Marking using the Code of Assessment

As the Code has been in operation for some years now and it is some time since material about the use of the Code in marking was circulated it was thought that it might be useful to circulate a brief guide to some of the basic principles underlying the Code and putting it into practice.

1. The full range of the grading scheme should be used where appropriate so that student performance is appropriately rewarded and students at the lower end receive accurate feedback about the level of their performance.

2. In awarding a particular grade, for example a grade B, the starting point should be that a grade B2 is awarded, with consideration being given as to whether there is reason for this to be a B1 or a B3 instead. The same applies in the other grades, so that, for example, the starting point should be a grade A3.

3. Marking should be undertaken in light of the stage of the student’s academic career, reflecting academic progression through the levels of study. Thus, for example, an answer produced by a first year student should not be judged against the standards of a final year student.

4. The award of a grade A should not be reserved for cases of absolute perfection, rather the question is whether the answer can be appropriately covered by the description in Schedule A to the Code of Assessment:

   Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures.

   This should be applied in light of the previous principle. It is appreciated that, as it seeks to cover every course within the University, the Schedule A description may seem rather obscure, Senate Office has also produced the appended guide for students which seeks to illustrate what each of the grades requires.

5. Grades should be awarded and reported to students using only the alphanumeric scale, there is special provision in some cases allowing use of percentage marking, see page 6 of Chapter 2 of the Guide to the Code of Assessment.

Further information on the Code can be found on the Senate Office page here: www.gla.ac.uk/services/senateoffice/policies/assessment/
The following guidance should provide directions on how to demonstrate the achievement of ILOs, and the characteristics that tend to distinguish work at different grades…

Grade A
An excellent performance is likely to be characterised by several of the following:

- questions are answered clearly, comprehensively and with appropriate focus
- excellent organisation and structure of answers
- reasoned arguments developing logical conclusions
- insight, imagination, originality and creativity
- integration of new information
- sound critical thinking
- independence of judgement
- explanation of relevant theory
- citation of relevant evidence
- evidence of wide, relevant reading
- application of learning to new situations and problem solving
- accuracy and absence of errors