

PG Diploma grade guidelines: characteristics of performance for each grade

Criteria	Ungraded: 0-39% (Fail)	Grade D: 40-49% (Fail)	Grade C: 50-59% (Pass)	Grade B: 60-69% (Merit)	Grade A:70-100% (Distinction)
Integration & Application (Reading)	Demonstrates very little evidence of having read, or integrated, central texts and research findings; scarcely relates these to the topic.	Demonstrates a limited, fragmented knowledge of the literature and research findings; presents few and/or limited applications of these to the topic.	Demonstrates a modest, partially integrated knowledge of the basic literature and research findings; presents some modest applications of these to the topic.	Demonstrates a well-integrated knowledge of the basic literature and research findings; presents pertinent applications of these to the topic.	Demonstrates an excellent, well-integrated knowledge of the basic literature and research findings; presents convincing applications of these to the topic.
Critical use of literature (Reading)	Demonstrates very little or no awareness of differing viewpoints, and of relations between them.	Demonstrates limited awareness of differing viewpoints, and of relations between them;	Demonstrates modest awareness of differing viewpoints, and of relations between them.	Demonstrates awareness of differing viewpoints, and of relations between them. Is familiar with main texts and findings; presents some critique but is not incisive.	Demonstrates excellent awareness of differing viewpoints, and of relations between them. Is widely read, and is critically incisive.
Reflection, insight and evaluation (Reading)	Presents very little or no evidence of reflection and evaluation of own and others' teaching practices.	Presents little evidence of reflection and evaluation of own and others' teaching practices.	Presents modest and/or unclear evidence of reflection and evaluation of own and others' teaching practices.	Presents clear evidence of reflection and evaluation of own and others' teaching practices.	Presents strong evidence of complex, insightful reflection and penetrating evaluation of own and others' teaching practices.
Understanding & Relevance (Writing)	Presents very little evidence of, or misunderstandings of, main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic; makes very few or no connections between them.	Presents limited evidence of, or flawed understandings of, main knowledge, concepts, theories, issues, policy ideas and practice relevant to the topic; makes few or simple connections between them.	Presents modest grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic and makes some relevant connections between them.	Presents a good grasp of main knowledge, concepts, theories, policy (when applicable), ideas and practice relevant to the topic; makes salient connections between them.	Presents an excellent grasp of main knowledge, concepts, theories, issues policy, ideas and practice relevant to the topic; and makes interesting and/or compelling connections between them.
Reasoning Structure, Argument (Writing)	Provides very few, or no hints, on the rationale and narrative arc of the study; submits work with very little or no structure; develops few or no arguments, presented arguments are flawed not sustained or are mutually contradictory; presents very little or no discussion of the work.	Provides little information about the overall rationale and narrative arc of the study; submits work with little structure; develops weak arguments, and/or the arguments are not followed through; presents little discussion of the work as a whole.	Acknowledges the rationale and narrative arc of the study; submits work with an adequate structure; develops and sustains some modest arguments; presents some discussion of the work as a whole.	Makes clear the rationale and narrative arc of the study; submits clearly structured work; develops clear and sound arguments with some defence but little evidence of creativity; presents a substantive discussion of the work as a whole.	Explains the rationale and narrative arc of the study; presents rigorously structured work; provides lucid, cogent and sophisticated arguments that are well substantiated and defended; presents a thorough and critical account of the work as a whole.
Independence (Writing)	Demonstrates very little or no independence of thought; accepts as given ideas and findings from the educational literature and research.	Demonstrates little independence of thought; accepts without question most ideas and findings from the educational literature and research.	Demonstrates modest independence of thought; questions some ideas and findings from the literature and research; shows an ability to generate practical solutions.	Demonstrates independence of thought; routinely questions ideas and findings from the literature and research; shows an ability to generate robust solutions.	Demonstrates independence of thought and argument; challenges ideas and findings from the literature and research; shows an ability to generate rigorous solutions; is creative, innovative & goal-oriented.
Research Methods (Applicable only to MEd in ULT)	Makes very little, or inappropriate, use of research and analytical methods; very poor write-up and organisation, makes it difficult for readers to discover what was done and found in the study.	Makes limited use of research and analytical methods; poor write-up and organisation: makes it difficult for readers to judge the quality and value of what was done and found in the study.	Makes use, without major errors, of standard research and analytical methods; adequate write-up and organisation: makes it possible for readers to evaluate the quality and value of the study.	Makes good use of appropriate research and analytical methods; competent write-up with good organisation: makes it easy for readers to evaluate the quality and value of the study.	Makes excellent use of well-chosen research and analytical methods; comprehensive write up with meticulous organisation: convinces readers of the high quality and/or value of the study.