

**Chair of Mining Engineering and Mineral Economics  
Assessment Criteria**

<b>Presentation / Referencing</b>					
	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Poor</b>
<b>Style and Grammar</b>	Writing style is completely in accord with a thesis no spelling and grammatical errors	Style is largely appropriate with a few minor exceptions largely free of spelling and grammatical errors	Style is appropriate in most instances with some minor errors several minor spelling and grammatical errors	Writing style is inappropriate in many instances many instances of spelling and/or grammatical errors	Inappropriate writing style unacceptable number of spelling and/or grammatical errors
<b>7</b>	7	6-5	4-3	2-1	0
<b>Format</b>	Completely in accord with the Guideline for Scientific Writing of the Chair	Format is largely in accord with the Guideline with a few minor errors	Format is on the whole in accord with the Guideline though it has several errors	Many issues with format as it deviates from the Guideline	Large number of significant major issues in format
<b>8</b>	8	7-6	5-4	3-2	1-0
<b>Referencing</b>	All in-text citations are correct as per the Guideline bibliography exactly in accord with the Guideline all sources are referenced complete absence of plagiarism	Majority of in-text citations are correct with only a few minor errors minor inconsistencies in bibliographical information majority of sources of information are referenced with few exceptions complete absence of plagiarism	Most in-text citations are correct though there are several errors and/or some information is not referenced most listings in the bibliography are correct though there are several errors bibliography is mostly complete absence of plagiarism though possible overuse of paraphrases	Limited/poor range of references many errors with in-text citations too little use of in-text citations and/or many instances of information not being properly referenced to identify source of information many errors with the listings in the bibliography possible plagiarism	Too few references and/or most are not appropriate to the topic most in-text citations have errors little use of in-text citations to identify source of information inadequate bibliography possible plagiarism
<b>10</b>	10-9	8-7	6-5	4-3	2-0

### Content

<b>Abstract</b>	Well written and accurately; concisely captures all the essential aspects of the project objective, methodology, outcomes and conclusions	Reasonably well written captures most of the essential elements of the project	Adequately written captures most elements though missing some information	Poorly written does not clearly convey information concerning project objective, methodology, outcomes and conclusions	Badly written does not summarise the project topic and its outcomes
<b>5</b>	5	4	3	2	1-0
<b>Topic covered in depth</b>	Thorough coverage; well supported arguments; wide scope	Appears focussed and relevant to topic and task; thorough coverage with only minor aspects missing	Appears relevant to topic and task; possibly little limited in scope, too detailed in places or too long, some problems with substantiating arguments	Many aspects irrelevant in terms of topic and task; quite unfocussed and quite limited in scope, substantiation fragmentary	Clear difficulty in focussing and dealing with the topic; narrow scope; superficial treatment of topic
<b>10</b>	10-9	8-7	6-5	4-3	2-0
<b>Subject Knowledge / Analysis</b>	Full understanding of any source material demonstrated. All requirements of the task completely satisfied with no omissions or irrelevance. Appropriate expansion of points.	Good understanding of any source material demonstrated. The main requirements of the task are generally satisfied with no omissions, though there may be some irrelevant details. Adequate expansion of points.	Partial understanding of any source material demonstrated, although minimal lifting may be evident. Main points covered, though there may be some minor omissions or irrelevant details. There may be little expansion.	Limited understanding of any source material demonstrated and considerable lifting may be evident. There is some attempt at the task, but there are significant omissions and irrelevant details.	Very little understanding of any source material demonstrated and extensive lifting may be evident. Task not addressed or has serious omissions.
<b>15</b>	15-13	12-10	9-6	5-3	2-0
<b>Background</b>	Extensive, relevant and logically organised review that critically analysed previous work on the topic and sets the scene for the research to be conducted	Relevant and logically organised review that critically analysed previous work on the topic and set the scene for the research to be conducted	Acceptable coverage of background material with some critical analysis applied that showed basic understanding of the topic	Limited coverage of background material that lacked critical analysis. Some flaws in the basic understanding of this material was evident	Extremely limited coverage of background material. A lack of understanding of the material in the topic area was evident
<b>10</b>	10-9	8-7	6-5	4-3	2-0
<b>Research</b>	Extensive exploration and skill evident in definition of research issue or problem, selection and rationale for methodology; may implicitly or explicitly critique established research methodology	Well informed, well articulated research issue; demonstrable skills in relevant research practices; able to provide a developed rationale for choice of research methodology	Can define a research problem and explain the potential contribution made by the research; able to explain the choice of, and apply, appropriate research methodology	Poorly informed research concept; limited use of suitable sources; poor understanding of the range of methodologies; unable to explain rationale for choice of methodology	Little or no evidence of appropriate methodology and/or sources to inform planning or process
<b>15</b>	15-13	12-10	9-6	5-3	2-0

Personal					
<b>Communication / Adherence to schedule</b>	Keeps contact on a regular basis unsolicited, meets all deadlines of his own accounts	Keeps contact on a regular basis, meets all deadlines	Keeps contact sporadically, meets deadlines	Keeps contact only on demand, extends deadlines	Does not keep contact, does not meet deadlines
<b>10</b>	10-9	8-7	6-5	4-3	2-0
<b>Personal and professional development Independent professional working</b>	Evidence of strong sense of motivation and commitment to personal and professional development, explicitly and clearly communicated and evidenced. Makes sound decisions readily in complex and unpredictable situations; operates autonomously as a professional	Takes full responsibility for own learning and development through iterative cycles of well articulated purposeful analysis and planning, supported by extensive evidence. Shows self-direction and originality in tackling and solving problems; shows initiative and personal responsibility; consistently plans and implements tasks at a professional or equivalent level.	Demonstrable capacity to continue to advance their knowledge and understanding, and to develop new skills to a high level. Shows self-direction and/or originality in tackling and solving problems; can plan and implement tasks at a professional or equivalent level.	Evidence of reflection and planning for learning not consistently progressed. Incomplete awareness of personal strengths and weaknesses. Insufficient understanding of professional life; struggles to plan and complete work alone.	Consistent lack of evidence of reflection or planning for learning. Little or no awareness of personal strengths and weaknesses in relation to task. Shows little accurate knowledge of related profession; is unproductive working alone.
<b>10</b>	10-9	8-7	6-5	4-3	2-0