**UNIVERSITY OF SOUTHAMPTON DOCTORAL PROGRAMME IN EDUCATIONAL PSYCHOLOGY**

### Small Scale Research Project Feedback Form

**Programme Module: Year:**

**Overall Grade**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Description** | **Fail** | **Low pass** | **Pass** | **Distinction** |
| **Abstract** | | | | |
| Summary of document |  |  |  |  |
| **Background literature** | | | | |
| Depth of knowledge  Issues, theories, evidence |  |  |  |  |
| Evidence of reading |  |  |  |  |
| Use of information |  |  |  |  |
| Critical understanding |  |  |  |  |
| Development of argument |  |  |  |  |
| Rationale |  |  |  |  |
| Descriptions of the research question(s) |  |  |  |  |
| \*Its relevance to the creation of  new knowledge is made clear |  |  |  |  |
| **Method and results** | | | | |
| Descriptions allow a full replication |  |  |  |  |
| Appropriate choice (eg. participants, design). |  |  |  |  |
| Methods for data handling (eg. analysis, presentation) |  |  |  |  |
| Interpretation |  |  |  |  |
| **Discussion** | | | | |
| Summary of findings |  |  |  |  |
| Relate to relevant theories/models |  |  |  |  |
| Appreciation of implications/ application |  |  |  |  |
| **Overall** | | | | |
| Coherence of the report |  |  |  |  |
| Analytical and critical capacity |  |  |  |  |
| \*Novelty and originality in contribution |  |  |  |  |
| \*the report is of a sufficient standard to potentially merit publication |  |  |  |  |
| **Presentation** | | | | |
| The work is presented in a manner consistent with professional practice.[[1]](#footnote-1) |  |  |  |  |
| Use of APA conventions[[2]](#footnote-2) |  |  |  |  |
| References complete |  |  |  |  |

\* Note: \* indicates additional criteria designed to address additional learning outcomes associated with a doctoral degree (see Appendix 3).

**Marker’s comments:**

1. Ensure your writing is easy to read, through the use of good structure and cohesion. Make connections within sentences, within paragraphs, between paragraphs, and between sections. Ensure ideas flow together smoothly and logically [↑](#footnote-ref-1)
2. The course expects all assignments to reach a good standard of spelling, punctuation, grammar (SPAG) and APA guidelines, and failure to reach this standard as indicated on the feedback sheet for the essay and the academic critiques will result in the overall assignment of any assignment originally meriting a Distinction or a Pass grade achieving a lower grade. For example, an assessment marked as a PASS but failing the criteria set for APA and/or SPAG would be awarded a LOW PASS. If an assignment is marked overall at Low Pass, but also fails on any of standard of writing, APA or SPAG, it will not automatically be lowered to an overall fail grade, but the feedback will note the need for improvement in the failed criterion/criteria. [↑](#footnote-ref-2)