

Aspects of Professional Practice	Feedback Grade					
	1st	2.1	2.2	3	Near pass	Fail
<i>Quality of written style, organisation, and presentation (5%)</i>	Clearly and succinctly written in correct scientific English with few spelling or grammatical errors.	Written in correct scientific English with few spelling or grammatical errors	Largely written in correct scientific English but not always clearly or succinctly and with grammatical and spelling errors.	Not clearly written and with many spelling and grammatical errors.	Not comprehensible in places and with many spelling and grammatical errors	Not comprehensible.
<i>Quality of reference sources selected and correct citation of those references (4%)</i>	A number of academic sources correctly cited using the Harvard system.	Some academic sources with some errors in citation and in the reference list.	Relying too much on non-academic sources with some errors in citing them and in the reference list.	Few sources and they are not academic. They are poorly cited and with many errors in the reference list.	Some sources but they are not academic or reliable. They are cited and listed in the reference list incorrectly.	Few sources (if any) and they are not reliable. The citations and reference list (if any) are completely incorrect.
<i>Evidence of reading beyond taught material (5%)</i>	Wide reading including sources not recommended by the module team.	Wide reading including sources recommended by the module team but not included in the taught material.	Reasonable understanding of the recommended texts used in the taught material.	Little reading and limited to recommended texts used in the taught material.	Acquaintance with the material covered in the taught material.	Little evidence of reading or acquaintance with the taught material.
<i>Academic integrity (1%)</i>	All material has been composed and written by the student. Any quotations are appropriately used and correctly cited.	Material has been written by the student but the structure is based on other sources in places. Quotations are correctly cited.	Material has been written by the student but the structure is based on other sources. Quotations are correctly cited.	Some passages and the structure are based on other sources but those are cited.	Some passages have been directly copied or slightly adapted from other sources but those are cited.	Large portions of the work have been copied directly from other sources and these are not cited.

Assessment Specific Feedback						
<i>Abstract (5%)</i>	There is a clear and comprehensible summary of the entire report at its start.	There is a summary of the content of the report but it is not completely clear or complete in places.	There is a summary of the report but it is not clear or complete in places.	There is a summary of the report but it is not clear and omits details.	There is an attempt to summarise the report but it is unclear and does not include important details.	There is no Abstract or it is incomprehensible.
<i>Introduction (5%)</i>	The background to the study is clearly explained and all information necessary for a reader to understand the report is included. There is an objective and/or hypothesis.	There is a reasonable description of the background to the study but it is either incomplete or unfocussed. There is an objective and/or hypothesis.	There is some description of the background to the study but it is not clear, focussed and/or well related to the study. There is an objective and/or hypothesis but it is not necessarily clear.	There is some description of the background to the study but it is not clear, focussed or related to the study. There is an objective and/or hypothesis but it is not clear and/or appropriate.	There is material intended to explain the background to the study but it is not coherent enough to do so. There is either no objective or hypothesis or it is inappropriate.	There is no material to explain the background to the study or what is included is completely inadequate.
<i>Materials and Methods (30%)</i>	Explanation of the procedures is clear and sufficient without unnecessary detail. The experimental design is appropriate and thorough. There is a clear and focussed strategy for achieving the objective/testing the hypothesis.	Explanation of the procedures is clear but either some details are omitted or unnecessary detail has been included. The experimental design is appropriate. There is a strategy for achieving the objective/testing the hypothesis.	Explanation of the procedures is comprehensible but either details are omitted or unnecessary detail has been included. The experimental design is adequate. There is a strategy for achieving the objective/testing the hypothesis but it could be improved.	The procedures are explained but not clearly or completely. The experimental design is explained but is limited. The strategy for achieving the objective/testing the hypothesis is poorly designed.	The procedures are unclear and incomplete. The experimental design is not explained or is inadequate. There is no strategy for achieving the objective/testing the hypothesis or it is inadequate.	There are no procedures or they are incomprehensible. There is no experimental design. There is no strategy for achieving the objective/testing the hypothesis.

<i>Results (15%)</i>	The data are clearly, completely and honestly presented with clear explanations of the work and its interpretation.	The data are completely and honestly presented with reasonable explanations of the work and its interpretation.	The data are completely and honestly presented with adequate explanations of the work and its interpretation.	The data are completely presented but not well and explanations of the work and its interpretation are unclear.	Presentation of the data is poor and explanations of the work and its interpretation are inadequate.	Presentation of the data and explanations of the work and its interpretation are incomprehensible.
<i>Discussion (10%)</i>	The results are clearly related to the original objective or hypothesis and placed in the scientific context established in the Introduction. Limitations of the current study are correctly identified.	The results are related to the original objective or hypothesis. There is some connection to the scientific context established in the Introduction. Some limitations of the current study are identified.	The results are related to the original objective or hypothesis to some degree. There is some reference to the scientific context established in the Introduction. Some limitations of the current study are noted but not correctly or completely.	There is some attempt to relate the results to the original objective or hypothesis. There is some mention of the scientific context. There is some attempt to identify limitations of the current study but this is not correct or complete.	The relationship between the results and any objective or hypothesis is unclear. There is little or no mention of the scientific context. Limitations of the current study are mentioned but not correctly.	There is no comprehensible relationship between the results and any objective or hypothesis. There is no comprehensible discussion of the scientific context. No limitations of the current study have been correctly identified.
<i>Additional Work (20%)</i>	Additional work described is well designed to test a clear hypothesis and has been presented in the correct style.*	Additional work described and has been designed to test an hypothesis. It has largely been presented in the correct style.*	There is a plan for additional experiments, but there are deficiencies in the design, hypothesis or presentation. *	A plan for additional experiments and a stated objective are present but they are not clear, well designed or correctly described..*	Some additional work is proposed in order to achieve a stated objective but the design and explanation are weak.*	Some additional work is proposed but there is no clear objective and the explanations are inadequate.*

1st, >70%; **2.1**, 60%-69%; **2.2**, 50%-59%; **3rd**, 40%-49%; **Near pass**, 30%-39%; **Fail**, <29%

* Note that while the marks for additional work will broadly fall into the above percentage classes, the marks are not intended to reflect grade classifications in the sense used for the other criteria.