**MSc project marking scheme – June 2020**

**When marking the report, giving a supervisor’s mark, viva mark or talk mark please consider the following guidelines. These are based on the University’s marking scheme given in the Guidance on Marking** [**Assessments in UG and PGT Courses**](https://fback.is.strath.ac.uk/s/redirect?collection=uos-meta&url=https%3A%2F%2Fwww.strath.ac.uk%2Fmedia%2Fps%2Fcs%2Fgmap%2Facademicaffairs%2Fpolicies%2FGuidance_on_Marking_Assessments_in_UG_and_PGT_Courses.pdf&index_url=https%3A%2F%2Fwww.strath.ac.uk%2Fmedia%2Fps%2Fcs%2Fgmap%2Facademicaffairs%2Fpolicies%2FGuidance_on_Marking_Assessments_in_UG_and_PGT_Courses.pdf&auth=yHFJVWr78AlsUBj4Sf0BAA&profile=_default&rank=1&query=Guidance+on+Marking+Assessments)**.**

|  |  |
| --- | --- |
| **Mark** | **Description** |
| 0 | No work submitted for assessment |
| 1-19 | **Minimal demonstration of the learning outcomes**  - The work is extremely weak. The work demonstrates: No knowledge or understanding of the area in question  - Incomplete, muddled, and/or irrelevant material  - Irrelevant or little content, extensive omissions  - Weaknesses of presentation and/or logic and/or evidence  - Deficient evidence of learning  - Incomplete or inadequately presented references, if any |
| 20-29 | **Clear fail: Weak demonstration of the learning outcomes** The work is very weak or shows a decided lack of effort. The work demonstrates  - Very poor or confused knowledge and understanding, with reference to only a few key words, phrases or key ideas  - No argument or one based on irrelevant and erroneous content  - Irrelevant content and extensive omissions  - Weaknesses of presentation and/or logic and/or evidence  - Inadequate evidence of learning  - Incomplete or inadequately presented references, if any |
| 30-39 | **Inadequate demonstration of the learning outcomes**  The work fails to meet the minimum requirements for demonstrating the relevant learning outcomes for the level of study. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes within this range of marks. This work demonstrates:  - An insufficient level of knowledge and understanding  - A poorly structured, poorly developed, or incoherent argument, or no argument at all  - An awkward writing style or poor expression of concepts  - A lack of familiarity with the subject and/or assessment method  - Insufficient evidence of reading and thought beyond course/assignment materials  - A lack of references and exemplars |
| 40-49 | **Unsatisfactory demonstration of the learning outcomes.**  The work meets the minimum requirements for demonstrating the relevant learning outcomes for the level of study in years 1 to 4, but not at year 5 and PGT level. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes for this standard of work, although ultimately insufficiently at year 5 and PGT level. This work demonstrates:  - Basic knowledge and understanding  - A weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements  - No relevant critical analysis  - Insufficient evidence of reading and thought beyond course/assignment materials  - Poor organisation and/or presentation  - A lack of references and exemplars |
| 50-59 | **Satisfactory demonstration of the learning outcomes:**  The work is satisfactory for the level of study and clearly meets the requirements for demonstrating the relevant learning outcomes. Marks at the higher end of this scale reflect stronger and more consistent attainment of the learning outcomes for this standard of work. This work demonstrates:  - Satisfactory knowledge and a reasonable understanding of the essential material  - Weaknesses in the synthesis and/or analysis, reflection, understanding and critical evaluation of material, resulting in parts of the work being overly descriptive in nature  - General accuracy with occasional mistakes and/or reduced focus on the main issue or lapses in detail  - Limited evidence of reading and thought beyond course/assignment materials  - A satisfactory standard of writing and communication and/or presentation, where there may be weaknesses in the clarity and/or structure of the work  - Appropriate use of references and exemplars, though there may be minor flaws in the referencing technique |
| 60-69 | **Comprehensive demonstration of the learning outcomes**  Very good or good in most respects for the level of study in displaying attainment of the learning outcomes, with marks at the higher end of this scale reflecting stronger and more  consistent attainment of the learning outcomes. This work demonstrates:  - A very good or good level of appropriate knowledge and critical understanding of the subject matter, with only occasional lapses in detail  - Very good or good synthesis, analysis, reflection, understanding and/or critical evaluation  - Evidence of reading and thought beyond course/assignment materials  - Appropriate use of references and exemplars  - A good standard of writing and communication and/or presentation, that is clearly and logically structured |
| 70-79 | **Excellent demonstration of the learning outcomes**  Excellent in most respects, the work is what might be expected of a very competent student at their level of study. The work demonstrates:  - Wide, appropriate and focussed knowledge and critical understanding of the subject matter  - An excellent standard of synthesis and evaluation and/or shows critical and insightful analysis  - Some complexity of thought, insight and/or originality  - Evidence of comprehensive reading and thought beyond course/assignment materials  - Excellent use of references and exemplars  - An excellent standard of writing and communication and/or presentation, that is clearly and logically structured |
| 80-89 | **Outstanding demonstration of the learning outcomes**  Outstanding in most respects, the work is what might be expected of a highly competent student at their level of study. The work demonstrates most of the following attributes:  - A breadth of appropriate and focussed knowledge, and a deep and critical understanding of the subject matter  - An outstanding standard of synthesis and evaluation, and a critical and insightful analysis  - Complexity of thought, creativity, insight and/or originality  - Evidence of comprehensive reading and thought of significant complexity and well beyond, but still relevant to, course/assignment materials  - Outstanding use of references and exemplars, well beyond, but still relevant to, course/assignment materials  - An outstanding standard of writing and communication and/or presentation, that is clearly and logically structured |
| 90-100 | **Exceptional demonstration of the learning outcomes**  Exceptional in most or every respect, the work demonstrates all of the characteristics noted for First class in the Outstanding range below and is also well beyond the level expected of a highly competent student at their level of study, and could not be bettered for the level of study. |

**Level 5 Project Report**

***Please provide one mark out of 100 in each category***

|  |  |  |
| --- | --- | --- |
| **Student:** | | |
| **Assessment criterion** | **Assessed as research article  review article** | |
| **Structure and Detail (30%)** | **Prompts** | |
| * Scientific style/quality of writing | *Is the scientific style appropriate?*  *Is both the grammar and spelling correct?*  *Is the paper clear in its aims and outcomes?*  *Does the student identify the key result(s)?*  *Is the word guidance respected within reason?* | |
| * Presentation of work/results | *Are figures and tables used appropriately to further the understanding of explanations?*  *Are labels and captions appropriate, correct and sufficient?* | |
| * Use and comprehensiveness of references/bibliography | *Are relevant and appropriate references listed and cited correctly?*  *Are the scientific references based on primary sources?* | |
| **Justification** | | **Mark** |
|  | |  |
| **Scientific content paper (70%)** | **Prompts** | |
| *For both research and review articles* |  | |
| * Introduction, context and explanation of scientific background | *Does the introduction explain the rationale for the work presented in the paper and puts it into the context of research literature? Does it provide an appropriate introduction to scope, motivation, context and importance of the field?* | |
| *For research article* |  | |
| * Explanation of scientific method | *Does the paper adequately describe the methodology used to generate the data? If applicable, are time and effort spent on mastering particularly complex fabrication, experimental or theoretical techniques documented and critically justified?* | |
| * Appropriateness of scientific level relative to attainable goals | *Is the subject treated in appropriate depth?*  *Does report identify new problems and issues and develop original and creative responses?* | |
| * Discussion of results | *Is original and critical analysis of results presented clearly?*  *Are results analysed correctly (incl. errors) and discussed?*  *Is appropriate software and graphics used to support and enhance critical evaluation of data/results?* | |
| *For review article* |  | |
| * Explanation of scientific method, key concepts | *Does the report demonstrate detailed understanding of the key concept and techniques used and their relation to forefront of research area? Is the discussion conceptually and technically correct? Is the subject treated in appropriate depth?* | |
| * Current developments | *Is there evidence of a thorough literature survey of research literature, ideally original research articles? Is critical awareness of current state-of-the-art demonstrated? Is the discussion conceptually and technically correct?* | |
| * Discussion of findings | *Does the report demonstrate extensive, detailed and critical understanding of the survey field and its scientific background? Is critical analysis and reflection of findings presented clearly?* | |
| *For both* |  | |
| * Conclusion | *Is an appropriate conclusion presented providing a summary of the key achievements and/ or findings? Are there possibly already original conclusions or ideas presented for the future development of the field?* | |
| * Is work at Level 5? | *Does the student give an appropriate critical analysis of the data?*  *Does the student relate the data obtained to the current state of the art work in the field as evidenced in literature?* | |
| **Justification** | | **Mark** |
|  | |  |

**Date**

**Marker’s printed name and signature:**

**Supervisor’s Level 5 Project Mark**

***Please provide one mark out of 100 in each of the categories:***

|  |  |  |
| --- | --- | --- |
| **Student:** |  | |
| **Assessment Criterion** | **Prompt** | |
| **Effort (10 %)** | | |
| Interest shown | *Did student exercise substantial autonomy and show initiative, responsibility and ownership?* | |
| Time keeping and communication | *Did student’s effort amount to full time commitment over the project period?*  *Did student keep in regular contact?*  *Did student communicate effectively with peers, senior colleagues and specialists?* | |
| **Justification** | | **Mark** |
|  | |  |
| **Initiative (10%)** | | |
| Independence | *Did student plan and execute the project and demonstrate independence and originality?* | |
| **Justification** | | **Mark** |
|  | |  |
| **Scientific approach (40%)** | | |
| Quality of work | *Did student carry out thorough investigations identifying complex issues?*  *Did student carry out appropriate interpretation of data/results and apply critical analysis to consolidate and extend knowledge, skills and practices?* | |
| Scientific judgement | *Did student identify relevant issues and make informed judgements?* | |
| Original contribution | *Did student make identifiable contribution to project?*  *Did student identify new problems and issues and develop original and creative responses?* | |
| **Justification** | | **Mark** |
|  | |  |
| **Scientific level attained (40%)** | | |
| Comprehensiveness of literature survey | *Did student carry out literature survey in order to review and consolidate knowledge, skills and practices?* | |
| Progress made | *Has student made appropriate progress towards attainable goals?* | |
| Skills acquired | *Did student master the use of a range of advanced skills, techniques and practices at the forefront of the research area?* | |
| Understanding acquired | *Did student acquire an extensive, detailed and critical understanding of current knowledge, skills and practices?* | |
| **Justification** | | **Mark** |
|  | |  |

**Continued below / over**

|  |  |
| --- | --- |
| Identify the contribution from the student that makes this a Level 5 project |  |
| Identify any particular problems affecting student’s performance: |  |
| Identify student’s main achievements throughout the year: |  |

**The report should be assessed as research article  review article**

**Date**

**Supervisor’s printed name and signature:**