**LBU1015 Management and Organisations**

**ESSAY ASSESSMENT CRITERIA**

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|  | **0% - 19%** | **20% - 39%** | **40% - 49%** | **50% - 59%** | **60% - 69%** | **70% – 79%** | **80% +** |
|  | Poor fail | Marginal fail | Marginal pass | Adequate | Good | Very good | Excellent |
| **Argument**  **(30%)**  The ability to construct a clear coherent line of argument relevant to the essay question through comparing different ideas and perspectives, and coming to clear conclusions in answering the question. | There is no evidence of any argument being deployed to answer the question. The answer is confused and incoherent, and does not address the question set. | There is little evidence of any argument being deployed to answer the question. The essay is a basic description of some of the relevant material with no sense of comparison. | Some evidence that an argument has been developed. A limited comparison which is somewhat lacking and tending towards description rather than discussion. | The development of the argument is adequate, with some comparison and coherence. There is some discussion, but it is lacking in depth and somewhat too descriptive at times. | A good set of arguments relevant to the module. More based upon comparison but with a view to provide a clear argument in answer to the question. | Clear, strong, focused and well developed. Discussion rather than description and a clear, coherent argument to answer the question. | Transparently clear, well-developed, detailed and sophisticated; and which has considerable force. An Excellent argument presented through a clear discussion of all the relevant material and theory. |
| **Appreciation**  **(30%)**  The level of understanding demonstrated of the different theories, perspectives and models relevant to the essay question. | There is no evidence of any understanding of the relevant theories, perspectives and models to which the essay question refers. | There is little understanding of relevant theories, perspectives and models to which the essay question refers. Understanding is very limited by a simple repetition of some, and/or flawed through misunderstanding them. | There is a basic understanding and appreciation that relevant issues should be understood, with an attempt to apply a relevant perspective. | Some understanding of the relevant issues showing some sense of comparative evaluation. | A clear understanding of relevant theories, perspectives and models to which the essay question refers. A good ability to compare two or more differing perspectives, but lacking a bit in depth and not fully questioning ‘taken for granted’ assumptions. | A very good understanding of conceptual and substantive issues relevant to the essay question. An ability to demonstrate different perspectives and the implications of these. | An excellent understanding of conceptual and substantive issues relevant to the essay question. Different perspectives are clearly understood and developed through a clear demonstration of the implications of these. |
| **Evidence**  **(30%)**  The source material used in constructing your answer, and the extent to which varied academic literature is drawn upon. | There is no evidence of valid academic sources. | There is no evidence of engagement with the core literature. | Evidence of engagement with a limited amount of the core literature. | Evidence of engagement with the core literature but has not been effectively used to support the discussions. | Evidence of engagement with the core literature and used this well to support the discussions. | Evidence of engagement with the core literature and some wider reading used well to support the discussions. | Substantial evidence of engagement with the core literature and significant wider reading to support the discussions. |
| **Good Academic Practice, structure, writing and presentation**  **[10%]** | There is little evidence of good academic practice, no discernible structure, referencing is missing and the presentation impairs the reading of the work. | There is limited evidence of good academic practice, incoherent structure, referencing is inadequate and there are many significant presentational issues. | There is some evidence of good academic practice, some coherence in the structure, referencing is largely adequate and there are many presentational issues. | There is evidence of good academic practice, coherent structure, referencing is adequate and there are some presentational issues. | There is evidence of good academic practice, good coherent structure and evolving narrative, referencing is good and there are few presentational issues. | There is evidence of very good academic practice, very good coherent structure and clear narrative, referencing is at a high standard and there are minimal presentational issues. | There is evidence of excellent academic practice, excellent coherent structure and sophisticated narrative, referencing is at an exemplary standard and presentation is to a professional standard. |
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