**MSc Global Health Academic Standards and Corresponding Grade Boundaries**

All of your assessments (essays, exams and presentations) will be designed and marked with reference to the academic standard that correspond with your level of study. This is to ensure that marking is fair and so that you can identify areas in need of improvement and success throughout your time on the MSc Global Health degree. Please make sure you understand the standards that correspond to your year of study. It is a good idea to refer to these standards when preparing for assessments. You might also want to use them to structure discussions about your progress with your personal tutor.

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| Level 7 (MSc): Academic Standards and Corresponding Grade Boundaries/ Descriptors |
| Class  | Grade  | Mark range  | Descriptor  |
| Distinction  | A+  | 90-100  | Fulfils all criteria of ‘A’ (below) and in addition demonstrates insightful and original thinking. Shows a deep, penetrating and sophisticated knowledge of the subject, and an exceptionally high level of critical analysis. Exemplary work that is of potential publishable quality. The work demonstrates strong evidence of intellectual ambition. |
| A  | 80-89  | An outstanding response showing a comprehensive knowledge of the topic. Very high level of critical analysis maintained throughout. Demonstrates a very sophisticated level of argument throughout. Very high level of critically engagement with the literature, and goes beyond it. Shows an very comprehensive command of the relevant literature, and knowledge of relevant theories, conflicting views and evidence, and demonstrates an outstanding ability to question existing views. Demonstrates very high level of independent thinking. Very well-structured argument with exceptionally fluent and cogent style, and correct use of references. The work demonstrates clear evidence of intellectual ambition. |
| A-  | 70-79  | An excellent response showing comprehensive knowledge of the topic. A critical and thoughtful analysis of the subject matter. Demonstrates a sophisticated level of argument. Engages critically with the literature. Shows an excellent command of the relevant literature, and knowledge of relevant theories, conflicting views and evidence. Demonstrates independent thinking. Well-structured argument with fluent and cogent style, and correct use of references. The work demonstrates some evidence of intellectual ambition. |
| Merit | B+  | 67-69  | Demonstrates a very good knowledge of the subject and understanding of the literature and relevant theories. Shows good comprehensive knowledge of the relevant literature and a high level of critical awareness and argument. Authors are presented critically. Very good writing style that is well structured with correct use of references.  |
| B  | 63-66  | Demonstrates a good knowledge of the subject and a good understanding of the literature and relevant theories. Comprehensive discussion of relevant literature with no serious flaws or misconceptions. Effective level of critical awareness and argument. Good quality of writing which is well structured with correct use of references.  |
| B-  | 60-62  | Demonstrates decent knowledge of the subject and a decent understanding of the relevant literature and theories. A clear critical presentation of the main issues relevant to the topic showing knowledge of the relevant arguments. A well-structured, fluent and cogent response. No serious flaws or misconceptions but may be some omissions and/or minor errors  |
| Pass | C+  | 57-59  | Demonstrates a clear argument and presentation of the subject matter, but may lack a full consideration of all the relevant issues, and may venture into areas not relevant to the task. Low level of argument and critical analysis. No major factual errors and misunderstandings. |
| C  | 53-56  | Demonstrates some relevant knowledge of the subject matter, but may lack a full consideration of all the relevant issues, and may venture into areas not relevant to the task. There may be some factual errors and misunderstandings. Low level of critical engagement.  |
| C-  | 50-52  | Demonstrates a basic understanding of the topic. The literature is presented descriptively and the discussion presents little critical insight. There may be factual errors and misunderstanding. The argument may be poorly structured and not always relevant to the topic.  |
| Fail  | D  | 40-49  | Shows some understanding of the subject matter but also demonstrates significant gaps, errors and/or misunderstandings. The argument may be unclear and unstructured, and not convincing in its use of evidence.  |
| E  | 30-39  | Fundamentally flawed in its understanding of the subject matter, and an inability to present a coherent argument. May contain some relevant information, but insufficient to address the topic. Fragmentary discussion with some merit but serious gaps and omissions.  |
| F | 20-29 | Inadequate or largely irrelevant and lacking serious scholarly content. Little knowledge of the topic. Unintelligible and inaccurate content and argument. Poor use of English. |
| U | 0-19 | A discussion with no relevance to the topic, which demonstrates no apparent idea as to what was required. Shows little sense of basic skills of essay-writing.  |