

**INTERNAL REPORT ON THE INSTITUTE OF EDUCATION
(IoE) STUDENTS' ASSESSMENT LITERACY AND
RECOMMENDATIONS FOR PROGRAMME DIRECTORS**



The IoE Teaching and Learning Group on Assessment Literacy

Chair

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FOREWORD

As we know, assessment is a crucial element of anyone's studies. Obviously, we all want students to be successful and an important element in supporting students to maximise their potential is to help them develop their assessment literacy; this means they are aware of what is expected of them so in turn they are able to show us what they know, understand and can do.

The work presented here, from one of the peer development projects within the IoE, explores how we can best support our students' assessment literacy. Having started with the creation of an assessment glossary to create a common understanding of assessment terms for staff and students, it soon became obvious that further work was needed to make this tool genuinely useful. This report helpfully highlights the type of assessment language students find problematic and which we can reconsider or help students to understand.

Dr. Rebecca Harris
Director of Teaching and Learning, Institute of Education

We hope you will find this internal report on our students' assessment literacy and recommendations for your programme useful. The key objective of this report is to enable you to see which specific aspects of your programme's assessment rubric your students find challenging, and what can be done to address that difficulty. Ultimately, we want to ensure that we make the language of our assessment rubric as clear and as accessible to a wide variety of our students, including those whose English is not their first language.

We would like to thank all 300+ students from across all IoE programmes who kindly gave up their time to comment on the clarity of their programme's assessment rubric.

Finally, we always love to hear your feedback on this report, and suggestions on how to make it even more useful for your programme.

Dr. Natthapoj Vincent Trakulphadetkrai
Chair of the IoE Teaching and Learning Group on Assessment Literacy

Report on Foundation Degree in Children's Development and Learning Students' Assessment Literacy

Context

The Foundation Degree in Children's Development and Learning is a two-year work-based programme delivered to non-traditional students in Partner Colleges. A Year 1 (Level 4) and Year 2 (Level 5) assessment rubric is used in each year group (see Appendix A and Appendix B), so these have been considered separately. Twenty-three out of the 66 Year 1 students in three Colleges and 35 out of the 61 Year 2 cohort in two Colleges provided feedback on the clarity of their respective rubric.

Key findings and recommendations

The assessment rubrics for the Foundation Degree were re-written, using more accessible vocabulary, and introduced to students at the beginning of the 2018-19 academic year. This may explain why there are relatively few words highlighted by students as being difficult to understand.

Year 1

The Year 1 students highlighted two assessment terms as being particularly problematic: *coherent* and *articulate*. Other terms highlighted were: *extensive*, *insightful*, *typographical*, *anecdotal* and *lapses*. It is worth noting that although 22 assessment terms were highlighted in total, six students highlighted no assessment terms, and only five students highlighted more than two words on the rubric; indicating that the issue with understanding the assessment terms was limited in extent across the cohort.

Some of the words that some students highlighted as being confusing were basic but important terms, such as *logical*, *demonstrates*, *addresses*, *underpin*. This may be linked to the limited academic vocabulary that students have experienced before commencing the Foundation Degree and indicates that the context of these words needs further explanation.

Year 2

The Year 2 students highlighted three assessment terms as being most problematic: *coherent*, *systematic* and *leading edge*. Other assessment terms highlighted frequently were *typography*, *competent* and *analytic ability*.

While 17 assessment terms were highlighted in total, this was not spread evenly across the cohort; only seven of the participants highlighted more than two words and 22 of the 35 participants did not highlight any words on the assessment rubric during the task, indicating that many students had learnt to interpret the words over the two-year programme. One student commented that they would have highlighted many more words if they had been asked in Year 1, implying that their academic literacy had developed over time as they had become more familiar with the assessment rubric, being encouraged to use it to self-assess their assignments.

When looking at both cohorts together, *coherent* is by far the most problematic assessment term and this is used in a number of parts of the grid. *Typographical* is also tricky, as well as *competent*, *extensive*, *insightful*, *exploration*, and *reasoning/well-reasoned*.

The findings indicate that there are some academic assessment terms that students still find difficult to understand. They could be replaced by more easily-understood terms such as replacing *coherent* with *logical*

and consistent or *meaningful*. For other terms, we recommended that they are discussed internally to agree whether we would like to continue to keep them, and to consult with students about their views.

It can be seen that students have become more competent with using the assessment grid over time, particularly when they apply it to their own assessments, so continuing to spend time clarifying and explaining the academic vocabulary at the beginning of each year is important.

Year 1 (Level 4) Assessment Rubric

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Coherent/coherency	The work has an excellent structure which is coherent and presents relevant ideas	16
2	Articulate	There is an articulate , well-reasoned introduction and the conclusion is insightful	8
3	Insightful	Demonstrates independent exploration and critical evaluation of the issues raised by the assignment with insightful discussion	4
4	Typographical	Frequent typographical and grammatical errors that interfere with meaning.	3
5	Extensive	Demonstrates extensive knowledge and understanding of the topics identified in the assessment criteria for this assignment	3
6	Anecdotal	Arguments are personal and anecdotal with no reference to source material	3
7	Critical/Critical evaluation	Demonstrates independent exploration and critical evaluation of the issues raised by the assignment with insightful discussion.	3
8	Lapses	Demonstrates evaluation of the issues raised by the assignment alongside some lapses into description	2
9	Critical evaluation	Demonstrates independent exploration and critical evaluation of the issues raised by the assignment with insightful discussion	2
10	Logical	The work has an excellent structure which is logical and coherent, presenting key ideas	2
11	Competent	The work has an adequate structure with competent presentation of relevant ideas	2
12	Fluent	The writing is highly fluent and engaging and is exceptionally academic and objective.	2
13	Adequate	The work has an adequate structure with competent presentation of relevant ideas	2
14	Ethical	Thorough coverage of all ethical issues, if appropriate	2
15	Well-reasoned	There is an articulate, well-reasoned introduction and the conclusion is insightful	1
16	Theory to practice	Demonstrates an excellent ability to relate relevant theory to practice .	1

17	Demonstrates	Demonstrates very good ability to use appropriate evidence from relevant sources to support the key points made in the assignment	1
18	Addresses	Addresses all relevant ethical issues, if appropriate	1
19	Exceptionally Academic	The writing is highly fluent and engaging and is exceptionally academic and objective.	1
20	Underpin	Evidence from academic and professional sources is used critically to underpin the argument presented in the assignment	1
21	Reliance	Demonstrates limited or inconsistent ability to use evidence from appropriate sources to support points made in the assignment with a reliance on opinion	1
Total			61

Year 2 (Level 5) Assessment Rubric

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Coherent	The work has an excellent structure which is coherent and presents relevant ideas	6
2	Systematic	Demonstrates a systematic and deep understanding of the central concepts or issues under discussion	5
3	Leading Edge	Demonstrates a close familiarity with leading edge literature in the field	5
4	Typography	Typography and grammar are accurate	4
5	Sustained (Analytical Approach)	Demonstrates a sustained analytical approach based on relevant evidence with clear reasoning used to build an argument	4
6	Competent Ability	Demonstrates a competent ability to relate theory to practice.	3
7	Analytic Ability	Demonstrates some analytic ability which is mostly based on supporting evidence with reasons given for positions taken, although there are some lapses into description	3
8	Close Familiarity	Demonstrates a close familiarity with leading edge literature in the field	2
9	Extensive	Demonstrates extensive understanding and exploration of the topic and issues and discusses these in depth.	2
10	Reasoning	Demonstrates a sustained analytical approach based on relevant evidence with clear reasoning used to build an argument	2

11	Conventions	Citation in the text conforms to recommended (APA) referencing conventions .	2
12	Insightful	There is an excellent introduction which puts the assignment into context and the conclusion is insightful	1
13	Exploration	Demonstrates extensive understanding and exploration of the topic and issues and discusses these in depth.	1
14	Positions Taken	Demonstrates some analytic ability which is mostly based on supporting evidence with reasons given for positions taken , although there are some lapses into description	1
15	Inappropriate	Has made reference to an adequate range of sources, some of which are unreliable or inappropriate	1
Total			42

Report on BA in Education Studies Students' Assessment Literacy

Context

The analysis below is based on the feedback of Year 1 students enrolled on the BA in Education Studies programme. All Year 1 modules on the programme use the same assessment rubric (see Appendix C). Nineteen of 42 Year 1 students provided feedback on the clarity of the rubric. Around six of them have English as their additional language.

Key findings and recommendations

Three assessment terms are found to be particularly problematic, namely *scholarship*, *typography/typographical* and *leading edge literature*. The BA Education Studies team might find it useful to discuss internally whether they want to keep using these terms or whether alternative and more accessible terms could be used instead. We would recommend, for example, that *scholarship* could be replaced with *academic writing skills*; *typography* with *the style and size of the letters used*, and *leading edge literature* with *highly respected literature*.

Finally, it is worth noting that some students do still struggle with very basic terms e.g. *font size*, *formatted*, and *key facts*. While we are not necessarily suggesting the programme to replace these basic terms with alternative basic terms, we would like the programme to be aware that the (academic) English command of some students on the programme is still at a developmental stage.

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Scholarship	This work is exceptional in terms of scholarship at this level.	11
2	Typography/Typographical	Very few typographical and grammatical errors and they do not interfere with meaning.	9
3	Leading edge literature	Evidence provided to back up the argument is based on an extensive range of high quality, academic sources. Shows some familiarity with leading edge literature in the field	5
4	Articulate	Excellent planning has led to an articulate and well-reasoned assignment.	4
5	Assertions	Many assertions and points are not adequately supported by evidence. Much of the writing is descriptive.	3
6	Inadequate	Reference to some dated and irrelevant source material is inadequate and unsatisfactory. Represents an inadequate , descriptive account with insufficient analysis present.	3
7	Sustained analytical approach	Demonstrate a highly competent, critical and balanced evaluation of the issue. There is a sustained analytical approach .	3
8	Underpin	Academic sources are employed critically and effectively to underpin the points.	3
9	Adequately	An introduction and conclusion are present and much of the content is relevant. Overall the question is adequately addressed.	2

10	Cohesive argument	The lack of planning is evidenced in a lack of cohesive argument and the assignment does not answer the question	2
11	Discernible	Referencing format is not discernible .	2
12	Well-reasoned assignment	Excellent planning has led to an articulate and well-reasoned assignment.	2
13	Citation	Citation in the text is consistent with recommended (APA) conventions with some minor errors.	1
14	Competent	Demonstrates a highly competent , critical and balanced evaluation of the issues. There is a sustained analytical approach.	1
15	Consistent evidence	Shows consistent evidence of independent and critical evaluation.	1
16	Consistent with	Citation in the text is consistent with recommended (APA) conventions with some minor errors.	1
17	Convention	Citation in the text is consistent with recommended (APA) conventions with some minor errors.	1
18	Dated or inappropriate	Has made reference to a limited range of sources, some of which are dated or inappropriate .	1
19	Demonstrates	Demonstrates a thorough understanding of key facts with insightful discussion.	1
20	Descriptive	There is sound exploration and evidence of using literature and theory to support key points; however some of the writing tends to be descriptive .	1
21	Discussion	Demonstrates a thorough understanding of key facts with insightful discussion .	1
22	Evidence provided	Evidence provided to back up the argument is based on an extensive range of high quality, academic sources. Shows some familiarity with leading edge literature in the field	1
23	Employed	Academic sources are employed critically and effectively to underpin the points.	1
24	Excellent level of scholarship	This work demonstrates an excellent level of scholarship at this level.	1
25	Excellent planning	Excellent planning has led to an articulate and well-reasoned assignment.	1
26	Exceptional	This work is exceptional in terms of scholarship at this level.	1
27	Font size	The presentation follows Programme Handbook's recommended font size , line spacing, formatting and length.	1
28	Formatted	Reference list correctly formatted	1
29	Highly fluent and engaging style	Highly fluent and engaging style . The presentation of the assessment is exceptionally academic and objective.	1
30	Inconsistent	Shows limited or inconsistent use of sources to develop the argument.	1
31	Independent and critical evaluation	Shows consistent evidence of independent and critical evaluation	1

32	Interfere	Very few typographical and grammatical errors and they do not interfere with meaning.	1
33	Key facts	Demonstrates a thorough understanding of key facts with insightful discussion.	1
34	Length	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length .	1
35	Limited range of sources	Has made reference to a limited range of sources , some of which are dated or inappropriate.	1
36	Line spacing	The presentation follows Programme Handbook's recommended font size, line spacing , formatting and length.	1
37	Objective and academic	Clear presentation style which is objective and academic . Assessment that is exceptionally academic and objective .	1
38	Organisation of material	There is evidence of planning and organisation of material .	1
39	Outstanding ability	Outstanding ability to relate theory to practice at this level.	1
40	Programme Handbook	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length.	1
41	Reference list	Reference list correctly formatted.	1
42	Relate theory	Outstanding ability to relate theory to practice at this level.	1
43	Structured	This work is very well-planned and structured with a logical presentation of ideas.	1
44	Well-planned and structured with a logical presentation ideas	This work is very well-planned and structured with a logical presentation of ideas .	1
Total			81

Report on BA Ed in Primary Education (with Qualified Teacher Status) Students' Assessment Literacy

Context

Modules on the BA Ed in Primary Education (with Qualified Teacher Status) programme use the same assessment rubric for all written assignments (see Appendix D). In this study, 17 Years 1 and 3 students on the Mathematics and English specialisms gave feedback on the clarity of the assessment rubric.

Key findings and recommendations

The top five problematic terms highlighted by the students are: *perceptive analysis*, *seminal*, *syntax*, *organisational framework*, and *pertinent*. We would recommend replacing *perceptive analysis* with *insightful analysis*; *seminal* with *influential*; *syntax* with *the arrangement of words and phrases*; (*good*) *organisational structure* with *well-structured assignment*; and *pertinent* with *relevant*.

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Perceptive analysis	Integrates independent thought with exceptional perceptive analysis and ideas driven by extensive reading in the field.	8
2	Seminal	Shows an ability to seek out an extensive range of sources- seminal and up to date texts in the field- which are employed in a consistently critical and effective manner.	8
3	Syntax	Suitably written in standard English with some incorrect punctuation, syntax , or spellings, which may interfere with the clarity of meaning.	6
4	Organisational framework	Good organisational framework with systematic structure, coherence and logical progression leading to a coherent line of argument.	3
5	Pertinent	Limited evidence of contextual understanding; some good assignment content but some not fully pertinent to the question.	3
6	Coherence	Poor organisational framework with little structure evident, including poor coherence and progression of argument.	2
7	Wider context	An exceptional grasp of understanding of both wider context and related content demonstrated throughout.	2
8	Broad/well-reasoned	Outstanding organisational framework leading to a broad, balanced and well-reasoned argument	1
9	Consistently critical	Shows an ability to seek out an extensive range of sources- seminal and up to date texts in the field- which are employed in a consistently critical and effective manner.	1
10	Effective	Shows an ability to seek out an extensive range of sources- seminal and up to date texts in the field- which are employed in a consistently critical and effective manner.	1

11	Extensive reading	Integrates independent thought with exceptional perceptive analysis and ideas driven by extensive reading in the field.	1
12	If appropriate	Addresses all appropriate ethical issues, if appropriate	1
13	Integrates	Integrates independent thought with exceptional perceptive analysis and ideas driven by extensive reading in the field.	1
14	Related	An exceptional grasp of understanding of both wider context and related content demonstrated throughout.	1
15	Unique flair	The writing has a unique flair that really engages the reader beyond their expectations	1
Total			40

Report on BA in Children’s Development and Learning Students’ Assessment Literacy

Context

All modules on the BA in Children’s Development and Learning (BADL) use the same assessment rubric (see Appendix E). Thirty out of 42 students on the programme provided feedback on the clarity of the rubric. Around two of them have English as their additional language.

Key findings and recommendations

Four assessment terms are found to be particularly problematic, namely *recapitulation*, *analysis*, *reasoning* and *polished*. The BACDL team might find it useful to discuss internally whether they want to keep using these terms or whether alternative and more accessible terms could be used instead. For example, *recapitulation* might be replaced with *summarising and restating the key points*.

Finally, it is worth noting that some students do still struggle with basic but important terms such as *polished* and *ethical issues*. While we are not necessarily suggesting the programme to replace these basic terms with alternative basic terms, we would like the programme to be aware that the (academic) English command of some students on the programme is still at a developmental stage.

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Recapitulation	There is consistent evidence of sign-posting the argument (e.g. recapitulation/ topic sentences)	19
2	Analysis	Descriptions/information is only present to support the analysis and argument	6
3	Reasoning	There is a mixture of reasoning and opinion	5
4	Polished abstract	The introduction is a polished abstract of the whole assignment	5
5	Ethical issues	Addresses ethical issues in good details, if appropriate	3
6	Probing	The conclusion is probing and insightful	2
7	Argument	There is some attempt to sign-post the development of an argument for the benefit of the reader	1
8	Analytical	The assignment is mostly analytical	1
10	Logical reasoning	It is well-planned and structured, mostly supported by logical reasoning	1
11	Demonstrate	Demonstrates a critical awareness of current problems	1
12	Reasons	Reasons are given for positions taken	1
Total			45

Report on MA in Education Students' Assessment Literacy

Context

Modules on the MA in Education use the same assessment rubric (see Appendix F) to assess their written assignments. The slightly expanded version of this rubric (i.e. including two criteria on methodology) is used to assess dissertations (see Appendix G). 34 MA full-time students commented on the clarity of the MA dissertation assessment rubric. It is worth noting that the majority of the students have English as a Second Language.

Key findings and recommendations

Six assessment terms were each identified as problematic by ten or more students: *rationalised*, *assertions*, *defended with insight*, *sophistication*, *ethics / ethical issues*, *typography / typographical*. However, as detailed in the summary table below, the first 25 terms have been identified as problematic by a substantial proportion (>10%) of students. The MA Education team might find it useful to discuss internally whether some terms could be replaced with more accessible terms. For example, *rationalised* could be replaced with *explained and justified*; *assertions* could be replaced with *claims* or *arguments*; and *defended with insight* could be replaced with *fully justified*, etc.

It is also worth noting that some students do still struggle with basic but important terms, such as *ethical issues*. While we are not recommending the Programme team to replace these terms, the team could consider how these terms could be further exemplified and clarified for students.

As the MA dissertation rubric is also used in the MA (Guangdong) programme, and as the MA assignment rubric is used across the PG Cert SENCO programme, the PGCE programmes and the School Direct programmes, the MA programme is encouraged to liaise with other M-level programme directors to see if both the MA dissertation and assignment assessment rubrics could be slightly edited to make the rubric's content more accessible to future cohorts of students.

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Rationalised	The research design and methodology chosen is fully substantiated and methods employed are rationalised well.	11
2	Assertions	Many assertions and points are not adequately supported by evidence.	11
3	Defended with insight	The research design and methodology chosen and methods employed are fully integrated and defended with insight .	10
4	Sophistication	The analytical tools and research methods are applied with a high degree of sophistication to process the research data.	10
5	Ethics / ethical issues	Argument - ethics (sub-heading). / Where necessary, ethical issues have been thoroughly understood and addressed.	10
6	Typography / typographical	No weakness in typography or grammar.	10

7	Perceptively / perceptive	Issues are perceptively set out/identified and examined/answered. / Demonstrates a full, systematic and perceptive analysis of the evidence...	9
8	(Sound) grasp	Exhibits a sound grasp of main texts...	8
9	Integrated	...and methods are fully integrated and defended with logical analysis	8
10	Breadth	Familiarity with the main texts and articles ensures an excellent balance between breadth of research/issues discussed...	7
11	Coherent	It is very well-planned and structured, allowing a strong, coherent and persuasive development of ideas.	6
12	Theory to practice	The work demonstrates outstanding ability to relate theory to practice .	6
13	Fully substantiated	The research design and methodology chosen are not fully substantiated ...	6
14	Consistency / consistently	Demonstrates a good understanding of the evidence ... but lacks real consistency in this respect. / All materials employed in a consistently critical and effective manner to develop the argument.	5
15	Leading edge	Able to seek out, independently, an extensive range of sources, including leading edge literature in the field...	5
16	Adequate / adequately	Has made reference to an adequate but limited range of recent/important sources. / Some assertions and points not adequately supported...	5
17	Critically / critical	Materials treated critically throughout. / Demonstrates a highlight competent, critical and balanced evaluation and analysis of the evidence...	5
18	Analytical/analytic ability	Much of the writing shows considerable analytic ability .	5
19	Seminal	Able to find and employ a wide range of relevant recent seminal sources.	4
20	Scholarship	This work is outstanding in terms of scholarship .	4
21	Scholarly	There are some scholarly elements.	4
22	Disparate	The assignment contains disparate , irrelevant material that does not answer the question or relate directly to the topic.	4
23	Insight / insightful	Most of the writing shows very good analytical insight . / The writing shows a strong insightful awareness...	4
24	Lapses	...(e.g. some lapses into conversational spoken English)	4
25	Fluent	Fluent , polished and engaging academic style	4
26	APA	Accurately conforms to APA referencing conventions.	3
27	Derived	Ideas are generally well supported by / derived from the evidence presented.	3
28	Systematic	Demonstrates a full, systematic and perceptive analysis of the evidence appropriate to the subject matter.	3
29	Employed	The research design and methodology chosen is fully substantiated and methods employed are rationalised well.	3
30	Polished	Fluent, polished and engaging academic style	3

31	Persuasive	It is very well-planned and structured, allowing a strong, coherent and persuasive development of ideas.	2
32	Inadequate	...and the methods employed are inadequate in answering the question.	2
33	Manner	All materials employed in a consistently critical and effective manner to develop the argument.	2
34	Competent	Demonstrates a highlight competent , critical and balanced evaluation and analysis of the evidence appropriate to the subject matter.	2
35	Close familiarity	Shows a close familiarity with the main texts and articles in the field	2
36	Conventions	Referencing format largely conforms to (APA) conventions.	2
37	Insightful awareness	The writing shows a strong insightful awareness and/or independent critical analysis.	2
38	Seek out	Able to seek out, independently, an extensive range of sources, including leading edge literature in the field...	2
39	Unsatisfactory	The organisation, ideas and the structure of the assignment is unsatisfactory	2
40	Rationale	Methodology - rationale (sub-heading)	2
41	Descriptive	Some of the writing tends to be descriptive, with limited analysis.	2
42	Issues	Issues are very clearly set out/identified and examined/answered	2
43	Demonstrates	The work demonstrates an outstanding ability to relate theory to practice	2
44	Interfere	Very few typographical and grammatical errors and they do not interfere with meaning	2
45	Emphasis	This is likely to include a strong emphasis on academic, as well as, professional materials.	2
46	Academic / professional	This is likely to include a strong emphasis on academic, as well as, professional materials.	2
47	Effective manner	All materials employed in a consistently critical and effective manner to develop the argument.	1
48	Inconsistent	Shows limited or inconsistent evidence of critical understanding.	1
49	Grammar	No weakness in typography or grammar.	1
50	Tends to be descriptive	Some of the writing tends to be descriptive , with limited analysis.	1
51	Depth	...and depth of important papers/evidence examined.	1
52	High	The work demonstrates a high level of scholarship.	1
53	Clear	It is well-planned and structured, and offers clear , logical development of ideas.	1
54	Logical	It is well-planned and structured, and offers clear, logical development of ideas.	1
55	Balanced	Demonstrates a highlight competent, critical and balanced evaluation and analysis of the evidence appropriate to the subject matter.	1

56	Appropriate	The analytical tools and research methods are appropriate to the research design and are suitably applied to process the research data.	1
57	Suitably applied	The analytical tools and research methods are appropriate to the research design and are suitably applied to process the research data.	1
58	Accurately	Accurately conforms to APA referencing conventions.	1
59	Perceptive analysis	Demonstrates a full, systematic and perceptive analysis of the evidence appropriate to the subject matter.	1
60	Extensive	Able to seek out, independently, an extensive range of sources, including leading edge literature in the field...	1
61	Identified	Issues are perceptively set out/ identified and examined/answered. /	1
62	Thoroughly	...ethical issues have been thoroughly understood and addressed	1
63	Addressed	...ethical issues have been thoroughly understood and addressed	1
64	Conversational	The writing style is mostly conversational .	1
65	Partially	Referencing format only partially conforms to (APA) conventions.	1
66	Inappropriate	Has made reference to a limited range of sources, some of which are dated or inappropriate ...	1
67	Analytical tools	The analytical tools and research methods are applied with fluency...	1
68	Logical analysis	The research design and methodology chosen and methods employed are fully integrated and defended with logical analysis .	1
Total			234

Report on MA in English Language Education (Guangdong) Students' Assessment Literacy

Context

The MA in English Language Education (Guangdong) programme in China adopts the same dissertation assessment rubric as the MA in Education programme (see Appendix G). Thirty five of 39 students on the programme gave their feedback on the clarity of the assessment rubric.

Key findings and recommendations

Given that all students on the programme are Chinese students with English as their additional language, they encounter linguistic difficulties when trying to make sense of the assessment rubric. This is evident in the summary table below which shows a wide range of terms found in the rubric that the students highlighted as not clear to them. Thus, making the content of the assessment rubric (which is in English language) clear and accessible to non-native English speaking students is a key priority for the programme.

The top five problematic terms highlighted by the students are: *protocols*, *discernible*, *articulate*, *underpinnings* and *typography*. We would recommend replacing *protocols* with, for example, *data collection procedure*; *discernible* with *obvious*; *articulate* with *clearly explained*; *(theoretical) underpinnings* with *(theoretical) influences*; and *typography* with *the style and size of the letters used*.

As this M-level dissertation assessment rubric is also used in the MA in Education programme (in the UK), the MA (Guangdong) programme director is encouraged to liaise with the MA programme directors to see if the assessment rubric could be slightly edited to make the rubric's content more accessible to future cohorts of students.

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Protocols	Presents all procedures and protocols in clear and transparent language.	27
2	Discernible	Little discernible organisation and poor introduction or conclusion.	15
3	Articulate	The work is articulate and reasoned.	13
4	Underpinnings	The theoretical underpinnings are clearly outlined and justified.	13
5	Typography	Conforms to single, recommended (APA) referencing conventions. No weaknesses in typography or grammar.	12
6	Cutting (edge)	Demonstrates a clear and comprehensive, well balanced argument that makes use of cutting edge evidence.	9
7	Exemplar	This work is an exemplar in terms of scholarship. The work is articulate and reasoned.	9
8	Rigorously	Ethical procedures have been, where necessary, followed rigorously and appropriate documentation (including ethics form, information and consent letters) have been included in the appendices.	9

9	Scholarship	This work is an exemplar in terms of scholarship . The work is articulate and reasoned.	9
10	Substantiated	The methodology chosen is substantiated and methods employed are rationalised.	9
11	Assertions	Some assertions and points not adequately supported by evidence. Some of the writing tends to be descriptive.	8
12	Eclectic	The assignment contains eclectic , irrelevant material that does not answer the question or relate directly to the topic.	8
13	Consistency	Some typographical and grammatical errors occasionally interfere with meaning. References lack consistency .	7
14	Descriptive	Some assertions and points not adequately supported by evidence. Some of the writing tends to be descriptive .	7
15	Ethical	The methodology chosen is substantiated and methods employed are rationalised. Addresses ethical issues if appropriate.	7
16	Procedures	Shows a high level of ability to employ appropriate methods to address the question under investigation with independence and creativity. Presents all procedures and protocols in clear and transparent language.	7
17	Sophistication	Uses appropriate analytical tools with a degree of sophistication . Draws conclusions from findings with a high level of independence and objectivity.	7
18	Transparent	Presents all procedures and protocols in clear and transparent language.	7
19	Analytical	Makes some use of appropriate analytical tools. Draws conclusions from findings adequately.	6
20	Appropriate	Makes some use of appropriate analytical tools. Draws conclusions from findings adequately.	6
21	Evidence	However there is sufficient evidence of work at M level to place the work outside the fail category. The work does not adequately address theory practice links.	6
22	Inadequate	Represents an inadequate , descriptive account with insufficient analysis present.	6
23	Irrelevant	Many of the sources are dated and few if any journal articles are cited. Irrelevant sources used.	6
24	Rationalised	The theoretical underpinnings are clearly outlined and justified. The methodology chosen is substantiated and methods employed are rationalised .	6
25	Respect	Demonstrates, on the whole, a good understanding of the issues raised by the question but lacks real consistency in this respect .	6
26	Scholarly	There are some scholarly elements. Some of the work is well structured.	6
		Total	231

Report on Postgraduate Certificate in Special Educational Needs Coordinator (PG Cert SENCo) Students' Assessment Literacy

Context

34 postgraduate students on the MA Special Educational Needs Coordinator (SENCo) pathway completed the Assessment Literacy task during lectures. The students were asked to provide feedback on the clarity of the assessment rubric (see Appendix F).

Key findings and recommendations

The top three problematic terms highlighted by the students are: *perceptive analysis*, *scholarly/scholarship* and *seminal*. We would recommend replacing *perceptive analysis* with *insightful analysis*; *seminal* with *influential*; and *scholarly/scholarship* with *academic writing skills*, for example.

As the rubric is also used across the MA programme, the PG Cert SENCo director is encouraged to liaise with the MA programme directors to see if the MA assignment assessment rubric could be slightly edited to make the rubric's content more accessible to future cohorts of students.

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Perceptive analysis	Integrates independent thought with exceptional perceptive analysis and ideas driven by extensive reading in the field.	9
2	Scholarly/scholarship	You have demonstrated a scholarly approach to your writing	4
3	Seminal	[...] seminal and up to date texts in the field- which are employed in a consistently critical and effective manner.	3
4	Ethical	Where necessary, ethical issues have been thoroughly understood and addressed.	1
5	Consistently critical	[...] texts in the field which are employed in a consistently critical and effective manner.	1
6	Empirical	Evidence may be drawn from reflections of practice, literature as well as empirical evidence	1
7	Leading edge literature	Able to seek out, independently, an extensive range of sources, including leading edge literature in the field	1
8	Outstanding	The work demonstrates an outstanding ability to relate theory to practice	1
9	Persuasive	It is a very well-planned and structured, allowing a strong, coherent and persuasive development of ideas	1
10	Polished	Fluent, polished and engaging academic style	1
11	Systematic	Excellent organisational framework with systematic structure, coherence and logical progression leading to a balanced and well-reasoned argument.	1
Total			24

Report on Primary and Secondary Postgraduate Certificate in Education (PGCE) and School Direct Students' Assessment Literacy

Context

All 300+ students enrolled on the four postgraduate teacher training programmes (Primary and Secondary PGCE and Primary and Secondary School Direct) were invited to comment on the clarity of their MA-level assignment assessment rubric (see Appendix F). This is because PGCE assignments (and those of some School Direct trainees) are assessed using the said rubric. Around 5% of the students (N = 20) contributed their feedback.

Key findings and recommendations

The top five problematic terms highlighted by the students are *scholarship*, *seminal*, *perceptively* / *perceptive analysis*, *disparate* and *typography*. We would recommend replacing *scholarship* with *academic writing skills*; *seminal* with *influential*; *perceptive analysis* with *insightful analysis*; *disparate* with *unconnected* and *typography* with *the style and size of the letters used*, for example.

As the rubric is also used across the MA programme, the PGCE and School Direct programme directors are encouraged to liaise with the MA programme directors to see if the MA assignment assessment rubric could be slightly edited to make the rubric's content more accessible to future cohorts of students.

No.	Problematic Assessment Terms	Examples of Contexts	Frequency
1	Scholarship	The work demonstrates a high level of scholarship .	7
2	Seminal	Able to find and employ a wide range of relevant recent/ seminal sources. This is likely to include an emphasis on academic, as well as, professional materials.	6
3	Perceptively / Perceptive analysis	Issues are perceptively set out/identified and examined/answered. Demonstrates a full, systematic and perceptive analysis of the evidence appropriate to the subject matter.	5
4	Disparate	The assignment contains disparate , irrelevant material that does not answer the question or relate directly to the topic.	4
5	Typography	No weaknesses in typography or grammar.	4
6	Professional material	Has made reference to a limited range of sources, some of which are dated or inappropriate. Many sources are likely to be professional material .	3
7	Critically	Materials treated critically throughout.	2
8	Assertion	Some assertions and points not adequately supported by the evidence presented.	1
9	Convention	Accurately conforms to APA referencing conventions .	1
10	Fluent	Fluent , polished and engaging academic style.	1

11	Insightful awareness	The writing shows a strong insightful awareness and/or independent critical analysis.	1
12	Materials	Materials treated critically throughout.	1
13	Systematic	Demonstrates a full, systematic and perceptive analysis of the evidence appropriate to the subject matter.	1
		Total	36

Report on PhD Students' Assessment Literacy

Context

During the 2018/2019 academic year, there are 62 PhD students pursuing their research at the Institute of Education (42 full-time and 20 part-time students). The majority of the students are overseas students with English as their additional language.

Around 55% of the students (N = 34) responded to our survey. Of the 22 full-time students who responded to the survey, there are four Year 1s, seven Year 2s, four Year 3s, and seven Year 4s. Of the 12 part-time students who responded to the survey, there are six Year 1s, one Year 2s, three Year 3s, and two Year 4s.

Twenty-five of the survey respondents have already completed the Confirmation of Registration (CoR) and are now working towards their viva, while nine students have not yet gone through the CoR.

Of those nine students who have yet to complete the CoR, over half (N = 5) said they are not aware of the CoR examination criteria (see Appendix H). Of those four students who said they are aware of the criteria, none of them are able to say what the criteria are when they were asked to do so. For example, one student defined what CoR is instead of stating the CoR examination criteria: *"The confirmation of registration examination is like a mini viva where you sit with your internal examiner and he/she will give you comments about your work"*. Of these same nine students, almost 70% of them (N = 7) said their supervisor has not explicitly told them about the CoR examination criteria.

Of those 25 students who have already completed the CoR and are now working towards their viva, over half of them (14 out of 25) said they are not aware of the viva examination criteria (see Appendix I). Of those 11 students who said they are aware of the criteria, none of them are able to say what the criteria are when they were asked to do so. For example, some students wrote the following as being the viva criteria: *"Viva and thesis"*, *"Questions will be asked about my thesis/study during viva examination"*, and *"Having chapters of intro, lit review, methodology, results, discussion and conclusion about an original topic"*. Of these same 25 students, over 85% of them (N = 23) said their supervisor has not explicitly told them about the viva examination criteria.

Overall, there is no evidence to suggest that any of our PhD students (at least those who responded to the survey i.e. over half of all our PhD students) are actually aware of the doctoral examination criteria, be it the CoR or viva criteria.

Key findings

PhD CoR examination criteria

The survey respondents were asked to rate the clarity of each of the six PhD CoR examination criteria below on a scale of 1 to 5 with 1 being 'Not at all easy to understand' and 5 being 'Extremely easy to understand'. The findings can be found below.

Criteria 1: Is the work presented by the student such as might reasonably be expected as a result of their having studied for the equivalent of around 12-18 months full-time for a PhD, depending on the timing of the confirmation process.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	2 (22.2%)	0 (0%)	1 (11.1%)	6 (66.7%)

One problematic term as identified by the survey respondents is "*such as might*".

Criteria 2: Has the student shown that he or she is able to exercise independent critical judgement.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	0 (0%)	1 (11.1%)	8 (88.9%)

No problematic terms were identified by the survey respondents.

Criteria 3: Has the student demonstrated that he / she understands how his / her research topic is related to a wider field of knowledge.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	0 (0%)	1 (11.1%)	8 (88.9%)

No problematic terms were identified by the survey respondents.

Criteria 4: Has the student demonstrated the ability to produce an original contribution to knowledge

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	0 (0%)	2 (22.2%)	7 (77.8%)

No problematic terms were identified by the survey respondents.

Criteria 5: Is the amount and nature of the subject-specific and generic research skills training that has been undertaken by the student appropriate to his / her needs, as identified through a Learning Needs Analysis or similar process

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	1 (11.1%)	3 (33.3%)	5 (55.6%)

One problematic term as identified by the survey respondents is "*nature*".

Criteria 6: Is the student's work, and his / her understanding of it, of a standard that indicates that it will lead to the successful submission of a PhD thesis within 3-4 years full-time registration (or part-time equivalent)

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	1 (11.1%)	2 (22.2%)	6 (66.7%)

One problematic term as identified by the survey respondents is "*of a standard*".

PhD viva examination criteria

The survey respondents were asked to rate the clarity of each of the four PhD viva examination criteria below on a scale of 1 to 5 with 1 being 'Not at all easy to understand' and 5 being 'Extremely easy to understand'. The findings can be found below.

Criteria 1: The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, to extend the forefront of the discipline, and to merit publication in an appropriate form.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
2 (8%)	3 (12%)	8 (32%)	10 (40%)	2 (8%)

Problematic terms as identified by the survey respondents are "*I didn't understand the clause 'or other advanced scholarship'. I think this criteria is too wordy which makes difficult to understand. I had to read it four times to properly understand it.*"

Criteria 2: A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
1 (4%)	5 (20%)	4 (16%)	7 (28%)	8 (32%)

One problematic term as identified by the survey respondents is “*systematic acquisition*”.

Criteria 3: The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and the ability to adjust the project design in the light of unforeseen problems.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	4 (16%)	6 (24%)	6 (24%)	9 (36%)

No problematic terms were identified by the survey respondents.

Criteria 4: Comprehensive understanding of techniques applicable to their own research or advanced scholarship.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	4 (16%)	3 (12%)	10 (40%)	8 (32%)

One problematic term as identified by the survey respondents is “*Techniques. Methods can replace the term Techniques*”.

Recommendations

Overall, the clarity of the six PhD CoR examination criteria is relatively high. The few problematic terms highlighted by the students (i.e. *such as might, nature and of a standard*) seem to suggest a linguistic issue as opposed to a conceptual one, and these terms can thus be explained to students by supervisors with relative ease.

The clarity of the four PhD viva examination criteria, however, could be improved. The problematic terms highlighted by the students (i.e. *scholarship, systematic acquisition and techniques*) seem to suggest a conceptual issue as opposed to a linguistic one. We would thus like to recommend the PhD programme directors to raise this issue with the University’s Doctoral Office to see if they would be willing to revise and simplify the wording of some of these criteria to make it more accessible to PhD students, particularly those whose English is their additional language, here at the IoE and across the University.

Report on EdD Students' Assessment Literacy

Context

During the 2018/2019 academic year, there are 51 EdD students pursuing their research at the Institute of Education. Unlike our PhD students, the majority of EdD students are UK students with English as their native language.

Around 45% of the students (N = 23) responded to our survey: six Year 3s (i.e. first year of Part B of the programme), thirteen Year 4s, two Year 5s and two Year 6s.

Around 70% of the survey respondents (16 out of 23) said they are not aware of the EdD examination criteria (see Appendix J). Of those seven students who said they are aware of the criteria, each of them was able to identify only 1-2 criteria each e.g. *"contribution to new knowledge & contribution to professional practice"*, *"understanding and application of theory of research design"* and *"To be able to undertake effective and reliable independent research"*.

Over 80% of the survey respondents (19 out of 23) said their supervisor has not explicitly told them about the EdD examination criteria.

Overall, there is little evidence to suggest that our EdD students (at least those who responded to the survey i.e. almost half of all our EdD students) are actually aware of the EdD examination criteria.

Key findings

The survey respondents were asked to rate the clarity of each of the five EdD viva examination criteria below on a scale of 1 to 5 with 1 being 'Not at all easy to understand' and 5 being 'Extremely easy to understand'. The findings can be found below.

Criteria 1: The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, to extend the forefront of the discipline, and to merit publication in an appropriate form.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	1 (4.3%)	3 (13%)	9 (39.1%)	10 (43.5%)

Problematic terms as identified by the survey respondents are *"Scholarship"*, *"An appropriate form"*, and *"To extend to the forefront of the discipline"*. Other comments include *"Far too vague!"*, *"Very long sentence - with lots of content"*.

Criteria 2: A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
1 (4.3%)	1 (4.3%)	1 (4.3%)	9 (39.1%)	11 (47.8%)

Problematic terms as identified by the survey respondents are *"What is 'substantial'?"*, *"systematic acquisition"* and *"The forefront of an academic discipline"*.

Criteria 3: The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and the ability to adjust the project design in the light of unforeseen problems.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	3 (13%)	10 (43.5%)	10 (43.5%)

Problematic terms as identified by the survey respondents are *"Forefront - have you defined what this actually means?"* and *"at the forefront of the discipline"*.

Criteria 4: Comprehensive understanding of techniques applicable to their own research or advanced scholarship.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	3 (13%)	12 (52.2%)	8 (34.8%)

Problematic terms as identified by the survey respondents are *"Advanced"*, *"Techniques (Are you referring to research methods?)"* and *"Scholarship' might need defining more"*.

Criteria 5: An understanding of how research informs professional practice and knowledge.

1 'Not at all easy to understand'	2	3	4	5 'Extremely easy to understand'
0 (0%)	0 (0%)	1 (4.3%)	7 (30.4%)	15 (65.2%)

No problematic terms were identified by the survey respondents.

Recommendations

Overall, the clarity of the five EdD viva examination criteria is satisfactory. However, the clarity of some of them could be improved. The problematic terms highlighted by the students (e.g. *scholarship*, *systematic acquisition*, *at the forefront of the discipline* and *techniques*) seem to suggest a conceptual issue as opposed to a linguistic one. We would thus like to recommend the programme director to raise this issue with the University's Doctoral Office to see if they would be willing to revise and simplify the wording of some of these criteria to make it more accessible to our EdD students.

Appendix A

Foundation Degree in Children's Development and Learning
Level 4 Assessment Rubric

Marking grid for Level 4 – please note that not all categories are weighted equally



	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Pass level	30-39% Below threshold	0-29% Fail
Structure and content of assignment (including relevance to topic chosen)	The work has an excellent structure which is coherent and presents relevant ideas	The work has an excellent structure which is logical and coherent, presenting key ideas	The work is well structured, logical and coherent and presents relevant ideas	The work has an adequate structure with competent presentation of relevant ideas	The work has an adequate structure with some disorganised sections and irrelevant content	The work has an inadequate structure and presentation with poor organisation and mostly irrelevant content	The organisation, ideas and structure of the assignment have failed to meet the required level.
	There is an articulate, well-reasoned introduction and the conclusion is insightful	There is a detailed introduction and the conclusion summarises the key points, making recommendations for future practice	There is a very detailed introduction and conclusion which contribute to the structure of the assignment	A good introduction and conclusion are present and contribute to the structure of the assignment	A brief introduction and/or conclusion are present and they make a limited contribution to the structure of the assignment	The introduction and conclusion are inadequate or are not found	The introduction and conclusion are not found
	Demonstrates outstanding ability to relate relevant theory to practice at this level.	Demonstrates an excellent ability to relate relevant theory to practice.	Demonstrates a confident ability to relate relevant theory to practice.	Demonstrates competence in linking relevant theory to practice.	Demonstrates a satisfactory ability to link theory to practice although there may be inconsistencies	Theory to practice links are attempted but are inappropriately addressed.	Theory to practice links have failed to meet the required level

	Demonstrates extensive knowledge and understanding of the topics identified in the assessment criteria for this assignment	Demonstrates thorough knowledge and understanding of the topics identified in the assessment criteria for this assignment	Demonstrates a very good knowledge and understanding of the topics identified in the assessment criteria for this assignment	Demonstrates a sound knowledge and understanding of the topics identified in the assessment criteria for this assignment	Demonstrates a general knowledge and understanding of the topics identified in the assessment criteria for this assignment, with some aspects missing or incomplete	Demonstrates insufficient knowledge and understanding of the topics identified in the assessment criteria for this assignment	Level of knowledge and understanding of the assessed topic has failed to meet required standard
Knowledge, Understanding and analysis	Demonstrates independent exploration and critical evaluation of the issues raised by the assignment with insightful discussion.	Demonstrates detailed exploration and critical evaluation of the issues raised by the assignment and discusses these coherently.	Demonstrates a thorough exploration and evaluation of the issues raised by the assignment which is discussed in some depth.	Demonstrates evaluation of the issues raised by the assignment alongside some lapses into description	Demonstrates some attempt to evaluate the issues raised by the assignment, but the work is mostly descriptive	Demonstrates limited ability to include evaluation of the issues raised by the assignment and the assignment is almost entirely descriptive	Level of work relating to critical evaluation of the assessed topic has failed to meet required standard in any aspect.
	Evidence from academic and professional sources is used critically to underpin the argument presented in the assignment	Evidence from academic and professional sources is applied very confidently to develop the argument presented in the assignment	Demonstrates very good ability to use appropriate evidence from relevant sources to support the key points made in the assignment	Demonstrates ability to use evidence from relevant sources to support the main points made in the assignment although there may be a mixture of reasoning and opinion	Demonstrates limited or inconsistent ability to use evidence from appropriate sources to support points made in the assignment with a reliance on opinion	Demonstrates very limited and inconsistent ability to use evidence to support points made in the assignment which is characterised by opinion	Arguments are personal and anecdotal with no reference to source material
	Thorough coverage of all ethical issues, if appropriate.	Addresses all relevant ethical issues, if appropriate.	Addresses ethical issues in good detail, if appropriate.	addresses ethical issues adequately, if appropriate.	Does not address ethical issues adequately, if appropriate.	Ethical issues not appropriately or clearly addressed if appropriate	There are serious concerns about the lack of understanding and application of ethical issues

Evidence of Reading / Knowledge of Literature	Demonstrates an excellent ability to find and use a very large number and wide range of recent academic and professional sources- these may include books, book chapters, reports, journal articles and reliable web sources	Demonstrates an excellent ability to find and refer to a very large number and wide range of recent, reliable, academic and professional sources	Demonstrates a very good ability to find and refer to a large number and range of reliable academic and professional sources relevant to the topic.	Demonstrates an ability to refer to an adequate number of academic and professional sources which may include some text books and web sources	Has referred to a limited number of sources with many of them being inappropriate and unreliable	Very limited reference to sources, most of which are inappropriate or unreliable	Reference to source material is absent throughout this assessment.
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	The presentation is exceptional overall. Demonstrates highly effective use of presentation skills if appropriate	The presentation is excellent overall. Demonstrates excellent application of appropriate presentation skills that are used creatively to engage the audience if appropriate	The presentation is very good overall. There is very good use of appropriate presentation skills which engage the audience if appropriate	The presentation is good and demonstrates competent use of presentation skills if appropriate	The presentation is satisfactory overall and presentation skills may have been used more effectively to engage the audience if appropriate	The presentation lacks consistent use of effective communication skills if appropriate	The presentation style does not meet the required standard if appropriate
	The writing is highly fluent and engaging and is exceptionally academic and objective.	The writing has an excellent academic style and tone	The writing has a very good academic style and tone	The writing has a generally clear style which conveys meaning although there may be some lapses into conversational spoken English	The writing style is unclear in places and mostly informal, using conversational spoken English	The writing style is not sufficiently academic and is unclear	The writing style does not meet the required standard
	Paragraphs are well constructed and help to develop the argument and move it forward	Paragraphs are well constructed and used consistently to present the argument and move it forward	Paragraphs are appropriately constructed and used consistently	Mainly relevant use of paragraphing, although there may be some inconsistency	Limited use of paragraphing with sentences not grouped together around one key point	There may be very limited or no use of paragraphs to structure the writing	Lack of paragraphing.
	Grammar, spelling and sentence structure are accurate, clear and fluent	Grammar, spelling and sentence structure are accurate	Well written with very good spelling and grammar aside from minor errors	Grammar, spelling and sentence structure have apparent errors but they do not interfere with meaning.	Grammar, spelling and sentence structure lack accuracy	Frequent typographical and grammatical errors that interfere with meaning.	Typographical and grammatical errors interfere with the meaning throughout.
	Citation in the text conforms to recommended (APA) referencing conventions	Citation in the text conforms to recommended (APA) referencing conventions	Citation in the text is consistent with recommended (APA) conventions with some minor errors	Citations contain some errors and inconsistencies	Citation in the text is only partially consistent with recommended (APA) convention. There may be reliance on the use of direct quotes from sources in the text.	Referencing format is generally inadequate and inconsistent.	Referencing format is not discernible.
Presentation and referencing	Reference list is accurate and correctly formatted according to APA conventions	Reference list is accurate and correctly formatted according to APA conventions	Reference list may contain some minor errors in terms of content and formatting	Reference list contains some errors of content and formatting	Reference list has been attempted but errors mean that most sources could not be found by the reader using APA conventions	Inadequate reference list	Does not include a reference list.

Appendix B

Foundation Degree in Children's Development and Learning
Level 5 Assessment Rubric

Marking grid for Level 5 – please note that not all categories are weighted equally

	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Pass level	30-39% Below threshold	0-29% Fail
Structure and content of assignment (including relevance to topic chosen)	The work has an excellent structure which is coherent and presents relevant ideas	The work has an excellent structure which is logical and coherent, presenting key ideas	The work is well structured, logical and coherent and presents relevant ideas	The work has an adequate structure with competent presentation of relevant ideas	A more appropriate structure and organisation of the material would have improved the presentation of the assignment	The work has an inadequate structure and presentation with poor organisation and mostly irrelevant content	The organisation, ideas and structure of the assignment have failed to meet the required level.
	There is an excellent introduction which puts the assignment into context and the conclusion is insightful	A detailed introduction and conclusion are both present and contribute to the excellent structure of the assignment	There is a very detailed introduction and conclusion which contribute to the structure of the assignment	A good introduction and conclusion are present and contribute to the structure of the assignment	Both introduction and conclusion are present but not equally clear and detailed	The assignment lacks an adequate introduction and/or conclusion	Both introduction and conclusion are missing
	Demonstrates an outstanding ability to relate theory to practice.	Demonstrates an excellent ability to relate theory to practice.	Demonstrates a very good ability to relate theory to practice.	Demonstrates a competent ability to relate theory to practice.	Demonstrates some ability to address theory practice links.	Theory practice links are attempted but inappropriately addressed.	There is no theory included.
Knowledge, Understanding and analysis	Demonstrates a systematic and deep understanding of the central concepts or issues under discussion	Demonstrates extensive understanding and exploration of the topic and issues and discusses these in depth.	Demonstrates a secure understanding and exploration of the topic and key issues raised by the question which is discussed in some depth.	Demonstrates a good understanding of the key issues raised by the question but these could be explored in greater depth.	Demonstrates a basic understanding and exploration of the topic and the issues raised by the question.	Demonstrates limited understanding and insufficient exploration of the topic	Understanding and exploration of the topic is inadequate
	Demonstrates detailed analysis of the issues raised by the assignment and uses careful reasoning to build a persuasive argument	Demonstrates a sustained analytical approach based on relevant evidence with clear reasoning used to build an argument	Demonstrates a sound analytic ability where evidence is used to support the analysis and builds a logical argument	Demonstrates some analytic ability which is mostly based on supporting evidence with reasons given for positions taken, although there are some lapses into description	Demonstrates some attempts at analysis based on supporting evidence with a mixture of reasoning and opinion. The assignment is mostly descriptive	Demonstrates insufficient analysis lacking supporting evidence and being almost entirely descriptive and based on opinion rather than reasoning	Represents an inadequate account with no analysis present.
	Thorough and professional coverage of ethical issues if appropriate.	Addresses all relevant ethical issues, if appropriate.	Addresses ethical issues in good detail, if appropriate.	Addresses ethical issues adequately, if appropriate.	Does not address ethical issues adequately, if appropriate.	Ethical issues not appropriately or clearly addressed, if appropriate.	Ethical issues are not addressed or serious concerns about the way this was done, if appropriate.
Evidence of Reading / Knowledge of Literature	Demonstrates a close familiarity with leading edge literature in the field	Demonstrates an excellent ability to find and refer to a large number and range of relevant recent academic and professional sources - these may include books, book chapters, reports, journal articles and reliable web sources	Demonstrates a very good ability to find and refer to a large number and range of appropriate recent sources relevant to the topic	Has made reference to a good number and range of academic and professional sources	Has made reference to an adequate range of sources, some of which are unreliable or inappropriate	Reference to source material has been attempted. Many of the sources are inappropriate or unreliable	Reference to source material is unsatisfactory. No evidence of appropriate use of academic sources

General Presentation and referencing	Exceptional overall presentation. Demonstrates highly effective use of presentation skills if appropriate	Excellent overall presentation. Demonstrates excellent application of appropriate presentation skills that are used creatively if appropriate	Very good overall presentation. There is very good use of appropriate presentation skills which engage the audience if appropriate	Generally appropriate presentation. Demonstrates competent use of presentation skills if appropriate	Presentation is adequate and presentation skills may have been used more effectively to engage the audience if appropriate	Limited overall presentation which lacks consistent use of effective skills if appropriate	Incoherent, lacking an ordered presentation.
	A highly fluent and engaging academic style.	Fluent and engaging academic style.	Clear and engaging academic style.	Generally clear style but not consistently academic in tone	The writing style is informal and not consistently academic.	Unsatisfactory writing style.	Poor writing style.
	Exceptionally high standard of typography and grammar.	Typography and grammar are accurate	Very good typography and grammar with a few minor errors and they generally do not interfere with meaning.	Some typographical and grammatical errors although they do not interfere with meaning.	Typography and grammar lack accuracy and can interfere with meaning.	Frequent typographical and grammatical errors that interfere with meaning.	Constant typographical and grammatical errors that interfere with meaning throughout
	Exceptional application of recommended (APA) referencing conventions.	Citation in the text conforms to recommended (APA) referencing conventions.	Referencing format generally consistent with recommended (APA) conventions with some minor errors.	Referencing format generally consistent with recommended (APA) convention with some errors and inconsistencies	Referencing format is only partially consistent with recommended (APA) convention and includes errors and inconsistencies	A referencing format has been attempted but is inadequate and inconsistent	Referencing format not evident
	Exceptional application of recommended (APA) referencing conventions.	Reference list is accurate and correctly formatted according to APA referencing conventions	Reference list generally correct but may contain some minor errors of formatting	Some errors of content and/or formatting are evident in the reference list	Reference list is mostly inaccurate and includes errors and inconsistencies	Reference list is inadequate and does not conform to APA conventions	Absence of reference list.

Appendix C

BA in Education Studies Assignment Assessment Rubric

Assessment criteria for Level 4 – please note that not all categories are weighted equally.



	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Pass level	30-39% Below threshold	0-29% Fail
Structure and content of assignment (including relevance to topic chosen)	This work is exceptional in terms of scholarship at this level.	This work demonstrates an excellent level of scholarship at this level.	This work is very well-planned and structured with a logical presentation of ideas.	The work is well planned and structured with a suitable presentation of ideas.	There is evidence of planning and organisation of material.	Limited evidence of planning and organisation of material.	The organisation, ideas and structure of the assignment have failed to meet the required level.
	Excellent planning has led to an articulate and well-reasoned assignment.	Thoughtful and focussed planning has led to a well-reasoned assignment. There is a detailed introduction and a clear sequence and development of ideas. These are effectively summarised in the conclusion	There is a clear introduction and conclusion and the content is relevant. The question is very well addressed.	A sound introduction and conclusion are present and most of the content is relevant. The question is well addressed.	An introduction and conclusion are present and much of the content is relevant. Overall the question is adequately addressed.	The introduction and conclusion are inadequate and the content mostly irrelevant.	The lack of planning is evidenced in a lack of cohesive argument and the assignment does not answer the question
	Outstanding ability to relate theory to practice at this level.	The work demonstrates an excellent ability to relate theory to practice.	The work demonstrates a confident ability to link theory to practice.	The work demonstrates a sound ability to link theory to practice.	The work demonstrates a satisfactory ability to link theory to practice.	Theory to practice links are absent or inappropriately addressed.	It does not meet the criteria to pass because the work is mainly inaccurate or the meaning is unclear and incoherent.

Knowledge, Understanding and analysis	Demonstrates a thorough understanding of key facts with insightful discussion.	Demonstrates extensive understanding and exploration of the topic and discusses this coherently.	Demonstrates a very good understanding and exploration of the topic which is discussed in some depth.	Demonstrates a sound understanding of the subject matter of the assignment.	Demonstrates a general understanding and exploration of the topic and the issues raised by the question, but lacks detail.	Represents an inadequate, descriptive account with insufficient analysis present.	Level of work relating to knowledge and , understanding of the assessed topic has failed to meet required standard in any aspect.
	Shows consistent evidence of independent and critical evaluation.	Demonstrates a highly competent, critical and balanced evaluation of the issues. There is a sustained analytical approach.	Demonstrates a developing critical use of literature and theory to support key points.	There is sound exploration and evidence of using literature and theory to support key points; however some of the writing tends to be descriptive.	Many assertions and points are not adequately supported by evidence. Much of the writing is descriptive.	The work includes irrelevant material that does not answer the question or relate directly to the topic.	Level of work relating to analysis of the assessed topic has failed to meet required standard in any aspect.

Evidence of Reading / Knowledge of Literature	Evidence provided to back up the argument is based on an extensive range of high quality, academic sources. Shows some familiarity with leading edge literature in the field	Shows an ability to find and employ a range of relevant recent sources - these may include books, book chapters, reports, journal articles and web sources	Shows an ability to find and employ a range of appropriate recent texts and articles relevant to the topic.	Has made reference to a range of academic sources and has generally used them appropriately.	Has made reference to a limited range of sources, some of which are dated or inappropriate.	Reference to some dated and irrelevant source material is inadequate and unsatisfactory.	Reference to source material is absent throughout this assessment.
	Academic sources are employed critically and effectively to underpin the points.	Academic sources are employed effectively to develop the argument.	Shows very sound ability to use texts critically to develop the argument.	Shows some ability to use texts to support the main points of the argument with developing critical understanding.	Shows limited or inconsistent use of sources to develop the argument.	Arguments are not supported by academic sources.	Arguments are personal and anecdotal with no reference to source material.

Presentation and referencing	Highly fluent and engaging style. The presentation of the assessment is exceptionally academic and objective.	Fluent and engaging style. The presentation of the assessment is suitably academic and objective.	Clear presentation style which is objective and academic.	Generally clear style but presentation is not consistently objective and academic.	The presentation style is informal and not consistently academic.	Presentation style is not sufficiently formal and academic.	The presentation style does not meet the required standard.
	No weaknesses in typography or grammar.	No weaknesses in typography or grammar.	Very few typographical and grammatical errors and they do not interfere with meaning.	Few typographical and grammatical errors and they do not interfere with meaning.	Some typographical and grammatical errors occasionally interfere with meaning.	Frequent typographical and grammatical errors that interfere with meaning.	Typographical and grammatical errors interfere with the meaning throughout.
	Citation within the text conforms to recommended (APA) referencing conventions.	Citation in the text conforms to single, recommended (APA) referencing conventions.	Citation in the text is consistent with recommended (APA) conventions with some minor errors.	Citation in the text generally consistent with recommended (APA) convention with some errors.	Citation in the text is only partially consistent with recommended (APA) convention and includes errors. There is reliance on the use of direct quotes from sources in the text.	Referencing format is generally inadequate and inconsistent.	Referencing format is not discernible.
	Reference list correctly formatted.	Reference list correctly formatted.	Reference list formatted correctly with some minor errors.	Reference list generally formatted correctly with some errors.	Reference list lacks consistency.	Inadequate reference list	Does not include a reference list.
	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation follows Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation is generally consistent with the Programme Handbook's recommended font size, line spacing, formatting and length.	The presentation is partially consistent with the Programme Handbook's recommended font size, line spacing, formatting and length.	Does not meet the requirements of the presentation recommended in the Programme Handbook.	Does not meet the requirements of presentation recommended in the Handbook. .

Appendix D

**BA Ed in Primary Education (with Qualified Teacher Status)
Assignment Assessment Rubric**

Criteria	Outstanding (80% and above)	Excellent (70- 79%)	Good (60 – 69%)	Satisfactory (50 – 59%)	Weak (40 – 49%)	FAIL (Below 40%)
Understanding	An exceptional grasp of understanding of both wider context and related content demonstrated throughout.	Excellent understanding of both wider context and relevant content demonstrated throughout.	Some understanding of wider context and good understanding of main content demonstrated throughout.	Limited evidence of contextual understanding; some good assignment content but some not fully pertinent to the question.	A response which is pertinent to some parts of the question only.	Content is largely or wholly inappropriate to the question
Analysis	Integrates independent thought with exceptional perceptive analysis and ideas driven by extensive reading in the field.	Shows excellent perceptive analysis and effective integration of ideas from wider reading.	Produces a balanced argument with good analysis linking to ideas from wider reading.	Generally, a balanced argument with elements of description as well as limited analysis; partial integration of wider reading.	Imbalance in argument with large elements of description and very limited analysis or integration of literature.	Lack of understanding of the question with little or no analysis and many unsupported statements made.
Organisation	Excellent organisational framework leading to a broad, balanced and well-reasoned argument	Excellent organisational framework with systematic structure, coherence and logical progression leading to a balanced and well-reasoned argument.	Good organisational framework with systematic structure, coherence and logical progression leading to a coherent line of argument.	Organisational framework and logical progression evident in places with some lack of coherence.	Limited organisational framework with some structure evident but little coherence and little logical progression.	Poor organisational framework with little structure evident, including poor coherence and progression of argument.
Literature	Shows an ability to seek out an extensive range of sources- seminal and up to date texts in the field- which are employed in a consistently critical and effective manner.	Clear evidence of reading a wide range of relevant literature.	Clear evidence of reading a range of relevant literature.	Shows evidence of some appropriate reading.	Limited references to wider reading or inappropriate sources used.	Very limited or no inclusion of wider reading.
Referencing	APA referencing conventions are correct throughout the assignment and the Reference List.	APA referencing conventions are correct throughout the assignment and the Reference List.	APA referencing conventions are largely correct throughout the assignment and the Reference List, with very few inconsistencies.	APA referencing conventions are used inconsistently or some arguments are unsupported.	Major inconsistencies or omissions in referencing.	Referencing is not used or is consistently inaccurate or misleading.
Writing	The writing has a unique flair that really engages the reader beyond their expectations	Well written in fluent, standard English using correct punctuation, syntax, spellings and is presented imaginatively.	Well written in standard English with occasional use of incorrect punctuation, syntax, spellings and is easily accessible to the reader.	Suitably written in standard English with some incorrect punctuation, syntax, or spellings, which may interfere with the clarity of meaning.	Some evidence of standard English with much use of incorrect punctuation, syntax or spellings, which interferes with the clarity of meaning.	Poor use of standard English with frequent mistakes in punctuation, syntax and spelling.
Specific 1						
Specific 2						
Specific 3						

Appendix E

**BA in Children's Development and Learning
Assignment Assessment Rubric**

BACDL Assignment Rubric

	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Pass level	30-39% Below threshold	0-29% Fail
Structure	The introduction is a polished abstract of the whole assignment. The conclusion is probing and insightful	A detailed introduction and conclusion are both present and contribute to the persuasiveness of the argument	There is an introduction and conclusion which are both clear and detailed	Both introduction and conclusion are present but not equally clear and detailed	A more detailed introduction and/or conclusion is required (e.g. simply states and restates steps of argument)	The introduction or conclusion is poor (e.g. main discussion starts immediately or ends abruptly)	Both introduction and conclusion are missing
	The work demonstrates an outstanding ability to relate theory to practice.	The work demonstrates an excellent ability to relate theory to practice.	The work demonstrates a sound level of ability to relate theory to practice.	The work demonstrates competence in relating theory to practice.	The work demonstrates a limited ability to relate theory to practice.	Theory and practice may be included but unrelated to each other	Either there is no theory or no practice included
Knowledge, Understanding and analysis	There is evidence of close and careful reasoning with no assumptions made	There is clear reasoning with an appropriate balance and sequence of ideas.	It is well-planned and structured, mostly supported by logical reasoning.	Reasons are given for positions taken	There is a mixture of reasoning and opinion	The writing lacks sufficient reasoning (e.g. mostly characterised by opinion)	Opinion only (e.g. no reasons given for positions taken)
	Maintains a clear and persuasive argument which may be original and/or controversial	Consistently builds a clear and persuasive argument through course of assignment	There is consistent evidence of sign-posting the argument (e.g. recapitulation/ 'topic sentences')	There is some attempt to sign-post the development of an argument for the benefit of the reader (e.g. recapitulation / 'topic sentences)	Although there is some attempt to develop an argument , ideas/ sections do not always follow from each other.	Insufficiently argumentative (e.g. ideas may appear random or disconnected)	There is no attempt to construct an argument
	Demonstrates a critical awareness of current problems and/or new insights and a deep understanding of the central concepts or issues under discussion	Demonstrates extensive understanding and exploration of the topic and discusses this in depth.	Demonstrates a secure understanding and exploration of the topic which is discussed in some depth.	Demonstrates a good understanding of the key issues raised by the question but these could be explored in greater depth.	Demonstrates a basic understanding and exploration of the topic and the issues raised by the question.	Represents a limited descriptive account with insufficient evidence of understanding	There are some basic misunderstandings of the key concepts or ideas
	Description /information is only present to support the analysis and argument	Description /information is only present to support the analysis and argument	Description /information is only present to support the analysis and argument	The assignment is mostly analytical with lapses into mere description (e.g. of practice)	The assignment is mostly descriptive with some attempts at analysis.	The assignment is almost entirely descriptive	There has been no attempt to analyse the subject/concept/issue under discussion
	Thorough and professional coverage of ethical issues if appropriate.	Addresses all relevant ethical issues , if appropriate.	Addresses ethical issues in good detail, if appropriate.	Addresses ethical issues adequately, if appropriate.	Does not address ethical issues adequately, if appropriate.	Ethical issues not appropriately or clearly addressed, if appropriate.	Ethical issues are not addressed or serious concerns about the way this was done, if appropriate.
Evidence of Reading / Knowledge of Literature	Shows a close familiarity with leading edge sources in the field. Uses them effectively.	Shows an ability to find and use a wide range of relevant recent sources - these may include books, book chapters, reports, journal articles and web sources.	Shows an ability to find and use a wide range of appropriate recent sources relevant to the topic.	Has made reference to a good range of academic sources and has generally used them appropriately.	Use of sources is only adequate (e.g. limited range or sources may be dated or inappropriate)	Use of sources is inadequate (e.g. minimal or mostly inappropriate)	Sources are either absent or irrelevant
Presentation and referencing	A highly fluent and engaging academic style comparable to published work	Fluent, polished and engaging academic style.	Clear and engaging academic style.	Generally clear style but not consistently academic (e.g. some lapses into conversational spoken English)	The writing mixes formal and informal styles	The style of writing is mostly conversational	No apparent attempt made at drafting or revision to improve style
	Each paragraph helps to develop the argument and move it forward	Paragraphs used consistently to introduce new ideas or stages of argument	Paragraphs used consistently to introduce new ideas or stages of argument	Mainly relevant use of paragraphing , with some inconsistency.	Limited use of relevant paragraphing.	Either there are no paragraphs at all or sentences are not grouped into paragraphs	Either there are no paragraphs at all or sentences are not grouped into paragraphs
	Grammar and punctuation are free of errors	Grammar and punctuation are free of errors	Very few errors in grammar and punctuation and they do not interfere with meaning.	Few errors in grammar and punctuation and they do not interfere with meaning.	Some errors in grammar and punctuation occasionally interfere with meaning.	Frequent errors in grammar and punctuation that interfere with meaning.	Continual errors in grammar and punctuation that interfere with meaning.
	Conforms completely to recommended (APA) referencing conventions.	Conforms completely to recommended (APA) referencing conventions.	Referencing format generally consistent with recommended (APA) conventions with some minor errors.	Referencing format generally consistent with recommended (APA) convention with some errors.	Referencing format is only partially consistent with recommended (APA) convention and includes errors.	A referencing format has been attempted but does not conform to APA conventions	No final list of references

Appendix F

MA in Education Assignment Assessment Rubric

**INSTITUTE OF EDUCATION Masters Programme:
Module Assignment Feedback**



Candidate Number:		Module number:	
First Marker		Module Credits:	

Assignment title:

Feedback *Note: not all criteria are given equal weighting.*

	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Below threshold standard	0-39% Unsatisfactory work
Structure – Scholarship	This work is outstanding in terms of scholarship.	The work demonstrates a very high level of scholarship.	The work demonstrates a high level of scholarship.	There are some scholarly elements.	There are few scholarly elements in this piece of work.	There is little evidence of scholarly elements in this piece of work.
Structure - ideas	It is very well-planned and structured, allowing a strong, coherent and persuasive development of ideas.	It is well-planned and structured, and offers clear, logical development of ideas.	It is generally well-planned and structured, so that the main ideas are effectively developed.	Some of the work is well structured, so some of the main ideas are developed.	A more appropriate organisation of material would have helped the development of the ideas.	The organisation, ideas and the structure of the assignment is unsatisfactory and inappropriate.
Structure - issues	Issues are perceptively set out/identified and examined/answered.	Issues are very clearly set out/identified and examined/answered.	Issues are clearly set out/identified and examined/answered.	Issues are reasonably well set out/identified and examined/answered.	Issues are not clearly set out/identified and are not effectively examined/answered.	Issues are poorly set out/identified and are poorly examined/answered.
Structure – theory & Practice	The work demonstrates an outstanding ability to relate theory to practice.	The work demonstrates a very high level of ability to relate theory to practice.	The work demonstrates a high level of ability to relate theory to practice.	The work demonstrates some ability to relate theory to practice.	The work does not adequately address theory practice links.	Theory practice links are absent or inappropriately addressed.
Argument - evidence	Demonstrates a full, systematic and perceptive analysis of the evidence appropriate to the subject matter.	Demonstrates a highly competent, critical and balanced evaluation and analysis of the evidence appropriate to the subject	Demonstrates a critical understanding of the evidence appropriate to the subject matter.	Demonstrates a good understanding of the evidence appropriate to the subject matter, but lacks real consistency in this respect.	Limited understanding of the evidence appropriate to the subject matter.	Very limited understanding of the evidence appropriate to the subject matter.
Argument - ideas	Excellent ability to show how ideas are supported by/derived from the evidence.	Very good ability to show how ideas are supported by/derived from the evidence.	Ideas are generally well supported by/derived from the evidence presented.	Some assertions and points not adequately supported by the evidence presented.	Many assertions and points are not adequately supported by evidence.	The assignment contains disparate, irrelevant material that does not answer the question or relate directly to the topic.
Argument - analysis	The writing shows a strong insightful awareness and/or independent critical analysis.	Most of the writing shows very good analytical insight.	Much of the writing shows considerable analytic ability.	Some of the writing tends to be descriptive, with limited analysis.	Much of the writing is descriptive, with very limited analysis.	Represents an inadequate, descriptive account.
Argument - ethics	Where necessary, ethical issues have been thoroughly understood and addressed.	Where necessary ethical issues have been carefully addressed.	Where necessary, ethical issues have been addressed.	Where necessary, ethical issues have been generally well addressed.	Where necessary, ethical issues have not been appropriately addressed.	Where necessary, ethical issues have been largely ignored or overlooked.

Literature - range	Able to seek out, independently, an extensive range of sources, including leading edge literature in the field as well as key historical sources. This is likely to include a strong emphasis on academic, as well as, professional materials.	Able to find and employ a wide range of relevant recent/seminal sources. This is likely to include an emphasis on academic, as well as, professional materials.	Able to find and employ a range of appropriate recent/important sources. This is likely to include professional and academic materials.	Has made reference to an adequate but limited range of recent/important sources. This is likely to include professional and academic materials.	Has made reference to a limited range of sources, some of which are dated or inappropriate. Many sources are likely to be professional material.	Reference to source material is inadequate and unsatisfactory. Many of the sources are dated. Few if any journals are cited.
Literature-use	All materials employed in a consistently critical and effective manner to develop the argument.	All materials employed critically and effectively to develop the argument.	Materials treated critically throughout.	Some evidence of critical use of materials.	Shows limited or inconsistent evidence of critical understanding.	Very little evidence of critical understanding.
Literature-understanding	Familiarity with the main texts and articles ensures an excellent balance between breadth of research/issues discussed, and depth of important papers/evidence examined.	Shows a close familiarity with the main texts and articles in the field.	Exhibits a sound grasp of main texts and articles relevant to the topic.	Shows a generally sound understanding of the main texts and articles relevant to the topic.	Shows weak understanding of some of the main texts and articles.	Shows weak understanding of the main texts and articles.
Presentation - referencing	Accurately conforms to APA referencing conventions.	Accurately conforms to APA referencing conventions.	Referencing format largely conforms to APA conventions.	Referencing format generally conforms to APA conventions.	Referencing format only partially conforms to APA conventions.	Referencing format does not conform adequately to APA conventions.
Presentation-grammar	No weaknesses in typography or grammar.	No weaknesses in typography or grammar.	Very few typographical and grammatical errors and they do not interfere with meaning.	Few typographical and grammatical errors and they do not interfere with meaning.	Some typographical and grammatical errors occasionally interfere with meaning.	Frequent typographical and grammatical errors that interfere with meaning.
Presentation - style	A highly fluent and engaging academic style comparable to published work.	Fluent, polished and engaging academic style.	Clear and engaging academic style.	Generally clear style but not consistently academic (e.g. some lapses into conversational spoken English).	The writing mixes formal and informal styles.	The style of writing is mostly conversational.

Appendix G

MA in Education
Dissertation Assessment Rubric

**INSTITUTE OF EDUCATION Masters Programme:
Dissertation Feedback**



Candidate Number:		Module number:
First Marker:		Module Credits:

Assignment title:

Feedback Note: *not all criteria are given equal weighting.*

	80+% Distinction level	70+79% Distinction level	60-69% Merit level	50-59% Pass level	40-49% Below threshold standard	0-39% Unsatisfactory work
Structure – Scholarship	This work is outstanding in terms of scholarship.	The work demonstrates a very high level of scholarship.	The work demonstrates a high level of scholarship.	There are some scholarly elements.	There are few scholarly elements in this piece of work.	There is little evidence of scholarly elements in this piece of work.
Structure - ideas	It is very well-planned and structured, allowing a strong, coherent and persuasive development of ideas.	It is well-planned and structured, and offers clear, logical development of ideas.	It is generally well-planned and structured, so that the main ideas are effectively developed.	Some of the work is well structured, so some of the main ideas are developed.	A more appropriate organisation of material would have helped the development of the ideas.	The organisation, ideas and the structure of the assignment is unsatisfactory and inappropriate.
Structure - issues	Issues are perceptively set out/identified and examined/answered.	Issues are very clearly set out/identified and examined/answered.	Issues are clearly set out/identified and examined/answered.	Issues are reasonably well set out/identified and examined/answered.	Issues are not clearly set out/identified and are not effectively examined/answered.	Issues are poorly set out/identified and are poorly examined/answered.
Structure – theory & Practice	The work demonstrates an outstanding ability to relate theory to practice.	The work demonstrates a very high level of ability to relate theory to practice.	The work demonstrates a high level of ability to relate theory to practice.	The work demonstrates some ability to relate theory to practice.	The work does not adequately address theory practice links.	Theory practice links are absent or inappropriately addressed.
Argument - evidence	Demonstrates a full, systematic and perceptive analysis of the evidence appropriate to the subject matter.	Demonstrates a highly competent, critical and balanced evaluation and analysis of the evidence appropriate to the subject matter.	Demonstrates a critical understanding of the evidence appropriate to the subject matter.	Demonstrates a good understanding of the evidence appropriate to the subject matter, but lacks real consistency in this respect.	Limited understanding of the evidence appropriate to the subject matter.	Very limited understanding of the evidence appropriate to the subject matter.
Argument - ideas	Excellent ability to show how ideas are supported by/derived from the evidence.	Very good ability to show how ideas are supported by/derived from the evidence.	Ideas are generally well supported by/derived from the evidence presented.	Some assertions and points not adequately supported by the evidence presented.	Many assertions and points are not adequately supported by evidence.	The assignment contains disparate, irrelevant material that does not answer the question or relate directly to the topic.
Argument - analysis	The writing shows a strong insightful awareness and/or independent critical analysis.	Most of the writing shows very good analytical insight.	Much of the writing shows considerable analytic ability.	Some of the writing tends to be descriptive, with limited analysis.	Much of the writing is descriptive, with very limited analysis.	Represents an inadequate, descriptive account.
Argument - ethics	Where necessary, ethical issues have been thoroughly understood and addressed.	Where necessary ethical issues have been carefully addressed.	Where necessary, ethical issues have been addressed.	Where necessary, ethical issues have been generally well addressed.	Where necessary, ethical issues have not been appropriately addressed.	Where necessary, ethical issues have been largely ignored or overlooked.

Literature - range	Able to seek out, independently, an extensive range of sources, including leading edge literature in the field as well as key historical sources. This is likely to include a strong emphasis on academic, as well as, professional materials.	Able to find and employ a wide range of relevant recent/seminal sources. This is likely to include an emphasis on academic, as well as, professional materials.	Able to find and employ a range of appropriate recent/important sources. This is likely to include professional and academic materials.	Has made reference to an adequate but limited range of recent/important sources. This is likely to include professional and academic materials.	Has made reference to a limited range of sources, some of which are dated or inappropriate. Many sources are likely to be professional material.	Reference to source material is inadequate and unsatisfactory. Many of the sources are dated. Few if any journals are cited.
Literature - use	All materials employed in a consistently critical and effective manner to develop the argument.	All materials employed critically and effectively to develop the argument.	Materials treated critically throughout.	Some evidence of critical use of materials.	Shows limited or inconsistent evidence of critical understanding.	Very little evidence of critical understanding.
Literature - understanding	Familiarity with the main texts and articles ensures an excellent balance between breadth of research/issues discussed, and depth of important papers/evidence examined.	Shows a close familiarity with the main texts and articles in the field.	Exhibits a sound grasp of main texts and articles relevant to the topic.	Shows a generally sound understanding of the main texts and articles relevant to the topic.	Shows weak understanding of some of the main texts and articles.	Shows weak understanding of the main texts and articles.
Methodology – tools	The analytical tools and research methods are applied with a high degree of sophistication to process the research data.	The analytical tools and research methods are applied with fluency to process the research data.	The analytical tools and research methods are appropriate to the research design and are suitably applied to process the research data.	The analytical tools and research methods are mainly appropriate to the research design and are competently applied to process the research data.	The analytical tools and research methods used are not completely appropriate to the research design or may not fully address the question under investigation.	The analytical tools and research methods used are inappropriate to the research design and fail to address the question under investigation.
Methodology - rationale	The research design and methodology chosen and methods employed are fully integrated and defended with insight.	The research design and methodology chosen and methods employed are fully integrated and defended with logical analysis.	The research design and methodology chosen is fully substantiated and methods employed are rationalised well.	The research design and methodology chosen are substantiated and methods employed are rationalised.	The research design and methodology chosen are not fully substantiated and methods employed are not fully rationalised.	The research design and methodology chosen are inappropriate and the methods employed are inadequate in answering the question.
Presentation - referencing	Accurately conforms to APA referencing conventions.	Accurately conforms to APA referencing conventions.	Referencing format largely conforms to APA conventions.	Referencing format generally conforms to APA conventions.	Referencing format only partially conforms to APA conventions.	Referencing format does not conform adequately to APA conventions.
Presentation - grammar	No weaknesses in typography or grammar.	No weaknesses in typography or grammar.	Very few typographical and grammatical errors and they do not interfere with meaning.	Few typographical and grammatical errors and they do not interfere with meaning.	Some typographical and grammatical errors occasionally interfere with meaning.	Frequent typographical and grammatical errors that interfere with meaning.
Presentation - style	A highly fluent and engaging academic style comparable to published work.	Fluent, polished and engaging academic style.	Clear and engaging academic style.	Generally clear style but not consistently academic (e.g. some lapses into conversational spoken English).	The writing mixes formal and informal styles.	The style of writing is mostly conversational.

Appendix H

PhD Confirmation of Registration (CoR) Examination Criteria

Criteria for satisfying Confirmation of Registration (CoR)

- a. Is the work presented by the student such as might reasonably be expected as a result of their having studied for the equivalent of around 12-18 months full-time for a PhD, depending on the timing of the confirmation process.
- b. Has the student shown that he or she is able to exercise independent critical judgement.
- c. Has the student demonstrated that he / she understands how his / her research topic is related to a wider field of knowledge.
- d. Has the student demonstrated the ability to produce an original contribution to knowledge
- e. Is the amount and nature of the subject-specific and generic research skills training that has been undertaken by the student appropriate to his / her needs, as identified through a Learning Needs Analysis or similar process
- f. Is the student's work, and his / her understanding of it, of a standard that indicates that it will lead to the successful submission of a PhD thesis within 3-4 years full-time registration (or part-time equivalent)

Source:

https://www.reading.ac.uk/web/files/graduateschool/pgrmonprogress_goodpracticeguide_oct17.pdf

Appendix I

PhD Viva Examination Criteria

Criteria for PhD

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, to extend the forefront of their discipline, and to merit publication in an appropriate form
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the discipline or area of professional practice
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and the ability to adjust the project design in the light of unforeseen problems
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship.

Source:

http://www.reading.ac.uk/web/files/qualitysupport/Code_of_Practice_Sept2018.pdf

Appendix J

EdD Viva Examination Criteria

For an EdD, the candidate must demonstrate each of the following:

- a) the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, to extend the forefront of the discipline, and to merit publication in an appropriate form.
- b) a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
- c) the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and the ability to adjust the project design in the light of unforeseen problems.
- d) a comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- e) an understanding of how research informs professional practice and knowledge.

Source:

https://www.reading.ac.uk/web/files/graduateschool/pgexaminersguide_EdD.pdf