

# ULIP UG Marking Criteria for student participation and engagement

In each successive year of study, students are expected to demonstrate increased mastery of the core skills required for effective and active participation in learning activities and engagement with learning materials.

**Please note:** Final participation/engagement grades will be calculated in relation to a student's other assessed components for a given module. Only grades that increase the overall weighted average will be taken into account. If the suggested participation grade brings down the average grade calculated from the other assessed components of the module, then it will not be used and a default participation grade will be allocated (that ensures an overall module average that is in line with the other assessed components).

	<b>BA1 – at this level students are expected to demonstrate:</b>	<b>BA2 – at this level students are expected to demonstrate:</b>	<b>BA3 – at this level students are expected to demonstrate:</b>
<p>90-100%: Consistently insightful and productive contributions to learning activities, and outstanding level of critical engagement.</p> <p>80-89%: Insightful and productive contributions to learning activities, and excellent level of critical engagement.</p> <p>70-79%: Excellent, thoughtful contributions to learning activities, demonstrating a strong capacity for critical enquiry.</p> <p>60-69%: Very good, thoughtful contributions to learning activities, demonstrating a capacity for critical enquiry and clear communication of ideas.</p> <p>50-59%: Satisfactory contributions to learning activities demonstrating</p>	<ul style="list-style-type: none"> <li>• an ability to formulate basic questions and make basic statements about the content and context of the primary source or cultural product under discussion.</li> <li>• an ability to formulate basic questions and make basic statements that engage relevant concepts and perspectives studied during the module and reflected in the module reading list.</li> <li>• an ability to organise ideas into a logical and coherent argument that engages with relevant sources and concepts.</li> <li>• a capacity to consider and respond to the questions and statements made by Lecturers and fellow students.</li> </ul>	<ul style="list-style-type: none"> <li>• an ability to formulate complex questions and make detailed statements about the content and context of the primary source or cultural product under discussion.</li> <li>• an ability to formulate complex questions and make detailed statements that engage relevant concepts and perspectives studied during the module and reflected in the module reading list.</li> <li>• an enhanced ability to organise ideas into a logical, coherent and compelling argument that engages with relevant sources and concepts.</li> <li>• a capacity to consider, respond to and develop the</li> </ul>	<ul style="list-style-type: none"> <li>• an ability to formulate productive questions and make insightful statements about the content and context of the primary source or cultural product under discussion.</li> <li>• an ability to formulate productive questions and make insightful statements that engage relevant concepts and perspectives studied during the module and reflected in the module reading list, and that make relevant links to learning materials and experiences beyond the module.</li> <li>• a confirmed ability to organise ideas into a logical, coherent, compelling and original argument that</li> </ul>

<p>good engagement and clear communication of ideas.</p> <p>40-49%: Sufficient contributions to learning activities showing basic engagement and adequate communication of ideas.</p> <p>30-39%: Marginal fail showing insufficient contributions to learning activities, unsatisfactory engagement and unclear communication of ideas.</p> <p>20-29%: Conclusive fail showing lack of engagement and contribution to learning activities, and very poor communication of ideas.</p> <p>0-19%: Incomplete work, absence of contribution to learning activities, exceptionally poor engagement and communication of ideas.</p>	<ul style="list-style-type: none"> <li>• a capacity to communicate ideas clearly using relevant terminology and an appropriate register.</li> </ul>	<p>questions and statements made by Lecturers and fellow students.</p> <ul style="list-style-type: none"> <li>• a capacity to communicate ideas clearly using relevant terminology and an appropriate register.</li> </ul>	<p>engages with relevant sources and concepts.</p> <ul style="list-style-type: none"> <li>• a capacity to consider, respond to and critically engage with the questions and statements made by Lecturers and fellow students.</li> <li>• a capacity to communicate ideas clearly using relevant terminology and an appropriate register.</li> </ul>
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