

CHANGES TO ASSESSMENT REGULATIONS FROM 2015/16

Further to the last newsletter issued in April 2015 advising of changes to Assessment Regulations from 2015/16, this newsletter provides further information on the changes to the postgraduate pass mark – (ie modules at SCQF levels 11 and 12) and changes to the threshold for distinction (currently 65% but from 2015/16, this will be 70%), following final Senate approval in June 2015.

Pass Mark for Postgraduate Modules Increases to 50%

From 2015/16, the pass mark for modules studied at SCQF level 11 and 12 (postgraduate modules) increases from 40% to 50%. This means that a B2 grade represents the minimum threshold standard for a pass. The pass mark for undergraduate programmes SCQF levels 7-10 will continue to be 40%.

This also means that there is a change to the mean mark for each main component of assessment for postgraduate modules. To achieve a pass in a module a **mean mark of not less than 40% has been attained in each main component of assessment (Regulation 7.3.2)**.

This Regulation applies to all students for all assessments from the start of session 2015/16.

Part time students who have commenced their postgraduate programme prior to 2015/16 should be aware that **all assessments undertaken from 2015/16 will be marked on the new grading scheme for postgraduate programmes ie 50% pass mark and not at 40%** – the pass grade prior to 2015/16. The new marking and grading scheme is overleaf.

Re-assessment

The only exception to the above is that PG students who commenced their programmes prior to 2015/16 and have one or more resits from modules first attempted prior to session 2015/16, will be entitled to have the resit for those modules marked against the 2014/15 threshold pass – ie 40%.



Awards with DISTINCTION

From session 2015/16 an award *with distinction* will be made to candidates who achieve a mean mark of **70% or above**. Previously the threshold for an award with distinction was 65% or above. However the University's Senate has agreed that from 2015/16 this should be raised to bring it into line with the classification system for Honours awards – that is, a mean mark of 70% or above will achieve a 1st class honours.

Awards *with distinction* are normally applied in the third year (SCQF level 9) of a programme (for students that are not progressing to Honours or 4th year). They are also applied to postgraduate certificates, postgraduate diplomas and masters awards.

This change to the guidance will apply to **all students commencing an award** at a level at which distinction can be applied (normally SCQF level 7 or 11). Please see information below on the implications at various points of the student journey.

Current second year students (SCQF level 8)

All full time students should be aware that if they are progressing to SCQF level 9 in session 2015/16 that the calculation for distinction at level 9 will be based on a mean mark of 70% across modules taken at the first attempt.

Part time students and those on authorised interruption

Part-time students who have already commenced the level at which distinction will be applied will have their eligibility for distinction based on the previous threshold. That means if a student has undertaken any modules at SCQF level 9 or SCQF level 11 (part-time postgraduate programme) prior to session 2015/16, then the final award and eligibility for distinction will be calculated on the previous threshold ie 65%.

This also applies to students with authorised interruption to study, who have commenced the final SCQF level of the award prior to 2015/16.

CertHE and DipHE awards

Very occasionally students will exit the university with a CertHE or a DipHE award. The same principles above will apply in relation to distinction:– that is, if they commenced the level of study at which the distinction will be awarded prior to 2015-16, then the previous threshold of 65% will apply.

Marking and Grading Scheme 2015/16

Grade	Numerical Range	SCQF LEVELS 7-10		SCQF LEVELS 11-12	
		Definition	Descriptor	Definition	Descriptor
A1	90-100	Exceptional	Student work is exemplary and exceeds the threshold standard for a pass by a significant margin. It displays exceptional knowledge and understanding; insight, originality and exceptional ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of almost complete autonomy and independent judgement relative to threshold expectations.	Exceptional	Student work is exemplary and exceeds the threshold standard for a pass by a significant margin. It displays exceptional knowledge and understanding; insight, originality and exceptional ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of almost complete autonomy and independent judgement relative to threshold expectations.
A2	80-89	Outstanding Significantly exceeds threshold standard for a pass.	Student work significantly exceeds the threshold standard for a pass. It displays a consistently thorough, deep and extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.	Outstanding Significantly exceeds threshold standard for a pass.	Student work significantly exceeds the threshold standard for a pass. It displays a consistently thorough, deep and extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.
A3	70-79	Excellent Very much exceeds threshold standard for a pass.	Student work very much exceeds the threshold standard for a pass. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.	Excellent Very much exceeds threshold standard for a pass.	Student work very much exceeds the threshold standard for a pass. It displays a consistently thorough, deep and/or extensive knowledge and understanding; originality and/or very high ability in analysis, evaluation, problem solving or other process skills; very high ability in professional practice skills (where relevant) including evidence of high degree of autonomy and independent judgement relative to threshold expectations.

Marking and Grading Scheme 2015/16

Grade	Numerical Range	SCQF LEVELS 7-10		SCQF LEVELS 11-12	
		Definition	Descriptor	Definition	Descriptor
B1	60-69	Very good Well above threshold standard for a pass.	Student work is well above the threshold standard for a pass at levels 7-10. It displays a consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high ability in professional practice skills (where relevant) including exercise of significant independent judgement relative to threshold expectations.	Very good Above threshold standard for a pass.	Student work is above the threshold standard for a pass at level 11/12. It displays a consistently very good level of knowledge and understanding; high ability in analysis, evaluation, problem solving or other process skills; high ability in professional practice skills (where relevant) including exercise of significant independent judgement relative to threshold expectations.
B2	50-59	Good Above threshold standard for a pass.	Student work is clearly above the threshold standard for a pass at levels 7-10. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills (where relevant).	Good Meets threshold standard for a pass.	Student work meets the threshold standard for a pass at level 11/12. It displays generally good knowledge and understanding; good ability in analysis, evaluation, problem solving or other process skills; evidences highly competent performance of professional practice skills (where relevant).
C	40-49	Basic competence Meets threshold standard for a pass.	Student work is at the threshold standard for a pass at levels 7-10. It displays just satisfactory knowledge and understanding in most key respects; basic competence in analysis and most other process skills; evidences a basic level of competence in professional practice skills (where relevant)	Basic competence Does not meet threshold standard for a pass.	Student work fails to meet the threshold standard for a pass at level 11/12. It displays just satisfactory knowledge and understanding in most key respects; basic competence in analysis and most other process skills; evidences a basic level of competence in professional practice skills (where relevant).
D	30-39	Does not meet threshold standard for a pass.	Student work is marginally below the threshold standard for a pass at levels 7-10. It displays some knowledge and understanding but this is incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).	Well below threshold standard for a pass.	Student work is well below the threshold standard for a pass at level 11/12. It displays some knowledge and understanding but this is incomplete or partial; limited ability in analysis and other process skills; evidences lack of or partial competence in professional practice skills (where relevant).

Marking and Grading Scheme 2015/16

Grade	Numerical Range	SCQF LEVELS 7-10		SCQF LEVELS 11-12	
		Definition	Descriptor	Definition	Descriptor
E	1-29	Well below threshold standard for a pass.	Student work is well below the threshold standard for a pass at levels 7-10. It displays very limited knowledge and understanding; evidences very limited or no analytical or other process skills; very limited competence over the range of professional practice skills.	Significantly below threshold standard for a pass.	Student work is significantly below the threshold standard for a pass at level 11/12. It displays very limited knowledge and understanding; evidences very limited or no analytical or other process skills; very limited competence over the range of professional practice skills.
N	0 (at first diet) 0-100 at second or subsequent diet	No work to assess.	There is no work to be assessed at first diet, or there is incomplete or no engagement with re-assessment.	No work to assess.	There is no work to be assessed at first diet, or there is incomplete or no engagement with re-assessment.