



## *Final Dissertation Assessment Form*

**PART I** to be filled in **BY THE STUDENT**

*STUDENT DEADLINE: 10<sup>th</sup> June by email to both supervisors  
With copy to your final university local dissertation coordinator*

<b>PART I</b> to be filled in <b>BY THE STUDENT</b> and sent by email along with the dissertation	Programme:	Master Crossways in Cultural Narratives
	Module number:	
	<b>Student name:</b>	
	<b>Intake</b> (20xx-20yy)	
	<b>Home University</b> (Semester 2 & 3)	
	<b>Final University</b> (Semester 4)	
	<b>Dissertation title:</b>	
	Abstract in English	
	For the ABSTRACT only	<input type="checkbox"/> No <input type="checkbox"/> Yes, I agree that this summary is published in the Crossways on-line journal.
	Key words for the on-line journal	



## Crossways in Cultural Narratives

ERASMUS MUNDUS MASTERS

### PART II to be filled in BY THE MARKERS-SUPERVISORS

**DEADLINE: 30<sup>th</sup> June by email to the semester 4 local dissertation coordinator**

**With copy to the student**

**(NB: all marks indicated here are only provisional until confirmed by the Mundus Academic Council in September)**

See over for clarification of assessment criteria

	Dissertation markers-supervisors	AGREED MUNDUS MARK In letters A to F, according to approved table. NB: no ++ or other ad hoc signs	AGREED LOCAL MARKS In numbers according to approved table. NB: Each local mark must match the agreed Mundus mark
1 <sup>st</sup> marker (semester 2/3)			
2 <sup>nd</sup> marker (semester 4)			

### ASSESSMENT CRITERIA: BANDINGS

Bandings correspond to the marking scales: 1 = A-, A, 2 = B-, B, 3 = C-, C, 4 = D-, D. They are used to provide an assessment of relative strengths and weaknesses, not as an arithmetical basis for the grade. When the average grade for the programme is calculated, a grade of A or A- equals Distinction; D- to B equals Pass. The MLitt Dissertation must itself attract a grade of not less than D- for the award of the degree

		1 (A-,A)	2 (B-,B)	3 (C-,C)	4 (D-,D)
* tick as appropriate					
i	Objectives and methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii	Knowledge and understanding - of primary sources - of secondary sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii	Critical analysis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv	Independent thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v	Scholarly presentation and style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### GENERAL AGREED COMMENTS

[The comments should consist of a single, agreed text of **200-500 words** which addresses the assessment criteria detailed below. For a final dissertation, the 1<sup>st</sup> marker (semesters 2/3) should initiate the assessment. Comments are drafted jointly with the 2<sup>nd</sup> marker (semester 4)]



Name(s) and position(s):

Date:

**New title proposed**  
for publication in the  
Crossways on-line  
journal (if necessary)

*[Titles do not always reflect contents of papers]*

### Assessment criteria: Masters Dissertation

**OBJECTIVES AND METHODOLOGY**

Are the objectives clearly formulated and appropriate to the field of study?  
Have the right kind of research questions been framed?  
Is there an appropriate methodology to enable these objectives to be met?  
Has this methodology been effectively applied?  
Have the stated objectives been met?

**KNOWLEDGE AND UNDERSTANDING**

Is there evidence of familiarity with and appropriate use of relevant primary and secondary sources?  
Is the choice of primary materials for study appropriate?  
Has adequate breadth of knowledge of the field been demonstrated?

**CRITICAL ANALYSIS**

Is there clear evidence of critical thinking and analytical insight?  
Is the level of critical discussion of good quality?  
Are the arguments logical and coherent?  
Is there continuity between the sections/chapters?  
Are the conclusions persuasive and supported by the material presented?

**INDEPENDENT THINKING**

Is there evidence of independent thinking?  
Does the dissertation demonstrate originality in its approach, analysis or conclusions?  
Does it offer or open up a new perspective on the material under review?

**SCHOLARLY PRESENTATION AND STYLE**

Is the written style clear and appropriate?  
Is the dissertation organised and presented in a clear, professional way?  
Is the referencing accurate and consistent?  
Are footnotes and bibliographical data clearly and consistently presented?