

### 9.13 Classification descriptors for BSc (Hons) programme

Mark	Description	Classification
70% or above	<p>The work is of outstanding quality and shows evidence of all or most of the following characteristics: insight, originality, profundity, flair and creativity. The work is clear, lucid, discriminating and well structured. There is evidence of a thorough understanding of the syllabus demonstrated by:</p> <ul style="list-style-type: none"> <li>• A comprehensive and deep understanding of key concepts and knowledge</li> <li>• extensive reading used to challenge and increase awareness and understanding</li> <li>• a thorough consideration of key issues</li> <li>• informed critical analysis and insight</li> <li>• an ability to devise and sustain an argument</li> <li>• an ability to think analytically and to synthesise material effectively</li> <li>• skillful interpretation of data based on sound research and critical evaluation.</li> <li>• an ability to deploy accurately and imaginatively established techniques of analysis and enquiry</li> <li>• excellent communication skills</li> <li>• a command and application of specialised technical, professional, creative and conceptual skills.</li> </ul> <p>Overall the student has achieved the specified learning outcomes to an excellent or very high standard.</p> <p>A candidate awarded a first class classification is expected to have the potential ability to conduct independent research successfully at postgraduate level.</p>	First Class Honours
60-69%	<p>The work is of a quality which shows evidence of all or most of the following characteristics; insight, originality, profundity, flair and creativity in some of the candidates work. The work is accurate, discriminating, structured and coherent. There is evidence of a sound understanding of the syllabus demonstrated by:</p> <ul style="list-style-type: none"> <li>• a comprehensive understanding of key concepts and knowledge</li> <li>• wide reading, used to challenge and increase awareness and understanding</li> <li>• critical analysis and insight</li> <li>• a consideration of key issues</li> <li>• an ability to devise and sustain an argument</li> <li>• an ability to think analytically and to synthesise material effectively.</li> <li>• accurate interpretation of data based on sound research and critical evaluation</li> </ul>	Upper Second Class Honours (2:1)

	<ul style="list-style-type: none"> <li>• an ability to deploy accurately established techniques of analysis and enquiry</li> <li>• communication that is clear and effective</li> <li>• a command and application of specialised technical, professional, creative and conceptual skills.</li> </ul> <p>A candidate awarded an Upper Second Class Honours classification is expected either to show evidence of first class ability but in a limited range of modules or to have demonstrated thorough understanding in a wide range of subjects, albeit short of first class standard in many cases. Overall the student will have achieved the specified learning outcomes to a good standard.</p>	
50-59%	<p>The work is of a quality which is fundamentally accurate and shows evidence of an awareness of discrimination and critical analysis. The work is coherent and structured.</p> <p>There is evidence of a general understanding of the syllabus demonstrated by:</p> <ul style="list-style-type: none"> <li>• evidence of understanding of key concepts and knowledge</li> <li>• reading which is used to increase awareness and understanding</li> <li>• a consideration of key issues which is adequate and demonstrates emerging ideas, but may reveal gaps in coverage or a lack of depth or critical analysis</li> <li>• an ability to devise and sustain an argument</li> <li>• an ability to think analytically and to synthesise material</li> <li>• an ability to deploy accurately established techniques of analysis and enquiry</li> <li>• communication that is effective</li> <li>• a command and application of the key specialised technical, professional, creative and conceptual skills required in the student's subject area.</li> </ul> <p>A candidate awarded a Lower Second Class Honours classification will have demonstrated the achievement of the specified learning outcomes to a competent standard but with evidence of a small number of deficiencies in knowledge and understanding.</p>	Lower Second Class Honours (2:2)
40-49%	<p>The work is of a quality that is descriptive and lacks critical analysis, discrimination and coherence</p> <p>There is evidence of understanding of the syllabus with adequate comprehension of basic facts and principles demonstrated by:</p> <ul style="list-style-type: none"> <li>• a demonstration of understanding of key concepts and knowledge</li> <li>• a little reading which is used to increase awareness and understanding</li> <li>• a consideration of key issues that is adequate but which may reveal gaps in coverage and/or a lack of depth or critical analysis.</li> <li>• an ability to devise and sustain an argument</li> <li>• an ability to think analytically and to synthesise material</li> </ul>	Third Class Honours

	<ul style="list-style-type: none"> <li>• an ability to deploy established techniques of analysis and enquiry</li> <li>• adequate communication</li> <li>• an application of the key specialised technical, professional, creative and conceptual skills required in the student's subject area</li> </ul> <p>A candidate awarded a third class Honours classification will have demonstrated the achievement of the specified learning outcomes to the minimally acceptable level and will have demonstrated an adequate level of command of the subject matter and of academic and analytical skill.</p>	
39% or below	<p>The work is of a quality that is descriptive, unstructured, indiscriminating and confused.</p> <p>There is evidence of:</p> <ul style="list-style-type: none"> <li>• a lack of understanding of key concepts and knowledge</li> <li>• a lack of reading</li> <li>• a consideration of key issues which is descriptive, incomplete, lacks depth and critical analysis</li> <li>• an inability to devise or sustain arguments</li> <li>• an inability to think analytically or to synthesise material</li> <li>• an inability to use established techniques of analysis and enquiry accurately</li> <li>• ineffective communication</li> <li>• an inability to apply the key specialised technical, professional, creative and conceptual skills required in the student's subject area.</li> </ul> <p>A candidate in this award classification will have failed to demonstrate the criteria for the award of a BSc.</p> <p>Such a candidate may however be eligible for a Diploma of Higher Education</p>	Fail