

Student: \_\_\_\_\_

Supervisor: \_\_\_\_\_

COMPONENTS	RESEARCH PERFORMANCE (Mark out of 10 for each marking criteria)					
	10 – 9.0	8.9 - 8.5	8.4 - 7.5	7.4 - 6.5	6.4 – 5.0	4.9 – 0
<b>Motivation and Organisational Skills</b>  _____/10 X 2	<ul style="list-style-type: none"> <li>Exceptionally planning and time-management skills</li> <li>Demonstrated appropriate initiative in all situations</li> <li>Demonstrated independent motivation and a deep understanding of when, or when not to, persist in relation to trouble-shooting and/or data collection</li> </ul>	<ul style="list-style-type: none"> <li>Excellent planning and time-management with rare lapses</li> <li>Demonstrated appropriate initiative in most situations</li> <li>Demonstrated independent motivation and a good understanding of when or when not to, persist in relation to trouble-shooting and/or data collection</li> </ul>	<ul style="list-style-type: none"> <li>Good planning and time-management with occasional lapses</li> <li>Demonstrated initiative in many but not all situations</li> <li>Demonstrated motivation and a understanding of when or when not to, persist in relation to trouble-shooting and/or data collection</li> </ul>	<ul style="list-style-type: none"> <li>Planned well but struggled to manage multiple activities or complex tasks</li> <li>Demonstrated initiative in many but not all situations, sometimes the initiative was inappropriate</li> <li>Motivated but lacked an understanding of when to persist in relation to trouble-shooting and/or data collection</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate planning lacks due regard of time limits</li> <li>Demonstrated little initiative, or initiative was largely inappropriate</li> <li>Moderate motivation but showed little or no persistence in relation to trouble-shooting and/or data collection.</li> </ul>	<ul style="list-style-type: none"> <li>Very poor time-management skills</li> <li>Demonstrated little or no initiative</li> <li>Lacked motivation and failed to persist in relation to trouble-shooting and/or data collection</li> </ul>
<b>Research Skills</b>  _____/10 X 2	<ul style="list-style-type: none"> <li>Exceptionally high laboratory/research skills, required minimal teaching and supervision</li> <li>Appropriate attention to precision and accuracy</li> <li>Is able to trouble-shooting experimental problems without input from supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>Excellent laboratory/ research skills, required minimal teaching and supervision</li> <li>Appropriate attention to precision and accuracy, with minor lapses</li> <li>Is able to trouble-shooting experimental problems with minimal input from supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>Good laboratory/ research skills, required minimal teaching and supervision</li> <li>Appropriate attention to precision and accuracy with occasional lapses.</li> <li>Is able to trouble-shooting experimental problems with some input from supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Good laboratory/ research skills, required some on-going teaching and supervision</li> <li>Limited attention to precision and accuracy</li> <li>Can provided initial ideas on trouble-shooting but these are limited in their scope</li> </ul>	<ul style="list-style-type: none"> <li>Poor laboratory/research skills, required constant teaching and supervision</li> <li>Limited attention to precision and accuracy</li> <li>Largely relied on the supervisor for trouble-shooting</li> </ul>	<ul style="list-style-type: none"> <li>Extremely poor laboratory/ research skills, required constant teaching and supervision</li> <li>No attention to precision and accuracy</li> <li>Relied on supervisor for trouble-shooting</li> </ul>
<b>Laboratory Notebook</b>  _____/10 X 2	<ul style="list-style-type: none"> <li>The protocols for all experiments are described with enough detail to allow another researcher to follow with ease</li> <li>All data collected are presented or location of stored recorded. The data are clearly labelled.</li> </ul>	<ul style="list-style-type: none"> <li>The protocols for all experiments are described with enough detail to allow another researcher to follow</li> <li>All data collected are presented or location of stored recorded. The data are clearly labelled, with minor omissions</li> </ul>	<ul style="list-style-type: none"> <li>The protocols for most experiments are described with enough detail to allow another researcher to follow</li> <li>Most of the data collected are presented or location stored recorded. Most of the data are clearly labelled</li> </ul>	<ul style="list-style-type: none"> <li>The protocols for some but not all experiments are described with enough detail to allow another researcher to follow</li> <li>Not all of the data collected are presented or location stored recorded. Most data is clearly labelled</li> </ul>	<ul style="list-style-type: none"> <li>Some experimental protocols recorded, but without enough detail to allow another researcher to follow</li> <li>Poor record of data collected or location where it is stored. The data are not labelled.</li> </ul>	<ul style="list-style-type: none"> <li>No detail of experimental protocols recorded</li> <li>No record of data collected or location where it is stored.</li> </ul>

<p><b>Critical Analysis Skills</b></p> <p>_____ /10 X 2</p>	<ul style="list-style-type: none"> <li>• Excellent knowledge of relevant literature and the ability to relate the relevant literature to interpretation of results</li> <li>• Thorough awareness of limitations of the study and appreciation of future directions</li> </ul>	<ul style="list-style-type: none"> <li>• Able to discuss, interpret and apply the relevant literature to own data with minimal supervisory guidance</li> <li>• Good appreciation of the limitations of the data and can suggest future directions for the study</li> </ul>	<ul style="list-style-type: none"> <li>• Able to discuss, interpret and apply the relevant literature to own data with some supervisory guidance</li> <li>• Understands the limitations of the data and can suggest future directions for the study</li> </ul>	<ul style="list-style-type: none"> <li>• Able to discuss, interpret and apply the relevant literature to own data but needed significant supervisory guidance</li> <li>• Has some appreciation of the limitations of the data and future directions of the study</li> </ul>	<ul style="list-style-type: none"> <li>• Limited ability to discuss, interpret the relevant literature. Relied on heavily on supervisor for critical analysis and interpretation of the data</li> <li>• Has limited understanding of the limitations and future directions of the study</li> </ul>	<ul style="list-style-type: none"> <li>• Has no knowledge of the relevant literature</li> <li>• Unable to critically analyse and interpret own data</li> <li>• Little or no appreciation of the limitations of the study. Unable to suggest future directions.</li> </ul>
<p><b>Written Communication Skills</b></p> <p>_____ /10 X 2</p>	<ul style="list-style-type: none"> <li>• No supervisor contribution needed to complete assessment tasks</li> <li>• Written work is excellent in every way. No correction necessary.</li> <li>• Results presented suitable for publication, including appropriate graphical presentation and consistency in treatment of data</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal supervisor contribution needed to complete assessment tasks</li> <li>• Written work is coherent well-structured and very easy to follow and read. Few corrections required.</li> <li>• Results presented in a manner that is largely suitable for publication, including appropriate graphical presentation and consistency in treatment of data</li> </ul>	<ul style="list-style-type: none"> <li>• Some supervisor contribution needed to complete assessment tasks</li> <li>• Written work easy to read and follow. Few structure, grammatical or typographical errors present</li> <li>• Presented results in a manner that is satisfactory but not necessarily ideal minor inconsistent in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Some supervisor contribution needed to complete assessment tasks</li> <li>• Written work has many structure, grammatical or typographical errors.</li> <li>• Results presented in manner that is mostly satisfactory with some errors in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Significant supervisor contribution needed to complete assessment tasks</li> <li>• Written work lacked structure and required significant correction of spelling and grammar.</li> <li>• Results presented in a manner that is unsatisfactory with many errors</li> </ul>	<ul style="list-style-type: none"> <li>• Large amount of supervisor contribution needed to complete assessment tasks</li> <li>• Written work lacked structure. Very poor written English skills.</li> <li>• Presentation of results inappropriate with many errors. Not all results presented.</li> </ul>

TOTAL: \_\_\_\_\_ /100

**COMMENTS**