

Issue	Grade A	Grade B+	Grade B	Grade C	Refer/Fail
Relevance to module	Module aims and themes are integral to the assignment.	Clear focus on module aims and themes of the assignment.	Mainly focused on aims and themes of the assignment.	Some of the writing is focused on module aims and themes of the assignment.	Makes no attempt to address module focus aims or themes of the assignment.
Extent of evaluation	Evaluation within assignment rigorous and appropriate.	Good clear evidence of evaluation carried out within assignment.	Evaluation reasonably well carried out	Some attempt at evaluation within assignment.	No attempt at evaluation within assignment
Quality of reasoning	Analytical and clear conclusions well grounded in theory and literature, showing development of new concepts.	Good developments shown in summary of arguments based on theory/literature and beginnings of synthesis.	Evidence of findings and conclusions grounded in theory/literature.	Limited evidence of findings and conclusions supported by the literature and theory.	Unsubstantiated/invalid conclusion, based on anecdotes and generalisations only.
Application of criticism and theory	Assignment consistently demonstrates application of theory/critical analysis integrated.	Clear evidence of application of theory/ critical analysis.	Demonstrate applications of theory/ critical analysis to the topic area.	Some evidence of critical thought and rationale for work.	Lack of critical thought/ analysis/ reference to theory.

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Application to practice	Application of topic to personal social and and professional practice relevant and innovative .	Appropriate application to personal, societal and professional practice	Begins, to show application to personal, societal and professional practice	Superficial application to personal, societal and professional practice	Failure to apply topic to personal, societal and professional practice.
Oral presentation skills	Excellent clarity, pace and confident delivery.	Well-paced and clear and confident delivery.	Well-paced delivery.	Speed of delivery and audibility fluctuate during presentation.	Unsatisfactory speed of delivery and audibility in presentation.
Skill at facilitating discussion	Excellent enabling pacing and summarising of discussion.	Clear evidence of ability to stimulate, facilitate and summarise discussion.	Some ability to stimulate and facilitate discussion or be directive.	Some ability to facilitate discussion but tendency to miss opportunities.	Inability to stimulate/ facilitate discussion.
Clarity and quality of written expression	Clarity of expression excellent. Consistently accurate use of grammar and spelling professional/academic writing style.	Thoughts and ideas clearly expressed. Grammar and spelling accurate with fluent fluent.	Language mainly fluent. Grammar and spelling mainly accurate and language fluent	Meaning apparent but.... language not always fluent, grammar and spelling still poor.	Purpose and meaning of assignment unclear. Language, grammar and spelling poor.

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Understanding of subject	Work shows a well co-ordinated, grounded and reasoned understanding of topic and its relevance to practice	Consistent understanding demonstrated in a logical, coherent and lucid manner.	Demonstrates understanding in a style which is logical, coherent and flowing.	Attempts a logical and coherent understanding of the subject area.	Fails to demonstrate understanding of the subject/topic area.
Length					Significantly under/over required length as specified in module guide.
Referencing	Referencing clear, relevant and consistently accurate using the Harvard system.	Referencing relevant and mostly accurate using the Harvard system.	Minor inconsistencies and inaccuracies in referencing using the Harvard system.	Referencing present but had inconsistencies and inaccuracies.	Referencing inaccurate or absent.
Choice and use of content and theory	Assignment demonstrates considerable innovation in the handling of content/theory.	Insightful and appropriate selection of content/theory in key areas.	Most key theories included in work in an appropriate manner.	Appropriate selection of content/theory but some key aspects missed/misconstrued.	Inaccurate or inappropriate content/theory.

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Use of literature	Has developed own ideas and justified using a wide range of sources of theories and literature which has been thoroughly analysed, applied and tested.	Ability to appraise critically the theory and literature from a variety of courses, developing own ideas in the process.	Clear evidence and application of readings relevant to the subject within the text.	Little or no evidence of reading around the subject.	Evidence of some limited reading around the subject