

Theoretical Marking Criteria – Level 7

N.B. These marking criteria are based on the QAA Framework for higher education qualification in England, Wales and Northern Ireland (2008)

	Structure & organisation	Knowledge	Application of knowledge & understanding (incl. critical reflection)	Analysis (including critical evaluation)	Use of source material
The student should demonstrate:	Adherence to the presentation guidelines; conforms to the conventions for Masters level work. (NB. the mark for structure and organisation does not relate to the content of the assignment)	Originality in developing or applying ideas, often in a research context across a breadth of relevant literature.	Originality in the application of knowledge and understanding, demonstrating problem solving abilities in new, complex or unfamiliar environments within broader or multi-disciplinary contexts.	The ability to integrate knowledge and handle complexities; to formulate judgements using underpinning knowledge; to communicate conclusions to specialist & non-specialist audiences. Critical awareness of current problems at the forefront of their academic discipline/field of study or area of professional practice.	Discernment in selecting sources and the use of that material to support complex discussions. Integration of knowledge gained through reading, research and reflection to support arguments, formulate judgements and conclusions. The ability to critically evaluate current evidence, included in the work, relevant to the academic discipline/field of study or area of professional practice.

Grade (%) Classification	Please indicate what % you would attribute to each of the criteria. For example 'Analysis' (Outstanding 90%) the mark awarded for Analysis would be 27% of the total mark for the work.
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	Structure & organisation	Knowledge	Application of knowledge & understanding (incl. critical reflection)	Analysis (including critical evaluation)	Use of source material
80-100% (Outstanding)	Structure and organisation is coherent, polished and fluent.	Knowledge displayed is comprehensive, coherent, polished and fluent.	Application of knowledge and understanding is comprehensive, coherent, polished and fluent.	Analysis is comprehensive, coherent, polished and fluent.	Use of source material is comprehensive, coherent, polished and fluent.
70-79% (Very good)	Structure and organisation is very good, but lacks the fluency or polish of the highest band.	Knowledge displayed is very good, but lacks the fluency or polish of the highest band.	Application of knowledge and understanding is very good, but lacks the fluency or polish of the highest band.	Analysis is very good, but lacks the fluency or polish of the highest band.	Use of source material is very good, but lacks the polish of the highest band.
60-69% (Good)	Structure and organisation is good but may have some omissions.	Knowledge displayed is good and shows independent thought but may have some omissions.	Application of knowledge and understanding is good and shows independent thought but may have some omissions.	Analysis is good and shows independent thought but may have some omissions.	Use of source material is good and shows independent thought but may have some omissions.
50-59% (Adequate)	Structure and organisation is adequate.	Knowledge displayed is adequate but work is predominantly descriptive and relies heavily on given source material.	Application of knowledge and understanding is adequate but work is predominantly descriptive and relies heavily on given source material.	Analysis is adequate but work is predominantly descriptive and relies heavily on given source material.	Use of source material is adequate but work demonstrates over-reliance on this and is predominantly descriptive.
Threshold	To gain a full pass mark assignments must engage with material beyond module lectures, key texts and reference material in line with Departmental guidelines.				
40-49% (Inadequate)	Structure and organisation is unsatisfactory.	Knowledge displayed is factually accurate but with errors in interpretation.	Application of knowledge and understanding is unsatisfactory with errors in interpretation.	Analysis is unsatisfactory with errors in interpretation.	Use of source material is factually accurate but with errors in interpretation.
Threshold	To gain a mark in the compensatable range assignments must address the task of question set. <u>Professionally regulated programmes:</u> 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.				
0-39% (Poor)	Structure and organisation is poor or assignment is incomplete.	Knowledge displayed is poor, incomplete and/or fails to address the question or task.	Application of knowledge and understanding is poor, incomplete and/or fails to address the question or task.	Analysis is poor, incomplete and/or fails to address the question or task.	Use of source material is poor, incomplete or fails to address the question or task.