



University of
St Andrews

Definitions for classification, grades, marks and the 20-point scale (undergraduate and integrated Masters degrees)

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Purpose	To provide definitions for classification, grades and marks using the 20-point scale.

Version number	Purpose / changes	Document status	Author of changes, role and school / unit	Date

UNIVERSITY OF ST ANDREWS

DEFINITIONS FOR CLASSIFICATION, GRADES, MARKS AND THE 20-POINT SCALE (UNDERGRADUATE AND INTEGRATED MASTERS DEGREES)

1. Classification

- The Classification is the final result of a student's degree programme as calculated using the University's Classification Algorithm. It is normally determined by the module grades that form the input to the classification algorithm.

2. Grade

- A grade is attached to a module and provides a numeric value between 0 and 20 (to one decimal place) attached to the final outcome of a module.
- Grades awarded to modules may be compared across the University: a particular grade can be viewed as representing the same standard of achievement at the same level of study in any subject.

3. Mark

- Marks are attached to individual pieces of work. They are provisional until approved by the module board and the final grade is published in the Data Warehouse.
- For many modules in the University, marks for multiple pieces of work are combined to produce an overall mark, which is converted to the grade for the module.
- In other modules (e.g. dissertations), a single mark will be converted to the final module grade.
- In many cases, the final mark awarded is a number between 0 and 20 and does not change in the conversion from mark to grade. Marking on the Common Reporting Scale is most appropriate for discursive exercises, including coursework and examination essays, presentations,

dissertations and reports. When using the 20-point scale for marking, no finer differentiation than half-marks should be attempted. Combinations of marks from a series of pieces of work may be reported to one decimal place.

- In other cases, usually quantitative exercises where marks are accumulated across a series of exercises or steps within a larger problem, Schools will need to mark on another (e.g. percentage) scale and employ a conversion procedure to produce a mark (or a grade once the module is complete) on the 20-point scale. Where a marking scale other than 0-20 is used, Schools should publish the procedures that will be used for marking and conversion of final marks to grades.

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