

Assessment Descriptors – Table D

PRESENTATION: - Structure, Language, Grammar, Written expression Figures, Tables, Referencing

Correct and consistent grammar, punctuation and spelling for all such significant pieces of independent learning and is explicitly included in the assessment rubric. An example of assessment criteria by degree classification mark-band is given below, though Schools may wish to develop their own to fit their academic discipline.

	Level 6	Masters
Undergraduate: 0-39% - Unsatisfactory/poor	Length requirements not observed. Structure severely flawed. No clear progression through and between sections. Sections are inappropriate to the type of research carried out. Inappropriate use of language with poor grammar, punctuation and spelling , figures and tables, etc. unacceptable. Many basic errors in referencing or use of unattributed material. Use of unattributed material or inadequate referencing;	N/A
Undergraduate: 40-49% - Adequate Masters	Length requirements not observed, Little logical progression through and between each section. Some sections not appropriate to the project as carried out. Errors in use of language, grammar, punctuation and spelling affecting	Limited documentation of results; length requirements not observed; arguments or reasoning incomplete; poor structure; abstract does not adequately describe work; use of unattributed material or inadequate referencing; spelling, punctuation and grammatical

<p>0-50% - Below MSc pass standard</p>	<p>comprehensibility. Some deviations from professional conventions. Poor but adequate layout with figures and tables. Errors remaining after proof-reading. Adequate referencing with some errors</p>	<p>errors in use of language affecting comprehensibility; deviations from scientific conventions; poor layout; poor figures and tables; errors remaining after proof-reading.</p>
<p>Undergraduate: 50-59% - Fair</p> <p>Masters 50-59% - Fair/Pass</p>	<p>Length requirements observed; Progression through and between sections uneven or unclear at times. Basic use of language with some grammar, punctuation and spelling errors. Basic use of professional conventions. Fair layout with appropriate use of figures and tables. Most errors removed in proof- reading. Adequate referencing with few errors.</p>	<p>Adequate documentation of results; length requirements observed; some clear scientific arguments developed; abstract adequately describes work; basic use of language with mostly correct spelling, punctuation and grammar; basic use of scientific conventions including references; adequate layout with appropriate use of figures and tables; most errors removed in proof-reading.</p>
<p>Undergraduate: 60-69% - Good</p> <p>Masters: 60-69% - Good/Merit</p>	<p>Appropriate length without obvious omission or repetition. Mostly logical progression through and between sections. Proper use of language with few grammar, punctuation and spelling errors. Proper use of professional conventions. Clear layout with good use of figures and tables. Almost all errors removed in proof-reading. Adequate referencing.</p>	<p>Clear documentation of results; appropriate length without obvious omission or repetition; consistent development of clear scientific arguments; abstract accurately describes work; proper use of language with correct spelling punctuation and grammar; proper use of scientific conventions including references; clear layout with appropriate use of figures and tables; almost all errors removed in proof-reading.</p>

<p>Undergraduate: 70-100% - Very good, excellent, outstanding</p> <p>Masters: 70-100% - Very good to excellent/Distinction</p>	<p>Concise and cohesive without obvious omission. Elegant; skilful use of language without grammar, punctuation or spelling errors. Proper use of scientific and professional conventions. Clear and logical progression through and between sections. Imaginative use of tables and figures. Accurate proofreading. Pleasing overall layout. Adequate referencing</p>	<p>Clear and imaginative documentation of results; concise presentation without obvious omission; clear, consistent and rigorous scientific arguments developed that link the whole thesis into a cohesive work; abstract conveys essence of work elegantly; skilful use of language with correct grammar, punctuation and spelling; skilful use of scientific conventions; strong layout; imaginative use of tables and figures; accurate proof-reading; pleasing overall layout.</p>
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