

GLOBAL STUDIES UNDERGRADUATE ASSESSMENT CRITERIA: LEARNING DIARY

Descriptor	Grade Band	Mark Range	Typical Mark	Description
Outstanding (85-100)	1 <sup>st</sup> – Highest	93-100	93 or 100	Outstanding attainment of module and/or course learning outcomes. A learning diary in this category clearly and consistently surpasses normal expectations, in terms of scholarship, for the relevant level of study. Work in this category typically meets the expectations of ‘excellent’ work and also: introduces original ideas and insights; is comprehensive (relative to the level of study) in its identification of relevant (in terms of breadth or depth) course/module material; is uniquely perceptive at evaluating the strengths and weaknesses of the student’s learning experience; is exceptionally well written; is referenced to a professional standard.
	1 <sup>st</sup> – Outstanding	85-92	88	
Excellent (70-84)	1 <sup>st</sup> – High	80-84	82	Excellent attainment of module and/or course learning outcomes. A learning diary in this category typically: demonstrates a persistent and high level of engagement with the module/course content and learning; engages directly and in-depth with relevant themes from the module/course; demonstrates a cumulative understanding of the module/course material; presents substantial analysis, evaluation and synthesis as well as comprehensive and relevant coverage of the module/course material; may draw on a considerable amount of supplementary resources, or point out exceptionally insightful, reflective or unexpected links between different elements of the module/course; has excellent structure and organisation of material; contains very few referencing errors; follows all presentation requirements; is clearly and fluently written.
	1 <sup>st</sup> – Mid	75-79	77	
	1 <sup>st</sup> – Low	70-74	72	
Good to Very Good (60-69)	2.1 – High	67-69	68	Good to very good attainment of module and/or course learning outcomes. A learning diary in this category typically: demonstrates good evidence of the student’s own learning process and of active engagement with the module/course content; engages directly with relevant themes from the module/course; shows a clear and developing understanding of the concepts and issues addressed in the module/course, and provides both critical analysis and reflection on the topics of the module/course; demonstrates insight, reflexivity and comprehension; covers the main topics/themes but may draw on supplementary resources as well; has good structure and organisation of material; contains few referencing errors; follows all presentation requirements; is written clearly in a comprehensible way.
	2.1 – Mid	64-66	65	
	2.1 – Low	60-63	62	
Satisfactory (50-59)	2.2 – High	57-59	58	Satisfactory attainment of module and/or course learning outcomes. A learning diary in this category typically: demonstrates some evidence of reflection and learning; reflects knowledge of relevant themes or topics from the module/course, but there may be a lack of depth in analysis and reflection; may include discussion of the student’s understanding of the module/course material but this may be simply stated rather than analysed or evaluated; contains content relevant to the module/course but is not likely to have ventured beyond the required resources; makes an attempt to structure and organise the material (which may be more effective at the higher end of the grade band and less effective at the lower end); shows knowledge of appropriate referencing practice but this may be inconsistently applied; follows most presentation requirements; is written in a generally comprehensible way, though may contain writing errors.
	2.2 – Mid	54-56	55	
	2.2 – Low	50-53	52	
Weak (40-49)	3 <sup>rd</sup> – High	47-49	48	Weak attainment of module and/or course learning outcomes. A learning diary in this category typically: demonstrates limited evidence of reflection or learning that may be sketchy, disorganized, or lacking a sense of progression; reflects limited knowledge of relevant themes or topics from the module/course; contains weak analysis of course material; may
	3 <sup>rd</sup> – Mid	44-46	45	

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	3 <sup>rd</sup> – Low	40-43	42	contain some irrelevant material; has weak structure and organisation of material; shows some knowledge of appropriate referencing practice; follows some presentation requirements; may be unclearly written.
Poor (20-39)	Borderline Fail	35-39	37	Poor attainment of module and/or course learning outcomes. A learning diary in this category typically: demonstrates very little evidence of reflection, learning or progression; reflects very limited knowledge of relevant themes or topics from the module/course; contains very little or poor analysis of course material and shows serious flaws in understanding or interpretation; may contain a significant amount of irrelevant material; is poorly structured and organised; may show limited knowledge of appropriate referencing practice; may be deficient in length against the word count to an extent that significantly undermines its scholarly quality; may be extremely unclearly written and/or presented.
	Fail	20-34	30	
Very Poor (1-19)	Bad Fail	1-19	15	Very poor attainment of module and/or course learning outcomes. A learning diary in this category typically: demonstrates almost no evidence of reflection, learning or progression; reflects almost no knowledge of relevant themes or topics from the module/course; contains almost no analysis of course material and shows almost no understanding or interpretation; may contain a significant amount of irrelevant material; is very poorly structured and organised; may show very limited knowledge of appropriate referencing practice; may be deficient in length against the word count to an extent that significantly undermines its scholarly quality; may be extremely unclearly written and/or presented.
Absence of Positive Qualities (0)	Zero	0	0	No demonstrable attainment of module and/or course learning outcomes. A Learning Diary in this category typically: has not been submitted; is not the work that has been assigned; has been submitted after the late-penalty period has elapsed; and/or has had a penalty applied for major academic misconduct.