UNIVERSITY OF LONDON

Programme Regulations
2021–2022

Criminology and Criminal Justice *and* Psychology Law

MSc
PGDip
PGCert
Individual modules

Important document – please read
This document contains important information that governs your registration, assessment and programme of study

Contents

Important information regarding the Programme Regulations

Last revised 24 May 2021

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by the University of London which is responsible for the academic direction of the programme. The Programme Regulations will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the Criminology and Criminal Justice and the Psychology Law programmes:

Module: Individual units of the programme are called modules. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Study session: There are two study sessions in a year, each lasting 20 weeks. Sessions begin in October and April. Each session is followed by an assessment submission window.

Resitting the assessment of a failed module: When you resit a failed module you will not receive further Module Leader support but you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

Repeating a failed module: When you repeat a failed module you will receive Module Leader support, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

Throughout the Regulations, 'we' 'us' and 'our' mean the University of London; 'you' and 'your' mean the student, or where applicable, all students.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* button in the student portal.

Changes to the MSc Criminology and Criminal Justice and MSc Psychology Law Regulations 2021–2022

Programme Regulations are reviewed annually and revised if necessary. Where there are changes which may impact on continuing students, these are listed below.

This programme is offered for the first time in October 2021.

1 Structure of the programmes

Appendix B gives the syllabuses and module outlines.

Qualifications

1.1

The following named qualifications are awarded under the Criminology and Criminal Justice and Psychology Law programmes:

- Master of Science (MSc) in Criminology and Criminal Justice

- Postgraduate Diploma (PGDip) in Criminology and Criminal Justice

- Postgraduate Certificate (PGCert) in Criminology and Criminal Justice

- Master of Science (MSc) in Psychology Law

- Postgraduate Diploma (PGDip) in Psychology Law

Qualification structure

1.2

The MSc Criminology and Criminal Justice and the MSc Psychology Law consist of:

- five modules (30 credits each); and

- one Project module (30 credits)

1.3

The PGDip Criminology and Criminal Justice and PGDip Psychology Law consist of:

- four modules (30 credits each)

1.4

The PGCert Criminology and Criminal Justice consists of:

- two modules (30 credits each)

Individual modules

1.5

All modules from the MSc Criminology and Criminal Justice and MSc Psychology Law programmes, excluding the Project module, are available to students on a stand-alone basis, subject to module availability.

See the Course page for information about when stand-alone individual modules are running.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be either:

- 1 October, if you first register before the September registration deadline;

- 1 April, if you first register before the March registration deadline.

Date of first assessments

2.2

If your effective date of registration is:

- 1 October, you will take your first assessment in March of the following year;
- 1 April, you will take your first assessment in September of the same year.

Study sessions

2.3

The programmes have two registration points in the year. There are two study sessions in a year, each lasting 20 weeks. Sessions begin in October and April. Each session is followed by an assessment submission window.

> Information about ratification of grades can be found in Section 6: Progression within the programme.

2.4

Each module will be taught over one 20-week session.

Module availability

2.5

Where the learning experience may be compromised due to low student registrations, we may consider deferring a module to a later session.

> Not all modules will run in every study session.
>
> We will inform you of any changes as early as possible and provide you with reasonable alternative arrangements.

Period of registration

> See the Programme Specification for the minimum and maximum periods of registration applicable to these programmes.

2.6

The minimum and maximum periods of registration to complete the programme are counted from your effective date of registration.

2.7

If you start by taking individual modules and then register for the PGCert, PGDip or MSc, we will give you a new maximum period of registration for the PGCert, PGDip or MSc.

> See Section 6: Progression within the programme for information on maximum and minimum number of modules you can register for in a study session.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the General Regulations, Section 3.

Recognition of prior learning

3.1

If you are registering on the MSc Criminology and Criminal Justice or MSc Psychology Law you may apply for recognition of prior learning for up to 60 credits (two modules).

3.2

If you are registering on the PGDip Criminology and Criminal Justice or PGDip Psychology Law you may apply for recognition of prior learning for up to 30 credits (one module).

3.3

Applications for recognition of prior learning for the Project module will not be considered.

3.4

Prior learning will not be considered or recognised for the PGCert Criminology and Criminal Justice or for Individual module/s.

4 Assessment for the programme

See General Regulations for Rules for taking written assessments

Summary table of assessment

4.1

Module	CRM010, CRM020, CRM030, CRM040, CRM050, CRM060	CRM500
Element weighting	100%	100%
Item of assessment	Online examination or item of coursework, submitted at the end of the session.	Research project

Passing assessments

4.2

The pass mark for each module is 50%.

4.3

If you do not complete the assessment for a module you will be required to re-register for the module and pay the module fee again. There is no academic penalty for this.

Penalty for exceeding the word count of coursework elements

4.4

For coursework elements, you should not exceed the *word limit* by more than 10%. If the word count is between 10% to 20% above the word limit, the coursework will receive a five mark penalty. If the word count exceeds the word limit by more than 20% you will receive a mark of zero for your work.

Late submission of coursework elements

4.5

You must keep to the deadlines given on the VLE. Coursework elements that are submitted after the deadline will not be marked and the attempt will be considered invalid.

> See regulations 5.10–5.12 for more information on invalid attempts.

5   Number of attempts permitted at an assessment element

5.1

The maximum number of attempts permitted for each element of assessment is two.

5.2

You will fail a module if your mark is below 50%.

5.3

You must make a second attempt at the assessment for a module you have failed.

5.4

If you pass a module with a mark of 50% or above, you will not be permitted to make a second attempt at the assessment.

5.5

Second attempts at assessment can be made in two ways, either by resitting the assessment of a failed module or by repeating the failed module.

Resitting the assessment of a failed module

> If you resit the assessment for a module, you will have to pay a fee when you re-register for the module to resit the assessment. The fee payable is outlined in the fee schedule.
>
> You will not receive further Module Leader support but will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment or retake the online examination, as applicable.

5.6

If you fail the assessment for a module held in the October session, your resit opportunity will be in the April session of the same academic year.

5.7

If you fail the assessment for a module held in the April session your resit opportunity will be in the October session of the following academic year.

5.8

If you do not make a second attempt at a failed module at the first opportunity, you will be required to repeat the module in full and you will be required to pay the **full module fee.**

Repeating a failed module

> If you repeat a module, you will have to pay the full module fee when you re-register for the module. When you repeat a failed module you will receive Module Leader support, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment or retake the online examination, as applicable.

5.9

You may choose when you repeat a failed module. You do not have to take the assessment in the next available study session.

Invalid module attempts

5.10

If you do not submit the assessment for a module, the attempt will be considered invalid and will not count. You will need to re-register and make a new attempt at the module, and you will be required to pay the **full module fee**. There will be no academic penalty for this.

5.11

For the Project module, if you do not submit the Research ethics form by the deadline your attempt will not be valid, this will not count as an attempt at the module and there will be no academic penalty.

> You will be notified of the deadline for submitting your Research ethics form during the study session.

5.12

When you re-register for a module due to a previous failed or invalid attempt, you will be required to pay the module fee again.

6   Progression within the programme

> See Section 4: Assessment for the programme for method of assessment.

6.1

You must have passed 60 credits (two modules) before you register for the Project.

Module selection

> For MSc students (including those entering via the Performance based admissions route) we recommend that you take one of the following modules when you first register on the programme, where possible:
>
> Either
>
> *CRM010 Psychological and sociological causes of crime;* or
>
> *CRM020 The legal and criminal justice context*
>
> We recommend that MSc students register on *CRM030 Advanced research methods in psychology and criminology* before registering on *CRM500 Project* where module availability allows.

6.2

In any given session you may register on modules up to the maximum value of **90 credits**. This can be a combination of new modules or modules that you are resitting or repeating. Of the 90 credits, a maximum of **60 credits** can be made up of new modules (two 30-credit modules). A new module is a module you have not registered for previously or for which a previous attempt was invalid.

Where you have reached the maximum credits permitted for a session but you are offered a resit of module/s failed in the previous session, the maximum credit value per session may be increased from 90 credits to **120 credits**.

On some occasions, registration on new modules or repeat modules will take place before you receive your results from the previous session and registration for the resit session opens. You should take this into account when making your module selections.

Individual modules

See Section 1 for information about stand-alone module availability.

6.3

You may take one module (30 credits) on a stand-alone basis without being registered for the PGCert, PGDip or MSc. If you apply to progress to the PGCert, PGDip or MSc and this is approved, you may be credited with any individual module successfully completed.

Progression between qualifications within the programmes

6.4

If you are registered on the PGCert or PGDip Criminology and Criminal Justice or PGDip Psychology Law and want to transfer your registration to a higher qualification, you should notify us before you enter for your final assessments.

As the entrance requirements for the PGCert, PGDip and MSc are the same, you do not need to successfully complete the lower award to transfer to the higher award. However, transfer of registration cannot take place whilst a study session is live and before results for this session are ratified by the Exam Board.

Performance based admissions

There are two entry routes into the MSc programmes: the Direct Entry route and the Performance based admission route. See the entrance requirements in the Programme Specification, and the requirements tab on the programmes' web pages for full details.

6.5

To enter either MSc via the Performance based admission (PBA) route, you must first register for and pass any one module from the MSc programme structure, excluding the Project module. Final results ratified at the Exam Board will be used for the basis of progression.

6.6

While registered on the PBA route you may register for a maximum of **60 credits** in any session, of which **30 credits** can be made up of new modules. Your total module registrations, including modules that you are waiting to repeat, may not exceed **60 credits**.

Transfer from Individual modules

6.7

A mark awarded for completion of an individual module may not be used to replace any mark for a degree, diploma or certificate already awarded.

6.8

If you are registered on a stand-alone individual module and you wish to transfer your registration to the PGCert, PGDip or MSc, you must meet the entrance requirements for Direct Entry or for Performance based admission (PBA).

6.9

If you only meet the entrance requirements for PBA but have already successfully completed an individual module on a stand-alone basis (30 credits), you will be permitted to transfer your registration directly onto the MSc, PGDip or PGCert via the Direct Entry route.

6.10

Only one module (30 credits) may be counted as credit towards the MSc, PGDip or PGCert.

> If you request to transfer from stand-alone individual module(s) to the MSc, PGDip or PGCert and are currently undertaking the study for these modules, transfer of registration cannot take place whilst a study session is live and before results for this session are ratified by the Exam Board.

Transferring between programmes

> You may submit a request via the student portal to transfer between the Criminology and Criminal Justice and Psychology Law programmes. See Appendix A for the programme structures for each programme and award.

6.11

If we allow you to transfer between the programmes:

- The marks you have already obtained will be taken into consideration for classification purposes. If you have been given credit for a module, we will not allow you to resit or repeat it.

- Attempts at any failed modules will be carried forward and your remaining attempt, where applicable, may take place after transfer.

- We will credit you with any modules that you have already passed.

7   Schemes of award

Marking criteria

> See Appendix C for the Assessment Criteria.

7.1

All assessments will be marked according to the published Assessment Criteria.

Mark scheme

7.2

The following mark scheme is used for the MSc, PGDip and PGCert:

Mark range	Outcome
70% and over	Distinction
60% – 69%	Merit
50% – 59%	Pass
0% – 49%	Fail

7.3

To calculate the final grade for the qualification, the marks for modules are weighted equally.

7.4

To be granted a qualification with Merit, your mean average mark for all modules excluding the Project must be between 60% and 69%; your mark for the Project must be 60% or above.

7.5

To be granted a qualification with Distinction, your mean average mark for all modules must be 70% or above.

Date of award

7.6

The date of award will correspond to the year that the requirements for the award were satisfied.

Exit qualifications

7.7

If you have exhausted your permitted number of attempts at module(s) and/or are unable to complete the MSc or PGDip, you may be considered for an exit qualification of PGDip or PGCert (respectively). In such circumstances, you will need to have achieved the credits required for a PGDip (120 credits) or PGCert (60 credits) and have successfully completed the required modules for the qualification concerned as set out in Appendix A.

Exit qualifications will be classified according to regulations 7.6 and 7.7.

7.8

If you have not completed the required modules, but you have completed the required number of credits for a PGDip (120 credits) or PGCert (60 credits), the Board of Examiners may, at its discretion, consider you for an exit qualification.

7.9

The exit qualification of PGDip or PGCert will be with effect from the year in which you satisfied the requirements for that award. Your registration will cease once the exit qualification has been granted.

7.10

Students registered on the MSc or PGDip Psychology Law who qualify for a PGCert exit qualification will be awarded the PGCert Criminology and Criminal Justice.

Appendix A – Structure of the programmes

A detailed outline of the module syllabus is provided on the [Programme page](), under structure

MSc Criminology and Criminal Justice

For the qualification of MSc Criminology and Criminal Justice, you must pass the following modules (each worth 30 credits):

- CRM010 Psychological and sociological causes of crime
- CRM020 The legal and criminal justice context
- *CRM030 Advanced research methods in psychology and criminology**
- *CRM040 Comparative sentencing and penology**
- CRM050 Global criminology
- *CRM500 Project**

*These modules are not available in 2021–2022 but will be launching in subsequent sessions. Please see the Programme Regulations for 2022–2023 for further details of the availability of these modules.

MSc Psychology Law

For the qualification of MSc Psychology Law, you must pass the following modules (each worth 30 credits):

- CRM010 Psychological and sociological causes of crime
- CRM020 The legal and criminal justice context
- *CRM030 Advanced research methods in psychology and criminology**
- *CRM040 Comparative sentencing and penology**
- CRM060 Young people and the criminal justice system: psychological research and practice
- *CRM500 Project**

*These modules are not available in 2021–2022 but will be launching in subsequent sessions. Please see the Programme Regulations for 2022–2023 for further details of the availability of these modules.

PGDip Criminology and Criminal Justice

For the qualification of PGDip Criminology and Criminal Justice you must pass the following module (30 credits):

- CRM050 Global criminology

Plus any **three** of the following modules (each worth 30 credits):

- CRM010 Psychological and sociological causes of crime
- CRM020 The legal and criminal justice context

- *CRM030 Advanced research methods in psychology and criminology**

- *CRM040 Comparative sentencing and penology**

*These modules are not available in 2021–2022 but will be launching in subsequent sessions. Please see the Programme Regulations for 2022–2023 for further details of the availability of these modules.

PGDip Psychology Law

For the qualification of PGDip Psychology Law, you must pass the following module (30 credits):

- CRM060 Young people and the criminal justice system: psychological research and practice

Plus any **three** of following modules (each worth 30 credits):

- CRM010 Psychological and sociological causes of crime

- CRM020 The legal and criminal justice context

- *CRM030 Advanced research methods in psychology and criminology**

- *CRM040 Comparative sentencing and penology**

*These modules are not available in 2021–2022 but will be launching in subsequent sessions. Please see the Programme Regulations for 2022–2023 for further details of the availability of these modules.

PGCert Criminology and Criminal Justice

For the qualification of PGCert Criminology and Criminal Justice, you must pass any **two** of the following modules (each worth 30 credits):

- CRM010 Psychological and sociological causes of crime

- CRM020 The legal and criminal justice context

- *CRM030 Advanced research methods in psychology and criminology**

- *CRM040 Comparative sentencing and penology**

- CRM050 Global criminology

*These modules are not available in 2021–2022 but will be launching in subsequent sessions. Please see the Programme Regulations for 2022–2023 for further details of the availability of these modules.

Appendix B – Module descriptions

Psychological and sociological causes of crime [CRM010]

'Crime' is a social construct that encapsulates a broad range of phenomena from individual acts of law breaking to transgressions by organisations, corporations and states. It is important for social scientists to understand the social, economic, and political contexts in which ideas about crime and offending arise. This module will help students to develop a critical understanding of dominant theories and conceptual models in psychology and sociology. Students will also be introduced to empirical tests of leading theories and the translation of theories into policy and practice.

Assessment: One 3,000-word case study (100%)

The legal and criminal justice context [CRM020]

This module will provide a critical overview of the criminal justice system in England and Wales (one of the first state sanctioned systems) and where relevant it will make global comparisons. The module will also consider the social, legal and political context of this system and how it may provide a pivotal role for the offender to navigate the criminal justice system. In particular, by considering roles such as the 'appropriate adult' and the expert in the prosecution, imprisonment and probation of an individual, the module will reflect on how the state, society and the private sector assists this system of regulation. The module will utilise case studies to highlight the practical application of key criminal justice problems and students will complete the course with an effective understanding of criminal justice policy, relevant associated legal frameworks, the input from psychology and the underpinning theoretical frames of reference.

Assessment: Online examination (100%)

*Advanced research methods in psychology and criminology [CRM030]**

A comprehensive and in-depth knowledge of research methods used in the social sciences is essential for learners to become critical consumers of scientific knowledge. Learners must also be competent in their ability to collect qualitative and quantitative data, and to conduct a broad range of research analyses when undertaking empirical research to answer novel research questions. Students must also understand the distinctive approaches of methods in psychology and criminology and be able to analyse, communicate, and evaluate a broad range of research methodologies.

Assessment: One 3,000-word research proposal (100%)

*Not available in 2021–2022

*Comparative sentencing and penology [CRM040]**

This module will require students to continue to develop their understanding of theory, context and practice to explore key issues in the disposal mechanisms for those sentenced in any criminal justice process. To understand and compare sentencing frameworks and practices along with penological choices enables students to utilise relevant methodologies and to critically review global policies with this group with a view to proposing and affecting positive change.

Assessment: Online examination (100%)

*Not available in 2021–2022

Global criminology [CRM050]

Exploring both cutting-edge criminological theory and current real-world research pertaining to crime, punishment and justice, this module utilises a multidisciplinary approach, drawing on criminology, history, sociology, law and social psychology to explore global crime problems.

Appetite for criminology and criminal justice courses has been growing both nationally and internationally over recent years. Though the production of knowledge, as well as research focus in criminology has been heavily skewed towards a select number of global North countries, there is now an emphasis on redressing this imbalance. Accordingly, as the discipline develops there is increasing demand for courses analysing issues of crime and criminal justice beyond the global North prioritising international comparative and global perspectives, which are now fast-growing within the academic field of criminology.

Assessment: Online examination (100%)

Young people and the criminal justice system: psychological research and practice [CRM060]

This module aims to provide learners with a developmental perspective of understanding young people in the criminal justice system. It will draw on psychological and criminological theories to understand young people's journeys through the criminal justice system. The concepts of risk, power, safety, and vulnerability will be considered, alongside understanding the narrative of young people's lives and how they are shaped by the multiple systems within which they interact (i.e. legal, health, social care, education). Through taking a developmental lens to understand the needs and experience of young people this module will draw on attachment and trauma-informed frameworks.

The module will engage learners with key debates and issues when working psychologically with young people in the criminal justice system. It will explore their journey through the system, from point of arrest to sentencing, examining the process of criminalisation and interventions offered to young people in these contexts. The module will take a critical lens to understanding the role of the psychologist (and other professionals) within these systems and will consider what ethical practice means in this context.

Assessment: One 3,000-word professional report (100%)

*Project [CRM500]**

The project module provides learners with the experience of conducting an independent empirical research project on a topic relevant to Psychology Law or Criminology and Criminal Justice. Students will draw on learning from the Advanced research methods module and skills and knowledge gained from across their programme of study. They will develop research questions, choose appropriate methodologies, consider relevant ethical issues, collect research data, interpret research findings, and formally present their findings in the form of a research project. Learners will also engage in reflecting on other possible modes of research dissemination and impact including, for example, conference presentations, practitioner events, consultation, policy formation, book chapters, and journal publication.

Assessment: One 10,000-word research project

*Not available in 2021–2022

Appendix C – Assessment criteria

Coursework Assessment Criteria

This is an indicative description of expectations at each grade level.

Grade descriptor and % range	Stepped marking increments	Description
Distinction 82–98	**98% – work at the top of the range fits all of the descriptors for this band very well and cannot be improved in any way** **95% – work fits all of the descriptors for this band very well and only superficial changes would improve this work** **92% – work fits all of the descriptors for this band very well and only one or two minor changes could improve this work** **88% – work fits all or most of the descriptors for this band well and only a few minor changes could improves this work** **85% – work fits most of the descriptors well, though some changes could improve this work** **82% – work fits most of the descriptors to a good degree and**	***Relevance*** – Criteria and learning outcomes are comprehensively covered. An exceptionally relevant response to the assessment task, showing highly creative and original contributions to the problem set, including exceptionally relevant ideas and examples. Publishable or exceptional research potential. ***Knowledge*** – Exceptionally detailed, accurate and wide-ranging knowledge of the topic, current research or professional practice and may show the capacity to generate one's own contribution to the knowledge base. ***Analysis, Critical Evaluation and Application*** – exceptional and penetrating analytical and problem-solving skills and a critical evaluation and synthesis of ideas, literature and practice examples (where relevant). ***Creativity, Originality and Insight*** – Exceptional degree of creativity, originality and independence/flexibility of thought with excellent levels of insight into the topic and employing novel but relevant solutions to complex problems. ***Range and Use of Literature*** – Ability to assemble information from a range of relevant sources to produce excellent answers. Full use of learning resources, including reading beyond the standard material. Penetrating analysis and exceptional understanding of the literature. Literature drawn on to develop exceptionally robust answers. ***Structure and Presentation*** – The highest professional standards of planning and organisation of work and exceptional written, oral or visual presentation skills with no errors and accuracy in spelling and grammar ***Referencing*** – Highly accurate referencing. An impressive array of sources of information. A consistent approach used. Fully meets the department's referencing guidelines.

Grade descriptor and % range	Stepped marking increments	Description
	clearly exceeds the majority of the descriptors in the 72%-78% band	
Distinction **72–78**	**78% – work at the top** **of the range fits the descriptors for this band very well and does not fit the majority of descriptors in the band above (82%-98%).** **75% – work at the middle of the range fits the descriptors for** **this band well** **72% – work at the lower end of the range** **fits the descriptors for** **this band to a satisfactory degree and clearly exceeds** **the majority of the descriptors in the band below this (Merit)**	*Relevance* – Writing shows strong evidence of meeting the writing criteria to a high standard. Very relevant response to the assessment task, show creative and original contributions to the problem, including very relevant ideas and examples. Very good research potential. *Knowledge* – Detailed, largely accurate and thorough knowledge of the topic, showing a very good understanding of key issues. *Analysis, Critical Evaluation and Application* – Very good analytical and problem-solving skills and a critical evaluation and synthesis of ideas, research, literature and practice examples (where relevant). *Creativity, Originality and Insight* – Very good degree of creativity, originality and independence/flexibility of thought and may show insight into the topic, employing novel but relevant solutions to complex problems. *Range and Use of Literature* – Strong ability to assemble information from a range of sources. Makes wide use of learning resources, including reading beyond the standard material. High standard of evaluation of published work. Strong evidence that the student understands the main points and other aspects of the literature. Effective use of literature to generate arguments, highlighting issues and answering questions. *Structure and Presentation* – Very high standards of planning and organisation of work and very good written, oral or visual expression or presentation skills with no errors and accuracy in spelling and grammar. *Referencing* – Work is well referenced. Clear and consistent in both the text and the final reference list. The referencing guide has been followed accurately.
Merit **62–68**	**68% – work at the top** **of the range fits the descriptors for this band very well and does not fit the majority of descriptors in the band above (Distinction)** **65% – work at the**	*Relevance* – Writing addresses the criteria to a good standard. Largely relevant response to the assessment task, show some creative and original contributions to the problem, including good ideas and examples. *Knowledge* – Generally accurate and reasonably detailed knowledge of the topic with few significant errors in knowledge. *Analysis, Critical Evaluation and Application* – Some ability to analyse, problem-solve and critically evaluate ideas, literature

Grade descriptor and % range	Stepped marking increments	Description
	middle of the range fits the descriptors for this band well **62% – work at the lower end of the range fits the descriptors for this band to a satisfactory degree and clearly exceeds the majority of the descriptors in the band below this (Pass)**	and practice examples (where relevant). *Creativity, Originality and Insight* – Some degree of creativity, originality and flexibility of thought and shows insight into the topic, employing relevant but not entirely original solutions to problems. *Range and Use of Literature* – Evidence of a good ability to assemble information from different sources. Makes good use of learning resources, with a sound understanding of the main points and may include some reading beyond the standard material and a good ability to assemble information from a range of relevant sources. Shows a very good understanding of the points made. Ability to evaluate published work and use it to answer the question. *Structure and Presentation* – Good standards of planning and clear organisation of work and good written, oral or visual expression or presentation skills with very few or minor errors, which do not detract from reading the work. Writing is consistently strong throughout. *Referencing* – Referencing to a good standard in both the text and the list with few errors.
Pass **52–58**	**58% – work at the top of the range fits the descriptors for this band very well, but does not fit the majority of descriptors of the band above (Merit)** **55% – work at the middle of the range fits the descriptors for this band well** **52% – work at the lower end of the range fits the descriptors for this band to a satisfactory degree and clearly exceeds the majority of the descriptors in the band below this (42%-48%).**	*Relevance* – Writing addresses the assessment criteria to a satisfactory standard. Attempts to answer the assessment task and to solve some of the problems set. Demonstrates an ability to construct coherent and relevant answers. *Knowledge* – Sound knowledge of the topic with some errors and omissions. Awareness of many or most of the key issues. *Analysis, Critical Evaluation and Application* – Fair analysis and problem solving. Fair evidence of critical thinking and some use of literature and practice examples to inform an analysis (where relevant). *Creativity, Originality and Insight* – Few signs of creativity or originality but shows some insight into the issues at hand and makes a satisfactory attempt to solve relevant problems. *Range and Use of Literature* – Satisfactory coverage and understanding of relevant literature, making fair but limited use of learning resources. Shows an understanding of main points with partial understanding elsewhere. Literature used to support points made. *Presentation* – A reasonably coherent standard of planning and organisation of work and satisfactory written, oral or visual presentation skills with some errors, but generally clear writing. Errors do not detract from reading the work.

Grade descriptor and % range	Stepped marking increments	Description
		Referencing – Clear use of referencing in the text and reference list. Minor errors in text or list but overall a consistent approach to referencing.
Fail **42–48**	**48% – work at the top** **of the range fits the descriptors of this band very well, but does not fit the majority of descriptors for the band above (Pass)** **45% – work at the middle of the range fits the descriptors of** **this band well** **42% – work at the lower end of the range** **fits the descriptors for** **this band to a satisfactory degree and clearly exceeds** **the majority of descriptors in the band below this (Fail** **20-39%)**	*Relevance* – Fails to answer the question adequately. Addresses the assessment criteria inadequately. Not fully focused on the topic or only provides partial solutions to the problems set or inclusion of very few relevant ideas. *Knowledge* – Evidence of only a basic or partial understanding of the main points, poor understanding elsewhere, with significant errors or omissions. *Analysis, Critical Evaluation and Application* – Limited analysis and problem solving. Little evidence of critical thinking and inadequate use of literature and practice examples to inform an analysis (where relevant). *Creativity, Originality and Insight* – Few signs of creativity or originality but shows some insight into the issues at hand and makes a satisfactory attempt to solve relevant problems. *Range and Use of Literature* – Limited or inadequate coverage of essential literature, making minimal use of learning resources and only a partial understanding of the main points. Literature used poorly in the writing. *Structure and Presentation* – Inadequate planning or organisation. Shows some grasp of problems or topics but lacks clarity in written, oral or visual expression or presentation skills. Notable spelling or grammatical errors, which detract from reading the work. Aspects of the work are incomplete or not entirely coherent. Work is just below an acceptable professional standard. *Referencing* – Some deficits in references in the text and / or the reference list. Evidence of a consistent approach but some missing references, poor use of quotations.
Fail **22–38**	**38% – work at the top** **of the range fits the descriptors for this band very well, but does not fit the majority of descriptors in the band above (Marginal** **Fail)** **35% – work fits the descriptors very well** **and does not fit more** **than one or two of**	*Relevance* – Work shows little or no grasp of the problem or topic. Fails to answer the question though an answer to a similar topic may be offered. Inclusion of ideas relevant only in a wider consideration of the topic. Focus is on material, which is not relevant to the topic. *Knowledge* – Evidence of very little understanding of the topic with major inaccuracies and omissions or major conceptual errors. Lack of recognition of core issues, values and concerns for practice. *Analysis, Critical Evaluation and Application* – Little evidence used to support assertions and poor analysis and problem-solving. Largely descriptive and uncritical work and few relevant examples used to inform writing (where relevant).

Grade descriptor and % range	Stepped marking increments	Description
	the descriptors in the band **32% – work fits the descriptors for this band well** **28% – work fits the descriptors for this band fairly well** **25% – work fits the descriptor for this work fairly well though there may be one or two descriptors from the band below.** **22% – work at the lower end of the range fits the descriptors for this band to a satisfactory degree and clearly exceeds the majority of descriptors in the band below this (Fail 0-19%)**	*Creativity, Originality and Insight* – Very little evidence of original or independent thought. *Range and Use of Literature* – Very little evidence of reading or reading focuses on areas that are not relevant to the topic. Poor use of learning materials. Fragmentary knowledge and understanding of basic literature. *Structure and Presentation* – Absence of a structured argument and insufficient planning and organisation. Lacks clarity in written, oral or visual presentation skills leading to incoherent answers. Poor use of grammar, spelling and language throughout the work. *Referencing* – Notable referencing errors including missing references. Inappropriate use of quotes and sources not credited.
Fail **2–18**	**18% – work at the top of the range fits the descriptors for this band to some extent, but does not fit the majority of the descriptors for the band above (Fail 20-39%)** **15% – work fits the descriptors very well and does not fit more than one or two of the descriptors in the**	*Relevance* – Information is very largely (or all) wrong, irrelevant or missing. (Almost) no recognition of the topic. Material used, which (at best) shows only a rudimentary understanding of the question and extremely poor grasp of the issues. Criteria have not been covered. *Knowledge* – Evidence of (almost) no understanding of the topic with major inaccuracies and omissions or major conceptual errors. Significantly poor understanding of the key issues related to the question. *Analysis, Critical Evaluation and Application* – Extremely poor or (almost) no analysis and problem solving. Largely descriptive and uncritical work and (almost) no relevant examples used to inform writing and support assertions (where relevant). *Creativity, Originality and Insight* – (Almost) no signs of

Grade descriptor and % range	Stepped marking increments	Description
	band **12% – work fits the descriptors for this band well** **8% – work fits the descriptors for this band very well** **5% – work fits the descriptors for this band very well and is almost without merit** **2% – work at the lower end of the range fits the descriptors very well and is without merit**	creativity or originality and shows (almost) no insight into the issues at hand. *Range and Use of Literature* – (Almost) no evidence of reading or reading focuses on areas that are not relevant to the topic. Extremely poor or no use of learning materials. Almost entirely lacking in evidence of knowledge of essential literature. Proven evidence of plagiarism that seriously brings the quality of the work into question. *Structure and Presentation* – Widespread confusion or incoherence. Extremely poor or (almost) no organisation and limited signs of planning. Substantial errors in written, oral or visual presentation skills leading to incoherent answers, far below an acceptable professional standard. *Referencing* – Major deficits in referencing system. Incoherent referencing. Assessment offenses recognised.

Project Assessment Criteria

This is an indicative description of expectations at each grade level.

Grade descriptor and % range	Stepped marking increments	Project marking criteria
Distinction **92–98**	**98% – work at the top of the range fits all of the descriptors for this band very well and cannot be improved in any way** **95% – work fits all of the descriptors for this band very well and only superficial changes would improve this work** **92% – work fits all of the descriptors for this band very well and only one or two minor changes could improve this work.**	An exceptional project displaying exceptional understanding of the research area. Arguments are very clearly constructed, very well-organised and presented. Demonstrates in-depth reading, mastery of the relevant qualitative or quantitative analytical approaches and techniques, and evidence of a high degree of originality of thought, analytical skill and/or problem solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-review journal.

Distinction 82–88	**88% – work fits all or most of the descriptors for this band well and only a few minor changes could improves this work** **85% – work fits most of the descriptors well, though some changes could improve this work** **82% – work fits most of the descriptors to a good degree and clearly exceeds the majority of the descriptors in the band below this (72%-78%)**	An outstanding project displaying excellent understanding of the research area. Arguments are clearly constructed, well organized and presented. Demonstrates in-depth reading, mastery of the relevant qualitative or quantitative analytical approaches and techniques and evidence of a high degree of originality of thought, analytical skill and/or problem solving. Presented professionally, with referencing of exemplary standard. Suitable for submission to a peer-reviewed journal with minor editing/revision.
Distinction 72–78	**78% – work at the top of the range fits the descriptors for this band very well and does not fit the majority of descriptors in the band above (82%-98%)** **75% – work at the middle of the range fits the descriptors for this band well** **72% – work at the lower end of the range fits the descriptors for this band to a satisfactory degree and clearly exceeds the majority of the descriptors in the band below this (Merit)**	A very good project displaying very good understanding of the research area. Arguments are clearly constructed, well organized and presented. Demonstrates in-depth reading, excellent grasp of the relevant qualitative or quantitative analytical approaches and techniques and evidence of some degree of originality of thought, analytical skill and/or problem solving. Very well presented, with referencing of a very high standard. May be suitable for submission to a peer-reviewed journal with some editing/revision.
Merit 62–68	**68% – work at the top of the range fits the descriptors for this band very well and does not fit the majority of descriptors in the band above (Distinction)** **65% – work at the**	A good project displaying a clear understanding of the research area with good use of relevant reading and effective use of relevant qualitative or quantitative analytical approaches and techniques. Research aims and questions are clearly stated. The report is well organized and presented, referencing in correct APA format, and contains few errors or omissions.

	middle of the range fits the descriptors for this band well **62% – work at the lower end of the range fits the descriptors for this band to a satisfactory degree and clearly exceeds the majority of the descriptors in the band below this (Pass)**	
Pass **52–58**	**58% – work at the top of the range fits the descriptors for this band very well, but does not fit the majority of descriptors of the band above (Merit).** **55% – work at the middle of the range fits the descriptors for this band well.** **52% – work at the lower end of the range fits the descriptors for this band to a satisfactory degree and clearly exceeds the majority of the descriptors in the band below this (42%-48%).**	An adequate project displaying a basic understanding of the research area, with limited evidence of relevant reading. Research aims and questions are stated (possibly with some omissions/ inaccuracies). Includes original data collections/ analyses, and very basic account of methods used. Demonstrates some familiarity with relevant qualitative or quantitative analytical approaches and techniques (though there may be some errors in application). There may be some irrelevant material, errors, omissions, poorly expressed ideas. Adequately presented, with some referencing errors (may include some deviations from correct APA format).
Fail **42–48**	**48% – work at the top of the range fits the descriptors of this band very well, but does not fit the majority of descriptors for the band above (Pass)** **45% – work at the middle of the range fits the descriptors of this band well** **42% – work at the lower end of the range fits the descriptors for this band to a**	A weak project displaying a limited understanding of the research area, with little evidence of relevant reading. Research aims and questions are confused or vague. May include little original data collection/analyses, and possibly inadequate account of methods used. May be some significant omissions or inaccuracies, and discussion may not focus on the relevant research question(s). There are significant weaknesses in presentation. References section may be inadequate, and there may be some referencing errors.

	satisfactory degree and clearly exceeds the majority of descriptors in the band below this (Fail 20-39%).	
Fail 22–38	**38% – work at the top of the range fits the descriptors for this band very well, but does not fit the majority of descriptors in the band above (42%-48%)** **35% – work fits the descriptors very well and does not fit more than one or two of the descriptors in the band** **32% – work fits the descriptors for this band well** **28% – work fits the descriptors for this band fairly well** **25% – work fits the descriptor for this work fairly well though there may be one or two descriptors from the band below** **22% – work at the lower end of the range fits the descriptors for this band to a satisfactory degree and clearly exceeds the majority of descriptors in the band below this (0-19%).**	A poor project displaying very limited understanding of the research area. Little or no evidence of relevant reading. Research aims and questions are confused or vague. May include little or no original data collection/analyses. Inadequate account of methods used. There may be some major omissions and significant weaknesses in presentation. References section may be inadequate, and there may be many referencing errors.
Fail 12–18	**18% – work at the top of the range fits the descriptors for this band to some extent, but does not fit the majority of the descriptors for the band above (20-39%)** **15% – work fits the**	A very poor project that makes some minimal attempt to address the research conducted and related research but shows very limited understanding with major errors and omissions, and little or no evidence of relevant reading. No research aims or questions specified. No original data collection/analyses. Poorly presented and no or inadequate referencing.

	descriptors very well and does not fit more than one or two of the descriptors in the band **12% – work fits the descriptors for this band well**	
Fail 2–8	**8% – work fits the descriptors for this band very well** **5% – work fits the descriptors for this band very well and is almost without merit** **2% – work at the lower end of the range fits the descriptors very well and is without merit**	The project shows a clear lack of understanding of the research area and the research conducted and contains serious errors and omissions. Poorly presented with inadequate or absent referencing.