

## COMMON GRADING SCHEME (Reflective Writing)

The Common Grading Scheme (CGS) applies to all courses, except where published Assessment & Award Regulations incorporate the 10-point scheme.

This is the marking scheme for individual pieces of work and not the degree classification scheme. The latter is calculated through the aggregation of marks from the full range of assessments undertaken by a candidate.

Each mark has a short descriptor and a full definition of what is to be expected of an answer that is assigned that mark. For the more commonly used grades, there is a core descriptor of the essential grade (e.g. upper second) and enhancer/detractor points which would place the mark in the 'high' or 'low' range of the 'class'. Only those percentages that appear with descriptors in the marking scheme are to be used; percentages that fall between these **must not** be used.

### *Application of the Scheme*

The descriptors indicate how marks should be allocated according to the standard of a piece of work in three different categories; "selection and coverage of material", "understanding" and "structure, clarity and presentation". Where an answer comprises entirely or almost entirely incorrect information, no credit will be given for Structure, Clarity and Presentation.

Descriptor	Reflective Essay Descriptor	Reflective Writing	Mark	BSc Class	BVM / VN / MSc / CertAVP Grade
<b>No Answer</b>	<p><b>Selection &amp; Coverage of Material</b> Nothing presented or completely incorrect information or containing nothing at all of relevance.</p> <p>and / or</p> <p><b>Understanding</b> None evident. No evidence of wider reading of an appropriate nature.</p> <p>and / or</p> <p><b>Structure, clarity and presentation</b> None or extremely poor.</p>	<p><b>Selection &amp; Coverage of Material</b> Nothing presented or completely incorrect information or containing nothing at all of relevance.</p> <p>and / or</p> <p><b>Understanding</b> None evident.</p> <p>and/or</p> <p><b>Structure, Clarity &amp; Presentation</b> None or extremely poor.</p>	0	Fail	Fail
<b>Extremely Poor Answer</b>	<p><b>Selection &amp; Coverage of Material</b> Hardly any information or information that is almost entirely incorrect or irrelevant.</p> <p>and / or</p> <p><b>Understanding</b> No or almost no understanding evident. No, or almost no, evidence of wider reading of an appropriate nature.</p> <p>and / or</p> <p><b>Structure, clarity and presentation</b> None or very poor.</p>	<p><b>Selection &amp; Coverage of Material</b> Hardly any information or information that is almost entirely incorrect or irrelevant.</p> <p>and / or</p> <p><b>Understanding</b> No or almost no understanding evident.</p> <p>and / or</p> <p><b>Structure, Clarity &amp; Presentation</b> None or very poor.</p>	15	Fail	Fail
<b>Very Poor Answer</b>	<p><b>Selection &amp; Coverage of Material</b> Very limited amount of information that is correct and relevant.</p> <p>and / or</p> <p><b>Understanding</b> If any, extremely limited evidence of understanding. No, or almost no, evidence of wider reading of an appropriate nature.</p> <p>and / or</p> <p><b>Structure, clarity and presentation</b> Very poor.</p>	<p><b>Selection &amp; Coverage of Material</b> Very limited amount of information that is correct and relevant.</p> <p>and / or</p> <p><b>Understanding</b> If any, extremely limited evidence of understanding. No, or almost no, evidence of wider reading of an appropriate nature. No discernible reflection.</p> <p>and / or</p> <p><b>Structure, Clarity &amp; Presentation</b> Very poor.</p>	27	Fail	Fail

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<b>Poor Answer</b>	<p><b>Selection &amp; Coverage of Material</b> Little information that is correct and relevant.</p> <p>and / or</p> <p><b>Understanding</b> If any, very limited evidence of understanding. There may be evidence of very limited wider reading of an appropriate nature.</p> <p>and / or</p> <p><b>Structure, Clarity &amp; Presentation</b> Poor.</p>	<p><b>Selection &amp; Coverage of Material</b> Little information that is correct and relevant.</p> <p>and / or</p> <p><b>Understanding</b> If any, very limited evidence of understanding. There may be evidence of very limited wider reading of an appropriate nature, and fragmented attempts at reflection.</p> <p>and / or</p> <p><b>Structure, Clarity &amp; Presentation</b> Poor.</p>	35	Fail	Fail
<b>Clearly Deficient Answer</b>	<p><i>As for 45 but with a greater number, and/or more significant, omissions/inaccuracies/errors, flaws in understanding, presentation and/or communication of information. There may be less evidence of wider reading of an appropriate nature.</i></p>	<p><i>As for 45 but with a greater number, and/or more significant, omissions/inaccuracies/errors, flaws in understanding, interpretation, presentation and/or communication of information.</i></p>	42	Third	Fail
<b>Deficient Answer</b>	<p><b>Selection &amp; Coverage of Material</b> 'Descriptive writing'; primarily non-reflective writing that may report literature as well as events, but there will be no intellectual engagement with either.</p> <p>and / or</p> <p><b>Understanding</b> Some evidence of understanding but assertions or observations will be unsupported. Little evidence of critical analysis. Very limited reference to published work from authoritative sources.</p> <p>and / or</p> <p><b>Structure, Clarity &amp; Presentation</b> Adequate, although may not be entirely systematic.</p>	<p><b>Selection &amp; Coverage of Material</b> 'Descriptive writing'; primarily non-reflective writing that may report literature as well as events, but there will be no intellectual engagement with either, i.e. there is no real reflection.</p> <p>and / or</p> <p><b>Understanding</b> Some evidence of understanding but assertions or observations will be unsupported. Little evidence of critical analysis. Very limited reference to published work from authoritative sources.</p> <p>and / or</p> <p><b>Structure, Clarity &amp; Presentation</b> Adequate, although may not be entirely systematic.</p>	45	Third	Fail

Descriptor	Reflective Essay Descriptor	Reflective Writing	Mark	BSc Class	BVM / VN / MSc / CertAVP Grade
<b>Marginally Deficient Answer</b>	<i>As for 45 but with fewer, and/or less significant, omissions/inaccuracies/errors, flaws in understanding, interpretation, presentation and/or communication of information. There may be more evidence of wider reading of an appropriate nature and more support for assertions or observations.</i>	<i>As for 45 but with fewer, and/or less significant, omissions/inaccuracies/errors, flaws in understanding, interpretation, presentation and/or communication of information. There may be more evidence of wider reading of an appropriate nature and more support for assertions or observations.</i>	48	Third	Fail
<b>Adequate Answer</b>	<i>As for 55 but with more significant/frequent lapses and limitations in skills of analysis and argument and/or flaws in communication/organisation. There may be less evidence of wider reading of an appropriate nature.</i>	<i>As for 55 but with more significant/frequent lapses and limitations in skills of analysis and argument and/or flaws in communication/organisation. There may be less evidence of wider reading of an appropriate nature.</i>	52	2:ii	Pass
<b>Sound Answer</b>	<p><b>Selection &amp; Coverage of Material</b> “Descriptive reflection”; the writer explains an event in relation to their personal belief, or possibly in relation to an identified authority. They might identify more than one point of view although little attempt is made to distinguish a superior approach based on underlying principles.</p> <p><b>Understanding</b> Basic grasp of concepts, with most assertions and observations supported and some evidence of critical analysis. Adequate reference to published work from authoritative sources.</p> <p><b>Structure, Clarity &amp; Presentation</b> Reasonably well-organised and logically presented with adequate clarity of expression.</p>	<p><b>Selection &amp; Coverage of Material</b> “Descriptive reflection”; the writer explains an event in relation to their personal belief, or possibly in relation to an identified authority. They might identify more than one point of view although little attempt is made to distinguish a superior approach based on underlying principles. The writer might reflect on an emotional reaction to their experience.</p> <p><b>Understanding</b> Basic grasp of concepts, with most assertions and observations supported and some evidence of critical analysis. Adequate reference to published work from authoritative sources.</p> <p><b>Structure, Clarity &amp; Presentation</b> Reasonably well-organised and logically presented with adequate clarity of expression.</p>	55	2:ii	Pass
<b>Very Sound Answer</b>	<i>As for 55 but with fewer, and/or less significant, omissions/inaccuracies/errors and more evidence of critical ability and/or powers of argument and clarity of expression.</i>	<i>As for 55 but with fewer, and/or less significant, omissions/inaccuracies/errors and more evidence of critical ability and/or powers of argument and clarity of expression.</i>	58	2:ii	Pass
<b>Quite Good Answer</b>	<i>As for 65 but with less evidence of analysis and more, or more important, omissions/ inaccuracies/errors. There is likely to be less evidence of wider reading through reference to published work from authoritative sources.</i>	<i>As for 65 but with less evidence of critical judgement and more, or more important, omissions/ inaccuracies/errors. There is likely to be less evidence of wider reading through reference to published work from authoritative sources.</i>	62	2:i	Pass

Descriptor	Reflective Essay Descriptor	Reflective Writing	Mark	BSc Class	BVM / VN / MSc / CertAVP Grade
<b>Good Answer</b>	<p><b>Selection &amp; Coverage of Material</b>  “Dialogic reflection”; the writer analyses and explains events in relation to their own views of the observations. They place the implications of the event in a wider context and explore these in relation to possible changes in their own practice. There is a discourse with self and the literature, exploring experiences, events and actions using possible alternatives for explaining and hypothesizing.</p> <p><b>Understanding</b>  Thorough grasp of concepts with all observations and assertions fully supported. Some evidence of original/innovative thinking. Appropriate reference to published work from authoritative sources.</p> <p><b>Structure, Clarity &amp; Presentation</b>  Logical and well-organised account with clarity of expression.</p>	<p><b>Selection &amp; Coverage of Material</b>  “Dialogic reflection”; the writer analyses and explains events in relation to their own views of the observations. They place the implications of the event in a wider context and explore these in relation to possible changes in their own practice. There is a discourse with self and the literature, exploring experiences, events, and actions using possible alternatives for explaining and hypothesising.</p> <p><b>Understanding</b>  Thorough grasp of concepts with all observations and assertions fully supported. Some evidence of original/innovative thinking. Appropriate reference to published work from authoritative sources.</p> <p><b>Structure, Clarity &amp; Presentation</b>  Logical and well-organised account with clarity of expression.</p>	65	2:i	Merit
<b>Very Good Answer</b>	<p><i>As for 65 but with more evidence of analysis and fewer and/or less significant omissions/inaccuracies/errors. There is likely to be more evidence of wider reading through reference to published work from authoritative sources.</i></p>	<p><i>As for 65 but with more evidence of critical judgement and fewer and/or less significant omissions/inaccuracies/errors. There is likely to be more evidence of wider reading through reference to published work from authoritative sources.</i></p>	68	2:i	Merit

Descriptor	Reflective Essay Descriptor	Reflective Writing	Mark	BSc Class	BVM / VN / MSc / CertAVP Grade
<b>Extremely Good Answer</b>	<p><b>Selection &amp; Coverage of Material</b>            “Critical reflection”; critical analysis of personal experiences, contextualised and informed by theory. An event is viewed from multiple perspectives, the evidence is analysed critically and either a choice or judgment is made between actions, or, what has been discovered is integrated into a better understanding of the issue. The writer clearly demonstrates the impact of the experience on their personal development and the resulting change in their own practice.</p> <p><b>Understanding</b>            Thorough grasp of concepts with some critical and/or comparative comment on all observations. Clear evidence of original/innovative thinking. Published work from authoritative sources used extensively and appropriately.</p> <p><b>Structure, Clarity &amp; Presentation</b>            Very well-organised.</p>	<p><b>Selection &amp; Coverage of Material</b>            “Critical reflection”; critical analysis of personal experiences, contextualised and informed by theory. An event is viewed from multiple perspectives, the evidence is analysed critically and either a choice or judgment is made between actions, or, what has been discovered is integrated into a better understanding of the issue. The writer clearly demonstrates the impact of the experience on their personal development and the resulting change in their own practice.</p> <p><b>Understanding</b>            Thorough grasp of concepts with some critical and/or comparative comment on all observations. Clear evidence of original/innovative thinking. Published work from authoritative sources used extensively and appropriately.</p> <p><b>Structure, Clarity &amp; Presentation</b>            Very well-organised.</p>	75	First	Distinction
<b>Excellent Answer</b>	<p><i>As for 75 but demonstrating an authoritative grasp of concepts with sustained powers of argument, frequent insights and much evidence of original/innovative thinking. Virtually no errors or omissions and none of significance.</i></p>	<p><i>As for 75 but demonstrating an authoritative grasp of concepts with sustained powers of argument, frequent insights and much evidence of original/innovative thinking. Virtually no errors or omissions and none of significance.</i></p>	82	First	Distinction
<b>Outstanding Answer</b>	<p><i>As for 82 but with strong evidence of original/innovative thinking throughout and no omissions or factual errors. Would be of publishable standard with only minor modifications to content.</i></p>	<p><i>As for 82 but with strong evidence of original/innovative thinking throughout and no omissions or factual errors. Would be of publishable standard with only minor modifications to content.</i></p>	90	First	Distinction

Descriptor	Reflective Essay Descriptor	Reflective Writing	Mark	BSc Class	BVM / VN / MSc / CertAVP Grade
Exceptional Answer	<p><b>Selection &amp; Coverage of Material</b> Exceptional analysis of events and concrete evidence of behavioural change and impact on practice.</p> <p><b>Understanding</b> Exceptional powers of analysis, argument, synthesis and insight. Considerable evidence of extensive wider reading of an appropriate nature.</p> <p><b>Structure, Clarity &amp; Presentation</b> Flawless.</p>	<p><b>Selection &amp; Coverage of Material</b> Exceptional analysis of events and concrete evidence of behavioural change and impact on practice.</p> <p><b>Understanding</b> Exceptional powers of analysis, argument, synthesis and insight. Considerable evidence of extensive wider reading of an appropriate nature.</p> <p><b>Structure, Clarity &amp; Presentation</b> Flawless. Of publishable standard with only amendments in style/formatting required.</p>	100	First	Distinction