

Section 3: Annexe 3B Undergraduate Marking Conventions

Marking Conventions Bachelors with Honours and Level 6 awards										
Grade	Percentage Mark	Level of Performance	Level of outcomes achieved, demonstrated at, beyond or below the threshold for Bachelors with Honours Degree Classification	Threshold outcomes for the Level 6 outcomes and those for Bachelors with Honours awards	Knowledge and Understanding: A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Cognitive Skills: A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.	Practical Skills: An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline.	Transferable Skills: Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.	Professional Competencies: Typically, where a degree award requires an assessment of professional competencies, no award will be made if the student does not meet them. Providers remain free to set course learning outcomes above the threshold and classify students accordingly.	Bachelors with Honours Degree ***
A	70 and above	Excellent	Achieved all required course learning outcomes and consistently demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has shown exceptional knowledge and understanding, significantly beyond the threshold expectation of a graduate at this level and beyond what has been taught.	The student has demonstrated an exceptional ability to select, consider, evaluate, comment on and synthesise a broad range of research, primary sources, views and information and integrate references.	The student has demonstrated an accomplished and innovative application of discipline-specific specialist skills.	The student can communicate information, ideas, problems and solutions to an accomplished level verbally, electronically and in writing. They have shown an accurate, fluent, sophisticated style. They possess exceptional numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	First Class
			* advanced knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated an exceptional understanding of subject-specific theories, paradigms, concepts and principles, and in-depth knowledge, if not mastery of a range of specialised areas.	The student has made consistent, logical, coherently developed, and substantiated arguments, and demonstrated the ability to systematically consider, critically evaluate and synthesise a wide range of views and information. They have demonstrated sophisticated perception, critical insight and interpretation of complex matters and ideas.	The student has autonomously completed practical tasks and/or processes with a high degree of accuracy, coordination and proficiency.	The student has demonstrated the capability to make clear, authoritative and valuable contributions to group discussions and/or project work, with exceptional teamwork and leadership skills.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	
			* exceptional initiative and personal responsibility		The student has conducted independent, extensive and appropriate investigation, analysis, research, enquiry and/or study well beyond the usual range, together with critical evaluation, to advance work and/or direct arguments.	The student has demonstrated a wide range of extremely well-developed problem-solving skills, as well as a strong aptitude for decision-making with a high degree of autonomy, in the most complex and/or unpredictable circumstances.	The student has a full range of exceptional technical, creative and/or artistic skills.	The student has shown an exceptional ability to manage their learning on their own initiative, and work without supervision.		
			* ability to reflect critically and independently on their work			The student has demonstrated exceptional creative flair and originality.	The student has presented research findings perceptively, convincingly and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	The student has demonstrated exceptional initiative and/or personal responsibility.		
			* exceptional problem-solving skills					The student has demonstrated an exceptional ability to reflect critically and independently on their work.		
B	60-69	Good	Achieved all their required course learning outcomes and demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has demonstrated sophisticated breadth and depth of knowledge and understanding, showing a clear, critical insight.	The student has thoroughly selected, critically evaluated and commented on reading, research and primary sources, usually beyond the set range.	The student has demonstrated a capable and effective application of discipline-specific specialist skills.	The student can communicate information, ideas, problems and solutions with a high-degree of proficiency verbally, electronically and in writing. They have a clear, fluent and expressive style with appropriate vocabulary. They have a high standard of numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	Upper Second
			* thorough knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated a thorough understanding of subject-specific theories, paradigms, concepts and principles, and a sound understanding of more specialised areas.	The student has demonstrated the ability to make coherent, substantiated arguments, as well as the ability to consider, critically evaluate and synthesise a range of views and information. They have demonstrated a thorough, perceptive and thoughtful interpretation of complex matters and ideas.	The student has performed practical tasks and/or processes autonomously, with accuracy and coordination.	The student has demonstrated the capability to make strong, valuable contributions to group discussions and/or project work, with an understanding of team and leadership roles.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	
			* good initiative and personal responsibility		The student has conducted thorough background investigation, analysis, research, enquiry and/or study using established techniques accurately, and possesses a well-developed ability to critically appraise a wide range of sources.	The student has demonstrated thorough problem-solving skills, selecting and justifying their use of a wide-range of methods, and can make decisions in complex and unpredictable circumstances with a degree of autonomy.	The student has a thorough command of highly-developed relevant technical, creative and/or artistic skills.	The student has shown a strong ability to systematically manage their learning and work without supervision.		
			* an ability to reflect critically on their work			The student has shown a high level of creativity and originality throughout their work.	The student has presented thorough research findings perceptively and appropriately in a wide range of formats, and has gathered, processed and interpreted a wide range of complex data efficiently and effectively.	The student has consistently demonstrated well-developed initiative and/or personal responsibility.		
			* thorough problem-solving skills					The student has demonstrated the ability to reflect critically on their work		
C	50-59	Strong	Achieved all their required course learning outcomes and demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has demonstrated a sound breadth and depth of subject knowledge and understanding, if sometimes balanced towards the descriptive rather than the critical or analytical.	The student has selected, evaluated and commented on reading, research and primary sources, sometimes beyond the set range.	The student has consistently demonstrated the development and informed application of discipline-specific specialist skills.	The student can consistently and confidently communicate information, ideas, problems and solutions verbally, electronically and in writing. They show a clear, coherent, expressive style, with a range of vocabulary. They have consistently demonstrated strong numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	Lower Second
			* strong knowledge and understanding, cognitive, practical and transferable skills.		The student has consistently demonstrated an understanding of subject-specific theories, paradigms, concepts and principles as well as more specialised areas.	The student has argued logically, with supporting evidence, and has demonstrated the ability to consider and evaluate a range of views and information. They have clearly and consistently explained complex matters and ideas.	The student has consistently completed practical tasks/processes mainly independently in an accurate, well-coordinated and proficient way.	The student has consistently demonstrated the capability to make coherent and constructive contributions to group discussions and/or project work.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	
			* initiative and personal responsibility		The student has conducted background investigation, analysis, research, enquiry and/or study using established techniques accurately, and can critically appraise academic sources	The student has consistently solved complex problems, selecting and applying a range of appropriate methods, and can make decisions in complex and unpredictable circumstances.	The student has consistently demonstrated well-developed technical, creative and/or artistic skills.	The student has consistently shown an ability to systematically manage their learning and work without supervision.		

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Grade	Percentage Mark	Level of Performance	Level of outcomes achieved, demonstrated at, beyond or below the threshold for Bachelors with Honours Degree Classification	Threshold outcomes for the Level 6 outcomes and those for Bachelors with Honours awards	Knowledge and Understanding: A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Cognitive Skills: A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.	Practical Skills: An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline.	Transferable Skills: Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.	Professional Competencies: Typically, where a degree award requires an assessment of professional competencies, no award will be made if the student does not meet them. Providers remain free to set course learning outcomes above the threshold and classify students accordingly.	Bachelors with Honours Degree ***
			* an ability to reflect on their work			The student has consistently demonstrated creativity.	The student has consistently presented their research findings effectively and appropriately in many formats, and has gathered, processed and interpreted data efficiently and effectively.	The student has consistently demonstrated initiative and/or personal responsibility.		
			* skills					The student has consistently demonstrated a well-developed ability to reflect on their work.		
D	40-49	Satisfactory (Pass or threshold)	Achieved all their required course learning outcomes and demonstrated	Achieved Level 6 threshold outcomes and those for Bachelors with Honours	The student has demonstrated a depth of knowledge and understanding in key aspects of their field of study, sufficient to deal with terminology, facts and concepts.	The student has demonstrated the ability to select, evaluate and comment on reading, research and primary sources.	The student has demonstrated evidence of developing and applying discipline-specific specialist skills.	The student can communicate information, ideas, problems and solutions verbally, electronically and in writing, with clear expression and style. They have also demonstrated numeracy and digital literacy skills.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.	Third (pass or threshold)
			* knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated an understanding of subject-specific theories, paradigms, concepts and principles.	The student has shown the ability to devise and sustain an argument, with some consideration of alternative views, and can explain often complex matters and ideas.	The student has completed practical tasks and/or processes accurately and with a degree of independence.	The student has demonstrated a capability of making useful contributions to group discussions and/or project work.	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.	
			* initiative and exercised personal responsibility		The student has conducted general background investigation, analysis, research, enquiry and/or study using established techniques, with the ability to extract relevant points.	The student has demonstrated an ability to solve problems, applying a range of methods to do so, and the ability to make decisions in complex and unpredictable circumstances.	The student has demonstrated technical, creative and/or artistic skills.	The student has shown an ability to manage their learning and work with minimal or no supervision.		
			* some ability to reflect on their work			The student has produced some creative work.	The student has presented their research findings, in several formats, and has gathered, processed and interpreted data effectively.	The student has demonstrated initiative and/or personal responsibility.		
			* problem-solving skills				The student has demonstrated the ability to reflect on their work.			
F1	0-39	Not Successful	Did not achieve the required course learning outcomes and did not consistently demonstrate	Did not achieve Level 6 threshold outcomes or those for Bachelors with Honours	The student's knowledge and understanding of the subject is inadequate, without the required breadth or depth, with deficiencies in key areas.	The student has displayed an over-reliance on set sources. They have not demonstrated an adequate ability to select and evaluate reading and research.	The student has not demonstrated sufficient evidence of discipline-specific skills development or application.	The student is not able to sufficiently express ideas and convey clear meaning verbally, electronically and/or in writing, uses inaccurate terminology, with many errors in spelling, vocabulary and syntax. They have been unable to demonstrate consistently basic numeracy and digital literacy skills.	The student has not demonstrated achievement of professional competence when assessed against the requirements of a professional, statutory or regulatory body (PSRB).	Fail
			* sufficient knowledge and understanding, cognitive, practical and transferable skills.		The student has demonstrated inadequate understanding of subject-specific theories, paradigms, concepts and principles, including their limitations and ambiguities.	The student's arguments and explanations are weak and/or poorly constructed, and they are not able to critically evaluate the arguments of others or consider alternative views.	The student has attempted practical tasks/processes but followed a limited, procedural or mechanistic formula, and they contain errors, with little or no independence.	The student has made infrequent contributions to group discussions and/or project work.	The student has failed to adhere to the appropriate rules and/or conventions set by regulators or the industry.	
			* adequate initiative and personal responsibility		The student has not produced sufficient evidence of background investigation, analysis, research, enquiry and/or study.	The student has shown a limited ability to solve problems and/or make decisions.	The student has demonstrated a lack of technical, creative and/or artistic skills in most, or key, areas.	The student has demonstrated little or no ability to manage their learning and/or work without supervision.		
			* ability to reflect on their work			The student has shown little or no real creativity.	The student has not presented their research findings clearly or effectively, and their gathering, processing and interpretation of data is unsatisfactory.	The student has not demonstrated adequate initiative or personal responsibility.		
			* problem-solving skills				The student has shown little or no ability to reflect on their work.			

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Threshold outcomes for Level 6 and Bachelors with Honours awards					
Threshold outcomes for the Level 6 outcomes and Bachelors with Honours awards ie for awards at threshold, pass or above the threshold	Knowledge and Understanding: A systematic extensive and comparative understanding of key aspects of the field of study, including coherent and detailed knowledge of the subject and critical understanding of theories and concepts, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Cognitive Skills: A conceptual understanding of a level that is necessary to devise and sustain arguments, and/or to solve problems and comment on research and scholarship in the discipline, with an appreciation of the uncertainty, ambiguity and limits of knowledge.	Practical Skills: An ability to manage one's individual learning and to deploy accurately established techniques of analysis and enquiry within a discipline or as necessary for the discipline.	Transferable Skills: Personal and enabling skills appropriate to the discipline, including the ability to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences, the exercise of initiative and personal responsibility, and decision-making in complex and unpredictable contexts.	Professional Competencies: Typically, where a degree award requires an assessment of professional competencies, no award will be made if the student does not meet them. Providers remain free to set course learning outcomes above the threshold and classify students accordingly.
Level 6 (All awards including Bachelors with Honours)	A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.	Conceptual understanding that enables the student:	An ability to deploy accurately established techniques of analysis and enquiry within a discipline.	Holders will have: the qualities and transferable skills necessary for employment requiring:	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.
		* to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline	The ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).	* the exercise of initiative and personal responsibility	The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.
		* to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.	Typically, holders of the qualification will be able to:	* decision-making in complex and unpredictable contexts	
		* An appreciation of the uncertainty, ambiguity and limits of knowledge.	* apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects	* the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	
			* critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution or identify a range of solutions to a problem		
			* communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.		
Bachelors with Honours (as Level 6 above and the following additional requirements)	Holders of a bachelor's degree with honours will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline.	Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment.	The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.	Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.	The student has demonstrated achievement of professional competence when assessed against the requirements of a PSRB.
					The student has adhered to the appropriate rules and/or conventions set by regulators or the industry.

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Awarding degrees where threshold FHEQ Level 6 standards may not have been met

Ordinary Degrees

In England, full-time honours degrees usually take place over three years.

Our University may permit students to study slightly fewer credits and achieve an ordinary degree - an award which is still set at Level 6 FHEQ in England.

Students completing an ordinary degree are awarded a pass/merit/distinction or a fail - they are not classified in the same way as honours degrees.

Ordinary degrees are structured in a number of ways with typical models including a general degree where the emphasis is on breadth rather than depth of study, or a designated degree where the main subject of study will be identified in the award title and/or student transcript.

Ordinary degrees are also sometimes awarded to students who take the full honours degree but do not succeed in all assessments.

Pass Degrees

In England students who study the full honours degree but do not achieve all the required credits, may be awarded a pass degree. Pass degrees are not classified.