

NOTES FOR MARKERS: When marking the assignment (assignments may include reports and dissertations), please refer to the grade-related criteria for all taught Master's degrees other than the MTcg which are given below (markers of MTcg assignments should refer to the MTcg criteria not reproduced here). The Pass grades are A to C, while D is a Fail.

Each marker should provide written feedback on the attached form, where the grade allocated should also be recorded. Please note that the grade issued at this stage is subject to formal ratification by the relevant examination board.

Grade-related criteria for taught Master's degrees other than the MTcg

These criteria are intended to do duty for a large and wide range of courses and modules. They should be interpreted in the context of the stated learning outcomes for courses and modules. In particular, not every criterion will apply to each module assignment. However, it is expected that there will be considerable overlap in the criteria deployed for individual assignments and that the full range of criteria will be utilised across an individual's programme.

A

grasp of field of study

- outstanding grasp of issues and high level of critical insights into field of study
- extensive, insightful and critical review of literature
- high levels of creativity and independence of thought in the application of knowledge

understanding and evaluating research and methodologies

- sophisticated conceptual understanding and high levels of critical evaluation of scholarship, research and methodologies in the field
- outstanding understanding of how established techniques of research and enquiry are used to create and

interpret

knowledge and how these apply to students' own research and/or practice;

- creative and critical handling, presenting and inferring from data

structure, communication and presentation

- exceptional clarity, focus and cogency in organisation and presentation of arguments and conclusions

B

grasp of field of study

- clear understanding of issues and good level of insights into field of study
- wide-ranging, coherent and critical review of literature
- elements of creativity and independence of thought in the application of knowledge

understanding and evaluating research and methodologies

- consistent and fluent understanding and critical evaluation of scholarship and methodologies in the field
- thorough understanding of how established techniques of research and enquiry are used to create and

interpret

knowledge and how these apply to students' own research and/or practice

- competent and critical handling, presenting and inferring from data

structure, communication and presentation

- clarity, focus and fluency in organisation and presentation of arguments and conclusions

C

grasp of field of study

- basic understanding of issues and insights into field of study
- basic critical competence in reviewing literature
- little development of ideas in the application of knowledge

understanding and evaluating research and methodologies

- adequate understanding and evaluation of scholarship, research and methodologies in the intellectual field
- basic understanding of how established techniques of research and enquiry are used to create and interpret

knowledge

and how these apply to students' own research and/or practice

- rudimentary handling, presenting and inferring from data

structure, communication and presentation

- basic clarity, focus and competence in organisation and presentation of arguments and conclusions

D

grasp of field of study

- inadequate understanding of issues and insights into field of study

- unfocused or inaccurate review of literature
- confusion in the application of knowledge

understanding and evaluating research and methodologies

- lack of understanding and critical evaluation of scholarship, research and methodologies in the field
- lack of understanding of how established techniques of research and enquiry are used to create and

interpret knowledge

and how these apply to students' own research and/or practice

- inadequate or confused handling, presenting and inferring from data

structure, communication and presentation

- poorly organised and unfocused presentation of arguments and conclusions