UNIVERSITY OF LONDON

Programme Regulations 2022–2023

Global Environment and Sustainability

MSc
PGDip
PGCert
Individual modules

Important document – please read
This document contains important information that governs your registration, assessment and programme of study

Contents

Important information regarding the Programme Regulations

Last revised 20 March 2022

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by the University of London which is responsible for the academic direction of the programme. The Programme Regulations will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant Courses page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the **Global Environment and Sustainability** programme:

Module: Individual units of the programme are called module. Each module is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Study session: There are two study sessions in a year, each lasting 20 weeks. Sessions begin in October and April. Each session is following by an assessment submission point.

Resitting the assessment of a failed module: When you resit a failed module you will not receive further Module Leader support but you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

Repeating a failed module: When you repeat a failed module you will receive Module Leader support, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

Significant changes to the 2022-23 Programme Regulations

No significant changes.

Throughout the Regulations, ‘we’ ‘us’ and ‘our’ mean the University of London; ‘you’ and ‘your’ mean the student, or where applicable, all students.

If you have a query about any of the programme information provided please contact us. You should use the *ask a question* button in the student portal.

1 Structure of the qualifications

Appendix B gives the syllabuses and course outlines.

Qualifications

1.1

The following named qualifications are awarded under the Global Environment and Sustainability programme:

- Master of Science in Global Environment and Sustainability (MSc)
- Postgraduate Diploma in Global Environment and Sustainability (PGDip)
- Postgraduate Certificate in in Global Environment and Sustainability (PGCert)

Qualification structure

1.2

The MSc Global Environment and Sustainability consists of:

- five core modules (30 credits each); and
- one Project module (30 credits)

1.3

The PGDip Global Environment and Sustainability consists of:

- four modules (30 credits each)

1.4

The PGCert Global Environment and Sustainability consists of:

- two modules (30 credits each)

Individual modules

1.5

All modules from the Global Environment and Sustainability programme, excluding the Project module, are available to study on a stand-alone basis, subject to module availability.

See course page for information about the modules available for study on a stand-alone basis and when they run.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be either:

- 1 October, if you first register before the September registration deadline.
- 1 April, if you first register before the March registration deadline;

Date of first assessments

2.2

If your effective date of registration is:

- 1 October, you will take your first assessment(s) in March of the following year
- 1 April, you will take your first assessment(s) in September of the same year

Study sessions

2.3

The programme has two registration points in the year. There are two study sessions in a year, each lasting 20 weeks. Sessions begin in October and April. Each session is followed by an assessment submission point.

Further information about ratification of grades can be found in Section 6: Progression within the programme

2.4

Each module will be taught over one 20-week session.

Module availability

2.5

Where the learning experience may be compromised due to low student registrations, we may consider deferring the module to a later session.

Not all modules will run in every study session.

We will inform you of any such changes as early as possible and provide you with reasonable alternative arrangements.

Period of registration

See the Programme Specification for the minimum and maximum periods of registration applicable to this programme.

2.6

The minimum and maximum periods of registration to complete the programme are counted from your effective date of registration.

2.7

If you start by taking individual modules and then register for the PGCert/PGDip/MSc Global Environment and Sustainability we will give you a new maximum period of registration for the PGCert/PGDip/MSc.

See Section 6: Progression within the programme for information on maximum and minimum number of modules you can register for in a study session.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the General Regulations, Section 3.

Recognition of prior learning

Recognition of prior learning is a generic term for the process by which we recognise and, where appropriate, award credit for learning that has taken place elsewhere, before entry onto a programme of study. Where the prior learning covered a similar syllabus at an appropriate level to a module on the University of London programme, credit will be awarded as if you took the University of London module/course.

3.1

If you are registered for the MSc or PGDip, you may apply for recognition of prior learning mapped against modules to a total of 60 UK credits.

3.2

Applications for recognition of prior learning for the Project module will not be accepted.

3.3

If you are registered for the PGCert, you may not apply for recognition of prior learning.

4 Assessment for the programme

See General Regulations for Rules for taking written assessments.

Summary table of assessment

4.1

Module	Climate change and environmental hazards		Biodiversity, Biosecurity and Conservation Global Food Systems and Health Waste and Pollution Water and Energy Resources	Project
Element weighting	25%	75%	100%	100%
Item of assessment	One online multiple choice question test (MCQs)	One end of term coursework	One end of term coursework	One end of term independent research project

Passing assessments

4.2

The pass mark for each module is 50%. Where there is more than one element of assessment for a module, you do not need to pass each element of assessment, although you do need to obtain an overall weighted mark of 50% in each module.

4.3

For a module with two elements of assessment, if you do not submit the first element of assessment, but do submit the second element of assessment, you will receive a mark of zero for the first element and this will count as an attempt. Your module mark will still be based on the overall weighted mark.

Invalid attempts

4.4

For a module with two elements of assessment, if you submit the first assessment but do not submit the second assessment, this will not count as an attempt at the module and there will be no academic penalty.

4.5

For a module with two elements of assessment, if you submit neither element of assessment, this will not count as an attempt at the module and there will be no academic penalty.

4.6

For a module with one element of assessment, if you do not submit the final assessment, this will not count as an attempt at the module and there will be no academic penalty.

4.7

If you have not made a valid attempt at the module (see regulations 4.4 to 4.6), you will need to re-register and make a new attempt at the module. You will be required to pay the **full module fee**. If there are two elements of assessment, all assessment elements will need to be attempted.

See General Regulations for Rules for taking written assessments

Mitigating circumstances

4.8

For modules where there is more than one element of assessment, mitigating circumstances will only be accepted for the second element of assessment.

Penalty for exceeding the word count of coursework elements

4.9

For coursework elements, you should not exceed the word limit by more than 10%. If the word count is between 10% to 20% above the word limit, the coursework will receive a five mark penalty. If the word count exceeds the word limit by more than 20% you will receive a mark of zero for your work.

Late submission of coursework elements

4.10

You must keep to the deadlines given on the VLE. Coursework elements that are submitted after the deadline will not be marked and the attempt will be considered invalid.

See regulations 4.4 to 4.7 for more information on invalid attempts.

5 Number of attempts permitted at an assessment element

5.1

The maximum number of attempts permitted for any element of assessment is two.

5.2

You will fail a module if your overall weighted mark is below 50%.

5.3

You must make a second attempt at the assessment for a module you have failed, provided that you have not exceeded the maximum number of attempts at the assessment/s. If there are two elements of assessment for the module, all assessment elements will need to be attempted.

5.4

If you pass a module with an overall weighted mark of 50% or above, you will not be permitted to make a second attempt at any/the assessment element.

5.5

Second attempts at assessment can be made in two ways, either by resitting the assessment of a failed module or by repeating the failed module.

Resitting the assessment of a failed module

If you resit the assessment for a module, you will have to pay a fee when you re-register for the module to resit the assessment. The fee payable is outlined in the fee schedule.

You will not receive further Module Leader support but will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

5.6

If you fail the assessment for a module held in the October session, your resit opportunity will be in the April session of the same academic year.

5.7

If you fail the assessment for a module held in the April session your resit opportunity will be in the October session of the following academic year.

5.8

If you do not make a second attempt at a failed module at the first opportunity, you will be required to repeat the module in full and you will be required to pay the **full module fee.**

Repeating a failed module

If you repeat a module, you will have to pay the full module fee when you re-register for the module. When you repeat a failed module you receive Module Leader support, you will have access to the learning materials on the VLE and you will be required to resubmit your summative assessment.

5.9

You may choose when you repeat a failed module. You do not have to take the assessment in the next available study session.

6 Progression within the programme

See Section 4: Assessment for the programme for method of assessment.

6.1

You must have passed 60 credits before you register for the Project module.

Module selection

6.2

In any one study session you may register on modules up to the maximum value of 90 credits. This can be a combination of new modules or modules that you are resitting or repeating. Of the 90 credits, a maximum of 60 credits can be made up of new modules (two 30-credit modules). A new module is a module you have not registered for previously or for which a previous attempt was invalid (see regulations 4.4 to 4.7).

Where you have reached the maximum credits permitted for a session but you are offered a resit of module/s failed in the previous session, the maximum credit value per session may be increased from 90 credits to **120 credits**.

On some occasions, registration on new modules or repeat modules will take place before you receive your results from the previous session and registration for the resit session opens. You should take this into account when making your module selections.

Individual modules

6.3

You may take one module (30 credits) on a stand-alone basis without being registered for the PGCert, PGDip or MSc. If you apply to progress to the PGCert, PGDip or MSc and this is approved, you may be credited with any individual module successfully completed.

Progression between qualifications within the programme

6.4

If you are registered on either the PGCert or PGDip and want to transfer your registration to a higher qualification, you must notify us before you enter for your final assessments.

As the entrance requirements for the PGCert, PGDip and MSc are the same, you do not need to successfully complete the lower award to transfer to the higher award. However, transfer of registration cannot take place whilst a study session is live and before results for this session are ratified by the exam board.

Performance based admissions

There are two entry routes into the MSc programme: the Direct Entry route and the Performance Based Admission route. See the entrance requirements in the Programme Specification, and the requirements tab on the programme's web page for full details.

6.5

To enter the MSc via the Performance Based Admission (PBA) route, you must first register for and pass any one module from the MSc programme structure, excluding the Project module. Final results ratified at the Exam Board will be used for the basis of progression.

6.6

While registered on the PBA route you may register for a maximum of 60 credits in any session, of which 30 credits can be made up of new modules. Your total module registrations, including modules that you are waiting to repeat, may not exceed 60 credits.

Transfer from Individual modules

6.7

A mark awarded for completion of an individual module may not be used to replace any mark for a degree, diploma or certificate already awarded.

6.8

If you are registered on a standalone individual module and you wish to transfer your registration to the PGCert, PGDip or MSc, you must meet the entrance requirements for Direct Entry or for Performance Based Admission (PBA).

6.9

If you only meet the entrance requirements for PBA but have successfully completed an individual module (30 credits) you will be permitted to transfer your registration directly onto the MSc, PGDip or PGCert via the Direct Entry route.

If you request to transfer from standalone individual modules to the MSc, PGDip or PGCert and are currently undertaking the study for these modules, transfer of registration cannot take place whilst a study session is live and before results for this session are ratified by the exam board.

7 Schemes of award

If your last assessments take place in the October session, the date of award will be 1 May in the year of the last assessments that contribute to the award.

If your last assessments take place in the April session, the date of award will be 1 November in the year of the last assessments that contribute to the award.

Marking criteria

See Appendix C for the Assessment Criteria.

7.1

All assessments will be marked according to the published Assessment Criteria.

Mark scheme

7.2

The following mark scheme is used for the MSc, PGDip and PGCert:

Mark range	Outcome
70% and over	Distinction
60% – 69%	Merit
50% – 59%	Pass
0% – 49%	Fail

7.3

To calculate the final grade for the qualification, the marks for modules are weighted equally.

7.4

To be granted a qualification with Merit, your mean average mark for all modules, excluding the Project module (if applicable), must be between 60% and 69%; your mark for the Project module (if applicable) must be 60% or above.

7.5

To be granted a qualification with Distinction, your mean average mark for all modules must be 70% or above.

Date of award

7.6

The date of award will correspond to the year that the requirements for the award were satisfied.

Exit qualifications

7.7

If you have exhausted your permitted number of attempts at module(s) and/or are unable to complete the MSc or PGDip, you may be considered for an exit qualification of PGDip or PGCert (respectively). In such circumstances, you will need to have achieved the credits required for a PGDip (120 credits) or PGCert (60 credits) and have successfully completed the required modules for the qualification concerned.

Exit qualifications will be classified according to regulations 7.6 and 7.7.

7.8

If you have not completed the required modules, but you have completed the required number of credits for a PGDip (120 credits) or PGCert (60 credits), the Board of Examiners may, at its discretion, consider you for an exit qualification.

7.9

The exit qualification of PGDip or PGCert will be with effect from the year in which you satisfied the requirements for that award. Your registration will cease once the exit qualification has been granted.

Appendix A – Structure of the programmes

A detailed outline of the module syllabus is provided on the Programme page, under structure

MSc Global Environment and Sustainability

For the qualification of MSc Global Environment and Sustainability, you must pass

- The following modules (each worth 30 credits):
  - Biodiversity, Biosecurity and Conservation (GEM010)
  - Climate Change and Environmental Hazards (GEM020)
  - Global Food Systems and Health (GEM030)
  - Waste and Pollution (GEM040)
  - Water and Energy Resources (GEM050)
- One Project module (GEM500) (30 credits)

PGDip Global Environment and Sustainability

For the qualification of PGDip Global Environment and Sustainability, you must pass

- Any **four** of following modules (each worth 30 credits):
  - Biodiversity, Biosecurity and Conservation (GEM010)
  - Climate Change and Environmental Hazards (GEM020)
  - Global Food Systems and Health (GEM030)
  - Waste and Pollution (GEM040)
  - Water and Energy Resources (GEM050)

PGCert Global Environment and Sustainability

For the qualification of PGCert Global Environment and Sustainability, you must pass

- Any **two** modules chosen from (each worth 30 credits):
  - Biodiversity, Biosecurity and Conservation (GEM010)
  - Climate Change and Environmental Hazards (GEM020)
  - Global Food Systems and Health (GEM030)
  - Waste and Pollution (GEM040)
  - Water and Energy Resources (GEM050)

Appendix B – Module descriptions

Biodiversity, Biosecurity and Conservation (GEM010)

This module extends students' knowledge of biodiversity and how it can be protected and conserved effectively and equitably to meet the UN Sustainable Development Goals 14 (life below water), and 15 (life on land). It explores what biodiversity, biosecurity and conservation are and the main academic debates around these complex terms. It examines key examples of crises in biodiversity and biosecurity and examines conservation philosophies, projects and practices at various scales.

This module aims to enable students to understand competing definitions and understandings of biodiversity, biosecurity and conservation. It explores the complex, direct and indirect causes and impacts of biodiversity loss, including the unequal effects of biodiversity loss on different societal groups. Students are equipped to discuss and evaluate policy and management interventions in biosecurity and biodiversity conservation, and introduce research skills appropriate for monitoring biodiversity, biosecurity and conservation.

Topics covered:

- Contested ideas, ideals and philosophies of biodiversity, biosecurity and conservation; the importance of local knowledges and understandings
- Social inequalities and loss/ protection of biodiversity.
- Conservation, biosecurity, tourism and economic growth.
- Conservation policy and management at local, regional, national and international scales.
- Biodiversity, biosecurity and human and animal health.
- Future prospects for biodiversity and transformative change.
- Measuring and monitoring biodiversity change using online and offline maps and other resources.
- Analysis of visual methods using TV shows on border security.

Climate Change and Environmental Hazards (GEM020)

Climate change is a multifaceted issue, with relevance across a wide range of economic sectors and policy areas.

This module aims to: introduce the functioning of the climate system and the parameters within which change happens; critically evaluate This module develops students' knowledge about the science and history of climate change and the hazards that relate to this. Climate change is the most pressing and extensive environmental issue facing societies and understanding the processes underpinning climate change and its effects will support efforts towards management and mitigation. The module will support students to critically evaluate scientific scenarios of future climate and associated hazards and impacts, assess the effectiveness of different policy approaches, and determine suitable responses to the climate change challenge and more local environmental hazards. The module explores key debates and ideas from a range of viewpoints, considering science, policy, social and economic perspectives.the evidence for human-induced climate change; support students' understanding of the science of climate change mitigation; develop understanding of the relationship between climate change and environmental hazards; and, critically engage with the political institutions and ethical issues associated with mitigating climate change and managing hazards at global, local and national levels.

Topics covered:

- The climate system, greenhouse gases: impacts, concentrations, changes
- Evidence for past climate changes and the science of climate reconstruction. Working with data on climate, how do climate models work?
- Evidence for recent human-induced changes and debates about climate skepticism.
- The science behind sea level rise – where and how should we live in the future?
- Storms, floods, fires and droughts – unequal impacts of environmental hazards
- Ocean currents and climate: hurricanes, cyclones, El Niño events and marine ecosystems.
- Mitigation: setting targets, negative emissions and net zero / planetary boundaries / geoengineering
- International political climate change institutions and local knowledges, interventions and solutions

Global Food Systems and Health (GEM030)

How to address UN Sustainable Development Goal 2, Zero Hunger, produce healthy food sustainably, and distribute it equitably and reduce food loss and waste in supply chains, are key social and environmental challenges. The food system is intimately tied to human health and wellbeing through the food that we eat and the ways in which it is produced and distributed. The module offers students an engaging way to explore the interconnectedness of environmental systems and human behaviours at a range of scales and to assess how these are and can be managed.

The module aims to: introduce the complexities of global food systems and their relationships to human, animal and planetary health; explore inequalities, insecurities and vulnerabilities within food systems and their impacts on health and wellbeing; discuss a range of approaches to food systems including indigenous and non-Western knowledges about food, health and environment; analyze policy and management approaches to food systems at global, national and local scales; investigate opportunities for sustainable food futures and (addressing biosecurity challenges; and, develop skills in critical discourse analysis.

Topics covered:

- Case studies: Palm oil deforestation and certification; West African fisheries climate change and vulnerability; social movements (La Vía Campesina); community foodwork and Covid.
- Agriculture: biodiversity, health and wellbeing
- Fishing: marine ecosystems, climate change and livelihoods
- Food system: production, consumption, food loss and waste
- Food consumption: access, justice and nutrition
- Policy for sustainable food systems: international frameworks and local practices, including a focus on UN Sustainable Development Goal 2 (Zero Hunger), and its interactions with other Sustainable Development Goals (e.g. SDG 1, No Poverty, SDG 3, Health and Wellbeing, SDG 15, Life on Land)
- Food futures: sustainability transformations, innovation and politics

Waste and Pollution (GEM040)

This module will provide an overview of the impacts of waste and pollution on the terrestrial and marine environment, as well as potential risks to human and animal health and well-being. The module highlights links between environmental processes and social inequalities at global, national and local scales. Students will take part in debates about how waste and pollution can and should be reduced and managed to meet UN Sustainable Development Goals 3 (Good Health and Wellbeing), 6 (Clean Water and Sanitation), and 12 (Responsible Consumption and Production). The module will invite students to consider contested ideas and diverse forms of knowledge about environment and sustainability.

The module aims to: familiarise students with major classes of marine and terrestrial pollutants and their effects on humans, animals and the environment; introduce debates about attitudes towards waste and environmental degradation; explain how different classes of pollutant are currently managed or treated through regulation and treatment at a range of scales; explore waste as a category, how things become 'waste' and links between waste, resources, recycling and reuse; and, investigate the social and political implications of current and proposed future management of waste and pollution.

Topics covered

- What is pollution and why does it matter? The major classes of marine and terrestrial pollution, their sources, effects and changes over time.
- Environmental monitoring – how do we know where pollution is and how it moves?
- Why do we pollute our planet? The 'tragedy of the commons' and responses to it.
- What is waste? Was it the same in the past? Will it be the same in the future?
- Waste reduction and management: product lifecycles, recycling, reduction and reuse.
- Who lives with waste and pollution? The uneven distribution of the effects of environmental degradation and waste work.
- Waste and pollution policies and practices: International dilemmas and transboundary pollution; national approaches and legislation; local responses and vulnerabilities.
- Qualitative interviewing and interview analysis.

Water and Energy Resources (GEM050)

This module introduces students to the Earth's most important physical resources: water and energy systems and the relationship between them, the 'water-energy nexus'. It explores their physical underpinnings, their extraction and how both link to wider processes of climate change and our efforts to manage climate change. The module assesses the environmental impacts of sustainable and non-renewable energy technologies and the rapid development of key renewable energy technologies such as solar and wind. It examines national and international policies to provide sustainable water and energy resources and to reduce carbon emissions from water and energy use, and support the UN Sustainable Development Goals 6 (Clean Water and Sanitation), 7 (Affordable and Clean Energy). It also explores local reactions to water and energy projects and interrogates inequalities in access to clean water and reliable energy.

The module aims to: introduce water and energy systems and the water-energy nexus; explore the relationships between water and energy resource use and climate change and other environmental issues; examine the possibilities for renewable energy use and its limitations; explore national and international management of water and energy distribution through policy and economic measures (such as fuel subsidies); investigate inequalities in access to clean water and reliable energy

supplies, their causes and possible solutions; and, examine debates around 'technocentric' solutions to climate problems and ways for low carbon living.

Topics covered:

- Water and energy systems, the hydrological cycle and the water-energy nexus.
- Resource exploitation, climate change and environmental hazards such as ground water and air pollution.
- The future of water and energy demand; population change and per capita energy and water usage
- Futures for water and energy supply; renewable energy technologies, sustainable water systems.
- Managing resources at international scale: transboundary dams and rivers, UN SDGs.
- National and local policies: fossil fuel vs renewable subsidies; transport and city planning.
- Water and energy at home and in the neighbourhood: sustainable cities, housing and struggles for access to water.
- Mapping energy use and potential, introducing basic GIS.

Project (GEM500)

This module allows students to pursue an area of knowledge in depth, to develop research and data analysis skills and their skills as independent learners. It allows for synthesis of skills and knowledge from across the previous modules as well as the expansion of independent thinking and investigation.

The module aims to: provide an opportunity for students to design and execute a substantial piece of independent research; support students learning about a relevant topic in depth; enable students to synthesize and evaluate materials and skills from across other modules studied; and support the development of independent learning and time management skills.

Students will pursue a research project on a topic of their own selection relevant to the aims of the programme. They will be provided with additional learning materials to reinforce their development of research and writing skills introduced in previous modules:

- Reviewing literature and identifying research topics
- Developing a research proposal
- Selecting and evaluating methods
- Using qualitative research methods
- Using quantitative research methods

Appendix C – Assessment criteria

Coursework and Project Assessment Criteria

This is an indicative description of expectations at each grade level. Overall grades will comprise qualitative and quantitative elements. The setting of questions, tasks and requirements and the accompanying marking scheme should take account of the criteria below.

Mark band	Assessment criteria
80%-100% High Distinction	Marks in this range indicate an exceptionally high level of scholarship and outstanding performance in terms of all of the dimensions outlined. While work at this level exhibits scrupulous completion of the requirements of the assignment, it will also exhibit a high degree of initiative, high quality of analysis, academic sophistication, comprehension and critical assessment, making a novel contribution to studies.
70%-79% Distinction	Marks in this range indicate high levels of scholarship, and high performance in terms of all of the dimensions outlined. Comprehensively argued writing of interest and originality which is also well organized and presented exhibiting a sound, critical and analytical grasp of the relevant literature(s) and drawing on an extensive range of relevant academic sources. The work will display an excellent understanding of underlying theory as well as employing appropriate analytical techniques, resulting in an argument of interest and significance.
60%-69% Merit	Work that demonstrates a good command of the subject and relevant literature(s) as well as a sound grasp of critical issues, with evidence of independent thought and a high standard of argument as well as good presentation. Work towards the bottom of this range may have occasional weaknesses and flaws but will nevertheless show a generally high level of competence. Work towards the top of this range will be highly competent on all dimensions.
50%-59% Pass	Marks in this range indicate general capability, but with moderate levels of weaknesses on one or more dimensions indicated above. Work in this range may contain inaccuracies, the arguments may lack clarity or rigour, or there may be a lack of critical understanding. It will however be coherently structured and presented, showing a sound command of the subject, some awareness of critical debate, and the ability to construct a generally coherent argument.
40%-49% Fail	Marks in this range do not quite meet the minimum standards for a pass, with considerable levels of weaknesses on one or more dimensions. Work in this range may suffer from flawed arguments, weak structure and presentation, an inadequate command of course materials, or a serious failure to reflect on those materials. It will however demonstrate a basic understanding of studies and show evidence of reasonable attention to the course materials.
30%-39% Low Fail	Marks in this range display major levels of weaknesses on two or more dimensions. The work may be reliant on a minimal range of reading and reflection with poor attention to detail. Work in this range may be characterised by assertions lacking supporting evidence or argument, or by seriously flawed understanding of key concepts.
0%-29% Very Low Fail	Marks in this range indicate general incompetence, with highly serious levels of weaknesses on two or more dimensions. Work in this range will either fail to present any real argument or opinion, or fail to engage at all with the topic in question. Work may quote heavily from a small number of sources, but fail to integrate them and provide little or no narrative to explain their relevance.