

LTC12D034

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## **Report from Academic Director of Taught Programme to LTC for Meeting on 5 December 2012**

### **1) The Role of the Course Director**

One of the defining features of the New Academic Model is the enhanced emphasis placed on programme/course level coordination, planning and oversight – in particular, the development of course level assessment and feedback strategies. This new emphasis on programme-level coordination means that the role of the Course Director will take on a new importance and will be critical to the effective delivery of courses within the NAM. The ADTP circulated to TPPG colleagues during 2011/12 a descriptor that set out the responsibilities that should be associated with the Course Director role within the New Academic Model. ADs circulated the CD role description to colleagues in FLTQCs requesting feedback on the proposals. This feedback was reported to TPPG on 21 Nov 2012. Whilst some felt the descriptor reflected current practice, in some schools feedback identified a number of areas where the descriptor failed to adequately clarify the role and where it overlapped or impinged on the roles and responsibilities of other post holders/roles in Schools – e.g. Chairs of Exam Boards, Teaching Directors. This critical but constructive feedback is welcomed by the ADTP. At the TPPG meeting on 21 Nov the ADTP asked the Group whether, given the feedback, it was still desirable to continue developments on a common descriptor. TPPG members agreed that it was. The ADTP has agreed, therefore, to revise the descriptor in such a way that it takes on board and responds to the feedback received from Schools, and presents a revised copy to TPPG on 13 March. Whilst the revised Role Description will seek to define the role of Course Director, it should be noted that the precise responsibilities attached to the role may vary in order to reflect custom and practice and particular constraints/pressures in specific Schools. The ADTP aims to provide a draft Role Description that can be considered at **LTC on 20 March 2013**.

### **2) NAM Undergraduate Classification Algorithm**

At the last meeting of LTC on 24 October 2012 the ADTP gave advance notification that he would be bring some detailed proposals to LTC on 5 December relating to the development of an Algorithm that will be used to calculate outcomes for 'borderline' candidates at Exam Boards (i.e. those falling within 2% of a classification boundary. It should be noted that LTC agreed the specifics of the New Academic Model for UG programmes in April 2011 and it was agreed that an Algorithm would be used within the NAM to address the variance in practice which currently exists in the treatment of borderline candidates at Exam Boards. This variance in practice results in inconsistent outcomes for students, and is inherently unfair and leaves the Institution vulnerable. The question, therefore, is NOT whether we should use an

algorithm, but rather, how should it be constructed in order to ensure that it strikes the right balance between fair outcomes for students and the proper maintenance of the academic standards of the University's awards. The proposals are based on extensive research into existing practice in the University, and into practices in other HEIs. Julia Jones, as NAM Project Officer, has undertaken a thorough 'modelling' exercise which involves comparing the actual outcomes (decisions made by Exam Boards last year) for nearly 400 students across a number of schools, and the outcomes which would be produced by an Algorithm which used different combinations of 'rules'. The recommendations are very specific and will, I believe, achieve the kind of balance we are seeking to achieve. Detailed proposals are attached to this report as **Appendix A** to this report.

### **3) Examination feedback: Some Guiding Principles**

LTC agreed at its meeting on 24 October the principle that all schools should provide feedback on formal University Examinations from summer 2013. The ADTP agreed at the time that he would produce some 'guiding principles' which would help academic colleagues in developing this feedback. The guiding principles the ADTP has developed (there are 4 basic principles) provide some parameters within which the feedback should be provided and some useful guidance about how to maximise its effectiveness. These principles were considered by TPPG at its meeting on 21 November 2012. The Group members provided some critical feedback. For example, it was noted that whilst the ECO feedback example provided as an Appendix constituted excellent practice (it ran to 12 pages), it was unlikely that most academics would have the time to produce something this detailed. The ADTP shared feedback from ECO on their experience of running the exam feedback 'pilot' last year. This emphasised the very low take-up of the feedback. This experience was mirrored in DEV where, again, academic colleagues were disappointed with the take-up. However, whilst he accepted that the pilot had not been as successful as we might have hoped, the ADTP emphasised that the purpose of the pilot was to draw learning lessons which would enable us to fine-tune and enhance the format, accessibility, timing, and usefulness of the feedback provided. One important lesson is that students should be consulted earlier in terms of what kind of feedback they would like to receive, when and in what format. We also need to work in 'partnership' with SSLCs and the Student Union to ensure that students are aware of the importance of accessing their feedback. These are principles which are prominently flagged in the ADTPs 'guiding principles' paper which is attached as **Appendix B** to this report. At TPPG members of LTS asked whether the provision of exam feedback should be extended to include Course Tests. There are some good reasons for doing so. For example:

- 1) Many Course Tests which take place in Jan were actually once Exams which were simply converted to Course Tests when the Exam season for UG courses was limited to May/June.
- 2) Although Course Tests are administered locally rather than by the Assessments Office, from a students' perspective they are often completed under Exam conditions and actually 'feel' very like formal Exams.
- 3) Course Tests provide another opportunity to provide feedback to students and thus reinforce their learning. If we are providing feedback on Exams, why not on Course Tests? The point was made that it is commonplace in a number of schools to provide feedback on Course Tests already, so extending the policy to CTs would simply formalise current practice.

These are all good arguments and one can see that extending the policy to include CTs would be pedagogically desirable. However, the ADTP is of the view that LTC should exercise caution on this issue for a number of reasons:

- 1) Students have campaigned for many years to receive feedback on their Exams, rather than on their Course Tests.
- 2) Extending the policy to include CTs would add considerably to staff workloads. This might not be the case in schools which already provide feedback on CTs, but would constitute an unwelcome additional burden in those which do not.

- 3) We need to focus our energies on getting Exam feedback right first. Once we have developed excellent mechanisms for providing Exam feedback and achieved consistently high standards in the quality of the feedback we provide, then we look more closely at CTs and consider whether the principle of providing feedback should be extended to include them.
- 4) Many schools already provide feedback on CTs - imposing constraints on how it is provided etc may simply undermine existing good practices.

As ADTP I would therefore recommend to LTC that we postpone any consideration of imposing additional requirements on feedback on CTs until such time that LTC is confident that our practices around the provision of feedback on Exams are properly embedded and of a consistently high quality.

#### **5) Merit Classification on PGT programmes, Revised PGT Marking Scales and 'Rounding-Up' on PGT Awards**

LTC agreed in April 2012 that the introduction of the PGT NAM should be delayed until 2014/15. More recently the PVC has asked that all developments around the PGT NAM be put on temporary 'hold' until such time as the currently highly volatile national and international environment with regard to PGT programmes (e.g. funding, admissions, demand etc) becomes clearer. However, there are some key areas where LTC should consider bringing-forward some key developments around the regulations relating to PGT awards. These are as follows:

- 1) Introduction of a 'Merit' classification for PGT Awards
- 2) Introduction of new PGT Marking Scales which reflect the introduction of the 'Merit' classification
- 3) Rounding-up of marks on PGT Programmes (in same fashion as per UG NAM)

Detailed proposals relating to these Regulatory changes will be submitted to TPPG for consideration at its meeting on 17 January 2013. The aim will be to then present LTC with proposals to consider/approve at its meeting on 30 January 2013.

#### 'Merit' Classification

During 2011/12 it became evident that developments around the UG NAM were beginning to influence the thinking of colleagues involved in the delivery of PGT programmes. During the discussions associated with the PGT NAM Working Group the notion of introducing a new classification of 'Merit' into the Regs for PGT Awards was considered at length and the ADTP agreed that this would be a desirable outcome. Several colleagues have since requested that this issue be given priority and the head of the London School of Diplomacy has written to the ADTP with a formal request that 'Merit' be introduced as a classification for UEA Masters level courses. As ADTP I believe that there are compelling reasons to introduce a new 'Merit' classification, but doing so will require changes to instructions to Examiners in the Common Masters Framework. It will also require a change to the Marking Scales currently employed by schools in the marking of PGT coursework/exams/oral presentations etc. These will come to LTC on 30 January 2013.

#### PGT Marking Scales

The introduction of a new 'Merit' classification for PGT Awards will require the parallel development of new PGT marking Scales which take into account the proposed Merit band (60-69.99%). The ADTP has already consulted a wide range of PGT marking scales currently in use in the University, a wide range of examples from other HEIs and has drawn on these to develop draft PGT Marking Scales for Course, Dissertations and Oral Presentations. These will come to LTC on 30 January 2013.

### Rounding-Up of Marks

LTC members will recall that marks for the UG NAM will be rounded-up – that is to integers (whole numbers) for item and module marks, and to one decimal point for Stage Boards and Final Classification Exam Boards. At a previous meeting of LTC it was agreed in principle that the same rounding-up should be applied to PGT Awards (in those cases where % marks are used), if Planning Office/SITs felt that this could be supported. Feedback from the latter suggests that it would be possible to introduce ‘rounding-up’ early on PGT Awards (i.e. for Sept 2013). The ADTP will therefore bring suggested necessary revisions to the Common Masters Framework for LTC to consider/approve at its meeting on 30 January 2013.

### **6)TPPG Minutes**

The TPPG Minutes from 9 Oct 2012 are attached as **Appendix C**

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Nov 2012

## Appendix A

### New Academic Model: Classification Algorithm for Undergraduate Degrees

#### Background

The 2007 Burgess report [http://www.universitiesuk.ac.uk/Publications/Documents/Burgess\\_final.pdf](http://www.universitiesuk.ac.uk/Publications/Documents/Burgess_final.pdf) pointed out that a degree classification alone is inadequate to capture the range and depth of a student's university experience and learning. The Higher Education Achievement Report (recommended by Burgess and shortly to be introduced at UEA) will help to address this issue, but for the time being at least, the degree classification is still required.

To date, UEA boards of examiners have adopted varying practices when deciding whether or not to upgrade the classification of borderline students, with some Schools taking a very hard line and others being more lenient; this has led to unequal treatment of students. The University's Learning and Teaching Committee has therefore approved the simplification of assessment and classification rules under the New Academic Model. Please see the minutes of the LTC meeting of 27 April 2011: <https://intranet.uea.ac.uk/committeeoffice/ueacombds/ltc/ltc1011/180511/ltcmins270411>

The simplification of classification rules within the NAM includes limiting the the exercise of discretion by Exam Boards by introducing, instead, the use of an algorithm which can be used to calculate classifications of 'borderline' students. For those students without extenuating circumstances (including those who are close to a borderline) the degree classification will, from 2013/14, be automatically calculated by SITS.

The recommendations of the Extenuating Circumstances Working Group have yet to be confirmed (these will be considered by LTC in March 2013). New regulations pertaining to ECs will be in place for 2013/14 and will govern the way in which students with ECs are dealt with by Boards of Examiners, with the aim of ensuring robust decision-making and more consistent, fairer outcomes for students.

Other areas where Exam Boards will continue to make judgements or use discretion will include:

- Decisions regarding 'Starred 1sts'
- Addressing anomalies/errors in records and making judgements which correct them and produce fair academic outcome(s) (e.g. applying for concession to undertake 'scaling of marks').
- Awarding of school/faculty/university student prizes
- Confirming marks
- Confirming standards are appropriate and comparable with other HEIs

The University therefore needs to devise an algorithm to use in SITS to enable the following:

- Fairness to all students;
- Automatic replication of useful upgrade conventions currently used by UEA exam boards ;
- Best outcome with respect to 'good honours', whilst at the same time ensuring the maintenance of rigorous academic standards.

#### Current UEA upgrade rules for 50:50 degrees

UEA Instructions to Examiners currently state:

9.2.2 *In resolving the class of students, the Board of Examiners shall follow the scale below to arrive at a provisional classification for all students on the basis of their aggregate marks.*

Aggregate Mark (%)	Class of Degree
100.00 – 70.00	I
69.99 – 60.00	II (1)
59.99 – 50.00	II (2)
49.99 – 40.00	III
39.99 – 0.00	Fail

9.2.3 *The Board of Examiners shall then be free to use its discretion to give special consideration to any student, including those students with extenuating circumstances. In this process the Board shall take into account any comments from an external examiner(s) on a candidate's confirmed mark(s) for a particular module(s).*

*The Board of Examiners shall also take account of its past practice in the exercising of discretion for degree classification.*

*Furthermore, the Board of Examiners shall pay special attention to any student who falls into any or all of the following categories:*

(a) *a student whose aggregate mark falls within 2 per cent below the boundary to a higher class. Where such a student is also registered on a course with weightings of 50:50 for Stages 2 and 3 (or Stages 2 and 4 in respect of four-year courses), the Board of Examiners may refer to the following combinations of marks and credits as guidance for the exercise of discretion in recommending degree classification:*

(i) *First Class Honours, where a student has achieved a minimum performance of 70.00% in modules totalling at least 120 credits;*

(ii) *Upper Second Honours, where a student has achieved a minimum performance of 60.00% in modules totalling at least 140 credits;*

(iii) *Lower Second Honours, where a student has achieved a minimum performance of 50.00% in modules totalling at least 140 credits;*

(iv) *Third Class Honours, where a student has achieved a minimum performance of 40.00% in modules totalling at least 160 credits;*

(v) *in cases where a student has undertaken a significant part of their counting credits as 30 credit modules, the thresholds for Upper Second and Lower Second shall be a minimum performance of 60.00% and 50.00% respectively in modules totalling 120 credits.*

*Where students are required to undertake core modules within Stages that count towards degree classification, the Board may also pay particular attention to achievement in core modules.*

(b) *a student whose aggregate mark indicates an overall fail;*

(c) *a student who has progressed by discretion.*

SITS can calculate where students fall into categories (i) to (iv) above, and allocates a 'upgrade recommendation code', for example I(U) for students on the 1<sup>st</sup> class borderline who have achieved a minimum performance in modules totalling at least 120 credits. (Those students in the 1<sup>st</sup> class borderline not falling into category (i) are allocated a code of I(B).)

SITS is not currently programmed to calculate 'U'(upgrade) codes for students on those degree programmes which are weighted 40:60, or for Integrated Masters students.

*NB: Under the NAM, Honours degrees will be weighted 40:60 and Integrated Masters degrees 20:30:50.*

### **Conventions currently used by UEA Schools**

When considering their borderline students (regardless of whether these students have been allocated a 'U' code or a 'B' code), Boards of Examiners have to decide when to upgrade students. Schools have either followed the UEA upgrade rule very closely, or have developed their own conventions and algorithms. Some of these are described below, along with additional comments from Chairs of Examiners.

**Table 1: Upgrade conventions used in UEA Schools**

	Faculty	Weighting	Criteria used for upgrading borderline students
AHP	FMH	50:50	No criteria at present
MED	FMH	N/A	N/A
NSC	FMH	50:50 and 40:60	
AMS	HUM	50:50	Follow CCS regs very closely
ART	HUM	50:50	Always follow regulation 9.2.3 (a) to the letter AND treat it as a given, not as something open to discretion. Then move on to consider extenuating circumstances.
FTM	HUM	50:50	CCS regs – not aware of any conventions
HIS	HUM	50:50	CCS regs – not aware of any conventions
LCS	HUM	50:50	CCS regs – not aware of any conventions
LDC	HUM	50:50	CCS regs and would prefer not to be obliged to follow the credit rule
MUS	HUM	50:50	CCS Regs – not aware of any conventions
PHI	HUM	50:50	CCS Regs – not aware of any conventions
PSI	HUM	50:50	CCS Regs – not aware of any conventions
BIO	SCI	40:60	See appendix
CHE	SCI	40:60	Currently viva students within 2% of the borderline
CMP	SCI	40:60	See below
CMP Actuarial Sciences	SCI	40:60	See below
ENG	SCI		N/A to date
ENV	SCI	40:60	See below
MTH	SCI	40:60	External examiners scrutinise the scripts of candidates within 2% below the borderline and make a recommendation to the board. In most cases this is accepted, very occasionally put to a vote.
NATSCI	SCI	40:60	Followed ENV algorithm in 2011/2
PHA	SCI	40:60	Currently has a policy for BSc students only. It was agreed BSc candidates would be raised to the next classification if they have 50 credits or more at the higher classification. The policy will only be applied in the case of 1st attempts. Currently MPharm students have a viva if they are in the 2% borderline. Comment from PHA Chair of Examiners: The example shown in the document: ' <i>Where a student is within 2% of a degree classification boundary and has 120 credits at the higher classification, the student will be upgraded to the higher classification</i> ' seems to be along the line of what PHA could agree on when the vivas are phased out, however we haven't had the discussion about this yet.
DEV	SSF	40:60	See below

	Faculty	Weighting	Criteria used for upgrading borderline students
ECO	SSF	50:50	CCS regs except for candidates with extenuating circumstances. For the latter: Marginal impact = 0 - 0.25% theoretically added to award mark Fairly significant impact = 0.25 - 1% theoretically added to award mark Very significant impact = 1 - 2% theoretically added to award mark Substantial = 2%+ theoretically added to award mark Exit velocity also considered as the counting years are weighted equally
EDU	SSF	50:50 and 40:60	A student within 2% of the grade boundary, if their dissertation mark is in the higher classification, can be considered for upgrade (e.g. this may be one of the contributing factors and not automatic). Exit velocity is also considered.
LAW	SSF	50:50	See below
NBS	SSF	50:50 (to date)	See below
PSY	SSF	50:50	CCS regs – not aware of any conventions
SWK	SSF	50:50	CCS regs – not aware of any conventions Comment from SWK academic: <i>I agree that there should be consistency across the University about the upgrading of students at exam boards. However, with regard to the possibility that students could be upgraded if they are within 3% of borderline, it seems to me that 67% is not a first, it's a good 2:1. Where markers follow recent guidelines about using wider range of marks (especially at the high end) this should pull some people up a category anyway. If these guidelines are followed and students still have 67% in my view they have earned a 2:1.</i>

## **BIO**

Final Board meeting - Algorithm used in 2011-12

Relating to marks achieved across levels 2 and 3:

- Students who had marks between 69.99% and 68.00% would be upgraded to 1st class award, by the Board and without a viva, if they had :
  - At least 100 ucu @ level 1st class
  - Not more than 20 ucu at II(2) class and
  - No marks at 3rd class
  - No failed modules
  
- Students who had marks between 59.99% and 58.00% would be upgraded to II(1) class award, by the Board and without a viva, if they had:
  - At least 100 ucu at 1st class or II(1) class
  - Not more than 20 ucu at 3rd class
  - No failed modules
  
- Students who had marks between 49.99% and 48.00% would be upgraded to II(2) class award, by the Board and without a viva, if they had:
  - At least 100 ucu at II(2) class
  - At least 20 ucu at II(1) class or better
  - Not more than 40 ucu of failed marks
  
- Students who fell within the 2% borderline but failed to meet these criteria would be called for vivas.



- Students who had grade 2, 3 or 4 extenuating circumstances, and were within 4% of class boundaries, would be given further consideration within these criteria.

### **Comments from the BIO Chair of Examiners**

First of all I think that any information provided to TPPG about the BIO algorithm should be read in light of the EEs comments – minuted and written. They were for example critical that the criteria at the 2.2/3 borderline were couched in different terms to those at the higher borderlines. The second point I would make is that it is important not to have unrealistic expectations of students who are on a sharp upward trajectory. I would anticipate the modelling of different profiles will sort this out – for what it is worth I feel that 80 credits at the higher classification is about right – 100 was too much and in my view 120 credits at the higher classification would serve nobody. Going 3% below a borderline is risky as there are odd characters who do manage 80 credits at the higher classification despite being so far off – perhaps this could be adjusted with some inverse correlation between distance from the classification boundary and number of credits at the higher classification? The final point I would make in respect of developing an algorithm is that it is inappropriate to weight a project/dissertation differently. First of all projects do not appear in all degree profiles e.g. C100. Going forward a 40 credit project in BIO might be delivered in different ways that reflects the background of the students and their independence as learners – do you weight the more independent project differently? The contribution to the final degree mark and classification should be given by the credit tariff – a more reasonable question to ask would be if should be if different consideration of compulsory and optional modules at a borderline is appropriate and could be accommodated by SITS. For example, a hypothetical Ecology student who has a 2.1 in all their compulsory (subject specific modules) and a first in 80 credits of optional modules.

My other points relate not to the mechanism of this exercise but to its strategic thrust.

- (1) To what extent will the proposed changes move the locus of appeals from the programme to the module? If I was in a borderline and was not uplifted because I was short of 20 credits at the higher mark I would appeal against the module mark. In reality BIO has looked at these candidates with input from external examiners and where appropriate has uplifted them. Some well-defined discretionary powers exercised with common sense saves a lot of LTS staff time later.
- (2) Only considering candidates in the borderline who are not uplifted when they have ECs is not helpful without much better UEA guidelines about how to grade ECs and what constitutes reasonable evidence. Regrettably the proposed changes will only serve to increase the number of ECs submitted and I am afraid that this is something that SITS can never be programmed to deliver.

### **CMP**

The procedure used in CMP is broadly as follows: For those students within 2% of the decision boundary, the chair makes an algorithmic recommendation so that the board discussion starts from a consistent state for all students within a cohort and from one year to the next. The recommendation is made according to the following criteria:

- (i) If the student's final year project mark is clearly in the higher category, the recommendation is to promote.
- (ii) If the student's final year project mark is also near the borderline, then the recommendation is to promote if exit velocity is greater than 1.
- (iii) If students final year project make is clearly in the lower category the recommendation is leave the student where they are.

However, the final decision remains with the board. Generally the board tends to agree with the recommendation; where there is disagreement it is usually in favour of promotion.

### **Additional comments from CMP Chair of Examiners**

It is a pity that it appears that we will lose this discretion under the new academic model, especially as the external examiners reports specifically commend this procedure as being fair and transparent,

whilst being sufficiently flexible to deal with difficult cases. The opinions of the external examiners should be taken into account:

External examiner A "I was happy with the process and the discussion of borderline cases with the other externals before and during the assessment board"

External examiner B "The board ran smoothly and I believe the handling of borderline cases was transparent (and fair)"

External examiner C "The ability to discuss borderline cases on the basis of mark, project credit spread over classifications and "escape velocity" - and enabling the classification to be upgraded if merited - is commendable practice worthy of dissemination. In a climate across HEIs of increasingly rigid award and progression processes maintaining this informed flexibility is important to ensure fair outcomes".

It is vital in my opinion to take into account the academic traditions of different Schools in arriving at a new set of regulations. There are good academic reasons why some of the differences in practice exist, for instance whether final year projects are used as a criterion, and I suspect that a "one size fits all" approach will disadvantage some students by not recognising such academic considerations.

### **Actuarial Sciences**

For ActSci the external examiners scrutinise the scripts of candidates within 2% below the borderline and make a recommendation to the board. In most cases this is accepted, very occasionally put to a vote. Comment from the ActSci Chair of Examiners:

"I think that the idea to take all discretion from the boards is very risky and a completely automated system is likely to disadvantage the students".

### **DEV**

#### **Extract from Minutes of DEV final Exam Board in June 2012:**

DEV UG Exam Board Criteria for borderline decisions 2011/2

The following criteria will be used where a candidate does not have extenuating circumstances in deciding whether to recommend an award at the level above that indicated by the candidate's aggregate mark. In each case the candidate must satisfy the "minimum criterion" and at least one of either the "credit criterion" or the "core criterion".

1) Recommendation of First Class degree

The candidate must satisfy 1. and at least one of either 2. or 3.

1. (minimum criterion) An aggregate mark of at least 68% and a dissertation mark of at least 66%.
2. (credit criterion) At least 100 credits at first class, including not less than 60 in Year 3.
3. (core criterion) A dissertation mark of at least 70% and at least 20 further core credits at first class.

(2) Recommendation of Upper Second Class degree

The candidate must satisfy 1. and at least one of either 2. or 3.

1. (minimum criterion) An aggregate mark of at least 58% and a dissertation mark of at least 56%.
2. (credit criterion) At least 120 credits at upper second class, including not less than 60 in Year 3.
3. (core criterion) A dissertation mark of at least 60% and at least 20 further core credits at upper second class.

(3) Recommendation of Lower Second Class degree :

The candidate must satisfy 1. and at least one of either 2. or 3.

1. (minimum criterion) An aggregate mark of at least 48% and a dissertation mark of at least 46%.
2. (credit criterion) At least 120 credits at lower second class, including not less than 60 in Year 3.
3. (core criterion) A dissertation mark of at least 50% and at least 20 further core credits at lower second class.

(4) Recommendation of Third Class degree :

The candidate must satisfy 1. and at least one of either 2. or 3.

1. (minimum criterion) An aggregate mark of at least 38% and a dissertation mark of at least 36%.

2. (credit criterion) At least 120 credits at third class, including not less than 60 in Year 3.
3. (core criterion) A dissertation mark of at least 40% and at least 20 further core credits at third class.

## **ENV**

ENV uses an algorithm which is based on the University upgrade rules but takes account of the fact that their degrees are weighted 40:60.

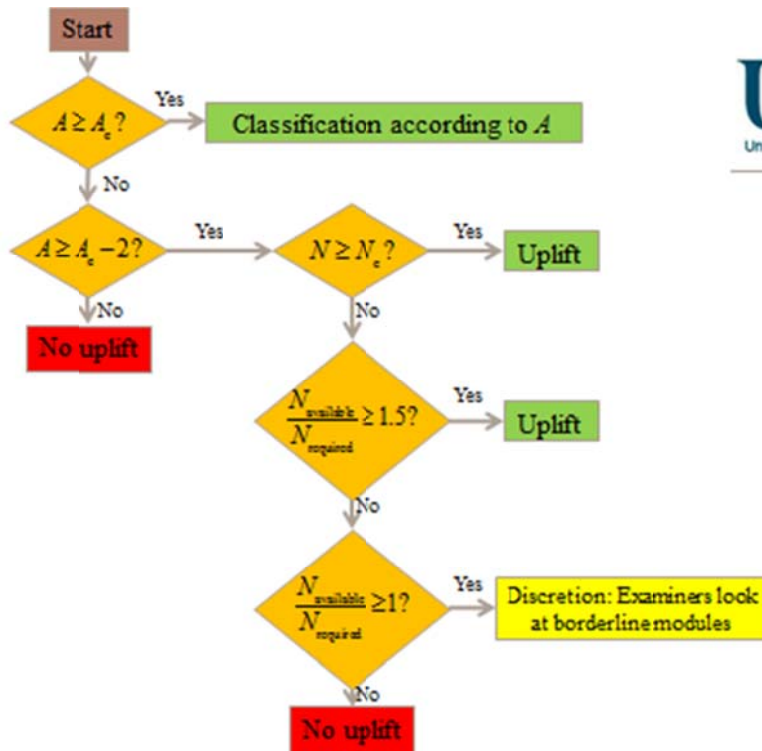
### *Overview*

- ✦ The algorithm is used to classify borderline candidates in ENV for BSc and MSci degrees.
- ✦ The algorithm considers both
  - ✦ aggregate mark
  - ✦ credits (i.e., profiling)
- ✦ It is based on an adaptation of
  - ✦ UEA Common Course Structure regulations to degree programmes that have equal weighting between years
  - ✦ past ENV examination board practice
- ✦ Any allowances for candidates with extenuating circumstances will be made within the framework of the classification algorithm.

### *Symbols and Definitions*

- ✦  $A$  = aggregate mark (percentage from 0 to 100 %)
- ✦  $A_c$  = critical aggregate mark at class boundary
  - ✦ 1<sup>st</sup>/2i borderline:  $A_c = 70.00\%$
  - ✦ 2i/2ii borderline:  $A_c = 60.00\%$
  - ✦ 2ii/3 borderline:  $A_c = 50.00\%$
  - ✦ 3/fail borderline:  $A_c = 40.00\%$
- ✦  $N$  = number of weighted credits in and above the uplift class
  - ✦ "uplift" class is the class above the borderline, e.g., at 2i/2ii borderline, "uplift" class is 2i
  - ✦ for BSc:
    - ✦  $N_2$  = number of credits in and above uplift class in stage 2
    - ✦  $N_3$  = number of credits in and above uplift class in stage 3
    - ✦  $N = 2 \times (0.4 N_2 + 0.6 N_3)$
  - ✦ for MSci:
    - ✦  $N_4$  = number of credits in and above uplift class in stage 4
    - ✦  $N = 3 \times (0.2 N_2 + 0.3 N_3 + 0.5 N_4)$
  - ✦ Example: A BSc student at 2i/2ii borderline has  $N_2 = 100$  and  $N_3 = 40$  credits in 2i and 1<sup>st</sup> combined, so  $N = 2 \times (0.4 \times 100 + 0.6 \times 40) = 128$  weighted credits in and above the uplift class
- ✦  $N_c$  = critical number of weighted credits needed for uplift
  - ✦ 1<sup>st</sup>/2i borderline:  $N_c = 120$
  - ✦ 2i/2ii borderline :  $N_c = 140$
  - ✦ 2ii/3 borderline :  $N_c = 140$
  - ✦ 3/fail borderline :  $N_c = 160$
- ✦  $N_{\text{required}} = N_c - N$ , is the number of credits required to attain the critical number needed for uplift
  - ✦ Example: A 2i/2ii borderline candidate has  $N = 128$  credits in 2i and above.  $N_c = 140$ , hence  $N_{\text{required}} = 140 - 128 = 12$ .
- ✦  $N_{\text{available}}$  = number of credits that are available for uplift, i.e., in the borderline
  - ✦ Example: A 2i/2ii borderline candidate has 40 credits that are in the range 58.00-59.99%, hence  $N_{\text{available}} = 40$

### *Classification*



### Comments from ENV Chair of Examiners

It should be possible to automate this calculation in SITS, but whether it proves to be possible in practice would remain to be seen. As the data are available from last year's Exam Board, any implementation of the algorithm should be tested against the degree outcome decided by the Exam Board. It would be preferable to maintain this long-established algorithm, but if it changes a little, I don't think we will have a problem, as long as it is transparent.

### LAW

#### GUIDANCE FOR LAW FINAL ASSESSMENT BOARD OF EXAMINERS 2011/2

when considering Finalists' CLASSIFICATION

- (1) Where the aggregate mark is achieved the class will be awarded (see Table 1 below):

TABLE 1

Aggregate Mark %	Class
100-70	I
69.99-60	II(1)
59.99-50	II(2)
49.99-40	III
39.99-0	Fail

- (2) The Board of Examiners shall then be free to use its discretion to give special consideration to any candidate, including those candidates with extenuating circumstances. In this process the Board shall take into account any comments from an external examiner on a candidate's confirmed mark(s) for a particular module(s).

The Board of Examiners shall pay special attention to any candidate who falls into any or all of the following categories:

- (a) A candidate whose aggregate mark falls within 2% below the boundary to a higher class. Where such a student is also registered on a course with weightings of 50:50 for Stages 2 and 3, the Board of Examiners may refer to the following combinations of marks and credits (Tables 2 and 3 below) as guidance for the exercise of discretion in recommending degree classification. Where a candidate undertakes core modules within stages counting towards degree classification, the Board may pay particular attention to achievement in core modules:

TABLE 2 – UNIVERSITY GUIDANCE

Class	Agg %	Credits
I	68 – 69.99%	120 cr at 70%
II(1)	58 – 59.99%	120 cr at 60%
II(2)	48 – 49.99%	120 cr at 50%
III	38 – 39.99%	160 cr at 40%

*(NB to date LAW finalists have had 30-credit modules, hence students have not been asked to achieve 140 credits in the higher classification for II(1) and II(2))*

TABLE 3 – SCHOOL CONVENTIONS

Class	Agg % and either	Credits or	Exit Performance
I	68 – 69.99%	120 cr at 70%	70%
II(1)	58 – 59.99%	120 cr at 60%	60%
II(2)	48 – 49.99%	120 cr at 50%	50%
III	38 – 39.99%	160 cr at 40%	40%

(and must not have been condoned failure in any modules)

Note: Exit Performance = candidate achieving the minimum aggregate % for the class in their final year as detailed in Table 3 above.

Credit = candidate achieving the required credit for the class as detailed in Tables 2 & 3 above: Whilst considering Table 3 above, the aggregate mark will be rounded up/down in theory i.e. an aggregate mark of 57.56% will be considered as 58% for the purpose of Table 3).

(b) The Board shall pay special attention to any candidate whose aggregate mark indicates an overall fail.

(c) The Board shall pay special attention to a candidate who has progressed by discretion.

(d) Four year programmes - marks achieved at the partner institution abroad do not count towards a candidate's final degree classification. Degree classification on four year programmes will be based on the marks achieved in the second and third stage assessments. However, where a candidate's profile of marks result in them being at or near the borderline of a degree classification, the Board of Examiners may take the marks obtained during the Year Abroad at a partner institution into consideration when deciding whether or how to exercise their discretion. Year Abroad marks will not be used to disadvantage a candidate.

## **NBS**

### **Comments from NBS Chair of Examiners**

Re 'marginal' candidates – the current borderline is 2% and then credits at the higher classification are counted up, and it would be interesting to see what the result of going down to 3% would give. At the moment the computer counts 69.99% as a 2.1. In NBS exam board, for students on the 2% borderline, we do a separate manual count of all modules where the student is within 2% or the higher class, and count that module as achieving the higher class eg for a student on the 1/ 2.1 borderline, a module mark of 68% would be counted as a first in that module.

Under NAM the calculation will be to one decimal place rather than two, so if I've interpreted your memo correctly, for borderline candidates a module mark of eg 69.9 will be counted by the computer as a 2.1, and there will be no possibility of the exam board judging this to be a first.

NBS external examiners cannot believe that UEA systems currently work to 2 decimal places, but are happy that the board can 'undo' this under the current arrangements – although it involves a lot a manual inspection at borderlines. NBS people who are externals at other universities (Russell and 94 groups) confirm that rounding is normally to an integer, and there are additional rules for borderlines e.g. for borderline candidates a module at 68% can be classified a first.

I may have misunderstood the precise rules of the new NAM model, and you mention that you are collecting data about degree classifications from other 94 group universities. I hope that any algorithm that UEA develops does not operate like the current one, and for borderline candidates classifies a 69.9 as 2.1 with no opportunity for the board to intervene and use its collective judgement. My personal view is that marks should be rounded to integers, and for students on borderlines the 2%

margin should also be applied at the module level. I believe NBS internal and external examiners would support this.

## Conventions used in other Universities

The NAM project team has acquired information on classification regulations in a number of other Universities, particularly those in the 1994 group.

**Table 2: Upgrade conventions used in a range of UK Universities comparable to UEA**

Institution	Degree Classification Rules
<b>Bath</b> (1994 group)	<p>1<sup>st</sup>            70% overall            Or            68% overall and half final year credits at 70%</p> <p>Same rules at <u>all</u> boundaries.</p> <p>Weighting: 3 yr – 32%:68%, 4yr – 24%:8%:68%</p>
<b>Birkbeck, University of London</b> (1994 group)	<ul style="list-style-type: none"> <li>Only modules at credit levels 5 (I) and 6 (H), that have been assigned a mark of 0-100, shall contribute to the classification of honours.</li> <li>All modules at credit levels 5 (I) and 6 (H) that have been assigned a mark of 0-100, shall be given a <i>weighted</i> result which is calculated as follows:</li> <li>Each of these modules shall be assigned a <i>weighting</i>, w, where w=1 for a level 5 module and w=2 for a level 6 module.</li> <li>Each of these modules shall have a value, v, where v= one thirtieth of the credit point value of the module (namely, 0.5, 1.0, or 2.0).</li> <li>For each of these modules there shall be a result awarded by the board of examiners on the College Common Scale, m.</li> <li>The weighted average result shall be the sum of the products (v*w*m) for each module, divided by the sum of the products (v*w) for each of these modules, expressed as follows:</li> <li> <math display="block">\frac{\sum v_i w_i m_i}{\sum v_i w_i}</math> </li> <li>The classification of honours degree to be awarded shall be based on the average of all the weighted results for completed modules from Levels 5 (I) and 6 (H) that have been assigned a mark of 0-100.</li> <li>The College sets the class of Degree that may be awarded as follows:               <ul style="list-style-type: none"> <li>○ <b>First:</b> 70% or above for the average weighted module results</li> <li>○ <b>Upper Second:</b> 60% or above for the average weighted module results</li> <li>○ <b>Lower Second:</b> 50% or above for the average weighted module results</li> <li>○ <b>Third:</b> 40% or above for the average weighted module results</li> </ul> </li> <li>The final Degree classification agreed through the assessment process is based on academic judgement and the above calculation is only used as a guide.</li> </ul> <p><b>Discretion - An example from the English Department:</b>  <b>Criteria for degree classification</b>            A preponderance of marks in a particular class, with good support, will normally ensure a degree classification in that class, and the arithmetical average will be taken into account. The classification of a degree is at the discretion of the BA English Sub-Board of Examiners. All</p>

Institution	Degree Classification Rules
	<p>marks are provisional until agreed by the Sub-Board.</p> <ul style="list-style-type: none"> <li>• First At least four full unit marks or the equivalent in the A range (i.e. above AB 69) plus at least four full unit marks or the equivalent above B (53-55) and one other normally of B= (50-52) or above, except that one mark in the C range can be compensated by a fifth A mark.</li> <li>• 2:1 At least five full unit marks or the equivalent above B (53-55) with at least two others in the B range [i.e. B++ to B= 50-68]]. Marks in the C (40-49) range can be compensated by marks of B++ (66-68) or above.</li> <li>• 2:2 At least five full unit marks or the equivalent of B= (50-52) or above and support in the C range [i.e. C++ to C- (40-49)].</li> <li>• 3 Seven marks of C- (40-42) or above. Of the two remaining marks (F marks (0-39)) at least one must be in the 30-39 (compensated fail) and this mark must be for a level-6 module [see below for levels and weightings].</li> <li>• Pass Three marks of C+ (46-48) or above and a further five marks of D+ or above.</li> <li>• Fail Any profile with two non-compensated fails (29 or below) is a failure.</li> </ul> <p>Weighting: 1:2 between level 5 &amp; level 6</p>
<p><b>Bristol</b></p>	<p>Bands of marks for use in final degree classification in undergraduate modular programmes are as follows:</p> <p>First Class Honours - 70 and above  Second Class Honours, First Division - 60-69  Second Class Honours, Second Division - 50-59  Third Class Honours - 40-49  Fail - 39 and below</p> <p><b>Primary Rule for calculating the final programme mark and degree classification:</b></p> <ul style="list-style-type: none"> <li>• First year (undergraduate) marks will not contribute to the calculation of the final programme mark and/or degree classification. Additionally, units in any year of study that are pass/fail only will be disregarded in this calculation.</li> <li>• All units taken in the years of study that contribute to the final programme mark and/or degree classification will count towards the weighted average final mark. Where students are given exemption from units, due to accredited prior learning, see annex 21.</li> <li>• The weightings apply to years of study, not to the level of the units taken by a student within the year.</li> <li>• The default position is that within each faculty a single weighting rule for the years of study will apply, unless a faculty is able to demonstrate, to the satisfaction of Education Committee, that more than one weighting rule is required because of the major differences between subjects within the faculty and/or professional body accreditation requirements. The agreed weightings for the programmes within each of the faculties are provided in annex 20.</li> <li>• Within each year of study the weighting given to the unit mark, in relation to the mean 'year mark', will correspond to the credit point value of the unit, e.g. the mark for a 20 credit point unit would be 1/6 of the whole year mark, if the student has to achieve 120 credit points during the year.</li> <li>• For the purposes of applying the primary and secondary rules, individual unit marks are recorded to one decimal place only and not rounded to the nearest integer. However, the overall final programme mark is rounded to the nearest integer (up if 0.5 and above or down if below). This must be done PRIOR to determining whether the final programme mark is within the borderline range.</li> <li>• The honours programme classification boundary ranges are based on marks out of 100 and are: <ul style="list-style-type: none"> <li>○ First / 2.1 equal to or more than 68 but less than 70</li> <li>○ 2.1 / 2.2 equal to or more than 58 but less than 60</li> <li>○ 2.2 / Third equal to or more than 48 but less than 50</li> </ul> </li> </ul>

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	<p style="text-align: center;">○ Third / Fail      equal to or more than 38 but less than 40</p> <p>If the final summative programme mark falls within the range of one of these classification boundaries, the secondary rule will apply.</p> <p><b>Secondary Rule</b></p> <ul style="list-style-type: none"> <li>• <b>If the final summative programme mark falls within the range of one of the classification boundaries, the higher degree classification will only be awarded if 50% or more of the recorded individual unit marks, weighted by credit point value and year of study, which contribute to the degree classification are achieved at the higher class, otherwise the lower class will be awarded.</b></li> <li>• It is the responsibility of the School Examination Board to consider and determine between classifications on the basis of the secondary rule.</li> </ul>																																																																																																			
<p><b>Brunel</b></p>	<p>Each element of assessment (other than those assessed on a pass / fail basis) shall be assessed as follows:</p> <table border="1" data-bbox="405 808 1350 1424"> <thead> <tr> <th><u>Indicative Mark Band</u></th> <th><u>Degree equivalent</u></th> <th><u>class</u></th> <th><u>Grade</u></th> <th><u>Grade Point</u></th> </tr> </thead> <tbody> <tr><td>90 and above</td><td>1</td><td></td><td>A*</td><td>17</td></tr> <tr><td>80-89</td><td>1</td><td></td><td>A+</td><td>16</td></tr> <tr><td>73-79</td><td>1</td><td></td><td>A</td><td>15</td></tr> <tr><td>70-72</td><td>1</td><td></td><td>A-</td><td>14</td></tr> <tr><td>68-69</td><td>2.1</td><td></td><td>B+</td><td>13</td></tr> <tr><td>63-67</td><td>2.1</td><td></td><td>B</td><td>12</td></tr> <tr><td>60-62</td><td>2.1</td><td></td><td>B-</td><td>11</td></tr> <tr><td>58-59</td><td>2.2</td><td></td><td>C+</td><td>10</td></tr> <tr><td>53-57</td><td>2.2</td><td></td><td>C</td><td>9</td></tr> <tr><td>50-52</td><td>2.2</td><td></td><td>C-</td><td>8</td></tr> <tr><td>48-49</td><td>3</td><td></td><td>D+</td><td>7</td></tr> <tr><td>43-47</td><td>3</td><td></td><td>D</td><td>6</td></tr> <tr><td>40-42</td><td>3</td><td></td><td>D-</td><td>5</td></tr> <tr><td>38-39</td><td>Fail</td><td></td><td>E+</td><td>4</td></tr> <tr><td>33-37</td><td>Fail</td><td></td><td>E</td><td>3</td></tr> <tr><td>30-32</td><td>Fail</td><td></td><td>E-</td><td>2</td></tr> <tr><td>29 and below</td><td>Fail</td><td></td><td>F</td><td>1</td></tr> </tbody> </table> <p><b>Completion of Final Level and recommendation for Awards</b></p> <p>A profile of grades and a grade-point average will be prepared for each student, derived from the marks or grades assigned by the assessors and assured by the relevant Panel of Examiners for each Assessment Block. The weighting applied to each assessment block in the profile and grade-point average shall be derived from the credit values of the assessment blocks (as specified in the Outline of each assessment block) and the weighting assigned to that Level of the award.</p> <p>To be eligible for the award of an honours bachelors degree the maximum volumes of credit permitted at grades below D- in a student's profile for each class of award will be:</p> <table border="1" data-bbox="488 1879 1398 2069"> <thead> <tr> <th>Maximum credit volume of assessment blocks containing <b>core</b> assessments below D-</th> <th>Maximum (non-weighted) credit volume of <b>non-core</b> Grade Band E (E+,E,E-)</th> <th>Maximum credit volume of <b>non-core</b> Grade F</th> </tr> </thead> <tbody> <tr> <td>Level 2</td> <td>Level 3</td> <td>Level 2 +</td> </tr> <tr> <td>Level 2</td> <td>Level 3</td> <td>Level 3</td> </tr> </tbody> </table>	<u>Indicative Mark Band</u>	<u>Degree equivalent</u>	<u>class</u>	<u>Grade</u>	<u>Grade Point</u>	90 and above	1		A*	17	80-89	1		A+	16	73-79	1		A	15	70-72	1		A-	14	68-69	2.1		B+	13	63-67	2.1		B	12	60-62	2.1		B-	11	58-59	2.2		C+	10	53-57	2.2		C	9	50-52	2.2		C-	8	48-49	3		D+	7	43-47	3		D	6	40-42	3		D-	5	38-39	Fail		E+	4	33-37	Fail		E	3	30-32	Fail		E-	2	29 and below	Fail		F	1	Maximum credit volume of assessment blocks containing <b>core</b> assessments below D-	Maximum (non-weighted) credit volume of <b>non-core</b> Grade Band E (E+,E,E-)	Maximum credit volume of <b>non-core</b> Grade F	Level 2	Level 3	Level 2 +	Level 2	Level 3	Level 3
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<b>Durham</b> (Russell group)	<p>Use weighted arithmetic average only.</p> <p>70 = 1<sup>st</sup>, 60 = 2.1, 50 = 2.2, 40 = 3</p> <p>However, they do still permit discretion within the 2% boundary, and beyond that where there are extenuating circumstances</p> <p>Weighting: 2<sup>nd</sup> &amp; final year weighted in ratio of 2:3 (40:60)</p>																																																												
<b>Essex</b> (1994 group)	<p>A student's degree class is based upon Stage Two and Stage Three marks. Stage Two and Stage Three marks are weighted 40% and 60% respectively and combined to give the Degree Mark.</p> <p>First Class Honours will be awarded to a candidate who has:</p> <ul style="list-style-type: none"> <li>• Either a Degree Mark of 70 or more; or</li> <li>• 120 credits at 70 or more and a Degree Mark of at least 68.</li> </ul> <p>Upper Second Class Honours will be awarded to a candidate who has:</p> <ul style="list-style-type: none"> <li>• Either a Degree Mark of 60 or more; or</li> <li>• 120 credits at 60 or more and a Degree Mark of at least 58.</li> </ul>																																																												

Institution	Degree Classification Rules
	<p>Lower Second Class Honours will be awarded to a candidate who has:</p> <ul style="list-style-type: none"> <li>• Either a Degree Mark of 50 or more; or</li> <li>• 120 credits at 50 or more and a Degree Mark of at least 48.</li> </ul> <p>Third Class Honours will be awarded to a candidate who meets the criteria for the award of an Honours degree (see 3.2 above) but who does not qualify for any other class of degree.</p>
<p><b>Exeter</b> (Russell group)</p>	<p>“Awards are determined by the Examiners exercising their judgment of the class which best represents the candidate’s achievement based on the overall level of performance. A Board of Examiners may, where it decides there are adequate grounds and in appropriate and fully documented circumstances recommend raising a classification beyond that indicated by the profile of the marks. This would either be in a case where the mitigation committee request such consideration by the Examination Board or where an unexplained preponderance (at least 150 credits) of marks in a higher class appear to the Board to outweigh the normal requirements regarding the credit weighted average.”</p> <p>First</p> <ul style="list-style-type: none"> <li>• A final weighted mark greater than or equal to 68.00% and modules to the value of at least 50% of stage weighted credits with a module mark greater than or equal to 69.50%</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• A final weighted mark greater than or equal to 69.50%</li> </ul> <p>Upper second</p> <ul style="list-style-type: none"> <li>• A final weighted mark greater than or equal to 58.00% and modules to the value of at least 50% of stage weighted credits with a module mark greater than or equal to 59.50%</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• A final weighted mark greater than or equal to 59.50%</li> </ul> <p>Lower second</p> <ul style="list-style-type: none"> <li>• A final weighted mark greater than or equal to 48.00% and modules to the value of at least 50% of stage weighted credits with a module mark greater than or equal to 49.50%</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• A final weighted mark greater than or equal to 49.50%</li> </ul> <p>Third</p> <ul style="list-style-type: none"> <li>• A final weighted mark greater than or equal to 39.50%</li> </ul> <p>Weighting: 3 year programmes - the combined average of the second and third stages weighted 1:2, 4 year programmes - the combined average of the second, third and fourth stages weighted 4:2:8</p>
<p><b>Goldsmiths, University of London</b> (1994 group)</p>	<p>The overall average mark ‘M’ for each candidate is the weighted average of the marks on 300 credits, comprising the 90 credits Level 4 (year one) and the best 210 credits at levels 5 and 6 (years two and three). If necessary, marks on one or more failed courses are included. Level 4 courses are given less weight than courses at the higher level.</p> <p>The calculator will use the best 90 credit marks in the first year and the best 105 credit marks in each of years two and three, and weights those marks in the ratio of 1:3:5, to calculate the overall average mark of the student profile.</p> <p><b>To calculate the the overall average mark the credits must be equated to course unit values.</b></p> <p><b>Table of Equivalences</b></p> <ol style="list-style-type: none"> <li>1. 15 credit course = 0.5 Course Unit</li> <li>2. 30 credit course = 1 course unit</li> </ol> <p>It is easier to calculate the average using 15 credit values (half units) where a student's profile contains a mixture of both 15 and 30 credit courses. 30 credit courses must be converted into 15 credit courses by counting the mark twice. e.g. a mark of 60 becomes 60 + 60. So that once all courses in a level have been converted to 15 credits there are 8 marks and the best 6 should be selected and added together for level four and the best 7 marks from level 5 and best 7 marks from level 6.</p>

Institution	Degree Classification Rules									
	<p><b>Step 1:</b> Take the marks obtained from the best 90 credits convert to six half-units in year one; add them up; and commence a running total.</p> <p><b>Step 2:</b> Take the marks obtained from the best 105 credits, convert to seven half-units in year two; add them up; multiply the result by three; and add the result to the running total.</p> <p><b>Step 3:</b> Take the marks obtained from the best 105 credits, convert to seven half-unit in year three; add them up; multiply the result by five; and add the results to the running total. Divide the running total by 62 (which is the weighted total number of half-units counted i.e <math>(6 \times 1) + (7 \times 3) + (7 \times 5)</math>).</p> <p>Some programmes have units which must be included in the calculation of the degree even if that unit has not been passed. Your department will be able to tell you if your programme is one of these.</p> <p>To take an example of a student who gains the following marks in 360 credits (24 half-units):-</p> <table border="1" data-bbox="384 712 1018 871"> <tr> <td>Marks obtained in year 1:-</td> <td>63, 65, 55, 57, 69, 67, 59, 61</td> </tr> <tr> <td>Marks obtained in year 2:-</td> <td>56, 58, 64, 66, 62, 54, 52, 60</td> </tr> <tr> <td>Marks obtained in year 3:-</td> <td>62, 62, 66, 64, 60, 56, 60, 58</td> </tr> </table> <p>Applying the above formula:-</p> <p><b>Step 1:</b> Take the marks obtained from the best 90 credits convert to six half-units in year one; add them up; and commence a running total.</p> <table border="1" data-bbox="384 1010 703 1048"> <tr> <td><math>63+65+69+67+59+61 = 384.</math></td> </tr> </table> <p><b>RUNNING TOTAL = 384</b></p> <p><b>Step 2:</b> Take the marks obtained from the best 105 credits, convert to seven half-units in year two; add them up; multiply the result by three; and add the result to the running total.</p> <table border="1" data-bbox="384 1261 903 1294"> <tr> <td><math>56+58+64+66+62+54+60 = 420. 420 \times 3 = 1260.</math></td> </tr> </table> <p><b>RUNNING TOTAL = 384+1260=1644</b></p> <p><b>Step 3:</b> Take the marks obtained from the best 105 credits, convert to seven half-units in year three; add them up; multiply the result by five; and add the results to the running total.</p> <table border="1" data-bbox="384 1469 890 1503"> <tr> <td><math>62+62+66+64+60+60+58 = 432. 432 \times 5 = 2160.</math></td> </tr> </table> <p><b>RUNNING TOTAL = 1644+2160=3804</b></p> <p>Divide the <b>RUNNING TOTAL</b> by 62 (which is the weighted total number of half-units counted i.e <math>(6 \times 1) + (7 \times 3) + (7 \times 5)</math>).</p> <p><math>3804/62 = 61\%</math> (to the nearest whole number)</p> <p><b>The weighted average as calculated by the formula is therefore 61%</b></p>	Marks obtained in year 1:-	63, 65, 55, 57, 69, 67, 59, 61	Marks obtained in year 2:-	56, 58, 64, 66, 62, 54, 52, 60	Marks obtained in year 3:-	62, 62, 66, 64, 60, 56, 60, 58	$63+65+69+67+59+61 = 384.$	$56+58+64+66+62+54+60 = 420. 420 \times 3 = 1260.$	$62+62+66+64+60+60+58 = 432. 432 \times 5 = 2160.$
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<p><b>Lancaster</b> (1994 group)</p>	<p>Eight-unit degrees:</p> <p>The examiners shall have before them an array of 16 marks derived from:</p> <p>(a) the combined percentage mark for each whole unit (where the combined percentage mark is recorded twice) and for each half unit (where the combined percentage mark is recorded once); and</p> <p>(b) percentage marks for the constituent elements of that mark (usually coursework and examination and including, where appropriate, supplementary evidence).</p>									

Institution	Degree Classification Rules
	<p>Each unit or half unit shall be given a result expressed as an arithmetic mean: the overall mark for each Part II array shall be expressed to two places of decimals.</p> <p>The correspondence between percentage marks and classes shall be as follows (for students who entered Part II in October 2004 or later):</p> <p>Mark Class</p> <p>70-100 I (honours)</p> <p>60-69 II(i) (honours)</p> <p>50-59 II(ii) (honours)</p> <p>40-49 III (honours)</p> <p>0-39 Fail or Condoned Fail</p> <p>Classification of a degree will reflect the individual's performance across a whole degree programme. Should departments require that a number of units from the department's list of courses for a given major programme of study be in a stated class or better, proposals must be approved by the Senate before the year in which they are to apply.</p> <p>A given class shall normally be awarded when:</p> <p>(a) at least eight of the sixteen marks attain at least that particular class; and</p> <p>(b) the average mark, calculated from all sixteen marks, is no more than 2.0% below the class boundary, as defined in except that</p> <ul style="list-style-type: none"> <li>• a first class degree shall normally be awarded either when six of the sixteen marks are first class and the average mark, calculated from all sixteen marks, is no more than 2.0% below the class boundary; or when eight of the sixteen marks are first class and the average mark, calculated from the best fourteen marks, is no more than 2.0% below the class boundary;</li> <li>• an honours degree shall not normally be awarded when the candidate has five or more failed marks out of 16;</li> <li>• a degree shall not normally be awarded when the average mark calculated from all sixteen marks is less than 35%;</li> <li>• where specialist regulations have been approved, these take precedence.</li> </ul> <p>Classification of a degree will reflect the individual's performance across a whole degree scheme. Should departments require that a number of units from the department's list of courses for a given major programme of study be in a stated class or better, proposals must be approved by the Senate before the year in which they are to apply.</p> <p>A given class shall normally be awarded as follows, provided that the conditions set out below have been fulfilled and all failed marks have been condoned or proposed for condonation:</p> <ul style="list-style-type: none"> <li>• a I honours degree either when six of the sixteen marks are first class and the average mark, calculated from all sixteen marks, does not fall below 68%; or when eight of the sixteen marks are first class and the average mark, calculated from the best fourteen marks, does not fall below 68%;</li> <li>• a II(i) honours degree shall be awarded if at least eight of the sixteen marks attain that class and the average mark, calculated from all sixteen marks, does not fall below 58.0%;</li> <li>• a II(ii) honours degree shall be awarded if at least eight of the sixteen marks attain at least that class and the average mark, calculated from all sixteen marks, does not fall below 48.0%;</li> <li>• a III honours degree shall be awarded if at least twelve of the sixteen marks attain at least that class and the average mark, calculated from all sixteen marks, does not fall below 40.0%.</li> <li>• the average mark is at or above the class boundary, 70%, 60%, 50%. This is to be</li> </ul>



Institution	Degree Classification Rules												
	<p>Weighted average mark greater than or equal to 35%</p> <p><b>Borderline Candidates</b></p> <p>Students who fall into a borderline, as defined below, and those just below the borderline with special/mitigating circumstances will be considered by the Board of Examiners. <i>Viva voce</i> examinations may still be permitted where there is a genuine need to substantiate the information available to a Board of Examiners.</p> <p>The consideration of borderline students should be undertaken with a view to arriving at a positive outcome wherever this is commensurate with the application of appropriate academic standards. In reaching a judgement, Boards of Examiners are permitted to take account of whichever of the following are applicable to the discipline or to the circumstances of the student:</p> <ul style="list-style-type: none"> <li>a) the design of the curriculum and any special features</li> <li>b) the year in which the results were achieved</li> <li>c) the profile of marks, and in particular any distorting elements</li> <li>d) performance in substantial pieces of work (dissertations, projects)</li> <li>e) the outcome of vivas, where these are held</li> <li>f) mitigating circumstances</li> <li>g) the impact of marks obtained elsewhere (for example, from a year abroad).</li> </ul> <p>Candidates shall be considered for promotion to the next higher degree class on the following basis:</p> <p><b>First Class Honours</b></p> <table border="0"> <tr> <td style="vertical-align: top;">Three year programmes</td> <td>Modules to the value of at least 120 credits at 68% or better, including modules to the value of at least 90 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits.</td> </tr> <tr> <td style="vertical-align: top;">Four year integrated programmes</td> <td>Modules to the value of at least 180 credits at 68% or better, including modules to the value of at least 150 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits.</td> </tr> </table> <p><b>Upper Second Class Honours</b></p> <table border="0"> <tr> <td style="vertical-align: top;">Three year programmes</td> <td>Modules to the value of at least 120 credits at 58% or better, including modules to the value of at least 90 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules worth less than 40 credits</td> </tr> <tr> <td style="vertical-align: top;">Four year integrated programmes</td> <td>Modules to the value of at least 180 credits at 58% or better, including modules to the value of at least 150 credits at 60% or better, a weighted average mark greater than or equal to 57%, and failed modules worth less than 40 credits</td> </tr> </table> <p><b>Lower Second Class Honours</b></p> <table border="0"> <tr> <td style="vertical-align: top;">Three year programmes</td> <td>Modules to the value of at least 180 credits at 48% or better, including modules to the value of at least 150 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules worth less than 40 credits</td> </tr> <tr> <td style="vertical-align: top;">Four year integrated programmes</td> <td>Modules to the value of at least 180 credits at 48% or better, including modules to the value of at least 150 credits at 50% or better, a weighted average mark greater than or equal to 47%, and failed modules worth less than 40 credits</td> </tr> </table> <p>Weighting: 40%:60% (except School of Biological Sciences 30%:70%)</p>	Three year programmes	Modules to the value of at least 120 credits at 68% or better, including modules to the value of at least 90 credits at 70% or better, a weighted average mark greater than or equal to 67%, and failed modules worth less than 40 credits.	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Institution	Degree Classification Rules
<p><b>Loughborough</b> (1994 group)</p>	<p><b>Programme Mark    Degree Class</b></p> <p>70%+                    First Class Honours  60%+                    Second Class Honours Upper Division  50%+                    Second Class Honours Lower Division  40%+                    Third Class Honours  Less than 40%        Pass</p> <p>At the discretion of the Programme Board, any or all of the Programme Mark thresholds may be lowered by not more than 3%. In such a case, the revised threshold(s) shall be applicable to all students under consideration by that Programme Board.</p> <p>Weighting: 40%:60%</p>
<p><b>Queen Mary, University of London</b></p>	<p>The classification of award shall be based upon the College Mark. The College Mark shall provide a weighted average across the modules taken by a student.</p> <p><b>College Mark Classification</b></p> <p>70.0 - 100.0 First Class Honours  60.0 - 69.9 Second Class Honours, Upper Division  50.0 - 59.9 Second Class Honours, Lower Division  45.0 - 49.9 Third Class Honours  44.9 or less Pass Degree</p> <p>Weighting: various but include Level 1, e.g. 1:3:6</p>
<p><b>Reading</b> (1994 group)</p>	<p>The following conventions provide guidance on the award of a Bachelor's degree or an M degree:</p> <p>(i) The following conditions should be satisfied for the award indicated. <b>Where the conditions for a higher class have been met, the higher class should be awarded.</b></p> <p><b>First Class</b></p> <p>80 credits in the Final Part with marks of at least 40  and  [An overall weighted average of at least 70  or  An overall weighted average of at least 68, provided that half or more of the weighted credits have a mark in the range 70-100  or  An overall weighted average of at least 68, provided that the average for modules taken in Part 3 (or for modules taken in Part 4 in the case of M degrees) is 70 or more]</p> <p><b>Second Class Division 1</b></p> <p>80 credits in the Final Part with marks of at least 40  and  [An overall weighted average within the range 60.0-69.9  or  An overall weighted average of at least 58, provided that half or more of the weighted credits have a mark of 60 or more  or  An overall weighted average of at least 58, provided that the average for modules taken in Part 3 (or for modules taken in Part 4 in the case of M degrees) is 60 or more]</p> <p><b>Second Class Division 2</b></p> <p>80 credits in the Final Part with marks of at least 40</p>

Institution	Degree Classification Rules
	<p>and [An overall weighted average within the range 50.0-59.9 or An overall weighted average of at least 48, provided that half or more of the weighted credits have a mark of 50 or more or An overall weighted average of at least 48, provided that the average for modules taken in Part 3 (or for modules taken in Part 4 in the case of M degrees) is 50 or more]</p> <p><b>Third Class</b> 80 credits in the Final Part with marks of at least 40 and [An overall weighted average within the range 40.0-49.9 or An overall weighted average of at least 38, provided that half or more of the weighted credits have a mark of 40 or more or An overall weighted average of at least 38, provided that the average for modules taken in Part 3 (or for modules taken in Part 4 in the case of M degrees) is 40 or more]</p> <p><b>Pass</b> 80 credits in the Final Part with marks of at least 35 and [An overall weighted average within the range 35.0-39.9 or An overall weighted average of at least 33, provided that half or more of the weighted credits have a mark of 35 or more or An overall weighted average of at least 33, provided that the average for modules taken in Part 3 (or for modules taken in Part 4 in the case of M degrees) is 35 or more]</p> <p>(ii) <i>Supplementary conventions relating to specified programmes</i> Faculty Boards of Teaching and Learning may recommend to the University Board for Teaching and Learning in respect of specified programmes further provisions relating to designated modules, including provisions in respect of Absolute Significant Weakness and other requirements relating to the achievement of minimum marks. Such provisions must be stated in the Programme Specification and in the Programme Handbook. While it is intended that such supplementary conventions be kept to a minimum, it is recognized that programmes which bear professional accreditation (or the equivalent) may be subject to a number of supplementary conventions.</p> <p>(iii) Examiners may recommend a higher classification than the guidelines imply, where they deem this to be appropriate. The grounds for such a recommendation should be recorded in the Minutes. A statement clarifying the conditions under which Examiners might properly exercise discretion to agree a classification at variance with the algorithm contained in the <i>Framework</i> is included as Annex 2.</p> <p>Weighting: Marks for Part 2 and Part 3, weighted in a ratio of 1:2</p>
<p><b>Royal Holloway, University of London</b> (1994 group)</p>	<p>The Stage Average is calculated from the percentage marks given for courses counting in a single stage of a programme. For the purposes of the calculation, each mark will be expressed in terms of half units: for example, a mark of 50% in a course valued at one unit will be expressed as two marks of 50%.</p> <p>The Stage Average will be calculated to full arithmetic precision as follows: <u>sum of half unit marks counting in that stage</u></p>



Institution	Degree Classification Rules																									
	<p>number of half units normally counting in that stage</p> <p>In the above formula, the divisor will be reduced by one for each half unit for which the candidate has been allowed, or for which s/he has been granted exemption.</p> <p>Marks counting in the first stage of programmes leading to the award of BA, BMus, BSc, BSc (Econ) and MSci will not be taken into account when classifying candidates.</p> <p>For candidates for the award of BA, BMus, BSc and BSc (Econ), the Final Average will be calculated to two decimal places as follows:</p> $\frac{\text{2nd Stage Average} + 2 \times (\text{final Stage Average})}{3}$ <p>A candidate for the award of BA, BMus, BSc, BSc (Econ) or MSci who satisfies both the following criteria will be considered for raising into the next class:</p> <p>(a) the Final Average must fall 2.00% or less below one of the classification boundaries in paragraph 90;</p> <p>(b) at least four half unit marks counting in the final stage must be in or above the higher class.</p> <p>Candidates who satisfy the above criteria shall not be raised automatically into the next class. Any recommendation to raise a candidate must be supported by the majority of members of the Sub-board of Examiners present, taking into account the views of the Visiting Examiners and giving due weight to performance in particular courses as determined in the programme specification.</p> <p>70.00% or above First Class Honours  60.00%–69.99% Upper Second Class Honours  50.00%–59.99% Lower Second Class Honours  40.00%–49.99% Third Class Honours  35.00%–39.99% Pass</p> <p>Weighting: Degree calculated using marks from years 2 and 3 only</p>																									
<p><b>St Andrews</b> (1994 group)</p>	<p>The Honours Classification Algorithm uses as the primary determinant of degree classification the credit-weighted mean and median of all grades awarded in the Honours years. There are no discretionary classification borderzones. Only one decimal point is used in calculations of means and medians. NB in terms of grade mark conversion for modules:</p> <p>1<sup>st</sup> = 17-20; 2.1 = 14-16; 2.2 = 11-13; 3<sup>rd</sup> = 8-10; pass mark = 7; fail with right to resit = 4-6; fail with no right of resit = 0-3</p> <p><i>Means, Medians and Outcomes for Honours Classification</i></p> <table border="1"> <thead> <tr> <th>Mean</th> <th>Median</th> <th>Classification Outcome</th> </tr> </thead> <tbody> <tr> <td>16.5 or more (20 max)</td> <td>any value</td> <td>I</td> </tr> <tr> <td rowspan="2">16.0-16.4</td> <td>16.5 or more</td> <td>I</td> </tr> <tr> <td>16.4 or less</td> <td>II.1</td> </tr> <tr> <td>13.5-15.9</td> <td>any value</td> <td>II.1</td> </tr> <tr> <td rowspan="2">13.0-13.4</td> <td>13.5 or more</td> <td>II.1</td> </tr> <tr> <td>13.4 or less</td> <td>II.2</td> </tr> <tr> <td>10.5-12.9</td> <td>any value</td> <td>II.2</td> </tr> <tr> <td>10.0-10.4</td> <td>10.5 or more</td> <td>II.2</td> </tr> </tbody> </table>	Mean	Median	Classification Outcome	16.5 or more (20 max)	any value	I	16.0-16.4	16.5 or more	I	16.4 or less	II.1	13.5-15.9	any value	II.1	13.0-13.4	13.5 or more	II.1	13.4 or less	II.2	10.5-12.9	any value	II.2	10.0-10.4	10.5 or more	II.2
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Institution	Degree Classification Rules
	<p>10.4 or less III</p> <p>7.5-9.9 any value III</p> <p>7.0-7.4 7.5 or more III</p> <p>7.4 or less Not of Honours standard</p> <p>6.9 or less any value Not of Honours standard</p> <p>Only grades from 3000-level, 4000-level and (where applicable) 5000-level modules are entered into the algorithm.</p> <p><b>Consideration of Special Cases</b>  “SCB” refers to the University’s Special Classification Board.  Students who are S-coded [<i>i.e for extenuating circumstances</i>] do not need to be brought to SCB, so long as the S-coding does not cover more than 25% of the total Honours credits for a degree programme (or 50% of the total credits for the taught component of a Postgraduate Masters degree). These cases should be dealt with by School Examination Boards, which will make the decision about the classification of a degree after running the results through the algorithm twice: once with the S-coded modules included; once without the S-coded modules included. Whichever result produces the higher classification of degree should be approved by the School Examination Board.</p> <p>Only exceptional cases should be referred to the SCB. These exceptions include the following types of case:-</p> <ul style="list-style-type: none"> <li>• students who are marginally short of the required number of credits for a degree;</li> <li>• students who have been S-coded for more than the maximum number of credits stated above;</li> <li>• any other anomalies.</li> </ul> <p>Where anomalies are to be brought to SCB the School must provide a minute of the discussion held at the School Examination Board, along with a recommendation from that Board.</p>
<p><b>School of Oriental &amp; African Studies (SOAS)</b> (1994 group)</p>	<p>70 to 100 First Class  60 to 69 Second Class (Upper Division)  50 to 59 Second Class (Lower Division)  40 to 49 Third Class  0 to 39 Fail</p> <p><b>Three-year degrees</b>  To be eligible for the award of a Pass degree, a student must have completed courses to a minimum value of ten course units. To be eligible for the award of an Honours degree, a student must have completed courses to the minimum value of eleven course units.</p> <p><b>Four-year degrees</b>  To be eligible for the award of a Pass degree, a student must have completed courses to a minimum value of thirteen course units. To be eligible for the award of an Honours degree, a student must have completed courses to the minimum value of fourteen course units</p> <p>In calculating the number of units required, courses taken in all years of degree registration are counted, including courses taken in Year 1 and those taken during a compulsory language year abroad. Courses not counted are: those taken before the start of a student’s degree registration at the School; new courses taken after the end of a student’s degree registration at the School; courses taken during periods of leave of absence; and new courses taken while registered as an intermitting degree student.</p> <p>The <b>classification scheme</b> is based on a profile of degree classes of courses obtained in years other than Year 1 of the degree. The Board does not use averages (except for the rare cases specified).</p> <p>The Board first checks that candidates have the minimum number of courses required for an</p>

Institution	Degree Classification Rules																																																						
	<p>Honours Degree. If they have, the Board then examines the classes of their courses under the guidelines incorporated in two rules of classification, which are called the primary rule and the secondary rule.</p> <p>The primary rule stipulates that to be awarded a degree of class x, candidates must have passed a certain minimum number of courses at class x or better, and that these courses must be distributed in one of a number of permitted ways between the final year and the pre-final year or years.</p> <p>The secondary rule stipulates that to be awarded a degree of class x, candidates must not have more than a certain maximum number of courses that are in class x-2 (i.e. two or more classes below class x). It is possible to compensate for units in class x-2 by having units in class x+1 (except where x=First class). Class x+1 means one or more classes above class x.</p> <p>The School Board determines the classification of each candidate by using both the primary and the secondary rule. No candidate is classified by the operation of one rule only.</p> <p><b>The primary rule</b></p> <p>Three-year degrees To be awarded a degree of class x, a candidate must have, in the final two years of the degree, courses of class x or above, falling into one of the following patterns:</p> <table border="1" data-bbox="384 969 1059 1290"> <thead> <tr> <th>Pre-final year</th> <th>Final year</th> <th>Total units in class x or above</th> </tr> </thead> <tbody> <tr><td>0</td><td>4</td><td>4</td></tr> <tr><td>0.5</td><td>3.5</td><td>4</td></tr> <tr><td>1</td><td>3</td><td>4</td></tr> <tr><td>1.5</td><td>2.5</td><td>4</td></tr> <tr><td>2</td><td>2</td><td>4</td></tr> <tr><td>2.5</td><td>2</td><td>4.5</td></tr> <tr><td>3</td><td>1.5</td><td>4.5</td></tr> <tr><td>3.5</td><td>1.5</td><td>5</td></tr> <tr><td>4</td><td>1</td><td>5</td></tr> </tbody> </table> <p>Four-year degrees To be awarded a degree of class x, a candidate must have, in the final three years of the degree, courses of class x or above, falling into one of the following patterns:</p> <table border="1" data-bbox="384 1458 1193 1711"> <thead> <tr> <th>Years 2 and 3</th> <th>Final year</th> <th>Total units in class x or above</th> </tr> </thead> <tbody> <tr><td>0</td><td>4</td><td>4</td></tr> <tr><td>1</td><td>3.5</td><td>4.5</td></tr> <tr><td>2</td><td>3</td><td>5</td></tr> <tr><td>3</td><td>2.5</td><td>5.5</td></tr> <tr><td>4</td><td>2</td><td>6</td></tr> <tr><td>5</td><td>1.5</td><td>6.5</td></tr> <tr><td>6</td><td>1</td><td>7</td></tr> </tbody> </table> <p><b>The secondary rule</b></p> <p>Qualifying years: the years that count towards classification for Honours i.e. years other than Year 1. Class x-2: two or more classes below class x. Class x+1: one or more classes above class x. (Note: for the purpose of this rule, the classes are I, Iii, Ilii, III, and Fail.)</p> <p>Three-year degrees To be awarded a degree of class x, a candidate must not have in the qualifying years courses</p>	Pre-final year	Final year	Total units in class x or above	0	4	4	0.5	3.5	4	1	3	4	1.5	2.5	4	2	2	4	2.5	2	4.5	3	1.5	4.5	3.5	1.5	5	4	1	5	Years 2 and 3	Final year	Total units in class x or above	0	4	4	1	3.5	4.5	2	3	5	3	2.5	5.5	4	2	6	5	1.5	6.5	6	1	7
Pre-final year	Final year	Total units in class x or above																																																					
0	4	4																																																					
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4	2	6																																																					
5	1.5	6.5																																																					
6	1	7																																																					

Institution	Degree Classification Rules										
	<p>to the value of more than 1.5 units that are in class x-2. If a candidate has courses in class x-2 to the value of 2 units or more, the second and subsequent such units may be compensated one for one by courses in the qualifying years in class x+1 (except where x=First class). If there are no compensating units in class x+1, then the units in class x are deemed to be reduced by one class to class x-1, one for one according to the units above 1.5 in number in class x-2 in the qualifying years. This deemed reduction will be carried out in the way least disadvantageous to the candidate. The profile of classes, adjusted by the deemed reduction, will then be classified under the primary rule.</p> <p>Four-year degrees To be awarded a degree of class x, a candidate must not have in the qualifying years courses to the value of more than 2.5 units that are in class x-2. If a candidate has courses in class x-2 to the value of 3 units or more, the third and subsequent such units may be compensated one for one by courses in the qualifying years in class x+1 (except where x=First class). If there are no compensating units in class x+1, then the units in class x are deemed to be reduced by one class to class x-1, one for one according to the units above 2.5 in number in class x-2 in the qualifying years. This deemed reduction will be carried out in the way least disadvantageous to the candidate. The profile of classes, adjusted by the deemed reduction, will then be classified under the primary rule.</p>										
<p><b>Surrey</b> (1994 group)</p>	<p>This method of classification for undergraduate honours degrees and integrated master's degrees is by the weighted aggregate mark. The rationale for this classification method is that it recognises the consistency of the students' achievements across the breadth of their programme throughout its culminating levels or stages.</p> <p>First Class Honours 70 or above Second Class Honours (Upper Division) 60-69 Second Class Honours (Lower Division) 50-59 Third Class Honours (not for integrated Master's awards) 40-49</p> <p>There is no mention of borderlines or any other criteria for classifying awards.</p> <p>Weighting: 35%:65%</p>										
<p><b>Sussex</b> (1994 group)</p>	<p>Subject examination boards will determine the final degree classification for you in the following way, subject to the required credits having been achieved:</p> <table border="0"> <tr> <td colspan="2">Class of Degree Weighted Mean</td> </tr> <tr> <td>First Class</td> <td>70-100%</td> </tr> <tr> <td>Second Class, Division I</td> <td>60-69.999%</td> </tr> <tr> <td>Second Class, Division II</td> <td>50-59.999%</td> </tr> <tr> <td>Third Class</td> <td>&lt;50%</td> </tr> </table> <p>BA, LLB, BSc, BEng 3 year degrees 13.3 The weighting between stages for classification will be determined as follows: Stage 1 0, Stage 2 40, Stage 3 60 The calculation of the weighted mean will be based on a division of 100.</p>	Class of Degree Weighted Mean		First Class	70-100%	Second Class, Division I	60-69.999%	Second Class, Division II	50-59.999%	Third Class	<50%
Class of Degree Weighted Mean											
First Class	70-100%										
Second Class, Division I	60-69.999%										
Second Class, Division II	50-59.999%										
Third Class	<50%										
<p><b>York</b> (Russell group)</p>	<p>Classification will be determined by the position of this mark on the University scale unless it lies in the borderline region, defined as the two points below a classification boundary.</p> <p>Honours degrees are usually weighted 2:3 and Integrated Masters 2:3:3</p> <p>In borderline cases, the next higher classification will be awarded if, and only if, the mark,</p>										

Institution	Degree Classification Rules
	rounded to the nearest integer, with the credit-weighted total marks for stages 2 and 3 weighted in the ratio 1:1 OR 1:2 (for Bachelors Programmes) and 1:1:1 OR 1:2:2 (for Integrated Masters Programmes) lies in a higher classification band. No further second order conditions will be applied.

As is clear from the examples from other HEIs listed above, various methods are used to decide whether to upgrade borderline students, the most popular being:

- Specified number of credits in the higher classification (Bath, Birkbeck, Bristol, Brunel, Essex, Exeter, Lancaster, Leicester, Reading, Royal Holloway, St Andrews, SOAS)

Other methods include:

- Rounding up, e.g. 69.5% is a 1<sup>st</sup> (Exeter)
- Using the best credit marks (Goldsmiths)
- Calculating results using different year weightings to ascertain the best outcome (York)
- Specifying a minimum class for all modules when considering upgrading (SOAS) *(NB imposing a limit on the number of failed modules allowed is common, but this will not be relevant for UEA under the NAM)*
- Upgrading if the final year mark is in the higher classification (Reading)

### Borderlines

Most Universities treat 2% below the classification boundary as the borderline, but the University of Leicester considers students 3% below, and also takes account of module credits within 2% of the boundary when looking at student mark profiles.

The University of Loughborough has provision to lower the classification threshold up to 3% below the normal boundary (e.g. 1<sup>st</sup> class from 70% to 67%) for a whole cohort of students under consideration by a Programme Board.

### Analysis of UEA 2010/11 finalists on classification borderlines

In preparation of this report to TPPG, a 'modelling' exercise was undertaken to see what impact different algorithms would have on a 'real' cohort of students from different parts of the University. The UEA Planning Office supplied data on 385 honours degree students who had achieved an award mark within 2% of a classification boundary (eg, the 1<sup>st</sup> / 2:1 boundary students had an award mark of 68.00% - 69.99%). (The placing of the borderline at 2% below the boundary appears to be the accepted norm at many Universities, though some will consider students within 3% of the boundary.)

This data was used to investigate what the Boards of Examiners actually decided (in the way of student outcomes), and also what would happen if we applied various new rules in SITS.

The data table is appended (Table 5, Appendix 1); pink fill indicates where the rule being tested indicates an upgrade, and yellow fill indicates no upgrade.

The data table contains the following fields:

**Student No:** Unique to each student

**Award Code:** Indicates the type of degree (eg BSc) and the weighting of Stages 2 and 3 for classification purposes

**Programme:** Contains information about the School of study, the level of the qualification (eg UG) and the type of degree

**Route:** Course code

**Award Mark:** For honours degrees, the award mark is derived from the Level 2 and the Level 3 weighted averages, adjusted according to the degree weighting (ie Level 2: Level 3 50:50 or 40:60; the weighting is indicated in the Award Code column). The table shows the award mark for each student.

**Exam Board agreed classification:** The classification agreed upon by the Board of Examiners.

**Upgrade granted (Yes/No):** Whether or not the Examiners upgraded each student to the class above the borderline. **The Boards of Examiners upgraded 266 students in total**

**Rule 1: 120 credits in the higher classification:** This was the first of the potential new upgrade rules that we tested. It's similar to the current UEA upgrade rule BUT, applies to 40:60 weighted degrees as well as 50:50, and the required number of credits (120) is the same at each degree borderline. **177 students would have been upgraded using Rule 1** – considerably fewer than those upgraded by Examiners' discretion.

**Rule 2: 120 credits in the higher classification including borderline:** This method is currently used by NBS when deciding whether to upgrade students. To meet the requirements of this rule, a student must have at least 120 credits in the higher classification or in the boundary of the higher classification (ie with the module mark for the credits being within 2% of the boundary, so that, eg, at the 1<sup>st</sup> class boundary, a module mark of 68.0% or above would take the credits for that module into the higher category). A student meeting the requirements for Rule 2 will of course automatically meet those for Rule 1, but we 'catch' more students by using Rule 2. **340 students would have been upgraded using Rule 2;** this includes most of the students upgraded by the Boards, but misses 18 of them (of which more information below). It includes 92 students not upgraded by the Boards. As Rule 2 was the single rule giving the greatest number of upgrades, we looked more closely at the students who would not be automatically upgraded using this rule but who had been upgraded by the discretion of the board. Information on these students and the decisions of the boards is given below.

**Table 3: Students who were upgraded by the 2010/11 boards of examiners but not upgraded by Rule 2 (120 credits in the higher classification including borderline)**

Student No	School	Award Mark %	Final Year Mark %	Credits in Higher Classification including borderline	Notes
12	NATSCI	69.78	71.01	110	Exam board minutes: <i>Project mark of 78%. Exit velocity of 1.04. Stated in the viva that his poor Year 2 (67.95 as opposed to 72.26 in Year 1) result was a wake-up call. The external examiner was impressed by him. Class I</i>
54	MUS	69.08	66.85	110	ECs (Medical evidence Year 2 & 3)
73	FTV	68.78	69.45	90	Nothing recorded
92	HIS	68.58	70.45	100	Exam board minutes: <i>The Board awarded the student a Class I degree on the basis that whilst they only had 80 credits at Class I and an overall degree aggregate of 68.58% they had an exit velocity of 4%. The Board also noted that the student had more first class work in their final year than student X who had been awarded Class I.</i>
99	HIS	68.45	71.33	110	Exam board minutes: <i>The Board awarded the student a Class I degree on the basis that whilst he had only 100 credits I and an overall degree aggregate of 68.48% [sic] he had exit velocity and his aggregate was brought down by his second year exams. The Board also noted his mark of 69% in his Special Subject exam.</i>
122	BIO	68.18	68.84	100	Upgraded after viva
146	BIO	59.94	64.74	100	Upgraded after viva
172	ENV	59.58	66.14	100	Upgraded after viva
184	NBS	59.50	57.87	100	Classified II(2) by Board but appealed with ECs not previously submitted and was upgraded
221	FTV	59.14	59.70	80	ECs taken into account

Student No	School	Award Mark %	Final Year Mark %	Credits in Higher Classification including borderline	Notes
295	AHP	58.46	64.67	70	Information not currently available
322	AHP	58.11	61.24	60	Information not currently available
338	CMP	49.80	59.18	100	Exam board minutes: <i>Borderline candidate with a project mark of 54.82, an aggregate of 49.80 and an exit velocity of 1.27. External examiners reviewed this candidate's scripts, coursework and project. The project mark was confirmed as appropriate and the positive exit velocity was noted. It was agreed to award a 2(ii).</i>
348	PHA	49.60	55.04	80	Classified II(2) by Board but appealed and was upgraded, partly because: <i>'the absence of a mechanism for considering borderline cases for Pharmaceutical Science students is not fully in keeping with current University practice'</i> (HoS response to appeal)
350	MTH	49.53	58.75	80	Exam board minutes: <i>Borderline candidate with an aggregate score of 49.53 and an exit velocity of 1.18. The external examiners reviewed the scripts and coursework for this candidate. The Board felt this candidate had improved in the final year and it was agreed to award a 2(ii).</i>
361	CMP	48.84	51.54	60	Exam board minutes: <i>Borderline candidate with a project mark of 47.85, an aggregate of 48.84 and an exit velocity of 1.15. External examiners reviewed this candidate's scripts, coursework and project. The external examiner felt the project was marked too harshly and should have been awarded a low 2(ii) mark. The positive exit velocity was also noted. Based on the advice of the external examiner it was agreed to award a 2(ii).</i>
365	BIO	48.77	49.63	100	Upgraded by BIO algorithm
373	BIO	48.41	57.67	100	Upgraded after viva

**Please note:**

3 of the 18 students listed above were upgraded as a result of extenuating circumstances. Of the remaining 15, 12 had a final year average in the higher classification range (see Rule 3 below).

**Rule 3: final year average  $\geq$  the higher classification** – We thought that it would be useful to test this, as it would seem to indicate that the student is on an upward trajectory, particularly as the final year of the course is likely to be the most challenging. **220 students would have been upgraded using Rule 3** – most of them would have also fulfilled Rule 2, but 27 students (indicated by a red classification code) fulfilled Rule 3 without fulfilling Rule 2.

**Rule 4: Rule 2 OR Rule 3:** This rule captures student who would have passed Rule 2 OR Rule 3. Naturally, this has given us the largest number of upgrades. **367 students would have been upgraded using Rule 4**

**Rule 5: (90 credits  $\geq$  HC), & (0 Credits  $<$  (HC-10))** – This rule was an experiment. To be eligible for upgrade, for example a student at the 1<sup>st</sup> class borderline would need 90 credits or more with a mark above 70%, and no credits with a mark below 60%. **113 students would have been upgraded using Rule 5** and of these (indicated by a red classification code), only 3 were not captured by one of the other rules.

**Rounding of award marks:** In the data table, award marks within 0.5% of the boundary are highlighted in orange (88). Award marks within 1% of the boundary are highlighted either in orange or in green (those between 0.5% and 1.0% total 91, making 179 in all within 1% of the boundary). Most of these students are captured by Rule 2, but 7 students within 0.5% or 14 students within 1.0% are not. The results of the testing are summarised below:

**Table 4: summary of results (total number of students = 385)**

Examiners' decision / Rule	Number of students upgraded	Percentage of total (385)
Exam board agreed classification	266	69%
Rule 1: 120 credits in the higher classification	177	46%
Rule 2: 120 credits in the higher classification including borderline	340	88%
<b>Rule 2 + award mark within 0.5% of the borderline</b>	<b>347</b>	<b>90%</b>
Rule 2 + award mark within 1.0% of the borderline	354	92%
Rule 3: final year average $\geq$ the higher classification	220	57%
Rule 4: Rule 2 OR Rule 3	367	95%
Rule 5: (90 credits $\geq$ HC), & (0 Credits $<$ (HC-10))	113	29%

**Note:** Students' performance on 'Project' and 'Dissertation' modules has not been used as a criterion in the algorithm. There are very good reasons for this. Firstly, not all UG degrees include a project or dissertation module, therefore including it as a criterion would unfairly disadvantage some students. Secondly, the NAM already includes a 40/60 split between years 2/3 of UG degrees. This means that work completed in Year 3 is already given a heavier weighting. In cases where students demonstrate what we might once have referred to as 'exit velocity', their improved performance in the 3rd year will therefore be recognised and reflected in the weighted 3rd year mark.

### Recommendations for discussion

- Award marks within 0.5% of the classification band should be rounded up and the students affected automatically upgraded (e.g., all students with an award mark of 69.5% or above would be awarded a first class degree)
- Rule 2 should be adopted, i.e. students within the 2% borderline of a higher classification, with at least 120 credits over the counting years in the higher classification or in the borderline for the higher classification, should be upgraded (e.g. all students with 120 credits with a mark of at least 68% AND an award mark of at least 68% should be awarded a first class degree).

**NB** Students with extenuating circumstances will be given special consideration and the procedure for this is currently being considered by the Extenuating Circumstances Review Group.

Julia Jones, New Academic Model Project Coordinator, LTS



## Appendix 1

**Table 5: 2010/11 honours degree finalists within 2% of a classification borderline**

Student No	Award code	Programme	Route	Award Mark	Exam Board agreed classification	Upgrade granted	Rule 1: 120 credits in the higher classification	Rule 2: 120 credits in the higher classification including borderline	Rule 3: final year average >= higher classification	Rule 4: Rule 2 OR Rule 3	Rule 5: (90 credits >= HC), & (0 Credits < (HC-10))
1	BSCH4060	BIOUGBSC	U1C103401	69.99	I	Yes	IB	IU	IU	IU	IU
2	BSCH4060	ENVUGBSC	U1F850401	69.97	I	Yes	IB	IU	IU	IU	IB
3	BAH5050	PSIUGBA	U1L200301	69.96	I	Yes	IU	IU	IB	IU	IU
4	BAH5050	HISUGBA	U1V100301	69.95	I	Yes	IB	IU	IU	IU	IU
5	BAH5050	PSIUGBA	U1L290301	69.94	I	Yes	IB	IU	IB	IU	IU
6	BAH5050	PHIUGBA	U1V500301	69.92	I	Yes	IB	IU	IU	IU	IB
7	BAH5050	HISUGBA	U1V100301	69.90	I	Yes	IB	IU	IU	IU	IB
8	BAH5050	PSIUGBA	U1LV25301	69.90	I	Yes	IU	IU	IU	IU	IU
9	BAH5050	FTVUGBA	U1QW36301	69.87	I	Yes	IU	IU	IU	IU	IU
10	BSCH5050	NBSUGBSC	U1N200301	69.84	I	Yes	IU	IU	IU	IU	IB
11	BSCH5050	NBSUGBSC	U1N200301	69.80	I	Yes	IU	IU	IU	IU	IB
12	BSCH4060	SCIUGBSC	U1CFG0301	69.78	I	Yes	IB	IB	IU	IU	IU
13	BAH5050	LITUGBA	U1Q300301	69.77	I	Yes	IB	IU	IU	IU	IU
14	BAH5050	LITUGBA	U1W400301	69.74	I	Yes	IU	IU	IB	IU	IU
15	BSCH5050	NBSUGBSC	U1N200301	69.68	I	Yes	IB	IU	IB	IU	IB
16	BAH4060	EDUUGBA	U1X300301LL	69.66	I	Yes	IU	IU	IB	IU	IB
17	BAH4060	EDUUGBA	U1X300301LL	69.66	I	Yes	IU	IU	IU	IU	IB
18	BSCH4060	CMPUGBSC	U1G400301	69.63	I	Yes	IU	IU	IB	IU	IB
19	BAH5050	LITUGBA	U1W400301	69.63	I	Yes	IU	IU	IU	IU	IU
20	BAH5050	LITUGBA	U1Q3W8301	69.63	I	Yes	IU	IU	IU	IU	IU
21	BAH5050	PHIUGBA	U1VQ53301	69.63	I	Yes	IU	IU	IU	IU	IU
22	BSCH5050	AHPUGBSC	U1B160301	69.60	I	Yes	IB	IU	IU	IU	IB

Student No	Award code	Programme	Route	Award Mark	Exam Board agreed classification	Upgrade granted	Rule 1: 120 credits in the higher classification	Rule 2: 120 credits in the higher classification including borderline	Rule 3: final year average >= higher classification	Rule 4: Rule 2 OR Rule 3	Rule 5: (90 credits >= HC), & (0 Credits < (HC-10))
23	BSCH4060	BIOUGBSC	U1C180301	69.59	I	Yes	IU	IU	IB	IU	IB
24	BAH5050	LITUGBA	U1Q3W8301	69.58	I	Yes	IU	IU	IU	IU	IU
25	BAH5050	LITUGBA	U1Q3W8301	69.54	I	Yes	IU	IU	IU	IU	IU
26	BSCH4060	DEVUGBSC	U1L790302	69.48	I	Yes	IB	IU	IB	IU	IU
27	BSCH5050	ECOUGBSC	U1NL41301	69.46	I	Yes	IB	IU	IB	IU	IU
28	BSCH5050	ENVUGBSC	U1FF8R401	69.44	I	Yes	IB	IU	IB	IU	IB
29	BAH5050	ECOUGBA	U1L0V0301	69.44	I	Yes	IB	IU	IB	IU	IU
30	BAH5050	LITUGBA	U1Q300301	69.41	II(1)	No	IB	IU	IU	IU	IU
31	BAH5050	PSIUGBA	U1L200301	69.41	I	Yes	IU	IU	IU	IU	IU
32	BAH5050	ECOUGBA	U1L0V0301	69.39	I	Yes	IU	IU	IB	IU	IU
33	BAH5050	LCSUGBA	U1R9N2401H	69.38	II(1)	No	IB	IB	IB	IB	IB
34	BAH5050	HISUGBA	U1V100301	69.34	I	Yes	IU	IU	IU	IU	IU
35	BAH5050	AMSUGBA	U1T7W8401	69.32	II(1)	No	IB	IU	IB	IU	IB
36	BAH5050	LITUGBA	U1W400301	69.30	I	Yes	IU	IU	IU	IU	IB
37	BAH5050	FTVUGBA	U1TW76401	69.28	I	Yes	IU	IU	IU	IU	IU
38	BAH5050	LITUGBA	U1Q300301	69.27	II(1)	No	IB	IU	IU	IU	IU
39	BAH5050	LITUGBA	U1Q3W8301	69.27	I	Yes	IU	IU	IU	IU	IU
40	BAH5050	LITUGBA	U1Q300301	69.25	I	Yes	IB	IU	IB	IU	IB
41	BSCH5050	NBSUGBSC	U1N400301	69.25	I	Yes	IU	IU	IB	IU	IB
42	BAH5050	AMSUGBA	U1TQ73401	69.19	II(1)	No	IB	IU	IB	IU	IU
43	BAH5050	MUSUGBA	U1W300301	69.19	I	Yes	IU	IU	IB	IU	IU
44	BSCH5050	NBSUGBSC	U1N200301	69.19	I	Yes	IU	IU	IU	IU	IB
45	LLB5050	LAWUGLLB	U1M121401	69.17	I	Yes	IU	IU	IB	IU	IU
46	BAH5050	EDUUGBA	U1XC16301TC	69.17	I	Yes	IB	IU	IU	IU	IB
47	BAH5050	MUSUGBA	U1W300301	69.14	I	Yes	IB	IU	IB	IU	IU

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48	BAH5050	ARTUGBA	U1VQ32302	69.14	I	Yes	IU	IU	IU	IU	IU
49	BAH4060	DEVUGBA	U1L921302	69.13	I	Yes	IU	IU	IU	IU	IB
50	BAH5050	LITUGBA	U1Q3W8301	69.11	II(1)	No	IB	IU	IU	IU	IB
51	BSCH4060	ENVUGBSC	U1F901401	69.11	I	Yes	IB	IU	IB	IU	IU
52	BAH5050	LITUGBA	U1Q300301	69.11	I	Yes	IU	IU	IU	IU	IB
53	BAH5050	LITUGBA	U1Q3W8301	69.09	II(1)	No	IB	IU	IU	IU	IB
54	BAH5050	MUSUGBA	U1W300301	69.08	I	Yes	IB	IB	IB	IB	IU
55	BSCH4060	BIOUGBSC	U1C180301	69.08	I	Yes	IU	IU	IB	IU	IU
56	BAH5050	LITUGBA	U1Q300301	69.04	II(1)	No	IB	IU	IB	IU	IU
57	BAH4060	EDUUGBA	U1X300301EY	68.97	II(1)	No	IU	IU	IB	IU	IB
58	BAH5050	LITUGBA	U1Q3W8301	68.95	II(1)	No	IB	IU	IU	IU	IU
59	BSCH4060	CMPUGBSC	U1GN54301	68.95	I	Yes	IU	IU	IU	IU	IB
60	BSCH4060	CHEUGBSC	U1F151301	68.93	II(1)	No	IU	IU	IB	IU	IB
61	BSCH4060	ENVUGBSC	U1FL87301	68.93	I	Yes	IB	IU	IU	IU	IB
62	BSCH4060	BIOUGBSC	U1C930301	68.90	I	Yes	IB	IU	IU	IU	IB
63	BAH5050	FTVUGBA	U1W610301	68.90	I	Yes	IB	IU	IB	IU	IU
64	BSCH4060	BIOUGBSC	U1C700301	68.89	I	Yes	IB	IU	IB	IU	IB
65	BAH5050	HISUGBA	U1V140301	68.89	I	Yes	IU	IU	IU	IU	IU
66	BAH5050	LITUGBA	U1W400301	68.86	I	Yes	IU	IU	IB	IU	IB
67	BAH5050	AMSUGBA	U1T700401	68.85	I	Yes	IU	IU	IU	IU	IB
68	BSCH5050	NBSUGBSC	U1N4M1301	68.85	I	Yes	IU	IU	IU	IU	IB
69	BAH5050	LITUGBA	U1Q300301	68.84	II(1)	No	IB	IU	IU	IU	IB
70	BAH5050	HISUGBA	U1VL12301	68.84	I	Yes	IB	IU	IB	IU	IU
71	BAH5050	PHIUGBA	U1VQ53301	68.82	I	Yes	IU	IU	IU	IU	IB
72	BSCH5050	AHPUGBSC	U1B160301	68.79	I	Yes	IU	IU	IU	IU	IB

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73	BAH5050	FTVUGBA	U1QW36301	68.78	I	Yes	IB	IB	IB	IB	IB
74	BSCH4060	SCIUGBSC	U1GCF0401	68.77	I	Yes	IB	IU	IB	IU	IU
75	BSCH4060	BIOUGBSC	U1C930301	68.76	II(1)	No	IB	IU	IB	IU	IB
76	BAH5050	PSIUGBA	U1L200301	68.76	I	Yes	IU	IU	IU	IU	IU
77	BAH4060	DEVUGBA	U1L922302	68.75	I	Yes	IB	IU	IU	IU	IU
78	BSCH4060	ENVUGBSC	U1F901401	68.73	I	Yes	IB	IU	IB	IU	IB
79	BAH5050	ARTUGBA	U1VOLX401	68.72	II(1)	No	IB	IB	IB	IB	IU
80	BAH5050	LITUGBA	U1QV31302	68.72	II(1)	No	IB	IU	IB	IU	IB
81	BAH5050	LCSUGBA	U1RP13401	68.72	I	Yes	IU	IU	IU	IU	IU
82	BAH5050	LITUGBA	U1QT37301	68.71	II(1)	No	IB	IU	IB	IU	IB
83	BAH5050	MUSUGBA	U1W300301	68.71	I	Yes	IU	IU	IB	IU	IU
84	BSCH4060	BIOUGBSC	U1C183401	68.68	I	Yes	IB	IU	IB	IU	IU
85	BAH5050	LITUGBA	U1Q300301	68.66	II(1)	No	IB	IB	IU	IU	IU
86	BAH5050	LITUGBA	U1W400301	68.64	II(1)	No	IB	IU	IB	IU	IB
87	LLB5050	LAWUGLLB	U1M100301	68.64	I	Yes	IU	IU	IU	IU	IU
88	BSCH4060	ENVUGBSC	U1FL87301	68.63	II(1)	No	IB	IU	IU	IU	IB
89	LLB5050	LAWUGLLB	U1M123401	68.63	II(1)	No	IB	IU	IB	IU	IU
90	BAH5050	LITUGBA	U1Q3W8301	68.62	II(1)	No	IB	IB	IU	IU	IB
91	BAH5050	PSIUGBA	U1L200301	68.62	II(1)	No	IB	IU	IU	IU	IU
92	BAH5050	HISUGBA	U1V100301	68.58	I	Yes	IB	IB	IU	IU	IB
93	BAH5050	HISUGBA	U1V100301	68.55	II(1)	No	IB	IU	IU	IU	IB
94	BAH5050	LITUGBA	U1WQ43301	68.55	II(1)	No	IB	IU	IB	IU	IB
95	BSCH5050	NBSUGBSC	U1N400301	68.55	I	Yes	IB	IU	IU	IU	IB
96	BAH5050	LITUGBA	U1Q300301	68.51	II(1)	No	IB	IB	IB	IB	IB
97	BAH5050	HISUGBA	U1V100301	68.48	I	Yes	IB	IU	IB	IU	IU

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98	BAH5050	LCSUGBA	U1Q9R8401	68.46	II(1)	No	IB	IU	IB	IU	IU
99	BAH5050	HISUGBA	U1V100301	68.45	I	Yes	IB	IB	IU	IU	IU
100	BAH5050	PSIUGBA	U1LP33301	68.45	II(1)	No	IB	IB	IU	IU	IU
101	BAH5050	LITUGBA	U1Q300301	68.44	II(1)	No	IB	IU	IB	IU	IB
102	BAH5050	AMSUGBA	U1T700401	68.41	II(1)	No	IB	IU	IU	IU	IB
103	BSCH4060	BIOUGBSC	U1C100301	68.40	I	Yes	IB	IU	IU	IU	IB
104	LLB5050	LAWUGLLB	U1M123401	68.38	II(1)	No	IB	IU	IB	IU	IB
105	LLB5050	LAWUGLLB	U1M100301	68.38	I	Yes	IB	IU	IB	IU	IU
106	BAH5050	MUSUGBA	U1W300301	68.34	II(1)	No	IB	IB	IB	IB	IB
107	BSCH4060	CHEUGBSC	U1F100301	68.33	II(1)	No	IB	IB	IU	IU	IB
108	BAH5050	LITUGBA	U1Q300301	68.33	II(1)	No	IB	IU	IB	IU	IU
109	BAH4060	EDUUGBA	U1X300301LL	68.32	II(1)	No	IB	IB	IU	IU	IB
110	BAH5050	AMSUGBA	U1V2L2401	68.32	II(1)	No	IB	IU	IU	IU	IB
111	BAH5050	LITUGBA	U1Q3W8301	68.32	II(1)	No	IB	IU	IB	IU	IB
112	BAH5050	HISUGBA	U1VL12301	68.31	I	Yes	IU	IU	IB	IU	IU
113	BAH5050	FTVUGBA	U1W610301	68.29	II(1)	No	IB	IU	IB	IU	IB
114	BSCH5050	NBSUGBSC	U1N200301	68.28	I	Yes	IB	IU	IB	IU	IB
115	BAH5050	AMSUGBA	U1TQ73401	68.27	II(1)	No	IB	IU	IU	IU	IU
116	BAH5050	HISUGBA	U1V100301	68.27	I	Yes	IB	IU	IU	IU	IU
117	BAH5050	FTVUGBA	U1QW36301	68.26	II(1)	No	IB	IB	IB	IB	IB
118	BAH5050	ARTUGBA	U1VQ32302	68.25	II(1)	No	IB	IU	IB	IU	IB
119	BAH5050	PSIUGBA	U1LP33301	68.24	II(1)	No	IB	IB	IB	IB	IB
120	BSCH4060	ENVUGBSC	U1FL87301	68.24	II(1)	No	IB	IU	IB	IU	IB
121	BAH5050	HISUGBA	U1V100301	68.22	II(1)	No	IB	IU	IB	IU	IB
122	BSCH4060	BIOUGBSC	U1C730301	68.18	I	Yes	IB	IB	IB	IB	IB

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123	BAH5050	FTVUGBA	U1TW76401	68.18	II(1)	No	IB	IU	IB	IU	IB
124	BSCH5050	ECOUGBSC	U1L100302	68.18	II(1)	No	IB	IU	IU	IU	IB
125	BAH5050	PHIUGBA	U1V500301	68.16	I	Yes	IU	IU	IU	IU	IB
126	BSCH4060	BIOUGBSC	U1C180301	68.15	I	Yes	IU	IU	IB	IU	IB
127	BAH5050	LITUGBA	U1Q3W8301	68.13	II(1)	No	IB	IB	IB	IB	IB
128	BSCH4060	ENVUGBSC	U1F850401	68.13	I	Yes	IB	IU	IB	IU	IB
129	BAH5050	ARTUGBA	U1V0L0301	68.11	II(1)	No	IB	IB	IB	IB	IB
130	BAH4060	EDUUGBA	U1X300301EY	68.11	II(1)	No	IU	IU	IU	IU	IB
131	BSCH4060	DEVUGBSC	U1L791302	68.11	I	Yes	IB	IU	IU	IU	IB
132	BAH5050	AMSUGBA	U1TQ73401	68.11	I	Yes	IB	IU	IB	IU	IB
133	BSCH4060	DEVUGBSC	U1L791302	68.10	II(1)	No	IB	IU	IB	IU	IB
134	BAH5050	AMSUGBA	U1T7W8401	68.07	II(1)	No	IB	IB	IU	IU	IB
135	BAH5050	LITUGBA	U1WQ43301	68.07	II(1)	No	IB	IU	IB	IU	IB
136	BSCH4060	BIOUGBSC	U1C930301	68.06	II(1)	No	IB	IU	IB	IU	IB
137	BAH5050	HISUGBA	U1V100301	68.06	II(1)	No	IB	IU	IB	IU	IB
138	BSCH4060	BIOUGBSC	U1C930301	68.05	I	Yes	IB	IU	IU	IU	IU
139	BSCH4060	ENVUGBSC	U1F854401	68.02	II(1)	No	IB	IB	IB	IB	IB
140	BSCH5050	AHPUGBSC	U1B620301	68.00	I	Yes	IB	IU	IB	IU	IB
141	BSCH5050	AHPUGBSC	U1B920301	68.00	I	Yes	IU	IU	IU	IU	IB
142	BAH5050	LITUGBA	U1QT37301	59.97	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
143	BSCH5050	ECOUGBSC	U1L100302	59.97	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
144	BAH5050	LCSUGBA	U1T901402X	59.96	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
145	BAH4060	EDUUGBA	U1X300301LL	59.95	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
146	BSCH4060	BIOUGBSC	U1C930301	59.94	II(1)	Yes	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
147	BSCH4060	ENVUGBSC	U1F900301	59.94	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B

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148	BSCH5050	AHPUGBSC	U1B620301	59.93	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
149	BSCH5050	ECOUGBSC	U1L1N4302	59.91	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
150	BAH5050	LCSUGBA	U1R9N2401H	59.87	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
151	BSCH4060	BIOUGBSC	U1C700301	59.84	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
152	BAH5050	PHIUGBA	U1VQ53301	59.84	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
153	BSCH5050	AHPUGBSC	U1B160301	59.83	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
154	LLB5050	LAWUGLLB	U1M100301	59.80	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
155	BAH5050	ECOUGBA	U1L0V0301	59.80	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
156	BAH5050	PSIUGBA	U1L290301	59.80	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
157	BAH5050	LITUGBA	U1Q300301	59.80	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
158	BAH5050	FTVUGBA	U1QW36301	59.79	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
159	BAH5050	HISUGBA	U1V100301	59.71	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
160	BAH5050	HISUGBA	U1V140301	59.70	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
161	BAH5050	HISUGBA	U1V100301	59.70	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
162	BSCH5050	NBSUGBSC	U1N200301	59.69	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
163	BAH5050	PHIUGBA	U1V500301	59.68	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
164	BAH5050	HISUGBA	U1V100301	59.68	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
165	BSCH5050	ECOUGBSC	U1NL41301	59.67	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
166	BAH5050	ECOUGBA	U1L0V0301	59.66	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
167	BSCH5050	NBSUGBSC	U1N200301	59.66	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
168	BSCH4060	BIOUGBSC	U1C930301	59.65	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
169	BAH4060	DEVUGBA	U1L921302	59.63	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
170	BSCH5050	ECOUGBSC	U1L100302	59.63	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
171	BSCH4060	ENVUGBSC	U1F900301	59.61	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
172	BSCH4060	ENVUGBSC	U1F640301	59.58	II(1)	Yes	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B

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173	BSCH4060	BIOUGBSC	U1C701401	59.57	II(2)	No	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
174	BSCH5050	ECOUGBSC	U1LL12302	59.57	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
175	BAH5050	ECOUGBA	U1L0V0301	59.57	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
176	BSCH4060	CMPUGBSC	U1G451301	59.56	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
177	BAH5050	HISUGBA	U1V140301	59.56	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
178	BAH4060	DEVUGBA	U1L922302	59.55	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
179	BAH5050	SWPUGBA	U1L501301	59.54	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
180	BAH5050	PSIUGBA	U1L200301	59.54	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
181	BSCH5050	NBSUGBSC	U1N400301	59.53	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
182	BSCH4060	BIOUGBSC	U1C9C1301	59.53	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
183	BAH5050	PSIUGBA	U1L200301	59.52	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
184	BSCH5050	NBSUGBSC	U1N200301	59.50	II(1)	Yes	II(1)B	II(1)B	II(1)B	II(1)B	II(1)U
185	BAH5050	LITUGBA	U1Q300301	59.50	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
186	BSCH4060	BIOUGBSC	U1C930301	59.49	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
187	LLB5050	LAWUGLLB	U1M100301	59.46	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
188	LLB5050	LAWUGLLB	U1M100301	59.46	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
189	BSCH5050	NBSUGBSC	U1N200301	59.46	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
190	BAH5050	AMSUGBA	U1T7WV301	59.45	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
191	BAH5050	EDUUGBA	U1XC16301TC	59.42	II(2)	No	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
192	BAH5050	LITUGBA	U1Q3W8301	59.42	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
193	BAH5050	SWPUGBA	U1L501301	59.40	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)U
194	BAH4060	EDUUGBA	U1X300301EY	59.38	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
195	LLB5050	LAWUGLLB	U1M100301	59.36	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
196	BAH5050	PSIUGBA	U1LP33301	59.35	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
197	BAH5050	PHIUGBA	U1VQ53301	59.34	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U



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198	BSCH5050	AHPUGBSC	U1B620301	59.33	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
199	BSCH4060	ENVUGBSC	U1F900301	59.31	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
200	BAH5050	PSIUGBA	U1LP33301	59.30	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
201	BSCH5050	AHPUGBSC	U1B620301	59.29	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
202	BAH4060	EDUUGBA	U1X300301EY	59.29	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
203	LLB5050	LAWUGLLB	U1M100301	59.27	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
204	BSCH4060	BIOUGBSC	U1C700301	59.25	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)U
205	BAH5050	PHIUGBA	U1VQ53301	59.24	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)U
206	BSCH5050	AHPUGBSC	U1B920301	59.23	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
207	BSCH4060	ENVUGBSC	U1F900301	59.22	II(2)	No	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
208	BAH5050	HISUGBA	U1VL12301	59.22	II(2)	No	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
209	BSCH4060	ENVUGBSC	U1F900301	59.22	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)U
210	BAH5050	LCSUGBA	U1R4L7401	59.22	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
211	BSCH5050	ECOUGBSC	U1L100302	59.22	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
212	LLB5050	LAWUGLLB	U1M120401	59.21	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
213	BSCH4060	ENVUGBSC	U1FF97301	59.21	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
214	BSCH4060	ENVUGBSC	U1F900301	59.21	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
215	BSCH5050	NBSUGBSC	U1N400301	59.21	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
216	BAH5050	HISUGBA	U1V100301	59.20	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
217	BAH4060	DEVUGBA	U1L922302	59.18	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
218	LLB5050	LAWUGLLB	U1M100301	59.18	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
219	BAH5050	PSIUGBA	U1LP33301	59.18	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
220	BAH4060	EDUUGBA	U1X300301EY	59.16	II(2)	No	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
221	BAH5050	FTVUGBA	U1TW76401	59.14	II(1)	Yes	II(1)B	II(1)B	II(1)B	II(1)B	II(1)B
222	BSCH4060	BIOUGBSC	U1C930301	59.14	II(2)	No	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B

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223	BSCH4060	ENVUGBSC	U1F850401	59.14	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
224	BAH4060	DEVUGBA	U1L922302	59.14	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
225	LLB5050	LAWUGLLB	U1M123401	59.13	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
226	BSCH5050	NBSUGBSC	U1N200301	59.13	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
227	BAH4060	EDUUGBA	U1X300301LL	59.12	II(2)	No	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
228	BAH5050	HISUGBA	U1V100301	59.12	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
229	BAH5050	HISUGBA	U1V100301	59.11	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
230	BAH5050	PSIUGBA	U1LP33301	59.10	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
231	BAH5050	ARTUGBA	U1V350301	59.09	II(2)	No	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
232	BAH5050	PSIUGBA	U1L290301	59.04	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
233	BAH4060	EDUUGBA	U1X300301EY	59.03	II(2)	No	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
234	BAH5050	PSIUGBA	U1LP33301	59.03	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
235	BSCH5050	NBSUGBSC	U1N200301	59.03	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
236	BAH4060	DEVUGBA	U1L922302	59.02	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
237	BSCH5050	NBSUGBSC	U1N200301	59.02	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
238	LLB5050	LAWUGLLB	U1M100301	59.01	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
239	BSCH5050	NBSUGBSC	U1N200301	59.00	II(2)	No	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
240	BSCH4060	ENVUGBSC	U1F900301	58.99	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
241	BSCH5050	AHPUGBSC	U1B620301	58.98	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
242	BAH5050	HISUGBA	U1V100301	58.95	II(2)	No	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
243	BAH5050	LCSUGBA	U1T901402X	58.95	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)U
244	LLB5050	LAWUGLLB	U1M120401	58.94	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
245	BAH5050	LITUGBA	U1QT37301	58.93	II(2)	No	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
246	BAH5050	HISUGBA	U1V100301	58.93	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
247	BSCH4060	BIOUGBSC	U1C100301	58.90	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B

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248	BAH5050	PSIUGBA	U1LV2C301	58.89	II(2)	No	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
249	BSCH4060	MTHUGBSC	U1G100301	58.89	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
250	BSCH4060	ENVUGBSC	U1F640301	58.89	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
251	BSCH4060	BIOUGBSC	U1C930301	58.88	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)U
252	BAH5050	AMSUGBA	U1V238401B	58.86	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
253	BSCH5050	NBSUGBSC	U1N200301	58.84	II(2)	No	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
254	BSCH5050	NBSUGBSC	U1N200301	58.83	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
255	BSCH5050	NBSUGBSC	U1N200301	58.82	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
256	BSCH4060	ENVUGBSC	U1F900301	58.80	II(2)	No	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
257	LLB5050	LAWUGLLB	U1M100301	58.79	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
258	BAH5050	HISUGBA	U1VL12301	58.76	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
259	BSCH5050	ECOUGBSC	U1L100302	58.76	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
260	BSCH4060	CMPUGBSC	U1G451301	58.74	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
261	BSCH4060	CMPUGBSC	U1G405302	58.74	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
262	BAH5050	PSIUGBA	U1LV2C301	58.74	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
263	BSCH4060	CMPUGBSC	U1G450302	58.74	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
264	BAH5050	PSIUGBA	U1LV2C301	58.74	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
265	BAH5050	LCSUGBA	U1RP43401	58.71	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
266	LLB5050	LAWUGLLB	U1M100301	58.71	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
267	BSCH4060	BIOUGBSC	U1C101401	58.70	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
268	BAH5050	AMSUGBA	U1T700401	58.70	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
269	BSCH4060	ENVUGBSC	U1F900301	58.70	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
270	LLB5050	LAWUGLLB	U1M100301	58.69	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
271	BAH5050	PSIUGBA	U1L2P3301	58.68	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
272	LLB5050	LAWUGLLB	U1M100301	58.68	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B

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273	BSCH5050	NBSUGBSC	U1N200301	58.67	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
274	BAH5050	FTVUGBA	U1QW36301	58.66	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
275	BSCH4060	ENVUGBSC	U1F900301	58.65	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
276	BSCH5050	ECOUGBSC	U1L1N4302	58.63	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
277	BSCH5050	NBSUGBSC	U1N200301	58.62	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
278	BAH5050	SWPUGBA	U1L501301	58.62	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
279	BSCH4060	CMPUGBSC	U1GN54301	58.61	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
280	BSCH5050	ECOUGBSC	U1LL12302	58.59	II(2)	No	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
281	BAH4060	DEVUGBA	U1L922302	58.58	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
282	BSCH5050	AHPUGBSC	U1B920301	58.58	II(2)	No	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
283	LLB5050	LAWUGLLB	U1M120401	58.57	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
284	BAH5050	AMSUGBA	U1T7WV301	58.57	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
285	BSCH5050	NBSUGBSC	U1N200301	58.57	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
286	BAH4060	EDUUGBA	U1X300301EY	58.54	II(2)	No	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
287	BAH5050	PSIUGBA	U1LV25301	58.53	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
288	LLB5050	LAWUGLLB	U1M100301	58.52	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
289	BSCH5050	NBSUGBSC	U1N200301	58.51	II(2)	No	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
290	BAH5050	HISUGBA	U1VL12301	58.51	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
291	BAH5050	LITUGBA	U1Q3W8301	58.50	II(2)	No	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
292	BSCH4060	BIOUGBSC	U1C100301	58.48	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
293	BSCH5050	NBSUGBSC	U1N200301	58.47	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
294	BAH5050	PHIUGBA	U1VV51301	58.47	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
295	BSCH5050	AHPUGBSC	U1B920301	58.46	II(1)	Yes	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
296	BSCH5050	ECOUGBSC	U1L100302	58.43	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
297	BAH5050	LCSUGBA	U1R4L7401	58.41	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B

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298	BSCH4060	ENVUGBSC	U1FF97301	58.40	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
299	LLB5050	LAWUGLLB	U1M100301	58.39	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
300	BAH5050	PSIUGBA	U1L200301	58.38	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
301	BSCH5050	NBSUGBSC	U1N200301	58.38	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)B
302	BAH5050	ARTUGBA	U1V350301	58.37	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
303	BSCH4060	CMPUGBSC	U1GN54301	58.37	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
304	BAH5050	PHIUGBA	U1V500301	58.34	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
305	BSCH4060	ENVUGBSC	U1F850401	58.33	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
306	BSCH5050	NBSUGBSC	U1N400301	58.32	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
307	BAH5050	PSIUGBA	U1LP33301	58.31	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
308	LLB5050	LAWUGLLB	U1M100301	58.30	II(1)	Yes	II(1)B	II(1)U	II(1)U	II(1)U	II(1)U
309	BAH5050	PSIUGBA	U1L200301	58.29	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
310	LLB5050	LAWUGLLB	U1M100301	58.29	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
311	BAH5050	PSIUGBA	U1L000301	58.28	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)U
312	LLB5050	LAWUGLLB	U1M100301	58.28	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
313	BSCH5050	ECOUGBSC	U1L111302	58.26	II(2)	No	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
314	BSCH4060	ENVUGBSC	U1F900301	58.25	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
315	BSCH5050	AHPUGBSC	U1B620301	58.24	II(1)	Yes	II(1)U	II(1)U	II(1)B	II(1)U	II(1)U
316	BAH5050	PHIUGBA	U1VQ53301	58.20	II(2)	No	II(1)B	II(1)U	II(1)U	II(1)U	II(1)B
317	BSCH4060	ENVUGBSC	U1F900301	58.18	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
318	LLB5050	LAWUGLLB	U1M100301	58.17	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
319	BSCH4060	BIOUGBSC	U1C930301	58.14	II(2)	No	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
320	LLB5050	LAWUGLLB	U1M100301	58.13	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
321	BAH5050	ECOUGBA	U1L0V0301	58.12	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
322	BSCH5050	AHPUGBSC	U1B620301	58.11	II(1)	Yes	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B

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323	BAH4060	EDUUGBA	U1X300301EY	58.11	II(2)	No	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
324	BSCH5050	ECOUGBSC	U1L100302	58.10	II(2)	No	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
325	BSCH4060	BIOUGBSC	U1C700301	58.08	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
326	BSCH5050	NBSUGBSC	U1N200301	58.07	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
327	BSCH4060	BIOUGBSC	U1C100301	58.06	II(1)	Yes	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
328	BSCH5050	ECOUGBSC	U1L100302	58.05	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
329	BSCH5050	AHPUGBSC	U1B920301	58.04	II(2)	No	II(1)B	II(1)U	II(1)B	II(1)U	II(1)B
330	BAH5050	FTVUGBA	U1TW76301	58.04	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
331	BSCH4060	CMPUGBSC	U1G400301	58.03	II(2)	No	II(1)B	II(1)B	II(1)U	II(1)U	II(1)B
332	BAH4060	DEVUGBA	U1L921302	58.01	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
333	LLB5050	LAWUGLLB	U1M100301	58.00	II(1)	Yes	II(1)U	II(1)U	II(1)U	II(1)U	II(1)B
334	BSCH5050	NBSUGBSC	U1N400301	49.97	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)U
335	BSCH5050	NBSUGBSC	U1N400301	49.97	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
336	BAH5050	PSIUGBA	U1L000301	49.85	III	No	II(2)B	II(2)U	II(2)B	II(2)U	II(2)U
337	BSCH5050	NBSUGBSC	U1N4N2301	49.85	II(2)	Yes	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
338	BSCH4060	CMPUGBSC	U1G412301	49.80	II(2)	Yes	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
339	BSCH5050	NBSUGBSC	U1N200301	49.80	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)U
340	BSCH5050	NBSUGBSC	U1N400301	49.80	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
341	BSCH5050	ECOUGBSC	U1L111302	49.78	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
342	BAH5050	LITUGBA	U1Q300301	49.74	III	No	II(2)B	II(2)U	II(2)U	II(2)U	II(2)B
343	BSCH5050	ECOUGBSC	U1NL41301	49.72	II(2)	Yes	II(2)B	II(2)U	II(2)U	II(2)U	II(2)U
344	LLB5050	LAWUGLLB	U1M100301	49.70	II(2)	Yes	II(2)B	II(2)U	II(2)B	II(2)U	II(2)U
345	BSCH5050	NBSUGBSC	U1N200301	49.64	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
346	BSCH4060	CMPUGBSC	U1G400301	49.64	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
347	LLB5050	LAWUGLLB	U1M100301	49.61	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)U

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348	BSCH4060	PHAUGBSC	U1B231301	49.60	II(2)	Yes	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
349	BAH5050	EDUUGBA	U1XC16301TC	49.55	II(2)	Yes	II(2)B	II(2)U	II(2)U	II(2)U	II(2)B
350	BSCH4060	MTHUGBSC	U1G1FX301	49.53	II(2)	Yes	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
351	BSCH4060	ENVUGBSC	U1FF97301	49.53	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
352	BSCH5050	NBSUGBSC	U1N200301	49.51	II(2)	Yes	II(2)B	II(2)U	II(2)B	II(2)U	II(2)B
353	BSCH4060	BIOUGBSC	U1C790301	49.49	II(2)	Yes	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
354	BSCH5050	ECOUGBSC	U1NL41301	49.45	III	No	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
355	BSCH4060	PHAUGBSC	U1B231301	49.44	III	No	II(2)B	II(2)B	II(2)B	II(2)B	II(2)B
356	BSCH4060	MTHUGBSC	U1G1L1301	49.35	II(2)	Yes	II(2)B	II(2)U	II(2)B	II(2)U	II(2)B
357	BSCH5050	NBSUGBSC	U1N4M1301	49.24	II(2)	Yes	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
358	BSCH5050	NBSUGBSC	U1N200301	49.22	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
359	BAH5050	HISUGBA	U1V100301	48.97	III	No	II(2)B	II(2)U	II(2)B	II(2)U	II(2)B
360	BSCH5050	ECOUGBSC	U1NL41301	48.95	III	No	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
361	BSCH4060	CMPUGBSC	U1GN54301	48.84	II(2)	Yes	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
362	BAH5050	HISUGBA	U1VL12301	48.83	III	No	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
363	BSCH5050	NBSUGBSC	U1N4N2301	48.81	II(2)	Yes	II(2)B	II(2)U	II(2)U	II(2)U	II(2)B
364	BSCH4060	CHEUGBSC	U1F125301	48.79	III	No	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
365	BSCH4060	BIOUGBSC	U1C100301	48.77	II(2)	Yes	II(2)B	II(2)B	II(2)B	II(2)B	II(2)B
366	BSCH4060	BIOUGBSC	U1C100301	48.71	II(2)	Yes	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
367	BSCH4060	BIOUGBSC	U1C930301	48.70	III	No	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
368	LLB5050	LAWUGLLB	U1M100301	48.70	II(2)	Yes	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
369	BAH5050	HISUGBA	U1V100301	48.68	II(2)	Yes	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
370	BSCH4060	BIOUGBSC	U1C100301	48.65	III	No	II(2)B	II(2)U	II(2)U	II(2)U	II(2)B
371	BSCH4060	BIOUGBSC	U1C700301	48.60	III	No	II(2)B	II(2)U	II(2)B	II(2)U	II(2)B
372	BSCH5050	NBSUGBSC	U1N200301	48.58	II(2)	Yes	II(2)B	II(2)U	II(2)B	II(2)U	II(2)B

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373	BSCH4060	BIOUGBSC	U1C100301	48.41	II(2)	Yes	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
374	BAH5050	PHIUGBA	U1V500301	48.41	III	No	II(2)B	II(2)U	II(2)U	II(2)U	II(2)B
375	BSCH4060	ENVUGBSC	U1FF97301	48.31	III	No	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
376	BAH5050	PSIUGBA	U1LP33301	48.26	II(2)	Yes	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
377	BSCH4060	PHAUGBSC	U1B231301	48.25	III	No	II(2)B	II(2)U	II(2)B	II(2)U	II(2)B
378	BSCH5050	ECOUGBSC	U1L100302	48.19	III	No	II(2)B	II(2)U	II(2)U	II(2)U	II(2)B
379	BSCH4060	MTHUGBSC	U1G100301	48.16	III	No	II(2)B	II(2)B	II(2)B	II(2)B	II(2)B
380	BSCH5050	ECOUGBSC	U1L111302	48.13	III	No	II(2)U	II(2)U	II(2)U	II(2)U	II(2)B
381	LLB5050	LAWUGLLB	U1M100301	48.13	II(2)	Yes	II(2)B	II(2)U	II(2)U	II(2)U	II(2)U
382	BAH5050	HISUGBA	U1V100301	48.11	III	No	II(2)B	II(2)B	II(2)B	II(2)B	II(2)B
383	BSCH5050	ECOUGBSC	U1L1N4302	48.10	III	No	II(2)B	II(2)B	II(2)U	II(2)U	II(2)B
384	BSCH5050	NBSUGBSC	U1N200301	48.10	II(2)	Yes	II(2)U	II(2)U	II(2)B	II(2)U	II(2)B
385	BAH5050	SWPUGBA	U1L501301	48.04	III	No	II(2)B	II(2)U	II(2)B	II(2)U	II(2)B
				<b>385</b>		<b>266</b>	<b>177</b>	<b>340</b>	<b>220</b>	<b>367</b>	<b>113</b>



## APPENDIX B

### *Exam Feedback: Some Guiding Principles*

*“The timely provision of constructive feedback on marked assignments is recognised throughout the HE sector as being a key element in supporting teaching and learning. Through surveys such as the NSS, however, it is also clear that there is a mis-match between the expectations of students regarding the quality, timing and utility of the feedback they receive and their experience”.*

University of Leicester website, Nov 2012

*“A common absence of feedback beyond a grade indicates a lack of reinforcement which may foster an attitude of futility of learning, conveying to the students an understanding of learning as something which is merely done for passing exams and obtaining good grades”.*

Steinar Kvale, ‘Contradiction of assessment for learning in higher education institutions’, in D. Boud and N. Falchikov (Eds) (2007) *Rethinking Assessment in Higher Education: Learning for the Longer Term*, Routledge p.65

### **The challenge**

University LTC has recently (at its meeting on 24 October 2012) approved the introduction of a University-wide initiative to provide feedback on Exams. This was subsequently endorsed by Senate (at its November 2012 meeting) as an aspect of the strategy for meeting student satisfaction targets within the UEA Corporate Plan. **The challenge is to move forwards quickly to implement this initiative in time for the summer 2013 exam cycle.** In this paper the ADTP sets out some guiding principles which should underpin the University’s approach to implementing Exam Feedback, and provides some example of good practice within the HE sector which will provide a useful source of ideas and a basis for comparison.

### **Parameters**

Having considered the issues in some detail, I would suggest to TPPG colleagues the following parameters for the roll-out of Exam Feedback:

- This initiative should be rolled-out across all Faculties in time for summer 2013 exams.
- Only formal University Exams will be included in the initiative. Course Tests are excluded.
- Feedback will only be required on Exams conducted in the 1<sup>st</sup> and 2<sup>nd</sup> Year of degree programmes. Exams conducted in the 3<sup>rd</sup> year are exempted, except in circumstances where the 3<sup>rd</sup> year is followed by another Stage of study.
- Feedback on exams is only required at **cohort level** – there is no expectation that Schools, Module Convenors or Exam Markers will provide individualised feedback to students, though schools wishing to do so are welcome to do this.
- Schools should be free to explore a number of different options with regard to what form the generic feedback takes, and how it is conveyed to students.
- The SU has campaigned for feedback on Exams for many year – the SU has already indicated that it is willing to work in partnership with the University to promote the provision/availability of Exam Feedback to the student body.
- If take-up of Exam Feedback amongst students is poor – i.e. less than 50% - (despite it being made readily and easily accessible) then University LTC will review the policy and associated practices for future years.

## Why cohort-level feedback?

The Exam Feedback initiative will focus on cohort level generic feedback. There is no expectation that Schools or module convenors provide individual feedback to students. Schools wishing to do so may provide individualised feedback, but this would be a decision for the School concerned.

Whilst some students might value individualised, there is very little reliable research which indicates that this kind of individual feedback (given orally or in writing) is more effective than well-designed generic, cohort-level feedback at HE level.

The advantages of 'cohort-based' feedback are outlined by Wendy O'Neil on the Nottingham Trent University website:

- *It is quick* – sometimes it can be prepared in advance of exams in the form of sample answers, or notes on "what you should have included".
- *It is efficient* - particularly when delivered electronically (email or NOW) as it can be accessed when students are away from the university.
- *Student access can be tracked* - cohort feedback by electronic means (e.g. Blackboard) can be monitored to ensure that it has been looked at.
- *It can be tailored* - whilst generic, and therefore often focussing on common misunderstandings, it can also be tailored to relate to the strengths and weaknesses of a particular cohort.
- *It complements individualised feedback* - it can precede and therefore compliment further individualised feedback, allowing students to focus on their own feedback requirements in one-to-one feedback.

See: [http://www.ntu.ac.uk/cadq/quality/res\\_learn\\_teach/en-us-106258gp.html](http://www.ntu.ac.uk/cadq/quality/res_learn_teach/en-us-106258gp.html)

## Students' Views

This is an issue that the Student's Union (SU) at UEA has been campaigning on for a number of years. In a recent informal poll, the Union found that Exam Feedback was the issue that students wanted to prioritise as the basis of an SU campaign.

Attendance Monitoring	Better Student Representation	Anti-Fees & Cuts	Go Greener	Sustainable & Ethical Investment	Exam Feedback	Total
1564	1170	4334	1988	1485	5857	<b>16398</b>

*Informal poll of student campaign priorities, Student Union, Oct 2012*

Whilst this poll was informal and not conducted under strict research conditions, it does provide an indication of how important this issue is amongst the student body. In a recent study at Exeter, the Union found that **86%** of students wanted feedback on their exams. See:

[http://as.exeter.ac.uk/media/level1/academicserviceswebsite/studentandstaffdevelopment/educationenhancement/sacadigitalage/june/Feedback\\_on\\_Exams.pdf](http://as.exeter.ac.uk/media/level1/academicserviceswebsite/studentandstaffdevelopment/educationenhancement/sacadigitalage/june/Feedback_on_Exams.pdf)

Recent comments from UEA students and students from other UK HEIs:

*"... even if you get 41%, you've evidently done shockingly bad yet you still have absolutely no idea where you've gone wrong. ...*

*Cohort feedback for end of year exams would be nice – for all I know the examiner has just given whatever figure pops into their head when marking the script ... and we don't even have a clue as to where they allocate marks!"*

*"I think this would really help people improve exam technique for future exams and to work out where they go wrong in exams".*

*"Little advice on how to improve your exam marks."*

*“No real support after the examination results or advice from the staff.”*

*“Poor amount of feedback on work, especially exams. We get given scores, but no actual feedback ... so when we are given the numerical scores months later we can't remember what they relate to so we don't know what went well and what went badly.”*

Colleagues may find it helpful to read a brief report on Examination Feedback by David Sheppard, a former Academic Officer, Union of UEA Students. See:

[http://www.ueastudent.com/image\\_uploads/examination-feedback.pdf](http://www.ueastudent.com/image_uploads/examination-feedback.pdf)

## Guiding principles

The ADTP believes that for the Exam Feedback initiative to be successful its implementation should be informed by a set of guiding principles:

### **Principle 1**

All module leaders should provide generic feedback for the whole cohort. In Universities that have been routinely providing Exam Feedback for some time, the cohort feedback tends to focus on two things:

- 1) Basic statistical data
- 2) Qualitative feedback/comments

#### *Statistical information*

In Universities that routinely provide Exam Feedback students are provided with some basic statistical data relating to the paper in question:

- Mean mark, standard deviation, mark range, maximum mark, minimum mark for the whole Exam.
- Mean mark, standard deviation, mark range, maximum mark, minimum mark for each Question (or each component of a question if appropriate).

#### *Qualitative feedback*

In Universities that routinely provide Exam Feedback students are provided with qualitative (discursive) feedback that identifies areas where the cohort has performed strongly and weakly, and provides some indication of the characteristics of responses that gained high marks and those that gained low marks. E.g.:

- *First class answers demonstrated a good understanding of...*
- *Some students who gained particularly high marks showed originality by .....*
- *Answers received low marks if they only focused on ...*
- *Some common problems associated with students' responses include ....*
- *Students found certain sections of the Exam (or the curriculum) particularly difficult. These include.....*
- *Certain topics were poorly understood by students. These include .....*
- *In order to enhance their performance in subsequent Exams, the cohort should focus on the following....*

The extent of the feedback provided by module convenors or exam markers should be that which can provide the most useful information for students without compromising the quality of subsequent assessments (e.g. it may not be possible to provide answers for all questions if this would diminish the question bank available for future exam or coursework assessments).

### **Principle 2**

Each school should put in place staff development workshops or guidelines during the academic year (Jan-April) that help staff with regard to:

- the format of generic feedback it believes will be most efficient and effective,

- the technical medium(s) it wishes to employ (e.g. Blackboard, e mail, podcasts, screencasts?),
- examples of practice already established within the school or within other similar HEIs,
- how best to relay/communicate feedback to students
- how best to effectively monitor the number of students 'accessing' Exam Feedback (Blackboard may be an easy solution)
- how to get feedback on the feedback etc.

Schools are encouraged to seek the views of their students representatives (SSLCs) with regard to the format of generic feedback, timing of its provision, and the manner in which students would prefer it to be communicated to them. The ADTP and Associate Deans for L & T are happy to facilitate/support these workshops in schools.

### **Principle 3**

Schools should be free to explore the format that the Exam Feedback takes. In each School/Faculty there will be colleagues who favour different approaches. The University would like, in fact, to encourage Schools to think creatively around the issue and would welcome proposals and initiatives from Schools that demonstrate a clear link between the needs of the cohort and the format of feedback provided.

In other HEIs one can find many different Exam Feedback strategies regarding cohort-level (generic) feedback. These include all of the following:

- ❖ **Written generic feedback** – a brief report highlighting areas where students performed well and areas where they struggled, characteristics which were present in scripts which gained a 1<sup>st</sup> class mark and those which gained poor marks.
- ❖ **Model answers** - the provision of model answers can be very useful as they allow students to understand marking schemes and how they are applied. However, this approach may be ill-suited to some disciplines.
- ❖ **Exam seminars/feedback workshops** - this can be an efficient way for lecturers to provide verbal feedback and enable students to ask questions and discuss solutions with their peers. These might take place just prior to an exam in the following year, early in the semester following the exam, or soon after the exam itself. Many schools already run exam workshops of this kind and in some schools they are very well attended.
- ❖ **Screencast feedback** – module leaders provide a screencast outlining a model answer to some (not all) questions on an Exam they have set.
- ❖ **Podcast feedback** – Colleagues provide a taped podcast by themselves or with the other markers of exam scripts and discuss strengths/weaknesses of students responses.
- ❖ **Student to student feedback** – Identify 2-3 students who have achieved highest marks on a paper and arrange for them to do a screencast or video where they outline how they approached each question. The students can refer to their scripts to facilitate this. Tutor might act as the interviewer – asking the students set questions etc.

### **Principle 4**

Once a suitable mechanism has been agreed, each School should seek feedback from students to determine whether there are aspects of the Exam Feedback process which might be enhanced in subsequent years.

### **Some issues to be aware of**

When providing generic feedback colleagues will need to be conscious of the problems inherent in sending out a 'generalised' message to students:

- Some students may assume that just because the feedback is 'generic' that it therefore has no value – this should be challenged.
- Some students may struggle to remember what they wrote on the exam paper. This is not at all surprising given the stress that many experience in the exam room. They may, therefore, find it difficult to relate the generic feedback received to their own performance/reponses.
- Some students may feel that the feedback doesn't apply to them.
- Some students have difficulty in understanding how they can convert feedback into 'actions' which they can implement in subsequent exams – this is why the feedback needs to include a section which focuses on 'successful strategies' (i.e. things that students should focus on that might result in higher marks being awarded on subsequent exams).

### **Experience of the Pilot in 2011/12**

Last year, all HUM Schools provided feedback to 1<sup>st</sup>/2<sup>nd</sup> year students on their end of Year Exams. This appears to have run well and students appear to have benefited from the feedback and appreciated receiving it. Schools in SSF were also involved in the pilot, including DEV and ECO.

Bibhas Saha, the Teaching Director in ECO has shared his reflections of the experience in his school:

*We did provide the exam feedback via Blackboard on all of our compulsory modules (under the main course Economics L100). Students were informed via Blackboard that the feedback was posted. The feedback was generic, but varied considerably in length from two pages to eleven pages. Since we were not asked to collect Blackboard hit data, information was collected informally by individual teachers (with one exception). In one module, 16 (out of 200) students viewed the feedback, in another module there was only one (out of 150) who wrote confirming his/her visit to Blackboard for this purpose. On a first year module 17 students accessed the generic feedback that was posted on Blackboard for the first test of ECO-1A05. Approximately 6 students subsequently came to see the teacher to discuss their performance and were provided with support towards the second test.*

*Another teacher provided the following:*

*“Feedback was made available on 31<sup>st</sup> of May, and you can see that usage peaked at 36 views on the 31<sup>st</sup> May, and then at 58 views on 19<sup>th</sup> August (a day or two prior to the reassessment exam). However, if you look at views per student, you can see that most students actually did not access the document at all; usage was concentrated in a few students, one student accessing the document 36 times in one month. (There were approx. 235 students on the module.)*

*Aside from the usage data, we also asked students for their views about the usefulness of the feedback in the 'Discussion Board' section of Blackboard. The students were accustomed to using this Discussion Board because we had used it as a 'Revision Forum', and it had been very lively and popular as such. Nevertheless, nobody responded to our request for their views.”*

*Our general impression is that students gained from it.*

The Head of School (Daniel Zizzo) has provided some additional observations on the experience in ECO:

*The obvious qualification to a positive assessment is that very few students seem to have made an effort to access the feedback. There appears to be a mismatch between the well-known pressure towards more exam feedback and the reality of whether students actually use it once it is available. This is particularly damning in a context, such as ECO-2A07 where the exam feedback was highly detailed and relevant. As actions speak better than words, this does seem to cast a serious doubt, at least in my mind, about the success of the pilot. I suspect that students may not be seeing in*

*practice any real advantage of exam feedback for modules different than the one they have passed. That the greatest use of ECO-2A07 feedback occurred just before reassessment is indicative of that – the pilot suggests to me that in practice exam feedback would be used as a way to ‘prepare-to-the-test’ as opposed to as a way of achieving course level learning objectives.*

## Modules with Exams: The Picture across the University

**Appendix 1** contains some rough data on examined modules for 2013. This reveals 353 separate Exams in summer next year in SSF, HUM and SCI (i.e. excluding those in FMH). Due to the need to produce this report quickly, the data was taken from a previous Assessments Office report which does not include NSC exams.

**Appendix 2** shows the numbers of modules and total number of sittings by School.

This data shows that the number of Examined modules varies considerably, with the largest number in NBS (30) and LCS (30) and the smallest number in FTM (3) and SWK (1). Not surprisingly the number of individual student sittings also varies tremendously with the largest number again in NBS (5359) and the smallest in SWK (19). The largest number of individual sits is in SSF (9,892), with SCI close behind (9,041) and much smaller numbers in HUM (4,197) and MED (666). In terms of providing feedback on examined modules, it is the number of modules (and associated module cohorts) which is key since feedback will be by cohort. The table below (adapted from App 2) indicates that the number of examined modules by Faculty is as follows:

HUM = 122                      SCI = 131                      SSF = 96                      MED = 2

AMS	15
ART	12
BIO	20
CHE	14
CMP	25
DEV	9
ECO	19
EDU	11
ENV	29
FTM	3
HIS	29
LAW	20
LCS	30
LDC	7
MED	2
MTH	18
NBS	30
PHA	22
PHI	13
PSI	13
PSY	6
SCI	3
SWK	1
<b>Grand Total</b>	<b>351</b>

## Examples of Practice at other HEIs

### University of Northumbria

Northumbria has been providing written feedback on feedback sheets (individual) and generic 'cohort' feedback to groups of students since 2008. This policy was introduced whilst Craig Mahoney (now head of HEA) was still VC at Northumbria. They provide examples of feedback formats in their Teaching and Assessment Strategy. See:

<http://www.northumbria.ac.uk/vc/leservteam/foi/publish/Priorities/tls/>

### Newcastle University

Newcastle introduced feedback sessions/workshops on exams some years ago and staff have begun to detect a positive impact on Good Honours statistics:

*"It does seem, anecdotally, that the number of students who achieved a first class degree by right has increased since the implementation of the workshops".*

[http://www.ncl.ac.uk/quilt/assets/documents/CaseStudy\\_PSY\\_ValTuck.pdf](http://www.ncl.ac.uk/quilt/assets/documents/CaseStudy_PSY_ValTuck.pdf)

### University of Swansea

Swansea appears to emphasize the role of generic feedback. It provides some very useful examples of written feedback on Exams. In particular, it provides some examples of best practice with regard to 'generic' feedback on written exams.

<http://salt.swan.ac.uk/en/feedbacktemplates.htm>

### University of Nottingham

Nottingham provides generic feedback on all exams.

There is an interesting 3 minute screen cast from a member of the School of History in which their experience of providing feedback are discussed at:

<http://www.nottingham.ac.uk/teaching/assessmentfeedback/exams.aspx>

In History the markers use a triplicate carbon sheet to provide feedback on exam scripts. Students get a copy of this. It involves a 1-5 scale against key criteria.

In Geography, Bob Dugdale explains how feedback on numeric results is provided quickly, but is followed-up in the following semester by a 20 minute intensive one-to-one tutorial.

<http://www.nottingham.ac.uk/teaching/assessmentfeedback/exams.aspx>

Some examples of generic feedback from the University of Nottingham:

<http://www.mrl.nott.ac.uk/~bnk/Teaching/IDB/G51IDBExamFeedback.pdf>

### University of Leeds

The School of English at Leeds University offers generic feedback on examinations. Below is an excerpt for Leeds University's website.

*"The School of English now publishes exam feedback from core undergraduate modules in the Nathan Bodington building. Module co-ordinators describe common errors and highlight good practice. The School has also developed a suite of materials that provide students with the opportunity to engage with past exams and Assessment Criteria, together with samples of students' work. Director of Learning & Teaching... has provided a commentary on why the selected samples received the marks that they did. This innovative resource has been welcomed by students in the School and provides the inspiration for the new Faculty-wide Assessment & Feedback website."*

### University of Bristol

The School of Economics, Finance and Management at Bristol University offers generic feedback to students on each first and second year exam through examination marking reports. The School also makes these reports public for future students.

### **University of Manchester**

Manchester routinely provides feedback on exams. Examples of Year 2 Exam feedback (generic) are available at:

<http://www.cs.manchester.ac.uk/assessment/feedback/ug-exams/2011/2YrSem1Feedback2010.pdf>

### **University of Cambridge**

Cambridge's policy on assessment feedback is to promote generic feedback to cohorts.

*In examinations where there are several hundreds of candidates it will not be reasonable for candidates to expect individual detailed written feedback on every part of their examination but comments from examiners about the cohort's performance as a whole can provide information to help candidates improve their performance. This can be most clearly communicated to students if reports address issues on a question-by-question basis.*

### **Monash University, Australia**

At Monash, students' right to receive feedback generic feedback following exams is enshrined in their regulations:

*Chief examiners must make sure that you know what arrangements are made for you to get feedback on your performance in exams and other end of semester assessments.*

*Possible feedback methods:*

- *feedback classes*
- *exam questions with marking guides or sample answers*
- *other forms of group feedback.*

*Chief examiners may require you to take advantage of the group feedback opportunities before you request individual consultations.*

### **Heriot-Watt University**

<http://www.hw.ac.uk/registry/resources/examperformancefeedback.pdf>



## Appendix 1

### Exams in SSF, HUM and SCI in summer 2013

Module code	Module Title	School	Faculty	No of Students
AMSA1F02	IMAGINING AMERICA: LITERATURE II	AMS	HUM	125
AMSA1F04	CONTAINING MULTITUDES: AMERICAN HISTORY II	AMS	HUM	72
AMSA1F18	READING CULTURES II: IDEAS AND IDEOLOGIES	AMS	HUM	117
AMSA2H06	GENDER AND SEXUALITY IN THE NEW REPUBLIC NEW YORK CITY: HISTORY AND CULTURE IN THE 20TH	AMS	HUM	11
AMSA2H10	CENTURY	AMS	HUM	20
AMSA2H32	RACE AND RACISM IN THE USA	AMS	HUM	20
AMSA2H44	THE COLD WAR AND AMERICAN CULTURE RADICAL COUSINS OR RIVAL SIBLINGS? U.S. AND AUSTRALIAN	AMS	HUM	20
AMSA2L18	LITERATURES.	AMS	HUM	6
AMSA2L24	20TH CENTURY AMERICAN POETRY	AMS	HUM	12
AMSA2L78	CONTEMPORARY AMERICAN FICTION	AMS	HUM	40
AMSA2L82	THE HOLOCAUST IN AMERICAN LITERATURE	AMS	HUM	20
AMSA2L84	THE BEATS AND THE LIMITS OF WRITING	AMS	HUM	19
AMSA2S02	AMERICAN MASCULINITIES LOOKING AT PICTURES: PHOTOGRAPHY AND VISUAL CULTURE	AMS	HUM	12
AMSA2S48	IN THE USA	AMS	HUM	19
AMSA2Y02	AMERICAN STUDIES SEMESTER ABROAD: AUSTRALIA	AMS	HUM	5
AMSA2Y1Y	AMERICAN STUDIES YEAR ABROAD	AMS	HUM	81
ART-1L08	FORM AND FUNCTION	ART	HUM	40
ART-1P52	INTRODUCTION TO MODERNISM, RUSSIA C. 1910-1932	ART	HUM	7
ART-1P61	INTRODUCTION TO ARCHAEOLOGY	ART	HUM	9
ART-1Z04	EARLY ISLAM: TYPES, DYNAMICS AND DIFFUSION THE RENAISSANCE REVIEWED: CULTURAL EXCHANGES IN	ART	HUM	4
ART-1Z18	FIFTEENTH-CENTURY EUROPEAN PAINTING	ART	HUM	13
ART-1Z20	THE ARTS OF EMPIRE: SPAIN 1580-1665	ART	HUM	1
ART-2Q14	ARCHAEOLOGICAL FIELD METHODS	ART	HUM	12
ART-2V08	ART AND ARCHITECTURE IN VENICE	ART	HUM	13
ART-2X90	VISUAL AND VERBAL IN MEDIEVAL CULTURE	ART	HUM	4
ART-2Z28	INDIGENOUS ARTS AND INDIGENOUS PEOPLES	ART	HUM	9
ART-2Z30	DISPLAYING THE PAST	ART	HUM	9
ART-2Z36	INTRODUCTION TO JAPANESE ART AND ARCHAEOLOGY	ART	HUM	12
BIO-1A03	BIODIVERSITY	BIO	SCI	106
BIO-1A04	EVOLUTION, BEHAVIOUR AND ECOLOGY	BIO	SCI	116
BIO-1A13	FUNDAMENTALS OF MOLECULAR BIOLOGY AND GENETICS	BIO	SCI	242
BIO-1A14	FUNDAMENTALS OF CELL BIOLOGY AND BIOCHEMISTRY	BIO	SCI	235
BIO-1A15	PHYSICAL BIOCHEMISTRY	BIO	SCI	128
BIO-1A4Y	SKILLS FOR BIOLOGISTS	BIO	SCI	98
BIO-1A6Y	MATHS AND STATISTICS FOR BIOLOGISTS	BIO	SCI	96
BIO-1A7Y	MODELLING AND STATISTICS FOR BIOLOGISTS	BIO	SCI	69
BIO-2B01	BIOCHEMISTRY	BIO	SCI	157
BIO-2B02	MOLECULAR BIOLOGY	BIO	SCI	109
BIO-2B05	HUMAN PHYSIOLOGY	BIO	SCI	150
BIO-2B06	CELL BIOLOGY	BIO	SCI	142
BIO-2B07	PLANT BIOLOGY	BIO	SCI	27

BIO-2B10	EVOLUTIONARY BIOLOGY	BIO	SCI	78
BIO-2B17	GENETICS	BIO	SCI	79
BIO-2B18	BEHAVIOURAL ECOLOGY	BIO	SCI	67
BIO-2B19	CLINICAL GENETICS	BIO	SCI	55
BIO-2B26	COMMUNITY, ECOSYSTEM AND MACRO-ECOLOGY	BIO	SCI	62
BIO-2B28	MICROBIOLOGY	BIO	SCI	102
BIO-2B30	INVESTIGATION OF HUMAN DISEASE	BIO	SCI	55
CHE-1C1Y	CHEMISTRY OF CARBON-BASED COMPOUNDS	CHE	SCI	149
CHE-1C24	ENERGETICS AND SPECTROSCOPY	CHE	SCI	71
CHE-1C3Y	BONDING, STRUCTURE & PERIODICITY	CHE	SCI	143
CHE-1H26	ELEMENTS OF CHEMICAL PHYSICS	CHE	SCI	35
CHE-1H61	MATHEMATICAL PRINCIPLES	CHE	SCI	54
CHE-2C11	ORGANIC CHEMISTRY	CHE	SCI	111
CHE-2C2Y	PHYSICAL CHEMISTRY I	CHE	SCI	74
CHE-2C32	INORGANIC CHEMISTRY	CHE	SCI	107
CHE-2F4Y	MOLECULAR STRUCTURE AND ENERGY LEVELS	CHE	SCI	66
CHE-2F52	INSTRUMENTAL ANALYTICAL CHEMISTRY	CHE	SCI	22
CHE-2F7Y	BIOPHYSICAL CHEMISTRY	CHE	SCI	60
CHE-2F8Y	MEDICINAL CHEMISTRY	CHE	SCI	90
CHE-2H11	POLYMER & MATERIALS CHEMISTRY	CHE	SCI	60
CHE-2H45	QUANTUM MECHANICS AND SYMMETRY	CHE	SCI	20
CMP-2AS2	CONTINGENCIES	CMP	SCI	38
CMP-2AV2	ACTUARIAL METHODS	CMP	SCI	32
CMPC1F02	COMPUTING FUNDAMENTALS 1	CMP	SCI	90
CMPC1F07	MATHEMATICS FOR ACTUARIES	CMP	SCI	39
CMPC1F3Y	MATHEMATICS FOR COMPUTING B	CMP	SCI	22
CMPC1M02	COMPUTING SYSTEMS 2	CMP	SCI	83
CMPC1M0Y	PROGRAMMING 1	CMP	SCI	100
CMPC1X04	PROGRAMMING FOR APPLICATIONS	CMP	SCI	38
CMPC2A12	ARTIFICIAL INTELLIGENCE	CMP	SCI	17
CMPC2B05	SYSTEMS ANALYSIS	CMP	SCI	58
CMPC2B06	INTRODUCTION TO COMPUTATIONAL BIOLOGY	CMP	SCI	9
CMPC2B08	DATABASE SYSTEMS	CMP	SCI	72
CMPC2F01	FURTHER MATHEMATICS	CMP	SCI	25
CMPC2F02	THEORETICAL COMPUTING	CMP	SCI	63
CMPC2F07	FINANCIAL MATHEMATICS	CMP	SCI	38
CMPC2G04	GRAPHICS I	CMP	SCI	60
CMPC2M09	ARCHITECTURES AND OPERATING SYSTEMS	CMP	SCI	40
CMPC2M11	DATA STRUCTURES AND ALGORITHMS	CMP	SCI	84
CMPC2M13	PROGRAMMING 2	CMP	SCI	94
CMPC2M22	FURTHER COMPUTING SYSTEMS	CMP	SCI	1
CMPC2S11	STATISTICAL METHODS	CMP	SCI	53
CMPC2X02	PROGRAMMING FOR NON-SPECIALISTS	CMP	SCI	5
CMPC3A01	MACHINE LEARNING	CMP	SCI	11
CMPE2D04	DIGITAL SYSTEMS DESIGN	CMP	SCI	10
CMPE2I06	SOUND AND IMAGE I	CMP	SCI	50
DEV-1B22	INTRODUCTION TO ECONOMICS OF DEVELOPMENT	DEV	SSF	43
DEV-1B24	INTRODUCTION TO NATURAL RESOURCES AND DEVELOPMENT: PRINCIPLES AND CONCEPTS	DEV	SSF	55

	SOCIAL ANTHROPOLOGY AND INTERNATIONAL DEVELOPMENT			
DEV-1B28	1	DEV	SSF	50
DEV-2D42	LATIN AMERICAN DEVELOPMENT	DEV	SSF	33
DEV-2D46	SUB-SAHARAN AFRICA DEVELOPMENT	DEV	SSF	46
DEV-2D48	SOUTH ASIAN DEVELOPMENT	DEV	SSF	42
DEV-2D52	MACROECONOMICS OF DEVELOPMENT	DEV	SSF	40
DEV-2D64	CRITICAL ANALYSIS OF ENVIRONMENT AND DEVELOPMENT	DEV	SSF	44
DEV-2D78	POLITICS AND INTERNATIONAL DEVELOPMENT	DEV	SSF	51
ECO-1A06	QUANTITATIVE METHODS	ECO	SSF	159
ECO-1A07	INTRODUCTORY ECONOMIC PSYCHOLOGY	ECO	SSF	38
ECO-1A08	ECONOMICS AND SOCIETY	ECO	SSF	100
ECO-1A1Y	INTRODUCTORY MICROECONOMICS	ECO	SSF	175
ECO-1A2Y	INTRODUCTORY MACROECONOMICS	ECO	SSF	190
ECO-2A03	MATHEMATICAL ECONOMICS	ECO	SSF	34
ECO-2A05	PRINCIPLES OF MACROECONOMICS	ECO	SSF	212
ECO-2A06	METHODS OF ECONOMIC RESEARCH	ECO	SSF	210
ECO-2A07	PRINCIPLES OF MICROECONOMICS	ECO	SSF	207
ECO-2A09	INTRODUCTORY ECONOMIC PSYCHOLOGY	ECO	SSF	5
ECO-2A10	THE ECONOMICS OF CORPORATE FINANCE	ECO	SSF	152
ECO-2A11	THE EUROPEAN ECONOMY	ECO	SSF	52
ECO-2A13	ECONOMICS FOR INTERNATIONAL BUSINESS	ECO	SSF	108
ECO-2A18	ECONOMICS AND SOCIETY	ECO	SSF	3
ECO-2A58	PUBLIC CHOICE	ECO	SSF	40
ECO-2A8Y	PRINCIPLES FOR CORPORATE STRATEGY	ECO	SSF	18
ECO-2B04	STRATEGIC THINKING	ECO	SSF	57
ECO-2B08	MACROECONOMICS, INSTITUTIONS AND POLICIES	ECO	SSF	90
ECO-2B09	THE ECONOMICS OF FILM AND TV	ECO	SSF	2
EDU-1B02	HOW PEOPLE LEARN: LEARNING, THINKING AND COGNITIVE DEVELOPMENT	EDU	SSF	35
EDU-1B05	LEARNING AND TEACHING IN A DIGITAL WORLD	EDU	SSF	42
EDU-1P10	HEALTH-RELATED EXERCISE	EDU	SSF	60
EDU-1P52	SPORT AND EXERCISE PSYCHOLOGY	EDU	SSF	60
EDU-2B04	HISTORY AND PHILOSOPHY OF EDUCATION	EDU	SSF	32
EDU-2B11	HOW YOUNG CHILDREN LEARN: COGNITIVE AND LANGUAGE DEVELOPMENT	EDU	SSF	16
EDU-2B15	SPIRITUALITY, EDUCATION AND THE CHILD	EDU	SSF	13
EDU-2B45	THE STUDY OF LANGUAGE IN THE CONTEXT OF LEARNING, TEACHING AND EDUCATIONAL POLICY	EDU	SSF	7
EDU-2P3Y	INCLUSIVE PHYSICAL EDUCATION	EDU	SSF	14
EDU-2P5Y	PROFESSIONAL SKILLS	EDU	SSF	30
EDU-2P6Y	PARTNERSHIP IN PHYSICAL ACTIVITY PROVISION	EDU	SSF	0
ENV-1A25	FORCES OF NATURE	ENV	SCI	144
ENV-1A26	BIODIVERSITY IN A CHANGING WORLD	ENV	SCI	114
ENV-1A28	SUSTAINABILITY AND SOCIETY	ENV	SCI	112
ENV-1A29	GLOBAL ENVIRONMENTAL CHALLENGES	ENV	SCI	136
ENV-1A32	EARTH'S CHEMICAL PROCESSES 1	ENV	SCI	67
ENV-1A34	EARTH'S CHEMICAL PROCESSES II	ENV	SCI	70
ENV-1A56	ATMOSPHERE AND OCEAN	ENV	SCI	132
ENV-1A62	MATHEMATICS FOR SCIENTISTS II	ENV	SCI	99
ENV-1A67	DYNAMIC EARTH	ENV	SCI	153

ENV-2A01	AQUATIC ECOLOGY	ENV	SCI	66
ENV-2A09	CLIMATE CHANGE: SCIENCE AND POLICY	ENV	SCI	60
ENV-2A12	SOLID EARTH GEOPHYSICS	ENV	SCI	12
ENV-2A12K	SOLID EARTH GEOPHYSICS WITH FIELD COURSE	ENV	SCI	19
ENV-2A21	MATHEMATICS FOR SCIENTISTS III	ENV	SCI	51
ENV-2A22	MATHEMATICS FOR SCIENTISTS IV	ENV	SCI	34
ENV-2A23	METEOROLOGY I	ENV	SCI	71
ENV-2A24	METEOROLOGY II	ENV	SCI	25
ENV-2A24K	METEOROLOGY II WITH FIELD COURSE	ENV	SCI	25
ENV-2A25	SEDIMENTOLOGY	ENV	SCI	47
ENV-2A27	SOIL PROCESSES AND ENVIRONMENTAL ISSUES	ENV	SCI	34
ENV-2A30	EARTH SYSTEM GEOCHEMISTRY	ENV	SCI	35
ENV-2A35	INTERACTIONS AND POPULATIONS	ENV	SCI	44
ENV-2A37	ATMOSPHERIC CHEMISTRY AND GLOBAL CHANGE	ENV	SCI	46
ENV-2A39	OCEAN CIRCULATION	ENV	SCI	48
ENV-2A40	WAVES, TIDES AND SHALLOW WATER PROCESSES	ENV	SCI	49
ENV-2A43	GEODYNAMICS: EARTH'S ENGINE	ENV	SCI	56
ENV-2A45	CHEMICAL OCEANOGRAPHY	ENV	SCI	23
ENV-2A65	HYDROLOGY AND HYDROGEOLOGY	ENV	SCI	43
ENV-2A82	LOW CARBON ENERGY	ENV	SCI	61
FTMF1F12	INTERROGATING CULTURE	FTM	HUM	56
FTMF1F14	MEDIA REGULATION	FTM	HUM	28
FTMF2F36	FILM AND AUTHORSHIP	FTM	HUM	13
HIS-1A22	WITCHCRAFT, MAGIC AND BELIEF IN EARLY MODERN EUROPE	HIS	HUM	159
HIS-1A26	THE HOLOCAUST IN HISTORY	HIS	HUM	197
HISH2A10	THE PAPACY, CHRISTIANITY AND THE STATE, 1050-1300	HIS	HUM	22
HISH2A51	LANDSCAPE I: STRUCTURES OF LANDSCAPE	HIS	HUM	19
HISH2A52	LANDSCAPE II : BUILT AND SEMI-NATURAL ENVIRONMENTS	HIS	HUM	25
HISH2A62	LATIN FOR HISTORIANS	HIS	HUM	16
HISH2A93	ANGLO-SAXON ENGLAND, C. 500-1066	HIS	HUM	49
HISH2A94	LATER MEDIEVAL EUROPE	HIS	HUM	24
HISH2B12	NORMAN AND PLANTAGENET ENGLAND, 1066-1307	HIS	HUM	33
HISH2B13	EARLY MEDIEVAL EUROPE	HIS	HUM	18
HISH2B18	FROM AGINCOURT TO BOSWORTH: ENGLAND IN THE WARS OF THE ROSES	HIS	HUM	34
HISH2B35	TUDOR AND STUART ENGLAND	HIS	HUM	48
HISH2B57	THE RISE AND FALL OF BRITISH POWER	HIS	HUM	66
HISH2B73	VICTORIAN BRITAIN	HIS	HUM	27
HISH2B74	THE BRITISH EMPIRE, 1857-1956	HIS	HUM	42
HISH2B95	MEDICINE AND SOCIETY BEFORE THE 17TH CENTURY	HIS	HUM	23
HISH2B96	MEDICINE AND SOCIETY IN MODERN BRITAIN	HIS	HUM	15
HISH2B97	MEDICINE AND GENDER	HIS	HUM	12
HISH2D02	NAPOLEON TO STALIN: THE STRUGGLE FOR MASTERY IN EUROPE	HIS	HUM	68
HISH2D53	MODERN GERMANY, 1914-1990	HIS	HUM	39
HISH2D89	IMPERIAL RUSSIAN AND SOVIET HISTORY, 1861-1945	HIS	HUM	68
HISH2E08	MODERN ITALY, 1860-1945	HIS	HUM	29
HISH2F25	QUEENS, COURTESANS AND COMMONERS: WOMEN AND GENDER IN EARLY MODERN EUROPE	HIS	HUM	14

HISH2G01	TWENTIETH-CENTURY BRITAIN, 1914 TO THE PRESENT	HIS	HUM	61
HISH2G02	WAR AND PEACE SINCE 1945	HIS	HUM	89
HISH2H01	REFORMATION TO REVOLUTION	HIS	HUM	25
HISH2H08	CONSPIRACY AND CRISIS IN EARLY MODERN ENGLAND	HIS	HUM	20
HISH2H10	THE ENGLISH CIVIL WARS	HIS	HUM	22
HISH2H12	THE DUCHESS OF DEVONSHIRE TO NANCY ASTOR: WOMEN, POWER AND POLITICS	HIS	HUM	23
LAW-1K01	LEGAL METHOD, SKILLS AND REASONING	LAW	SSF	151
LAW-2C6Y	FRENCH LEGAL PROCESS AND CONSTITUTIONAL LAW	LAW	SSF	4
LAW-2C7Y	FRENCH LAW OF OBLIGATIONS	LAW	SSF	10
LAW-2K09	LAND LAW - GRADUATE DIPLOMA	LAW	SSF	16
LAW-2K17	LAND LAW	LAW	SSF	181
LAW-2K21	LAW OF TRUSTS - GRADUATE DIPLOMA	LAW	SSF	16
LAW-2K25	AMERICAN LEGAL PROCESS & LEGAL METHODOLOGY	LAW	SSF	11
LAW-2P02	PRINCIPLES OF CRIMINAL LAW - GRADUATE DIPLOMA	LAW	SSF	16
LAW-2P04	CONTRACT LAW - GRADUATE DIPLOMA	LAW	SSF	16
LAW-2P06	LAW OF TORT - GRADUATE DIPLOMA	LAW	SSF	16
LAW-2P08	PRINCIPLES OF CRIMINAL LAW	LAW	SSF	146
LAW-2P10	CONTRACT LAW	LAW	SSF	153
LAW-2P18	AMERICAN LEGAL PROCESS	LAW	SSF	0
LAW-2P24	FAMILY LAW: CHILD LAW	LAW	SSF	111
LAW-2P26	LAW AND BUSINESS	LAW	SSF	86
LAW-2P28	PUBLIC INTERNATIONAL LAW	LAW	SSF	86
LAW-2P30	EMPLOYMENT LAW 1	LAW	SSF	134
LAW-2P34	THE LAW OF TORT	LAW	SSF	197
LAW-2Z02	FURTHER TOPICS IN CONTRACT LAW	LAW	SSF	52
LAW-2Z04	EU CONSTITUTIONAL LAW	LAW	SSF	20
LCS-1F9Y	FRENCH POST GCSE I	LCS	HUM	0
LCS-1H5Y	SPANISH AB-INITIO HONOURS I	LCS	HUM	3
LCS-1H7Y	SPANISH POST- GCSE I	LCS	HUM	4
LCS-1J5Y	JAPANESE AB-INITIO HONOURS I	LCS	HUM	16
LCS-1J7Y	JAPANESE POST-GCSE I	LCS	HUM	3
LCS-2F7Y	FRENCH POST-GCSE II	LCS	HUM	1
LCS-2H6Y	SPANISH AB INITIO HONOURS II	LCS	HUM	7
LCS-2H7Y	SPANISH POST GCSE II	LCS	HUM	5
LCS-2J6Y	JAPANESE AB INITIO HONOURS II	LCS	HUM	
LCS-2J7Y	JAPANESE POST GCSE II	LCS	HUM	
LCSU1F12	BEGINNERS' FRENCH II	LCS	HUM	12
LCSU1F22	POST A-LEVEL FRENCH LANGUAGE 1/II	LCS	HUM	39
LCSU1G12	BEGINNERS' GERMAN II	LCS	HUM	6
LCSU1G22	POST A-LEVEL GERMAN LANGUAGE 1/II	LCS	HUM	3
LCSU1H12	BEGINNERS' SPANISH II	LCS	HUM	11
LCSU1H22	POST A-LEVEL SPANISH 1/II	LCS	HUM	27
LCSU1J22	POST A-LEVEL JAPANESE LANGUAGE 1/II	LCS	HUM	1
LCSU1OA2	BEGINNERS' ARABIC II/IMPROVERS	LCS	HUM	4
LCSU1OC2	BEGINNERS' CHINESE II	LCS	HUM	11
LCSU1OG2	BEGINNERS' GREEK II	LCS	HUM	0
LCSU1OI2	BEGINNERS' ITALIAN II	LCS	HUM	4
LCSU1OJ2	BEGINNERS' JAPANESE II	LCS	HUM	23

LCSU1OR2	BEGINNERS' RUSSIAN II	LCS	HUM	3
LCSU2F01	POST A-LEVEL FRENCH LANGUAGE 2/I	LCS	HUM	47
LCSU2F96	INTERMEDIATE FRENCH II	LCS	HUM	7
LCSU2G98	INTERMEDIATE GERMAN II	LCS	HUM	0
LCSU2H12	INTERMEDIATE SPANISH II	LCS	HUM	4
LCSU2H22	POST A LEVEL SPANISH LANGUAGE 2/II	LCS	HUM	25
LCSU2OG2	INTERMEDIATE GREEK II	LCS	HUM	0
LCSU2OR2	INTERMEDIATE RUSSIAN II	LCS	HUM	2
LDCE1F08	READING TEXTS II	LDC	HUM	176
LDCE1F10	LITERATURE IN HISTORY II	LDC	HUM	280
LDCE2X26	ROMANTICISM 1780-1840	LDC	HUM	33
LDCE2X28	AUSTEN AND THE BRONTES: READING THE ROMANCE	LDC	HUM	59
LDCE2Y04	SHAKESPEARE	LDC	HUM	157
LDCE2Z30	NINETEENTH-CENTURY WRITING	LDC	HUM	54
LDCE2Z38	THREE WOMEN WRITERS	LDC	HUM	12
MED-1B02	INTEGRATIVE PERIOD YEAR 1	MED	FMH	167
MED-3B04	INTEGRATIVE PERIOD YEAR 2	MED 2	FMH	166
ENG-2E0Y	ENERGY ENGINEERING PRINCIPLES	MTH	SCI	
MTH-1A1Y	SETS, NUMBERS AND PROBABILITY	MTH	SCI	106
MTH-1A2Y	LINEAR ALGEBRA	MTH	SCI	109
MTH-1A3Y	REAL ANALYSIS	MTH	SCI	106
MTH-1A4Y	MATHEMATICAL PROBLEM SOLVING, MECHANICS AND MODELLING	MTH	SCI	96
MTH-1A5Y	CALCULUS AND MULTIVARIABLE CALCULUS	MTH	SCI	110
MTH-1C32	MECHANICS AND MODELLING	MTH	SCI	32
MTH-1C34	PROBABILITY	MTH	SCI	55
MTH-2C1Y	ANALYSIS	MTH	SCI	119
MTH-2C2Y	FLUIDS AND SOLIDS	MTH	SCI	116
MTH-2C3Y	ALGEBRA	MTH	SCI	115
MTH-2C41	DIFFERENTIAL EQUATIONS	MTH	SCI	39
MTH-2C4Y	DIFFERENTIAL EQUATIONS AND ALGORITHMS	MTH	SCI	116
MTH-2G27	CRYPTOGRAPHY	MTH	SCI	94
MTH-2G40	COMBINATORICS	MTH	SCI	70
MTH-2G47	MATHEMATICAL MODELLING	MTH	SCI	120
MTH-2G50	QUANTUM MECHANICS	MTH	SCI	111
MTH-2M01	MATHEMATICS MINIPROJECT	MTH	SCI	15
NBS-1A2Y	INTRODUCTION TO FINANCIAL AND MANAGEMENT ACCOUNTING	NBS	SSF	375
NBS-1B1Y	ACCOUNTING	NBS	SSF	354
NBS-1B2Y	INTRODUCTION TO BUSINESS	NBS	SSF	217
NBS-1B4Y	INFORMATION SYSTEMS AND BUSINESS RESEARCH	NBS	SSF	242
NBS-1P4Y	ECONOMICS FOR BUSINESS	NBS	SSF	253
NBS-2A10	INTRODUCTION TO ORGANISATIONAL BEHAVIOUR	NBS	SSF	31
NBS-2A1Y	ACCOUNTING FOR NON-SPECIALISTS	NBS	SSF	337
NBS-2A2Y	FINANCIAL ACCOUNTING	NBS	SSF	206
NBS-2B2Y	INFORMATION SYSTEMS FOR MANAGEMENT	NBS	SSF	241
NBS-2B3Y	BUSINESS AND COMPANY LAW	NBS	SSF	217
NBS-2B4Y	QUANTITATIVE METHODS FOR BUSINESS	NBS	SSF	234
NBS-2B5Y	ECONOMICS FOR INTERNATIONAL BUSINESS	NBS	SSF	77
	BUSINESS ETHICS			

NBS-2B6Y	LEGAL ISSUES IN BUSINESS	NBS	SSF	94
NBS-2F1Y	MANAGEMENT ACCOUNTING	NBS	SSF	250
NBS-2F2Y	BUSINESS FINANCE	NBS	SSF	359
NBS-2M1Y	PRINCIPLES OF MARKETING	NBS	SSF	318
NBS-2M2Y	MARKETING COMMUNICATIONS	NBS	SSF	131
NBS-2P2Y	OPERATIONS STRATEGY AND MANAGEMENT	NBS	SSF	228
NBS-2P3Y	HUMAN RESOURCE MANAGEMENT	NBS	SSF	221
	INTRODUCTION TO FINANCIAL AND MANAGEMENT			
NBSL1A2Y	ACCOUNTING	NBS	SSF	22
NBSL1B1Y	INTRODUCTION TO BUSINESS	NBS	SSF	22
NBSL1B2Y	INFORMATION SYSTEMS AND BUSINESS RESEARCH	NBS	SSF	22
NBSL1B4Y	ECONOMICS FOR BUSINESS	NBS	SSF	22
NBSL1P4Y	INTRODUCTION TO ORGANISATIONAL BEHAVIOUR	NBS	SSF	22
	DRIVING THE ORGANISATION: ORGANISATIONAL DESIGN AND			
NBSL2M01	DEVELOPMENT	NBS	SSF	144
NBSL2M02	MANAGING PEOPLE: GLOBAL CONTEXT	NBS	SSF	144
NBSL2M03	PRINCIPLES OF INTERNATIONAL BUSINESS	NBS	SSF	144
NBSL2M04	FOCUSING ON CUSTOMERS: PRINCIPLES OF MARKETING	NBS	SSF	144
NBSL2M05	MANAGING MONEY: BUSINESS FINANCE	NBS	SSF	144
	MASTERING TECHNOLOGY: OPERATIONS AND SUPPLY CHAIN			
NBSL2M06	MANAGEMENT	NBS	SSF	144
PHA-1AAY	FOUNDATIONS IN PHARMACY PRACTICE	PHA	SCI	118
PHA-1ADY	PHYSICAL PHARMACY	PHA	SCI	118
PHA-1ECY	LIFE SCIENCES CHEMISTRY	PHA	SCI	118
PHA-1FBY	CELLS, PHYSIOLOGY & PHARMACOLOGY 1	PHA	SCI	118
PHA-2FAY	THE PROFESSION OF PHARMACY AND PHARMACY PRACTICE 2	PHA	SCI	103
PHA-2FGY	PHARMACEUTICAL TECHNOLOGY	PHA	SCI	103
PHA-2HF2	DRUG METABOLISM AND PHARMACOKINETICS	PHA	SCI	103
PHA-2HH1	PHARMACEUTICAL MICROBIOLOGY	PHA	SCI	103
PHA-2TEY	DRUG DESIGN AND MECHANISMS OF DRUG ACTIONS	PHA	SCI	103
	PERIPHERAL NERVOUS SYSTEM AND SYNAPTIC			
PHA-2TJ1	PHARMACOLOGY	PHA	SCI	103
PHA-2TKY	CLINICAL THERAPEUTICS 1: ENDOCRINOLOGY	PHA	SCI	103
PHAB2FGY	PHARMACEUTICAL TECHNOLOGY	PHA	SCI	4
PHAB2HF2	DRUG METABOLISM AND PHARMACOKINETICS	PHA	SCI	4
PHAB2HH1	PHARMACEUTICAL MICROBIOLOGY	PHA	SCI	4
PHAB2TDY	MEDICINAL CHEMISTRY LABORATORY	PHA	SCI	4
PHAB2TEY	DRUG DESIGN AND MECHANISMS OF DRUG ACTIONS	PHA	SCI	4
	PERIPHERAL NERVOUS SYSTEM AND SYNAPTIC			
PHAB2TJ1	PHARMACOLOGY	PHA	SCI	4
PHAB2TKY	CLINICAL THERAPEUTICS 1: ENDOCRINOLOGY	PHA	SCI	4
PHAN1EDY	PHYSICAL PHARMACY FOR PHARMACEUTICAL CHEMISTS	PHA	SCI	11
PHAN2HGY	PHARMACEUTICAL TECHNOLOGY	PHA	SCI	7
PHAN2TEY	DRUG DESIGN AND MECHANISMS OF DRUG ACTIONS	PHA	SCI	0
PHAN2TKY	CLINICAL THERAPEUTICS 1: ENDOCRINOLOGY	PHA	SCI	0
PHI-1A01	CLASSIC READINGS IN PHILOSOPHY	PHI	HUM	71
PHI-1A04	MODERN READINGS IN PHILOSOPHY	PHI	HUM	58
PHI-1A06	REASONING AND LOGIC	PHI	HUM	27
PHI-2A18	PHILOSOPHY OF RELIGION	PHI	HUM	46
PHI-2A25	MORAL PHILOSOPHY - THE BASICS	PHI	HUM	50

PHI-2A29	THE RATIONALISTS	PHI	HUM	17
PHI-2A31	PHILOSOPHY OF HISTORY	PHI	HUM	27
PHI-2A39	SPACE, TIME AND REALITY AMONG THE GREEKS	PHI	HUM	24
PHI-2A44	THE ENLIGHTENMENT AND ITS CRITICS	PHI	HUM	26
PHI-2A46	NIETZSCHE AND POST-KANTIAN PHILOSOPHY	PHI	HUM	35
PHI-2A55	LANGUAGE AND REALITY	PHI	HUM	40
PHI-2A66	KNOWLEDGE AND PERCEPTION	PHI	HUM	31
PHI-2A78	PHILOSOPHY OF SCIENCE	PHI	HUM	12
PSI-1A02	INTRODUCTION TO CONTEMPORARY POLITICS	PSI	HUM	191
PSI-2A02	POLITICS AND MASS MEDIA	PSI	HUM	26
PSI-2A03	POLITICS IN THE USA	PSI	HUM	32
PSI-2A04	RUSSIAN POLITICS	PSI	HUM	26
PSI-2A16	TOPICS IN BRITISH POLITICS	PSI	HUM	15
PSI-2A24	DEMOCRATIC THEORY	PSI	HUM	22
PSI-2A26	THE MEDIA AND IDENTITY	PSI	HUM	31
PSI-2A30	INTERNATIONAL ORGANISATIONS	PSI	HUM	45
PSI-2A32	BRITAIN AND EUROPE	PSI	HUM	14
PSI-2A34	INTERNATIONAL SECURITY AND TERRORISM	PSI	HUM	68
PSI-2A45	COMPARATIVE POLITICS	PSI	HUM	49
PSI-2A46	INTRODUCTION TO MIDDLE EAST POLITICS	PSI	HUM	43
PSI-2A51	GLOBAL POLITICAL ECONOMY	PSI	HUM	16
PSYP1B2Y	RESEARCH DESIGN AND ANALYSIS I	PSY	SSF	120
PSYP1B36	PSYCHOLOGY II	PSY	SSF	0
PSYP1B4Y	PSYCHOLOGY OF THE INDIVIDUAL: Development, Personality, Brain and Cognition	PSY	SSF	120
PSYP2B17	PSYCHOLOGY: Cognition, Biology, Concepts & History	PSY	SSF	95
PSYP2B18	PSYCHOLOGY: Development, Individual and Social	PSY	SSF	96
PSYP2B4Y	RESEARCH DESIGN AND ANALYSIS II	PSY	SSF	96
ENV-1A69	Global Environmental Challenges: Lectures only	SCI	SCI	5
SCI-1E01	ASTROPHYSICS	SCI	SCI	7
SCI-2E01	ASTROPHYSICS WITH ADVANCED TOPICS	SCI	SCI	18
SWK-185Y	PREPARATION FOR PRACTICE	SWK	SSF	19



## Appendix 2

### Exams and student sittings by School and Hub

<b>School</b>	<b>Number of student sittings</b>
AMS Total	599
DEV Total	404
ECO Total	1852
FTM Total	97
HIS Total	1287
LAW Total	1422
LCS Total	268
LDC Total	771
PHI Total	464
PSI Total	578
ART Total	133
BIO Total	2173
CHE Total	1062
CMP Total	1132
EDU Total	309
MTH Total	0
ENV Total	1027
SCI Total	5
ENV Total	849
MED Total	333
MTH Total	1529
NBS Total	5359
PHA Total	1239
PSY Total	527
SCI Total	25
SWK Total	19
<b>Grand Total</b>	<b>23463</b>

School	Modules	Sittings
AMS	15	599
ART	12	133
BIO	20	2173
CHE	14	1062
CMP	25	1132
DEV	9	404
ECO	19	1852
EDU	11	309
ENV	29	1876
FTM	3	97
HIS	29	1287
LAW	20	1422
LCS	30	268
LDC	7	771
MED	2	666
MTH	18	1529
NBS	30	5359
PHA	22	1239
PHI	13	464
PSI	13	578
PSY	6	527
SCI	3	30
SWK	1	19
<b>Grand Total</b>	351	23,796

HUM = 4,197 sits

SCI = 9,041 sits

SSF = 9,892 sits

MED = 666 sits

Hub	Modules	Sittings
<b>ARTS</b>	159	7742
<b>E FRY</b>	193	16054
<b>Grand Total</b>	352	23796

**UNIVERSITY OF EAST ANGLIA  
TAUGHT PROGRAMMES POLICY GROUP (TPPG)**

**Notes of the Meeting held on 9 October 2012**

Present: Adam Longcroft (Chair), Chris Bennett (Secretary), Caroline Sauverin, Julia Jones, Lynne Ward, Annie Grant, Josh Bowker, Sanna Inthorn, Helena Gillespie, Rosie Doy, Ros Boar, Clive Matthews, Sally Walker, Jeremy Schildt, Richard Havell, Jo Spiro

Apologies: Victoria Scaife

**1. MINUTES**

The minutes of the Policy Group's meeting of 10 July 2012 were approved.

(A copy is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document A.)

**2. STATEMENTS FROM THE CHAIR**

**2.1 Welcome to New Members of TPPG**

The Chair welcomed the new Academic Officer of the Students' Union, Josh Bowker as well as Richard Havell, Treasurer of the Graduate Student Association who will alternate with the GSA President, John Taylor. He also welcomed Sally Walker, Head of the Partnerships Office, who will alternate with Hannah Coman of the same office for this year. He also congratulated Rosie Doy, who now attends as AD for Learning and Teaching for FMH, leaving a vacancy at TPPG for an FMH representative. He also noted that SU Council representatives would be nominated on 18 October to add to the membership for 2012/3.

(A Copy of the current membership of TPPG is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document B.)

**2.2 Plan of Work for 2012-3**

The Chair introduced the planned work of the Group for the year, noting that it would be added to as Regulation changes up for review were identified. He stated that the document would be a working document to be circulated before each meeting to keep members aware of progress.

(A Copy of the Plan of Work was circulated to members before the meeting (C) and a revised version made available at the meeting (C2), both are filed in the Minute Book and are available on the Policy Group's Blackboard site for the meeting as Documents C and C2.)

**2.3 Visit by TPPG members to City Academy Norwich (CAN)**

The Chair stated that CAN had opened in May after UEA had had some influence over the planning of the building, including Nigel Norris. It was felt that viewing it could impart lessons worth learning over the use of resources, IT, etc. The Chair proposed a group visit that was enthusiastically accepted by the Group.

**Recommended that:**

The Chair liaises with Outreach to sort out possible dates and then the Secretary raise an online poll to single out a date.

## **2.4 Update on Teaching Excellence website**

It was reported that Andy Mee was ready to hand over the project. As the Chair was keen to have Academic Colleagues involved to keep it live and in active use, there would be a meeting to decide how to get Academic buy in and how best to support it (it had not been decided if this should be LTS or CSED). The Chair was also keen that the steering group for it have members from the Academic community.

The Chair stated that the preference for the site was to have open access across the web, although within it there may be areas that should only be local due to copyright or business sensitivities.

### **Recommended that:**

Members to speak to key colleagues in schools at the cutting edge of IT use about volunteering for the steering group and forward details to the Chair.

Sally Walker to consult with partners over use.

Caroline Sauverin to send the Group a link to the dummy site.

## **2.5 Update on Development of UG Regulations for the New Academic Model**

The Chair reported that materials in a final polished form would be considered by TPPG on 5 June, for LTC to view on 26 June. Some areas still needed clarification, such as Internal Moderation and Attendance Monitoring and there would no doubt be further developments from COPA. In turn, UEA was awaiting QAA guidance on assessment.

The Chair assured members that a lot of the documentation could be released to staff in advance to prepare for September, so a staged release over the year to LTC would be the plan, with just the final version considered in June.

## **2.6 Update on EEC modules**

The Chair confirmed that the four Associate Deans were due to report progress to Julia Jones by 15 October.

FMH reported there had been discussions about slotting but there was a determination to add value. AHP for example was adding a week to their year for employability, etc.

SSF reported a lack of enthusiasm for the slots, with only a few responses to date and that most schools hadn't built choice into their Programmes.

SCI indicated there was some hesitation about academically defensible modules for students at level two without any SCI background, although there would be some students with A level backgrounds.

HUM reported that FTM and PSI were already drawing up modules, but that the evening slots had been a concern over the resource of who could teach in them. Some schools highlighted the risk posed by not being able to afford Associate Tutors

The Chair reported that take up was always planned to be fairly slow at the start of the scheme, but that success would breed more options. He drew parallels with the International Summer School where some had already introduced modules that would fit into the EEC model.

Although the numbers were small, the Chair believed that those schools were in a good position to exploit EEC modules.

The difference between EEC and free choice was considered and the Chair made the distinction that EEC were designed to actually be able to be chosen within the timetable and acceptable under the Higher Education Quality Framework. The amount of credit at appropriate level had been considered and overall amounts limited within Regulations.

## **2.7 Composition of Working Group: Fees for 2<sup>nd</sup> reassessment attempts.**

Reported that there had been an equity argument around reassessment fees, as in the past a flat rate had been charged for going to reassessment as opposed to a charge per

reassessment. This had been reviewed last year in conjunction with looking at the sector standard. From this year the University will charge per module, or part thereof. The amounts were set out in Document I which was distributed at the meeting.

There were still some issues to be decided, such as charges for a second reassessment, which would be considered by a Working Group. The Chair stated that the membership of the Group had not yet been decided, but Academic membership was desired as was student involvement.

**Recommended that:**

Associate Deans nominate or recommend Academics for membership of the Group and the Student Union Academic Officer nominate suitable student representation to the Chair.

(A Copy of the documentation of new reassessment fees for 2012/3 is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document I.)

## **2.8 Working Group on Internal Moderation**

The Chair reported that the Group, led by Sarah Connolly, had put a proposal to LTC as a work in progress and that he would be asking for the Group to reconvene and complete draft regulations for NAM in time for Dec.

## **3. TPPG TERMS OF REFERENCE**

Received

The Policy Group's Terms of Reference (last updated in October 2011).

(Copy is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document D).

The Group considered the Terms of Reference and, although agreeing with them in general, asked for the following amendments: That under the Co-Opted membership list, the Partnerships Office be added and the reference to the SU Welfare Officer be changed to the Community and Student Rights Officer.

**Recommended that:**

The changes above be made to the Terms of Reference of the Group.

## **4. CSED ACADEMIC DEVELOPMENT WORKSHOPS 2012/3**

Received

Outlines of Scheduled CSED Workshops on Academic Development for the Academic Year.

(Copy is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document E).

The Chair invited comments on the programme of workshops and encouraged Group members to promote the events. The events are aimed at Academic colleagues and are mainly about the application of Regulations. New Academics to HE are required to attend the MA HEPS which covers some of the material in the workshops, but there is no requirement for experienced staff to attend these sessions, although the group acknowledge the merit in their attendance at at least some of the workshops.

It was noted that DoS run the Adviser training programme and that it ought to be included under CSED advertising and promotion along with the rest of the workshops. It was also noted that

the Assessments and Quality Assurance Office would be running sessions on Exams for Chairs of Examiners and other interested Academic colleagues in late October.

The group discussed the late publication of the CSED Programme this year and its likely impact on bookings for these workshops. It was felt that electronic means of publicity, in particular the Learning Teaching website would, be key in future to make colleagues aware of the workshops.

**Recommended that:**

- 1) SU Academic contact the Chair over appropriate attendance on the workshops by students.
- 2) Chair to feedback the Group's views on publicity to CSED, in particular to advertise the workshop events a fortnight in advance in staff publicity emails sent by ARM.

**5. UPDATE ON NEW ACADEMIC MODEL CLASSIFICATION ALGORITHM**

Received

An update on progress towards an agreed Algorithm for use under the New Academic Model.

(Copy is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document F).

It was noted that the intention of reviewing and considering a new algorithm was to try to remove inconsistent treatment of students at Exam Boards, be fair to students, have a system that could be automatically replicated and have a positive influence on Good Honours.

So far the Chair had looked at model algorithms and combinations with the aim of presenting a detailed proposal to TPPG on 21 Nov. The Chair noted that the proposal would be complex and somewhat dry and will take up lion's share of the next meeting but that it was important that the right proposal was sent to LTC.

The group commented that UEA is compared to competitors in league tables who have much looser rules, to our disadvantage. The Group also noted that discretion would be lost, so Chairs of Examiners needed to be aware and take on board the new classification algorithm.

The Chair added that Extenuating Circumstances would still exist, with their impact and effect considered in pre-Boards

**6. GUIDANCE FOR PLAGIARISM OFFICERS**

Received

A copy of Guidance Relating to the Application of the University's Policy on Plagiarism and Collusion.

(Copy is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document G).

The Chair set out the background to the Guidance. Towards end of the last Academic Year a small working group of Plagiarism Officers did some work around Regulations and policy, leading to recommendations which led to small changes to the Regulations this year. The group flagged up the need for more guidance for Plagiarism Officers, which the Chair and Jon Sharp had drafted out with more details after talking to the Academic PVC and Chair of SSDC. This was then talked through with Plagiarism Officers at a workshop, resulting in the current draft, on which the Chair invited comments.

The Group considered the need for meetings to be non-inquisitorial. Although this was mentioned in the guidelines, it still seemed to be an occasional issue, over which the Student Union had had cause to contact Heads of School in the past. Habits seemed to have been inherited from previous Plagiarism Officers, but the robust process of training and rotation of Plagiarism Officers was thought to have mostly weeded this practice out.

The Group considered Section 10, in particular “If, in the opinion of the Plagiarism Officer, the friend [brought by the student to support them or present their case] is or appears to be interfering with the proper conduct of the business of the meeting, the Plagiarism Officer has the right to adjourn the meeting and reconvene it at a later date or to exclude the friend from attending the reconvened meeting.” A potential issue was highlighted if the student did not understand the issue or question put to them, removal of their friend could mean removal of their support in the session. Section 10 was seen as an important principle and members of the Group commented that was common in disciplinary regulations to have a clause like the one highlighted. The principle behind the Section was that anyone accompanying a student needed to be supportive but not disruptive, that “interfering with the proper conduct” did not ensure fair treatment of the student. The group suggested an alternative wording could be that the role of the friend was to “facilitate the processes but not interfere”. The group also felt that example of appropriate and inappropriate behaviour would better guide Plagiarism Officers.

The point was made that the SSDC allows students to prepare for a meeting, making them aware of the alleged offense and being given a chance to look at the materials to be discussed in the meeting, whereas a Plagiarism meeting can be going into the dark. The group felt there was a need for students to be told what work they are being accused in connection with. The Chair commented that it was likely that there would be a review of plagiarism this year and this view would be fed into it.

The Group discussed the fact that there was no limit on the number of assessments that might be considered at the same Plagiarism meeting and the problems in students being able to produce all their work to be looked at. The policy on keeping electronically submitted work was limited to one year, although it was noted that students were expected to keep their work for the duration of their degree in Regulations. If work could not be produced (due to corrupted disks, etc) there was little that could be done. Some work needed to be done to be sure that Regulations and the Guidelines were aligned.

The point was made that the Guidelines did not mention what basis was needed to convict a student of plagiarism, but that that detail was set out in policy.

The Group felt that mention should be made of mitigating circumstances and also some guidance on how to use the grid to calculate the level of offense and how mitigating circumstances should influence that decision.

There was wide support in the Group for standard letters to inform students of the outcome of Plagiarism meetings. The Chair confirmed that the intention under NAM was to move towards that, but that in looking into the possibility LTC had identified that greater investigation on current practice and needs was required.

The Group thought that there was no need to specifically mention SpLD (in sections 11 and 13), but perhaps just in setting out mitigating circumstances.

The point was made that the difference in understanding of plagiarism between a student at stage 1 and one at stage 3 could rely on how exposed that student’s school had made them to the issues. It was also pointed out that, as on other guidelines, that student could bring someone who was a solicitor, but not someone acting in that role.

**Recommended that:**

- 1) The Chair consider the views of the Group and revise the Guidelines appropriately.
- 2) The Dean of Students draft a replacement section on factors (including references to cultural differences) that might influence decisions on level of offence and outcome.
- 3) The Head of the Learning Enhancement Team to give input on the wording of advice to students on how to access DoS support after a Plagiarism meeting.

**7. ROLL OUT OF PEER ASSISTED LEARNING FOR 2012/3**

The Chair reported that the pilot schemes would begin in Spring, but much needed to be done before then, including the appointment of an administrator, mentors and officers in schools. Training was to be put in place for all those involved this semester. The Chair stated that he would work with ADs and colleagues elsewhere to ensure there was a good system in place for students in Spring. This start date was not seen as ideal as similar schemes elsewhere had had more impact when started in Autumn.

The Chair also stated that September 2013 will be the main launch with large numbers of mentors and schools involved and that the Pilot probably wouldn't reflect the potential of the schemes

**8. "GOOD HONOURS" STATISTICS FOR 2011/2**

Received

Initial Figures on "Good Honours" for the Previous Academic Year

(Copy is filed in the Minute Book and is available on the Policy Group's Blackboard site for the meeting as Document H).

It was noted by the Group that the figures available came with a health warning over their incomplete nature and how they should change once more data was available in late Oct but the Chair wished to reflect on progress so far.

The Chair noted that overall the figures were heading in right direction, that we knew there were areas that need enhancement and that Ads were working on complex strategies to address them. He also stated that it would not be unusual for UEA to have high figures, given our high admissions tariffs.

FMH commented on their figures:

In NSC the figures from the Part Time CPD dragged down the overall statistic and there were looking at employers and preparation for study to improve this.

AHP had a lot of ongoing students but it was recognized that post qualification students didn't see themselves as students, so the faculty was looking at ways to engage them.

HUM commented:

ART and HIS have been difficult to improve and change last few percentages.

PSI were looking at their marking culture.

SSF stated:

They recognized that they were behind, but that concentrating on a few large modules would have considerable impact

There had been good gains in Schools such as LAW, but the faculty would be looking at those who dropped this year.

Gains appeared to have come from conversion of 2:2 to 2:1, but that conversion of 2:1 to 1 was more difficult.



The Chair commented that the HE national figure is 14% for First Class Degrees. As UEA was towards the top of the sector, we should be above that and the figures in Document H indicated that this needs looking at, starting with Good Honours.

**Recommended that:**

The Chair ask Garrick Fincham in BIU to disaggregate figures to full time and part time and to joint honours if possible.

**9. DATE OF NEXT MEETING AND LIKELY AGENDA ITEMS FOR CONSIDERATION**

**Next meeting: Wednesday 21 November 2012, Council Chamber..**