

Schedule 1

University Code of Assessment

Primary Grade	Description	Secondary Band	Primary verbal descriptors for attainment of Intended Learning Outcomes
A	Excellent	A1 A2 A3 A4 A5	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.
B	Very Good	B1 B2 B3	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding.
C	Good	C1 C2 C3	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding.
D	Satisfactory	D1 D2 D3	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure.
E	Borderline Fail	E1 E2 E3	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations.
F	Clear Fail	F1 F2 F3	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions.
G	Fail	G1 G2	Attainment of intended learning outcomes markedly deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation.
H	Fail		No work submitted for assessment.

Note: Senate rules indicate that the middle secondary band should normally be awarded unless there is justification for departing from this.

Additional Guidance for assessment of written work

A	Excellent presentation totally focused on the topic. Shows wide knowledge, insight and originality. Student's opinion should be evident and logically argued when appropriate. Integration of material from different sources. Logical and concise presentation; well structured. Relevant references included with appropriate choice of examples. Contains only unimportant (trivial) factual and/or grammatical errors
B	Very good comprehensive presentation notable for content and synthesis rather than originality. Must be based on more than a single piece of literature and must show real understanding of the topic. Very good presentation style.
C	Good presentation based largely on a single piece of literature. Must be accurate and relevant but may be inadequately organized and may omit some important material. Good presentation style.
D	Significant omissions and inclusion of irrelevant material but contains the elements of a logical approach. Presentation may be poor but just acceptable.
E	Substantial omissions and inclusion of irrelevant material. Poor presentation style but some effort made.
F	Largely (but not completely) irrelevant material presented. Inadequate presentation style.
G	No relevant material presented.

Schedule 1 (Assessment Proforma)

Student Name:

Matric no:

SSC date:

Supervisor Name:

e-mail:

Phone:

Please enter a grade for each relevant assessment.

Supervisor's assessment

Report/essay/dissertation

Oral presentation

Case Reports

Laboratory reports

Written examination

Other (please specify)

Comments

Please provide feedback to student on performance during the SSC

Confidential Comments for SSC Director