**Assessment criteria for seminar participation**

Some modules with a seminar element have a mark called ‘contribution to seminars’ or ‘in-class participation’. Practical classes with discussion / seminar elements will make use of these criteria in combination with the assessment criteria for creative & practical work.

The mark will be determined at the end of the module and with other Units of Assessment students can expect to receive feedback on this area; it is normal practice to let a student know if their performance in this area is below what is expected.

Students’ contributions to seminars will be assessed with regard to these qualities:

• contributions relevant to the topic under discussion, responding to the material set

• the ability to listen to, understand and advance the discussion

• evidence of preparation for the class (your research as required by the module, and additional to the requirements)

• attendance, punctuality and time keeping

In the categories below, work may reflect the qualities listed above in to a greater or lesser extent. The best will show distinction in all areas, and the worst will not participate significantly in any. The range between will reflect these abilities in varying degrees.

**Grade descriptors**

85-100%: Marks in this range will have all the qualities of the descriptors below but to the highest level. Preparation will be extremely well researched with cross references followed. The context of the material will be clearly understood in all its complexities. Contributions will be sophisticated in the extreme, perceptive, eloquent and persuasive; they will develop the debate proactively, and if necessary take contrapositions with equal vigour and rigour. At the highest level (90-100%) these qualities will be demonstrated consistently throughout the module or will be demonstrated with extreme insight, imagination and skill.

72-78%: Contributions and preparation will be excellent, reading is likely to be full and analytical, and includes material beyond what was prescribed. Contributions will show sophisticated analysis and clear, possibly eloquent expression. Exemplar material may be brought into class (videos, images etc.). Contributions raise the level of debate and tackle complex issues. Makes the most of the contributions made by others. Contributions may be personal or anecdotal, but the value and nature of these will be fully understood and appropriate. Timekeeping and punctuality will be flawless (unless known and good cause prevents this).

62-68%: Evidence of full preparation including reading around topic, contributions show wide knowledge and good understanding, points clearly and articulately made; advances discussion, possibly in an innovative direction; engages others with the debate.

52-58%: Evidence of full preparation as required, including background work. Contributions are informed and develop on discussion. Listens to and responds to others. Analytical thinking is present in contributions. Contributions may lack sophistication or eloquence. Preparation may not extend far beyond what was required.

42-48%: Commitment and preparation are limited to the minimum asked; some oral contributions, to the point, straightforward responses, perhaps dominates session without real intellectual contribution, does not allow debate to develop.

35-38%: Commitment is poor, very limited evidence of preparation; very few contributions- possibly vague, unclear, simplistic or off topic. Does not contribute to a debate, but makes one-off, perhaps only partially relevant points. Nonetheless some evidence of reading, thinking and contribution.

20-32%: Commitment is very poor; negligible preparation, minimal contribution– and contributions that are made are likely to be anecdotal, off topic and poorly articulated.

0-10%: Contribution and preparation will be minimal/ non-existent and possibly disruptive