

MARKING AND CLASSIFICATION CONVENTIONS

90. The University has approved the following scale for the relationship of marks to degree classes:

Honours Class	%	Generic Assessment Criteria *	
I	70 – 100	86 – 100	The work examined is exemplary and provides clear evidence of a complete grasp of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also ample excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		76 – 85	The work examined is outstanding and demonstrates comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are fully satisfied.
		70 – 75	The work examined is excellent and is evidence of comprehensive knowledge, understanding and skills appropriate to the Level of the qualification. There is also excellent evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(i)	60 – 69	65 – 69	The work examined is very good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also very good evidence showing that all the learning outcomes and responsibilities appropriate to the Level are satisfied.
		60 – 64	The work examined is good and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also good evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
II(ii)	50 – 59	55 – 59	The work examined is sound and is evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		50 – 54	The work examined is sound but provides limited evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also sound but limited evidence showing that all the learning outcomes and responsibilities to that Level are satisfied.
III	40 – 49	45 – 49	The work examined is acceptable but provides significantly restricted evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but significantly restricted evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.
		40 – 44	The work examined is acceptable but provides barely sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is also acceptable but barely sufficient evidence showing that all the learning outcomes and responsibilities appropriate to that Level are satisfied.

Fail			
	0 – 39	35 - 39	The work examined narrowly fails to provide sufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. There is acceptable evidence showing that the great majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		30 – 34	The work examined provides insufficient evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence provided shows that the majority of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		20 – 29	The work examined is unacceptable and provides little evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that only some of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		10 - 19	The work examined is unacceptable and provides negligible evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence shows that few of the learning outcomes and responsibilities appropriate to that Level are satisfied.
		0 – 9	The work examined is unacceptable and provides no evidence of the knowledge, understanding and skills appropriate to the Level of the qualification. The evidence fails to show that any of the learning outcomes and responsibilities appropriate to that Level are satisfied.
* These assessment criteria are generic and apply to all subject areas at the relevant level across the University. Each department supplements these with its own subject-specific criteria in line with the appropriate subject benchmarks and other requirements relevant to the discipline.			

All summative assessed work should be marked according to this scale and students should be given the percentage mark awarded for each coursework assignment and examination paper. Marks are provisional until they have been confirmed by a Board of Examiners.

91. After the final year examinations, a Board of Examiners will classify the performance of students using the general University conventions as guidelines. A Board of Examiners has the power to exercise discretion to take account of particular circumstances if it considers it right to do so in the proper discharge of its duties. Such circumstances shall include, but not be restricted to, personal mitigating circumstances. Boards of Examiners may also take into account academic factors such as the overall pattern of marks gained by a student and the relative significance of various modules, or additional placement years, for the learning outcomes of the programme. The views of an External Examiner must be particularly influential in the case of disagreement within the Board of Examiners on the mark to be awarded for a particular unit of assessment, or on the final level of award to be derived from the array of marks of a particular student.
92. Where a student's arithmetic means falls no more than 2% below a classification boundary, the board of examiners must consider whether to award the higher classification by the exercise of discretion. Board of Examiners may only consider exercising discretion to raise a classification for a student whose arithmetic mean falls outside of this 2% range where there are personal mitigating circumstances, or a combination of personal mitigating circumstances and academic factors, that warrant such consideration.
93. Only marks for modules taken after the Preliminary Honours will be taken into consideration for the classification of degrees.

94. Marks for double modules shall be returned as two identical marks and for triple modules as three identical marks.
95. Honours degrees will be classified according to the mean weighted classification scheme.
96. A degree will be awarded to a student who has passed the appropriate number of modules to the required credit value at the required Level with a mark of at least 40% in each module, after a resit if applicable, subject to the Preconditions for the Award of a Degree, Diploma or Certificate and the Progression Regulations above.
97. For degrees classified on the performance of students in respect of 12 single modules or equivalent (to the value of 240 credits), performance on modules studied in the second and third years shall be differentially weighted 2:3.
98. For degrees classified on the performance of students in respect of 18 single modules or equivalent (to the value of 360 credits), performance on modules studied in the second, third and fourth years shall be differentially weighted 2:3:4.
99. The Honours classification of an individual student shall be determined as outlined below:
 - (a) First Class Honours shall be awarded to a student who achieves an arithmetic mean of 70% or greater.
 - (b) Second Class Honours (First Division) shall be awarded to a student who achieves an arithmetic mean of at least 60% but less than 70%.
 - (c) Second Class Honours (Second Division) shall be awarded to a student who achieves an arithmetic mean of at least 50% but less than 60%.
 - (d) Third Class Honours shall be awarded to a student who achieves an arithmetic mean of at least 40% but less than 50%.