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|  | **Fail (>50)** | **Pass (51-64)** | **Credit (65-74)** | **Distinction (75-84)** | **High Distinction (85+)** |
| **Abstract** | The abstract lacks clarity and structure or does not reflect the content of the thesis. | The abstract contains most of the relevant pieces of information but this is poorly structured and communicated. | The abstract contains all relevant pieces of information but it could be organised to better communicate the thesis findings. | The abstract clearly communicates all key information, demonstrating careful consideration of content. | The abstract is clear and concise and effectively communicates all key information, demonstrating careful consideration of content. |
| **Introduction/ Background** | It is difficult to identify the research aims, rationale, or themes. The literature chosen is relevant but not connected to the immediate thesis project. | The aims, rational, and themes of the research are only identified but not described fully. Key literature is identified. There is not a wider discussion of why the literature matters or how it connects to the immediate thesis project. | The aims, rational, and major themes of the research are identified and described. Key literature is identified and described and some links are made to the thesis project. | The aims of the research are analytical and justified. The rational for the research project is present, it is engaging and is instructive of the themes to follow. Key literature is identified and analysed and connected to the thesis project. | The aims of the research are positioned in a wider analytical context. The rational is situated within the appropriate intellectual history. The themes follow a clear analytical context. Key literature is identified and analysed and connected to the thesis project. |
| **Materials and Methods** | The methods are not suitable for the aims and/or are not described in full. | The methods are not entirely suitable for the aims. Limited consideration appears to have been given to key factors that will impact on the work and appropriateness of methods. | The methods selected are mostly suitable for the aims and are described. It appears that not all relevant factors have been considered when selecting methods | The methods selected are clearly suitable for the aims and are described clearly. Relevant factors have been taken into account when selecting methods. | The methods selected are entirely suitable for the aims. Methods are clearly articulated and all relevant factors and implications have been considered. |
| **Results** | Results do not logically flow from methodological section. | Results are identified and may or may not logically flow from methodological section. | Results are described and follow on from methodological section. | Results are analytically thought through and conveyed in a comprehensive and articulate manner. | The results show analysis and reflection -  thorough and conveyed in a comprehensive and articulate manner. |
| **Discussion** | The main discussion points are identified but it is not analytical. The arguments lack nuance and degrees of clarity. | The main discussion points are identified but it is not analytical, lacks nuance and degrees of clarity. | The analytical discussion is described but is not particularly analytical or sophisticated. Greater attention and nuance is needed to full flush out the arguments. | The discussion is analytical or sophisticated. Particular attention or care is taken to examine key elements of the results. | The discussion is analytical and reflective. Particular attention or care is taken to examine key elements of the results. The results are considered as part of a wider set of practices or context and not in isolation. |
| **Conclusion** | There is no conclusion or the conclusion does not logically flow from the methodology, results and discussion sections. | Conclusions are reached and described. More detail and nuance is required. | The conclusions are congruent with methodology, results and discussion but are not particularly creative or innovative (or convincing). | The conclusions are creative and provide enhanced insight into the earlier discussion and results sections (and are convincing). | The conclusions are reflective and consider more than just the immediate project at hand but also to the wider issues in the research area. |
| **References** | Referencing is inconsistent or not present. | Referencing is present but incorrect or not following the expected style. | Referencing mostly follows expected style with some errors. | Referencing follows expected style and contains only minor errors. | Referencing consistent, clear and without error. |