

Postgraduate Masters Dissertation Assessment criteria

The following grid provides you with a guide as to how your dissertation will be assessed.

| Section | Criteria | 0% - 39% | 40% - 49% | 50% - 59% | 60% - 69% | 70% + |
|---------|---|--|--|--|---|--|
| 1 | Research question / Problem definition | Not stated, not relevant, title confusing | Not precisely stated, little relevance, too basic or too ambitious | Clearly stated, some relevance, straightforward | Well stated, clearly relevant, realistic | Very clearly stated, very relevant and interesting, innovative, feasible |
| 2 | Literature | Rudimentary coverage of the literature, no discussion of selection criteria, unsystematic or omitted referencing | Unstructured with clear gaps, no discussion of selection criteria, unsystematic referencing | Basic coverage of literature, somewhat structured, stated selection criteria, some inaccuracies in referencing | Good coverage, awareness of relevant prior research, clear structure, stated selection criteria, referencing consistent | Full coverage, full awareness of relevant prior research, clear structure, stated and justified selection criteria, referencing consistent adopting academic conventions |
| 3 | Research methodology | No theoretical basis, no discussion or justification of approach | Irrelevant theoretical basis, inappropriate approach & no justification | Clear theoretical basis, appropriate approach, some justification | Clear and relevant theoretical basis, appropriate approach, clear justification | theoretical basis, appropriate approach, critical evaluation of alternatives |
| 4 | Case description | Highly inadequate case description | Poor case description | Adequate case description | Good case description | Excellent case description |
| 5 | Primary research: collection & analysis | None | Casual acquisition, lacking structure, limited evaluation against inappropriate criteria | Standard approaches of collection, limited validity, limited evaluation against inappropriate criteria | Standard approaches of collection, clear validity, evaluation using appropriate techniques against appropriate criteria | Advanced approaches of collection, clear validity, evaluation using appropriate techniques against appropriate criteria, fully justified |
| 6 | Discussion | No recognition of theory, no justification, poor evaluation using inappropriate techniques. | Partial awareness of theory, limited justification with some incomplete or inappropriate evidence, limited evaluation using inappropriate techniques | Awareness of theory, limited justification with some appropriate evidence, limited evaluation using appropriate techniques | Partial links with theory, justification with appropriate evidence, critical evaluation using appropriate techniques | Comprehensive links with theory, complete justification with appropriate evidence, critical evaluation using appropriate techniques |
| 7 | Conclusions / Findings | No discussion of implications | Limited understanding of implications | Understanding of implications | Partial recommendations for appropriate further actions | Recommendations for appropriate further actions |
| 8 | Presentation | Poor layout | Basic layout | Use of graphics, charts and tables | Clear, effective use of graphics, charts and tables | Appealing, effective use of graphics, charts and tables. |
| 9 | English | Weak phraseology, many spelling or grammatical errors | Inconsistent flow, few spelling or grammatical errors | Consistent flow, no spelling or grammatical errors | No spelling or grammatical errors | No spelling or grammatical errors |
| 10 | Overall structure | Confused, difficult to follow | Straightforward; poor continuity | Logical, easy to follow | Clear and some use of common conventions | Effective use of common conventions appropriate for purpose |
| 11 | Ability to undertake research | Purely descriptive | Low level of critical and analytical ability | Evidence of ability to evaluate material and synthesise, some ability to critically analyse | Some originality of thought and a clear ability to understand and critically analyse | Clear ability to undertake research at a high level and make a contribution to knowledge in the area |

Dissertation grading structure

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|-----------|-------------|
| 0- 49% | Fail |
| 50% - 59% | Pass |
| 60% - 69% | Commended |
| 70% + | Distinction |