

Supplementary Marking Criteria for Assessing Participation and Engagement

Participation and Engagement may be evidenced through contributions to seminars, lectures, study groups, on-line fora and/or other study activities. Assessments on participation and engagement are intended to help students to reflect upon their own learning in one or both of the following ways: 1) interactions with peers and contributions to others' learning; 2) contributions to the student's learning outcomes and assessment.

FIRST 70-100

Participation in this range shows full (70-79), excellent (80-89) or outstanding (90-100) engagement with the learning opportunities provided on the module. Examples of participation and engagement are linked consistently to interactions with peers and/or with the development of the student's learning outcomes on the module, ranging well beyond standard levels.

Interactions with others on the module are constructive and respectful, evidencing active listening and the ability to make a substantive, positive contribution to group work through the sharing of ideas and skills.

At the top end, these qualities will be displayed with consistency and demonstrate a capacity for sophisticated critical self-reflection.

90-100

Skilled, authoritative contributions that redefine the terms of critical debates, and theories, and reflect the development of innovative methodologies or new knowledge. Direct contributions to the advancement of others' learning and exceptionally high levels of critical self-reflection.

80-90

Ambitious and well-supported contributions engaging persuasively with criticism, methodologies, and theories, establishing a clear independent position. Active, consistent contributions to the learning of others and very high levels of critical self-reflection.

70-79

Skilful contributions which evidence thorough knowledge of primary/secondary materials and key critical issues, and/or relevant theories and methods, and a high level of independence and initiative. Significant contributions to the learning of others and high levels of critical self-reflection.

UPPER SECOND 60-69

Participation in this range shows very good engagement with the learning opportunities provided on the module. Examples of participation and engagement are linked to interactions with peers and/or with the development of the student's learning outcomes on the module, although this may not be fully consistent.

Contributions are thoughtful and well-informed, demonstrating a high level of preparedness, detailed and secure knowledge of primary and secondary materials, key critical issues and/or relevant theories and methods.

Contributions evidence a strong level of independence, initiative, and active listening and show a capacity to make critical interventions, as well as the ability to respond to questions appropriately.

These qualities will be displayed with consistency and demonstrate a secure capacity for critical self-reflection.

LOWER SECOND 50-59

Participation in this range shows good engagement with the learning opportunities provided on the module. Examples of participation and engagement may be linked to interactions with peers and/or with the development of the student's learning outcomes on the module, but tend towards generalisations and/or inconsistencies.

Contributions demonstrate an adequate level of preparedness, basic knowledge of primary and secondary materials, key critical issues and/or relevant theories and methods, though they may lack independence and initiative.

Interactions with others on the module are respectful, evidencing awareness of the need for active listening and the need to make a positive contribution to group work through the sharing of ideas and skills. These qualities may not be displayed with consistency or demonstrate a secure capacity for critical self-reflection, however.

THIRD 40-49

Participation in this range shows a basic level of engagement with the learning opportunities provided on the module. Examples of participation and engagement are not linked to interactions with peers and/or with the development of the student's learning outcomes on the module, and consist largely of generalisations and inconsistencies.

Contributions may indicate a limited level of preparedness, partially inaccurate knowledge of primary and secondary materials, key critical issues and/or relevant theories and methods, and lack of independence and initiative. Contributions may lack coherence and may rely on opinion or unsupported assertion, rather than argument or evidence.

Interactions with others on the module are respectful, evidencing awareness of the need to contribute to group work through the sharing of ideas and skills, though they may lack consistency and critical self-reflection.

MARGINAL FAIL 35-39

Participation in this range shows some effort to engage with the learning opportunities provided on the module. Examples of participation and engagement are not linked to interactions with peers and/or with the development of the student's learning outcomes on the module, and consist only of generalisations and inconsistencies.

Contributions may indicate a limited level of preparedness, inaccurate knowledge of primary materials or theories introduced on the module, with little or no sense of secondary materials, key critical issues, or methods. Contributions may lack coherence and may rely on opinion or unsupported assertion, rather than argument or evidence.

Interactions with others on the module are respectful, evidencing awareness of the need to contribute to group work, but may be highly limited or lack focus.

There may be a lack of Consistency may be highly limited and any critical self-reflection be insufficient or partial.

FAIL 0-34

No or minimal evidence of participation in the learning opportunities supplied by the module.

Contributions may be incoherent and/or demonstrate complete lack of engagement with the primary or secondary material introduced on the module.

Interactions with others on the module may lack respect and understanding of the need to contribute to group work.

There may be little or no evidence of consistency or capacity for critical self-reflection.
