

	Range and Accuracy of Knowledge	Structure and Focus	Quality of Argument and Expression
1 (70%+)	<ul style="list-style-type: none"> •Report demonstrates comprehensive knowledge and accurate understanding of key course concepts (i.e. Fox's Frames of Reference; employee engagement/voice; conflict; Irish framework of IR; relevant Irish legislation). •Report acknowledges the complexity of employee relations within the given context and reveals a very high standard of comprehension. •A range of relevant reading and sources is evident. 	<ul style="list-style-type: none"> •Report is well-formulated; structure is clear and coherent; well-focused on the task; thoroughly fulfils all requirements of the brief; shows a deep appreciation of wider implications/context through practical examples and appropriate and insightful recommendations. 	<ul style="list-style-type: none"> •Arguments are clear, show evidence of original thinking and display critical analysis. •Demonstrates an accurate use of the Harvard System and adherence to academic standards.
2.1 (60-69%)	<ul style="list-style-type: none"> •Report demonstrates a strong understanding and knowledge of key course concepts (i.e. Fox's Frames of Reference; employee engagement/voice; conflict; Irish framework of IR; relevant Irish legislation) within the given context. •Relevant reading and sources are evident. 	<ul style="list-style-type: none"> •Report shows an understanding of the task but lacks sustained focus; structure is clear but some arguments are not relevant to the task; met requirements of the brief but certain areas could have been more developed/more critical; shows an appreciation of wider implications/context through practical examples and appropriate recommendations. 	<ul style="list-style-type: none"> •Arguments are clear and show evidence of original thinking and analysis. •Demonstrates an accurate use of the Harvard System and adherence to academic standards.
2.2 (50-59%)	<ul style="list-style-type: none"> •Report shows a fair understanding and knowledge of key course concepts (i.e. Fox's Frames of Reference; employee engagement/voice; conflict; Irish framework of IR; relevant Irish legislation) in relation to the given context, but report is limited in terms of depth of analysis and conclusions. •Evidence of reading beyond class notes. 	<ul style="list-style-type: none"> •Report shows an understanding of the task but lacks sustained focus; some arguments are not relevant to the task; did not meet all requirements of the brief or certain elements are seriously underdeveloped; may not show sufficient appreciation of the wider implications/context through practical examples and recommendations. 	<ul style="list-style-type: none"> •Arguments are fairly clear and show some evidence of original thinking. •Demonstrates use of the Harvard System and an attempt to adhere to academic standards.
PASS (40-49%)	<ul style="list-style-type: none"> •Report shows sufficient knowledge and basic understanding of key course concepts (i.e. Fox's Frames of Reference; employee engagement/voice; conflict; Irish framework of IR; relevant Irish legislation), but report is underdeveloped/incomplete/does not directly adhere to the task. 	<ul style="list-style-type: none"> •Report deals with the topic but is not focused on the task; Report lacks structure; did not meet requirements of the brief; minimal/no appreciation of wider context through practical examples and recommendations. 	<ul style="list-style-type: none"> •Arguments are underdeveloped/incomplete, and lack clarity and originality. •Minimal adherence to academic standards.
FAIL (0-39%)	<ul style="list-style-type: none"> •Report shows a minimal understanding and limited knowledge of key course concepts (i.e. Fox's Frames of Reference; employee engagement/voice; conflict; Irish framework of IR; relevant Irish legislation); work is seriously underdeveloped, incomplete, and/or does not focus on the task; arguments are unclear, irrelevant, and/or lack originality. 		