

UNIVERSITY *of* York
The Department of Health Sciences

Theoretical Marking Criteria – Level 6 (Category 2 students – New Modular Scheme)					
Grade (%) Classification	Structure and organisation	Knowledge	Application of theory to practice (including critical reflection)	Analysis (including evaluation)	Use of source material
	10%	20%	30%	30%	10%
Outstanding 90 – 100	The presentation, structure and organisation are outstanding.	Outstanding knowledge and understanding of the subject and evidence base to support safe and acceptable standards of practice.	Exceptional application of theory to support safe standards of practice.	Outstanding examination of concepts. Outstanding evaluation demonstrated.	Outstanding use of source material. Wider reading demonstrated. References accurately presented.
Excellent 80 – 89	The presentation, structure and organisation are excellent.	Excellent knowledge and understanding of the subject and evidence base to support safe and acceptable standards of practice.	Excellent application of theory to support safe standards of practice.	Excellent examination of concepts. Outstanding evaluation demonstrated.	Excellent use of source material. Wide reading demonstrated. References accurately presented.
Very Good 70 – 79	The presentation, structure and organisation are very good.	Very good knowledge and understanding of the subject and evidence base to support safe and acceptable standards of practice.	Very good application of theory to support safe standards of practice.	Very good examination of concepts. Very good evaluation demonstrated.	Very good use of source material. Wide reading demonstrated. References accurately presented.
Good 60 – 69	Overall, logically organised and presented. Appropriate academic style.	Good knowledge and understanding of the subject and evidence base to support safe and acceptable standards of practice.	In depth application of theory to support safe standards of practice.	Connections between concepts clearly explored. Good evaluation demonstrated.	Good use of source material. Relevant reading demonstrated. Minimal errors in referencing.
Sound 50 – 59	Reasonably constructed. Occasionally lacks clarity and coherence. Minimal presentation errors.	Reasonable knowledge and understanding of the subject and evidence base to support safe and acceptable standards of practice.	Reasonable depth of application of theory to support safe standards of practice.	Reasonable exploration of connections between concepts. Reasonable evaluation demonstrated.	Reasonable use of relevant source material. Reasonable reading demonstrated. Some errors in referencing.

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Grade (%) Classification	Structure and organisation	Knowledge	Application of theory to practice (including critical reflection)	Analysis (including evaluation)	Use of source material
	10%	20%	30%	30%	10%
Satisfactory 40 – 49	Work is satisfactory, however lacks consistent clarity and coherence. Some errors in presentation.	Overall, work is satisfactory. Limited but adequate knowledge of subject and the evidence base to support safe and acceptable standards of practice.	Satisfactory depth of application of theory to support safe standards of practice.	Satisfactory exploration of connections between concepts. Satisfactory evaluation demonstrated.	Satisfactory use of source material. Sufficient reading demonstrated. Notable errors in referencing.
Inadequate 30 – 39	Lacking in clarity and coherence. Frequent errors in presentation.	Overall, work is weak with minimal demonstration of knowledge of subject, but demonstrates safe practice.	Weak theory practice links but not unsafe	Weak exploration of connections between significant concepts. Weak evaluation demonstrated.	Limited use of source material. Minimal reading demonstrated. Significant errors in referencing.
Poor 20 – 29	Poor presentation, structure and organisation.	Inadequate knowledge and understanding of the subject and evidence base to support safe and acceptable standards of practice.	Minimal application of theory to safe standards of practice.	Poor exploration of connections between concepts. Poor evaluation demonstrated.	Poor use of source material. Limited use of academic sources. Unsystematic presentation of references.
Very Poor 0 – 19	Very poor presentation, structure and organisation.	Totally inadequate knowledge and understanding of the subject and evidence base to support safe and acceptable standards of practice.	Little or no application of theory to safe standards of practice.	Very poor exploration of connections between concepts. No evaluation demonstrated.	Very poor use of source material. No evidence of use of academic sources.

Professionally regulated programmes: In any assignment a failure to identify a serious problem or an answer that would cause a patient/client harm will result in failure of the assignment.