# EDI in Engineering - Logbook Rubric

## Introduction

The curated logbook is worth 40% of the module, is individual coursework, and should be a maximum of four A4 pages. The curated logbook should be created from the weekly logbook entries students will make throughout term one, with a limited amount of words of new work to explain the curation. The curated logbook should demonstrate the students’ growth in EDI knowledge and understanding. The proposed submission date is Friday of the final week of term one, however, this will be confirmed on Blackboard after discussion with the current cohort.

## Learning Outcomes

The curated logbook is intended to specifically address the following learning outcomes:

* Identify and evaluate key issues surrounding equality, diversity and inclusion in engineering, STEM and wider society
* Evaluate one’s own positionality and personal development as well as changes to thinking through reflective practice

## Document Requirements

Students must use words and/or images from their online logbook for this assignment. It must be clearly visible to the marker which aspects of the submission are ‘logbook content’ and which aspects are the new curation, discussion or reflection on the logbook content. Cross checking against the online logbook provided within the module will take place where required by markers.

ME3 students have up to 500 words for the curation, discussion and reflection. ME4 students have up to 750 words for the curation, discussion and reflection.

## Differentiated Assessment

The logbook will be assessed using different mark schemes for ME3 and ME4 students. Both cohorts will be expected to show their knowledge and understanding of EDI issues as well as their own positionality. To do so, all students should consider;

* What are ~three key points they have learnt during this term?
* What was the most surprising or “eye opening” thing they have learnt, and why was this surprising?
* How has or will this learning affect their behaviour?

Additionally ME4 students will be required to relate their own positionality and reflective growth to that of the EDI policy, strategy or report of at least two organisations (e.g. the university and a company they have an interest in) or a change in legal requirements. Students completing this additional requirement should consider;

* Is their own growth and perspective reflected in that of the organisations discussed?
* What are the implications of the correlation, or lack thereof?
* What actions could they take based on the knowledge gained from this comparative process?

It is not the intention that students must treat these bullet points as questions they need to answer directly in the assessment, but that they give students an opportunity to think in order to write reflectively about the EDI learning journey they have been, and are still, on.

## Rubric / Mark Scheme

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| Cohort | Assessment Criteria | Example outcome |
| ALL | Breadth of knowledge of EDI issues in engineering/STEM | Logbook shows a range of knowledge, using correct terminology, with an awareness of how these issues impact different stakeholders. |
| ALL | Depth of knowledge of EDI issues in engineering/STEM | A focussed discussion shows an issue has been explored further, investigating a range of sources and facets or history / social elements. |
| ALL | Critique of an issue | Consideration of the ethical and/or logistical barriers, including data, associated with understanding or mitigating an issue. |
| ALL | Discussion of own positionality | Student has identified their own place in the EDI space, taking into consideration more than one aspect. |
| ALL | Relationship of own positionality to perspective on one or more issues | Identification of own EDI characteristics has enabled evaluation of viewpoint and potential for bias |
| ALL | Development or change in own perspective  | Change in perspective is evidenced and explained and relates to growth in overall EDI understanding |
| ME4 | Evaluation of self relative to industry / gov / HEI / law | Own growth is discussed comparatively showing an understanding of both policy and how these relate to the individual |
| ME4 | Analysis of difference between any of self / organisations etc. | The gaps identified are explained with reference to module discussion topics and/or published literature |
| ME4 | Future planning based on findings | Relevant action planning is undertaken relative to the journey shown through the rest of the submission document |

Submission requirements:

* State year group clearly
* Maximum of four A4 pages
* No front page nor appendices
* References required if relevant, style is student choice
* Submit via Blackboard

Grades

A\* Outstanding (≥ 85)

A Excellent (≥ 77) /Very Good (≥ 70)

B Good (≥ 60)

C Satisfactory (≥ 50)

D Lacking (≥ 40)

E Fail (≤ 40)

