gram but som ons. academ	ic ceptable sistent	gramı and/o inapp style. exten gramı Acade	ropriate Serious or sive errors ir nar/ syntax emic entions used	langi synta inapi Acad	poor uage/g ax and propria lemic o ly igno	or ver te sty conve	ry le.
Presen	tation	skills (o	ral/visua	al)																			
and ass criteria exempl to an ex	I learning outcomes and assessment iteria achieved in an exceptionally gh standard Highly accomplished creative and sophisticated presentation with strong visual impact which enhances the message. Presentation is outstanding, well structured, imaginati and engaging. Audibility and pace a					presenimagina sophist with vis Extrem structur express engage Pace a excelle	ative in a icated so a licated so all impore ely well-red, flue as the audit nt. Clear	lear and a tyle, act. nt, l udience. pility are	very go Demon level of Very cl fluent, o well pit audiend	tation, clood visual estrates a proficie early stru expressi	al effect. a high ncy. uctured, ve and	Effective present structure tools are effective confidered present sound a clear, confidered and au	tation, see and see used ently. tation he structurent, goo	visual I I I I I I I I I I I I I I I I I I I	structu presen and sa Pace, a structu presen	tation is tisfactor audibility	clear y. and/or e clear	prese disorg lacks suppo visua Delive disorg and/o	ganised r pace and ility are	disor incol Pres unde	entatio ganise nerent entatio erstano dible.	ed and	ot

									Criter																
Except	tional w	ork	Outs	tanding	work	Ex	cellent v	work	High	quality	work	Sc	und w	ork	Suf	ficient	work	W	eak wo	ork		r/ver	y poc	or wo	rk
				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 1:	2 5	0
Reflect	tion (inc	dudina	and use	ed effect e preser	ntation.																				
All lear and associateria exemple to an element demonstrates and elearning learning learning	All learning outcomes and assessment criteria achieved in an exemplary manner to o an exceptionally nigh standard Exceptional demonstration of managing own earning and of earning ability necessary for future study. Shows outsta insight and an in confidently evaluating ac situations show exemplary avof own streng weaknesses clearly articul used, and ac Questions co accepted opin prejudices an sets operation. Outstanding demonstration managing ow learning/learn necessary for study.					Shows and au reflecti strengt weakn criteria judgen Prepar commo opinior value s Excelle demon manag and of	tonomy ng on ov hs and esses ar by whice nents are ed to qu only acce a, prejud eets oper ent stration	ond the h such e made. estion epted ices and rating. of learning ability	evaluat strengt weakne shows unders criteria Demon willingn commo opinion value s High qu demon manag and of	esses ar develop tanding for judg astrates s ness to q only acce a, prejudi ets oper	nd ing of ements. some uestion epted ces and eating. of learning ability	of man learnin learnin necess study.	eria set Recog rengths esses. demon aging o g and o g ability	by nises and stration own of	set by of to reconstrengt weakned lack instances. Satisfa demonmanag and of	esses busing the second	Begins vn ut may come of learning ability	award regar strenç weak leadir judge Limite demo mana learni learni neces	gths an nesses ng to po ment.	od oor on of wn of ity or	awar strer weal self- inacc situa Little dem- man or of	renes ngths knes critic curat ition. onstr aging lear essar	ses .[ism le e vie\	pardir Distore ading w of to of of leare ability	rted g to the rning
and ass criteria exemple to an e	learning outcomes d assessment teria achieved in an emplary manner to an exceptionally th standard Analyses practice be critically reflecting of personal contribution and that of others a rationale behind the Utilises imaginative thinking about poter alternatives and the implications for furtly practice in range of contexts.					contrib others through consid- and the consec	to practi n reflecti ers poss	d that of ce on and ibilities to	contribution others develop	tes pers ution and to practi ps plans e own ad	d that of ce and to	Able to practic others number referer future	e and thusing a r of frar ce. Co	nat of nes of nsiders	practice others specific referen	interpree and the based of frames ce. Ider urther a	at of n of tifies	own that c	oretation oractice of other cting fu	and s	prac	preta tice l	te ation deadin at act	g to	

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

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

Exc	eptional	work	Outst	tanding	work	Exc	cellent v	work	High	quality	work	S	ound w	ork	Satis	sfactory	work		Weak v	vork	Po	or/ve	y poc	or work
				First		•				2:1			2:2			3rd					Fail			
U	M	L	U	M	L	U	M	L	U	М	L	U	М	L	U	M	L	U	М	L				
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	22 18	12	5 0
All lea	earning outcomes Outstanding breadth					Excelle	nt bread	Ith and	Very go	od knov	wledge	Sound	and syst	tematic	Sufficie	nt know	ledge	Show	s an ins	ufficient	Maj	or gap	s in fa	actual
and a	ssessme	nt	and dep	th of fac	tual	depth o	f knowle	edge	and und	derstand	ling of	knowle	dge and		and un	derstan	ding of	and c	r superfi	cial level	and	conce	eptual	
criteria	a achiev	ed in	and con	ceptual		and und	derstandi	ing of	the sub	ject and		unders	tanding	of the			veloped		tual and	l				of the
an ex	emplary		knowled	lge and		the subj	ject and		interrela	ationship	s with	subject	. Demor	nstrates	through	า limited	reading	conc	eptual		sub	ject, re	elative	to this
mann	er to to a		understa				ationship		other fie	elds of s	tudy	clear e	vidence	of	and/or	researc	h. Some		rstandin			I. Diffi	culties	S
excep	tionally l	nigh	subject l	beyond	the	other fie	elds of s	tudy	relative	to the le	evel,	factual	and con	ceptual	knowle	dge and	l	subje	ct as re	quired at	evic	lent th	rough	out with
standa	ard		expectat	tion of		relative	to the le	evel.		gh conc	•		tanding (tanding			,	n gaps in	the	retica	l and	
			the level				nt conce	ptual	underst	_		,	i, main c			ationshi			edge an		con	ceptua	al asp	ects.
			apprecia			underst	anding.		been de	emonstr	ated.		eories at	this		elds of s			urate or					
			ambigui			Awaren			Awaren			level. S					ties with		vant ma					
			limitatio			limitatio			limitatio				dge and			ical and			difficul	ties				
			knowled	0			dge and	how	knowled		how		tanding o		concep	tual asp	ects.		nt with					
			this influ			this influ			this influ				ationship						etical ar	-				
			interpret	tations b			tations l			tations		other fi	elds of s	tudy				conc	eptual as	spects.				
			on this.			on this l	knowled	lge.	on this	knowled	lge.													

Exc	eptiona	l work	Outs	tanding	work	Exc	cellent	work	High	quality	y work	S	ound w	ork	Satis	sfactory	work		Weak w	ork/	Po	oor/ver	poor	work
				First						2:1			2:2			3rd					Fail			
U	М	L	U	М	L	U	М	L	U	M	L	U	M	L	U	M	L	U	M	L				
98	98 95 92 88 85 82 Il learning outcomes Critical and evaluative					78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	22 18	12	5 0
and a criteri an ex mann	ssessm a achiev emplary er to an otionally	ent /ed in	Critical engage exceptic range o reading researc literatur relevan insight a wider is beyond expecte	ment with the control of the control	th ide ide int ig ned e eep sp of ntext, rmally	with ar range readin- resear literatu releva insight	I engag n extens of relev g includerch-infor ure whe nt, with t and graissues /	sive ant ling rmed re deep asp of	wide range relevant source basic for usage the wood consist for the wood		ng and nd terature ted into used	approp relevar beyond but is s basic to	ement w riate ran it reading I essenti itill limite exts. Lite ccurately	ige of g ial texts, ed to erature	relevar largely essent mainly	ement wat reading confined ial texts, reliant confined element	g, but d to and n	esse little or relev beyo throu Heav	engager ntial texts or no evid ant wider nd that g igh class rily reliant nt elemer	and dence of reading ained contact. t on	rea wit	eviden ading or h taugh	engag	ement

Intellectual skills - including analysis, evaluation, and critical judgement

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	Fa	il
U M P P P P P P P P P P P P P P P P P P	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 wellstructured argument/ reasoning that is effective and insightful. Work is particularly perceptive and cogently argued/	U 75 72 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	U M L 68 65 62 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	U M L 58 55 52 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	U M J S J S J S J S J S J S J S J S J S J	No evidence of analysis. Lack of logic leading to unsupportable conclusions/lack of credible evidence. Unsubstantiated and/or derivative opinions, lacking own interpretation, throughout.
selective to support a logical and well- structured argument/		argument/reasoning. Explicit acknowledgement of	support argument. Valid conclusions. High quality		interpretation, may be evident. Some evidence to support	common. Conclusions lack relevance/validity.	

Excep	tional w	ork	Outsta	inding v	vork	Exc	ellent w	ork/	High	quality	work	S	ound w	ork	Suf	ficient	work		Weak	work		oor/ ork	very p	oor	
				First						2:1			2:2			3rd					Fail				
U 98	M 95	92	U 88	M 85	82	78	M 75	72	U 68	M 65	62	U 58	M 55	L 52	U 48	M 45	L 42	U 38	M 35	L 32	28	22	18 1	2	5 0
effectivinsightf Except percept cogent reason body of which it except selected present conclust Except present evaluating qualitar	ful. ionally itive and ly argue ed using f eviden s ionally v ed, analy d and ted. sive sions. cional tation a	d/ g a ce, vell vsed,	collated present Persuat conclus Outstat present evaluat qualita	ted. isive sions. nding tation a	nd	conclu Excelle preser evalua qualita	sions.	t	evalua qualita	ntation a ation of ative an tative d	d				always Some i conclus Adequa presen evaluat qualita	ate tation ai	ent. nd								

Subject-specific skills - including applications and problem solving

Exce	eptiona	l work	Outs	tanding	work	Exc	cellent v	vork	High	า quality	y work	S	ound w	ork	Suf	ficient v	work	V	leak w	ork	Po	or/ve	ry po	or w	ork
				First						2:1			2:2			3rd					Fail				
U	М	L	U	М	L	U	М	L	U	М	L	U	М	L	U	М	L	U	M	L					
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	22	18 1	2 5	5 0
All lea	Il learning outcomes Outstanding					Work	demons	trates	Work	demons	strates a	Sound	l ability i	n	Satisfa	ctory abi	lity in	Little	or no		No e	vider	ice of	abilit	y
and as	nd assessment competence and					excelle	ent appli	cation	very g	good abi	lity to	applyii	ng		applyin	ig a rang	je of	evide	nce of a	ability	to re	late t	heory	to	
criteria	iteria achieved in confidence in applying				of an a	appropri	ate and	apply	an appr	opriate	knowle	edge to			nformati		to rela	ate thec	ry to	prac	tice o	r appl	y		
an exe	n exemplary an appropriate and			nd	selecti	ve range	e of	and s	elective	range	differe	nt			ourpose.		practi	ce. Lim	ited	knov	vledg	e to so	olve		
	nanner to an selective range of					inform	ation to			ormation		situatio	ons, but		the info	ormation	is	applic	ation o	f	prob	lem.			
excep	ceptionally high information to problem				oblems/	proble	ms/situa	itions	range	of prob	lems/		e formul		relevar				nce and						
standa	andard situations and has						as formu	-		ions and			(innova		Satisfa	,		theor	y to solv	/e					
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	to address a given				•	n proble				nich may		ice and		solve p	roblem.										
to solv	solve problem problem Responses					nses sh			originali	ty.	,	to solve	9												
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Exce	eptional	work	Outs	tanding	work	Exc	cellent v	vork	High	quality	/ work	S	ound w	ork	Suf	ficient v	work	W	leak wo	ork	Po	or/v	ery p	oor v	work
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the lev	/el		of evider	nce and	theory	applica	ation of		to solv	e proble	em.														
			to solve	problem		eviden	ice and	theory																	
						to solv	e proble	em.																	

Transferable skills - including communication and presentation

Exce	ptiona	l work	Outs	tanding	g work	Ex	cellent v	vork	High	quality	work	Se	ound wo	ork	Suf	ficient	work.	W	eak wo	rk	Poor	very p	oor w	vork
				First						2:1			2:2			3rd					ail			
U 98	M 95	L 92	U 88	M 85	82	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	1 32	28 2	2 18	12	5 0
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citation Refere conver employ consisi no erro establi	ntions yed acc tently a ors accc ished pr	ent. urately, nd with ording to ractice.	citation Reference conversemplo consist no erro establi	ntions yed acc tently ar ors acco ished pr	ent. urately nd with ording t ractice.	present. standard reference, consiste Reference consiste errors a	cing con ed accura ently and eccording ned prac	nt rate ed ughout. ventions itely, with no to	High que reference through accordate establis but may	s preser uality of cing out, in ance with	า ctice, าe	present Sound of estate of reference converted be minimaccuring to the converted of the con	t. understa blished p encing tions, bu or forma	practice ut may utting	reference preser Basic of esta practic reference converse be sor and/or	nces/ ci nt. understablished be of ncing ntions be me inac	canding I out may curacies	citation may be poorly: Inconsi use of conven limited	references presedent partial structure istructure istent/wereference awaren shed pra	nt but or ed. eak cing hows	refere Very I aware refere conve	nt or in- ncing/ imited eness o ncing entions ablishe	citation or no of accor	ns.
and as criteria an exe manne except standa beyond expect Organi structu standa presen	ssessment a achieve mplary er to an tionally ard, well that noted for the tisation, are and	high ormally he level	preser that is structu extrem expres throug that no	ntation o coherer ured and nely well	ntly I I eyond	highly presenthat is structuclearly through	plished a effective tation of coherent red and v expresse nout.	work y very	in term and cla expres	lear ntation o ns of stru arity of ssion, co gical stru	icture herent	structur cohere for the	tent tation of red in a l nt mann most pa express	largely er and rt	in whic	ch relev / conce _l nably		at time:		erently,	disorg much		l, with	
throug Exempl		ndard of	Outstan	nding sta	andard	Excelle	ent stand	ard of	Very g	ood sta	ndard	Sound	standar	d of	Accep	table st	andard	Weak la	anguage	e/	Very	oor la	 nguaç	 ge/

Exce	eptiona	l work	Outs	tanding	work	Exc	cellent v	vork	High	quality	work	Sc	und wo	rk	Suf	ficient	work.	We	ak work		Poor/v	ery p	oor work
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U	M	L	U	М	L	U	М	L	U	М	L	U	М	L	U	М	L	U	M	L			
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		al work			work		cellent				y work	S	ound w	ork	Suf	ficient	work.	W	eak wo	rk	Poo	r/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	8 12	5 0
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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

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

Exc	ception	al work	Outs	tanding	work	Exc	cellent	work	High	quality	work	S	ound w	ork	Sı	ufficient	t work	٧	Veak wo	ork	Po	or/ve	ry po	or v	vork
	U M L U M 98 95 92 88 85									2:1			2:2			3rd					Fail				
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98	989592888582All learning outcomesOutstanding breadth					78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	22 1	8 12	2 5	0
and a criter an ex to to high	assessnia achie cemplar an exce standar eds the ctation o	nent ved in y manner ptionally d .Work	and in- knowled unders subject expect the lev unders	-	d of the d the ceptual and	excelle and in knowled unders subject unders critical highly	emonstrent breath of the depth	d d d d d d d d d d d d d d d d d d d	very g sophis knowle unders subject develo conce	eticated edge and standing et. Well- pped	d g of the	sound depth of and un the sub Bache develo depth of	demonstr breadth of knowled derstand oject at lors leve iped a gr of knowled standing	and edge ding of I. Has eater edge/	satisfa knowl under key as subject level s with te	edge an standing spects of ct at Bac sufficient	od g of the the chelors t to deal egy, facts	/super factua unders subject this leg gaps in signification	standing ot approp vel. Evid n knowle	vel of nceptual g of the oriate to lence of edge with	factuunde subj this know	ual an erstar ect, a level. vledg ely ina	evid d con ding o pprop Clear e gap accura elevan	cept of th riate s wi	ual e e to

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	98 95 92 88 85 highly developed Shows deep insige and awareness of ambiguities and limitations of knowledge. Matuvery original and imaginative,					limitati knowle Knowl goes b	ons of the days of	he ise. early what	demor	nstrated ritical in	with		f special		develo reasor knowle unders	oped a nable edge/ standing			ant mate			,			•
and associated an exemuto to an	essme achieve nplary excep indard cceeds tion of	ent ed in manner tionally	Critical evaluat of an ex wide ra relevan	and ive app ception nge of t source g rese d litera elevan sight a f wider context that no ed at th lear stration ndent e	nally es arch- ture t, with nd , prmally is	explor extens releva source resear literatu releva insight wider i Clear of	I appraisation of sive rangint up- to es including the control of	an ge of co-date ding rmed re deep asp of context. stration	date so been in and created appraise Literate into the used of	cant/ up burces I dentifie itically sed effe ure inte e work a onsiste t finding	have d, used ectively. grated and ntly to	appropreleval source criticall appropressent	ement woriate ran nt acade s that ha y apprais riately be ial texts, to basic	nge of mic ove been sed eyond but still	relev sourd confi texts		demic	essen little o releva beyon throug Heavi	tial texts r no evid	lence of reading ained contact.	readi with t	videnc ng or e aught	enga	geme	ent

Intellectual skills - including analysis, evaluation, and critical judgement

Exc	eption	al work	Outs	tanding	work	Exc	cellent v	work	High	quality	work	S	ound w	ork	S	ufficien	t work	V	Veak wo	rk	Po	or/v	ery p	oor v	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	5 0
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		al work		tanding			cellent			quality		S	ound w	ork	Sı	ufficient	work	V	leak wo	rk	Poor/	very p	oor w	ork
	First U M L U M 98 95 92 88 85									2:1			2:2			3rd					Fail			
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Subject-specific skills – including applications and problem solving

Ex	ceptior	nal wor	(Ou	tstand	ing w	vork	Exc	ellent	work	High	quality	work	Sc	ound w	ork	Sı	ufficient	work	W	eak wor	k	Po	or/ve	ry po	or w	ork
	U M 98 95 92 88 Il learning outcomes nd assessment riteria achieved in an exemplary manner to exemplary manner to exemplary manner to executionally high				st						2:1			2:2			3rd				F	ail				
_		L	_	N 8		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	00	18 1	۰ -	
All lea and a criteri exem an ex stand Work expec	98 95 92 All learning outcomes and assessment criteria achieved in all exemplary manner to an exceptionally high standard. Work exceeds expectations of level			demo tanding nose a opriate	nstrate ability ability about a posterior a construction according to the construction and a construction according to the construction according to the construction and a construction according to the	tes ty to oply otual	_	emonstrent abilities and oriate are concedge to all problem in order	lated an ty to apply and eptual a em/	Has de very go diagno concep knowle practic situatio genera	emonstrood abil se and otual edge to al probl on and ite resp	rated a lity to apply a new em/	Sound diagnorange situation eviden and into Sound eviden	ability to stic skill of practions but loce of cronovation applicate and e proble	o apply ls to a ical limited eativity n ition of	Satis unde applie appro level. limite diagr creat	factory rstandin cations opriate to There is	g of this s a to apply d to a	Little e ability theory as app this lev Limited of evice theory	vidence to relate to pract propriate	of ice to ation	No abil	evid	ence of related practical	of e	
aemo	nstratin	ig ability	ιο _ι .	tive/ or			creativ	,		meanir				nstrates		situat	•	ucai	decisio	ons.						

	Exceptional work Outstanding V First J M L U M						ellent v			quality		Sc	ound w	ork	S	ufficient	work	W	eak wor	k	Po	or/v	ery p	oor	work	
										2:1			2:2			3rd				F	ail					
	U M 98 95 92 88 85 8 agnose and apply propriate and elective conceptual nowledge to a ractical problem/ tuation, to produce alid, creative/ original olutions which are gical, meaningful and Exemplary problem Exemplary problem					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 ()
approj selecti knowle practic situatie valid, solutic logical effecti evider evalua view o synthe Excep solving applica and th proble Demo degree compl	First U M 98 95 92 88 85 iagnose and apply propriate and elective conceptual nowledge to a ractical problem/ ituation, to produce alid, creative/ original olutions which are				ngful Shows vidence aluating ew of d leas. oblem evident. theory em and high onomy d	logical and ef which synthe Excelled of evice theory proble demore degree in com- unpred	ns whice, meaning fective and demonstering fective and to solve meand and astrates and fection and fec	ngful and strate leas. ication nd e high onomy d	original creative Very grapplication application with the complete complete circum	yood ation of nce and ve proble nstrates decisior	theory em. can ns in	comple unpred	e decis ex and dictable istances		appli evide to so Dem satis make comp	factory cation of ence and lve probl onstrate: factory a e decisio blex and edictable mstance	theory lem. s bility to ns in									

Transferable skills - including communication and presentation

Exce	ptional	work	Outs	tanding	work	Exc	ellent v	vork	High	quality	y work	S	ound w	ork	Suf	ficient	work	٧	Veak wo	rk	Po	or/v	ery p	oor v	vork
			•	First						2:1			2:2			3rd				F	ail				
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	5 0
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Citatio	ons and	Refere	encing																						
All refer	ences/		All refer	ences/		All refer	ences/		All refe	rences/		All refe	erences/	1	Majori	ty of		Some re	eferences	s/	Ab	sent	or in	coher	ent
citations	s presen	t.	citations	presen	t.	citations	presen	t.	citations	s preser	nt.	citation	ns prese	ent.	refere	nces/ cit	tations	citations	present	but ma	y ref	eren	cing/	citatio	ns.
Referen	cing		Referen	cing		Referer	cing		High qu	uality of		Sound	unders	tanding	preser	nt.		be partia	al or poo	rly	Ve	ry lin	nited	or no	
convent	tions em	ployed	convent	ions em	ployed	conven	ions em	ployed	referen	•		of esta	blished	Ū	Basic	underst	anding	structure		•		•	ess	_	
accurate	ely,		accurate	ely,		accurat	ely,		through	out, in		practic	e of		of esta	ablished	Ū	Inconsis	stent/wea	k use o	f ref	eren	cing		
consiste	ently and	d with	consiste	ently and	l with	consiste	ently and	d with	accorda	ance wit	:h	referer	ncing		practic	e of		reference	ing conv	entions	, coi	nven	tions	accor	ding

Exce	ptional			tanding				nt wor			quality		So	ound w	ork	Suf	ficient	work	٧	Veak wo	rk	Pod	or/very	y poc	or w	ork
				First							2:1			2:2			3rd				Fa	ail				
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languag syntax, level of beyond expecte	ntions	mar/ high mally level.	Outstan of langu syntax, level of sophisti likely to stimulat limits of expecte undergr Exemplacadem through	age/ grashowing maturity cated and be high ing and what maduate lary use lic conve	ammar/ y high . Very nd ly at the ay be evel. of	lang syn and stim a hi mat orig and aca	guage / tax, So likely to lulating gh leve urity ar inality.	, show of od Consised use	nar/ cated value in a reference in a	of gran with fer maturit langua good fo	ge is ve or the le ood use nic	ntax s and use of ery evel.	langua syntax minor Sound acadel conver	use of mic	nmar/ e some	of langua syntax limitati Use of conver genera and la consis be sor	f acader ntions ally acce rgely tent but	nmar/ ne nic eptable	Weak lan grammar, inappropi Serious c errors in q Academic used poo	/ syntax a riate style or extens grammar c conven	e. ive ·/ syntax	grai and inap . Aca	y poor mmar/ I/or ver opropri ademic yely ign	synta ry iate s con\	ax style. venti	
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Health Exce	eptional			tanding			xcellent			quality		So	ound we	ork	Suf	ficient	work	V	Veak wo	rk	Pod	or/ver	у роо	r wo	rk
				First						2:1			2:2			3rd				F	ail				
U 98	M 95	L 92	U 88	M 85	L 82	U 78	M 75	1 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 1	18 12	5	0
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Exceptional work	Outstandir	ng work	Exc	cellent	work	High	quality	/ work	So	ound w	ork	Suf	ficient	work	V	Veak wo	rk	Po	or/v	ery p	oor	wor	Κ
	t	•				2:1			2:2			3rd				F	ail						
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achieved in an exemplary manner to an exceptionally high standard	practice by cri reflecting on p contributions a of others and	tically bersonal and that the nd these. critical nd aginative potential nd their	insight in ana contribution of other through considering and the consecution of the conse	s outstar t and au lysing poution ares to proper to pro- thers posed eir quences of contemps effer plans.	tonomy ersonal nd that actice tion and sibilities s in a exts.	evalua contrib of othe and de action	the initiating per pution and and and and and and and and and an	rsonal nd that ractice	praction others number referent standa	ders futu	nat of mes of a opriate	practic others specifi referer standa for the Identifi		hat of on s of a opriate	own pra of other further a	interpreta actice and s restricti action.	d that	inte pra	actice	lete etation e leac ent a	ing 1		

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

Exce	ptional	work	Outs	standing	work	Exc	cellent v	vork	Higl	h quality	work	Sati	sfactory	work	Ins	ufficient	work	P	oor/ ve	ry poor	work
			Di	istinctio	n					Merit			Pass		IV	larginal [•]	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
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	exceptional work				tanding		Exc	cellent v			quality	work	Satis	sfactory	work	Inst	ufficient	work		Poor/ v	ery po	or w	ork
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Intellectual skills -including analysis, evaluation, and critical judgement

Exc	eptional	work	Outs	tanding	work	Exc	cellent v	vork	Hig	h quality	work	Satisf	actory wo	ork	Insuf	fficient w	ork (Р	oor/ v	very	poo	r worl	K	
			Di	stinctio	n					Merit			Pass		Ma	arginal fa	ıil			F	ail			
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98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	20 1	10 0)
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and ass	I assessment criteria standard for distinction. excellent leve					nt level	of ability	good a	bility to de	eal	analysis	within the		insufficie	ent ability	to deal	evid	ence	of ap	pprop	oriate			
achieve	nieved in an Work is of publishable to deal very co					nfidently	effectiv	ely and cr	itically	specialis	t area.		with com	plexity,		anal	ysis o	r ab	ility to	o				
exemple	xemplary manner to to quality with only very and effectively					with	with co	mplexity,		Demonst	trates a so	und	contradio	ctions and	d	inde	pende	ently	critic	ally				
an exce	n exceptionally high minor amendments. complexity,						contrac	dictions ar	nd	ability to	deal with	some	incomple	ete data ir	n the	anal	yse c	urrei	nt					
standar						dictions a	and	incomp	lete infori	mation in	complexi	ty,		knowled	ge base.	Little	rese	arch/l	knov	vledg	je.			
	outstanding ability to incomplete inf					lete info	rmation	the kno	wledge b	ase.	contradio	tions and		ability to	independ	dently	Unsi	ubstai	ntiat	ed ar	nd/or			

Exc	Exceptional work			standing	work	Exc	cellent v	vork	Higl	h quality	work	Satis	factory w	ork	Insu	fficient	vork	F	Poor/ v	ery	poo	worl	k
			Di	istinctio	n					Merit			Pass		Ma	arginal f	ail			Fa	ail		
U	М	L	U	М	L	U	M	L	U	M	L	U	М	L	U	M	L						
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38	35	32	28	20 1	10 0
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	itions for		contrac	dictions a	and	Eviden	ces syntl	nesis,	analyse	es curren	t	in the kn	owledge b	ase.	research	n/knowle	dge and	owr	interp	oreta	ıtion)	S.	
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Subject-specific skills - including applications and problem solving

Exc	eptional	work	Outs	tanding	work	Ex	cellent v	vork	Hig	h quality	work	Sati	sfactory	work	Ins	ufficient	work	Poor/ v	ery p	oor w	ork
			Di	stinctio	n					Merit			Pass		N	larginal	fail		Fail		
U	М	L	U	M	L	U	М	L	U	M	L	U	М	L	U	М	L				
98	95	92	88	85	82	78	75	72	68	65	62	58	55	52	48	45	42	38 35 32	28	20 1	0 0
All lean	earning outcomes Work often exceeds Demonstrate					nstrates		Demon	strates		Demonst	trates inde	ependent	Work o	loes not		No evidence	e of al	oility to	0	
and ass	assessment criteria standard for distinction. excellent c					nt o leve	el of		ndent syr		synthesis	s of inform	nation and		strate su		demonstrate				
achieve	eved in an Demonstrates ability to inc					to indepe	endently	informa	ation and	ideas	ideas an	d occasior	nally	indepe	ndent syı	nthesis	ideas and p	lace tl	nem v	vithin an	
exempl	mplary manner to to outstanding synthesise in								ers new			w insights		of infor	mation a	nd ideas	1 1 1				
an exce	n exceptionally high independent synth				nthesis	and ide	eas and	create a	insights	s/original		response	es to probl	ems	and of	ers few n	ew	original idea	ıs or iı	าsight	s
standar	ď		of inforr	mation a	ınd	range o	of new in	sights/	respon	ses to pro	blems	and/or de	evelop nev	N	insight	s/original		evident.			
Work is	well bey	ond the			a range		I respon:	ses to	and/or	develop r	new	approach				ses to pr					
	ations for		of new	insights	/ original	probler	ns that r	nay	approa	ches to		unpredic	table situa	ations.	that ex	pand or r	edefine				
ολροσια	10110 101		respons	ses to pi	roblems	expand	d or rede	fine	unpred	ictable sit	uations.				existing	g knowled	dge.				

	eptional		Outs	standing			cellent v			n quality	work	Satis	sfactory	work	Ins	ufficient	work	Poor/ v	ery poo	or work	
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Transferable skills - including communication and presentation

Exce	ptional	work	Outs	standing	work	Exc	cellent w	vork	High	quality	work	Satis	sfactory	work	Ins	ufficient	work	P	or/ v	ery po	or w	ork
			Di	istinctio	n					Merit			Pass		N	Narginal	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
Citations	s and Re	eferencir	ng																			
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 well beyond the expectations of the level, and is of publishable quality, with an extensive range of relevant reading including literature relating to the latest research. 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 relating to the latest research. Poor engagement with an appropriate range of relevant reading literature relating to the latest research. Vork is of publishable quality, with amendments. Work is of publishable quality, with amendments.			and no vant leavily		g or e	e of rele ngager ents.																
All refere	research. ences/citations All references/citations All references/c							itations	All refe	rences/ci	tations	All referer	nces/citat	ions	Refere	nces/cita	tions	Some	refere	ences/c	itatio	ns

Health S Exce	ptional			tanding			cellent v			h quality	work	Sati	sfactory	work	Insi	ufficient	work		Poor/ v	erv po	or wo	rk
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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

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	
A	15	Excellent work. Fully achieves the Learning Outcomes in accordance with the Level Descriptors.
A -	14	
B +	13	
В	12	Generally good work but with some minor defects. Ably achieves the Learning Outcomes in accordance with the Level Descriptors.
B -	11	
C +	10	
С	9	Generally sound work, but with a small number of errors or omissions. Satisfactorily achieves the Learning Outcomes in accordance with the Level Descriptors.
C -	8	
D +	7	
D	6	Adequate work but with a number of significant errors or omissions. Marginally achieves the Learning Outcomes in accordance with the Level Descriptors.
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
E -	3	according to the Level Descriptors.
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.

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 if 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.
	Ably achieves the Learning Outcomes in accordance with the Level Descriptors.
50% - 59%	Generally sound work, but with a small number of errors or omissions.
30 /0 - 39 /0	Satisfactorily achieves the Learning Outcomes in accordance with the Level Descriptors.
400/ 400/	Adequate work but with a number of significant errors or omissions.
40% - 49%	Marginally achieves the Learning Outcomes in accordance with the Level Descriptors.
FAIL GRADES	Criteria
35% - 39%	Unsatisfactory work with a significant number of serious errors and omissions.
3370 - 3970	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.
	Unsatisfactory work with a significant number of serious errors and omissions.
21% - 34%	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.
U70	Work contains cause for concern on issues of safety.