

GRADING CRITERIA (ACADEMIC)

	Information/Knowledge:	Structure:	Spelling & Grammar	Use of Evidence and Analysis:	Referencing:
1% - 9% Absence of redeemable qualities	Absence of knowledge or information related to the needs of the assessment tasks. Although there may be some personal reflection of practical tasks – it is not related to relevant knowledge and information appropriate to the module or assessment tasks.	There is an absence of any clear or discernible structure. There is a lack of reasoning to justify the presentation of the work in the format in which it has been submitted.	Many sentences / paragraphs are incoherent.	Evidence to support statements is absent, incorrect or irrelevant. There is no discernible analysis. Statements made indicate a lack of thought. No evidence of relevant reading or engagement with ideas encountered on the module.	No attempt at referencing
10% - 19% Unacceptable	Information and or knowledge has been entirely misunderstood. There is not even a basic understanding expressed of the core ideas related to the assessment task, no evidence of understanding of relevant reading.	There is little to no structure employed. The work communicates as an initial outpouring of undeveloped thoughts and ideas and there is no logical progression from one point to another.	Some sentences / paragraphs are incoherent. Spelling and grammar is consistently poor throughout and interferes significantly with readers' understanding.	Little or no use of evidence or relevant material. Absence of coherent analysis, remains descriptive. No evidence of relevant reading.	No attempt at referencing.
20% - 29% Inadequate	Information is very limited, with many serious errors and omissions. There is little indication that the student has attempted to fulfil the basic requirements of the work. Information may be misleading or irrelevant and presented in a way that misrepresents the purpose of the assignment. Limited grasp of the relevant ideas and issues	The work is very poorly structured. The structure is such that the work is muddled, incoherent and unacceptable. There is little or no compliance with academic conventions with regard to structure which is largely confused.	There are many serious spelling and grammar errors. There is little evidence of basic proof reading, syntax is muddled. The work is difficult to understand because of poor spelling, grammar and or syntax.	There is no reference to appropriate theory and/ or other forms of evidence. Inadequate or insufficient use of relevant sources and references. Essential concepts are missing from analysis and evidence presented is of a very poor standard and/ or unacceptable. The fundamental idea is not appropriate to the assignment question. The evidence does not suggest that the work has evolved as a result of planning and research.	Referencing is absent or is very poorly executed with many inconsistencies serious errors and/ or omissions. The MHRA referencing style is overlooked and either no clear style is used, or another referencing system is employed.
30% - 39% Unsatisfactory	The information is limited, with some serious errors and omissions. There is some indication that the student has attempted to fulfil the basic requirements, but this is only an indication. The information may be presented in a way that misrepresents the purpose of the assignment.	The structure of the work is not entirely appropriate as such the work may be muddled and or lack progression of ideas or arguments. Little engagement with academic approaches to communication.	There are some serious spelling and grammar errors; doubtful and/ or fragmentary	There is little or no reference to appropriate theory and/ or other forms of evidence, overall level is inadequate/inappropriate/insufficient. The fundamental idea is not appropriate to assignment question. Some essential concepts are missing from analysis. The analysis is entirely derivative, generally superficial. The evidence does not suggest that the work has evolved as a result of careful planning and research. Key concepts misunderstood and ideas deficient / irrelevant.	The referencing format is not consistent with that set out in the MHRA style guide. Referencing is entirely absent or is very poorly executed with some serious errors or omissions.

40% - 49% Satisfactory	The information presented is just adequate but may contain a number of significant lapses, errors and omissions. There is some indication that the student has attempted to fulfil the basic requirement of the brief. Some information may be presented in a way that does not completely represent the purpose of the assignment but overall the work is satisfactory. The ideas in the work are inconsistent and many fundamental problems overlooked.	The structure may be unclear and provides only basic support to the subject matter The structure of the work is just satisfactory, but with a number of significant defects. Some attempt to engage with academic approaches to communication.	There are a number of significant spelling and grammar errors but not enough to completely obscure ideas presented.	There is some reference to appropriate theory and/ or other forms of evidence with a number of significant errors and/ or omissions, overall level is just adequate. The fundamental idea is not quite appropriate to the assignment question. The evidence suggests that the work has evolved as a result of very limited planning and basic research. Analysis shows little evidence of independent thought, although this is not particularly inspired or thorough. A very limited, but just adequate understanding of key concepts and some ideas may be clearly wrong/deficient/irrelevant.	The referencing format is consistent with that set out in the MHRA style guide, although there may be some significant errors and/ or omissions.
50% - 59% Good	There has been an attempt to communicate relevant ideas through the work although these may be inconsistent. The information presented is generally of a sound nature and addresses the assignment question but with a number of notable defects. Problems have been identified and some solutions proposed The ideas in the work have been assembled into an inconsistent response with some merit	The structure provides some support of the subject matter / argument although this may be inconsistent. The structure of the work is generally sound, but with a number of notable defects.	Generally sound, but with a number of notable defects; coherent.	There is some reference to appropriate theory and/ or other forms of evidence with a number of notable errors and/ or omissions. The evidence suggests that the work has evolved as a result of limited planning and research. Analysis shows some evidence of independent thought; competent but uninspired. A limited, but generally sound understanding of key concepts with a number of notable defects. The assignment task has been understood, and the brief followed, but with no exceptional insight.	Generally sound; the referencing format is consistent with that set out in the MHRA style guide, but may have a number of notable defects.
60% - 69% Very Good	The information presented is generally of a sound or very sound nature and addresses the assignment question but with some defects. Significant problems have been identified and a number of well-argued solutions proposed. The ideas in the work have been assembled coherently into a convincing response. There has been a clear attempt to communicate ideas of significance through the essay. (Some ideas may not have been considered in full, however, and there are opportunities for further refinement)	The structure is very clear and supports communication of the subject matter / argument. The structure of the work is generally sound or very sound, but with some defects. (The defects, however, are matters of style/finish rather than fundamental errors). Ability to synthesise a number of views.	Generally good or very good, but with some defects; thorough and/ or coherent.	Strong use of evidence with appropriate references taken from a range of relevant sources. The work demonstrates a clear ability to synthesise an understanding of relevant theories/ evidence through analysis. A generally sound or very good understanding of key concepts with some defects. Analysis indicates a good level of thought and consideration of the topics / concepts involved. The assignment question has been understood, and the brief followed, with some insight and critical appraisal.	Generally very good; the referencing format is accomplished and consistent with that set out in the MHRA style guide, but may have some minor defects.
70% - 79% Excellent	The information presented is of a very high standard, and addresses the assignment question comprehensively. Certain problems have been identified and a number of significant solutions proposed. The ideas in the work have been assembled coherently into a convincing response, and contribute an innovative approach to the task. There has been a successful attempt to communicate ideas of significance through the essay/ presentation.	The structure of the work is excellent in most respects, and where flaws exist, they are matters of style/finish rather than fundamental errors. The work is structured and presented throughout in a manner which is entirely suited to the subject-matter. Excellent organisation of ideas which are synthesised convincingly.	Excellent in most respects; thorough and coherent.	Excellent references taken from a range of relevant sources. The work shows awareness of current trends/debates in the performing arts and cultural practice. The work demonstrates an excellent ability to synthesise ideas of significance through analysis and/or presentation. Analysis used indicates a high level of thought and detailed consideration of the topics / concepts involved. The brief has been followed in every respect and subjected to a rigorous critical appraisal where appropriate.	Excellent; the referencing format is of a high standard and consistent with that set out in the MHRA style guide. Errors will be minor and scarce.
80% - 89% Outstanding	Work of high intellectual standard. There is a sophisticated understanding of complex levels of synthesised knowledge of relevant discourse. There is some indication of innovative thinking in regard to existing knowledge.	The structure of the work/ presentation is entirely appropriate, and offers no grounds for criticism. The argument is logical and ensures complex arguments are communicated clearly and inventively.	Spelling and grammar is of a very high standard, if there are errors these will be minor and scarce. Ability to communicate complex argument through sophisticated articulation and near perfect spelling, punctuation and syntax.	Work demonstrates a fresh or innovative approach to the task. The work demonstrates an outstanding ability to synthesise ideas of significance through analysis and/or presentation. Outstanding engagement with critical context	All sources are acknowledged and meticulously presented. Where there is an error, it will be related to the more complex or subtle aspects of referencing, rather than a matter of consistency.
90% - 100% Exceptional	The quality of the work is exceptional for undergraduate level and develops new knowledge that goes beyond the existing literature. The work demonstrates a highly sophisticated understanding of the nuances of the existing	The structure has been considered as an inherent aspect of the argument and enables a highly convincing and complex argument to be communicated in exemplary fashion.	The work is exceptional in that there are no grounds for revision of spelling / grammar / syntax.	Exemplary and judicious use of evidence drawn from multiple sources. Sophisticated and original analysis of personal / professional practice / academic discourse. Analysis and conclusions drawn would not be out of	All sources are acknowledged and meticulously presented. Complete accuracy in conforming to the agreed referencing system.

	knowledge in the field. The work demonstrates far reaching insight into a topic with exemplary understanding of the critical discourse.			place in a professional academic environment.	
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