

ACADEMIC GUIDANCE 10:

Postgraduate Grade Criteria

2011-2012

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POSTGRADUATE GRADE CRITERIA

These Grade criteria were approved at the January 2004 Graduate Development Approvals Board meeting. They are intended to be used in conjunction with the postgraduate levels descriptors and have been designed as a generic framework, intended to provide overall indications of grades to help establish parity and consistency across the University. As such they are broad definitions and are intended to enhance rather than supersede any existing subject specific grade criteria or marking scheme.

Academic judgement should be used as to the extent to which any of the aspects of the grade criteria should be met in a particular piece of assessment. These are general guidelines for written assessment. Assessment criteria relating to practice or performance should be consistent with the characteristics described, but may be expressed slightly differently.

The grade criteria form a continuum from pass to distinction, so that each grade should encompass and build upon the preceding grades.

Letter	Postgraduate Grade Band	Grade Criteria
A+, A and A- >70%	Distinction	Outstanding appreciation and critical review of full range of concepts/literature and issues. Fluent presentation of relevant information and issues, engaging with current debates at a high level. Reflection and evaluation in the text/presentation expressed with a skill and discrimination that enriches and extends the area under study, showing some evidence of originality.
B+, B and B- 60% - 69%	Commendation	Strong grasp of material under consideration with critical appreciation of the range of complexities involved. Effective organisation of relevant information/literature and issues with a considered balance between the two. Reflection and evaluation integrated into the text/presentation with confidence and clarity.
C+, C and C- 50% - 59%	Pass	Competent identification of key concepts/literature and issues, including recognition of contradictions and lacunae. Clear presentation of relevant information and issues. Evidence of reflection on material/evaluation of practice in the text/presentation leading to sound and supported conclusions.

<p>MF 45% - 49%</p>	<p>Marginal Failure</p>	<p>Some knowledge of relevant concepts/literature and issues but with gaps in understanding and/or knowledge. Little attempt at evaluation, conclusions vague, ambiguous and not based in researched material. Deficits in one or more of the following: length, structure, presentation, prose.</p>
<p>F 1% - 44%</p>	<p>Failure</p>	<p>Limited knowledge of concepts/literature and issues, demonstrating little understanding. Inadequate in all or most of the following - evaluation, structure of argument, research and presentation. Work is substantially incomplete and deficient.</p>
<p>F0 0%</p>	<p>Non-submission or non-attendance</p>	<p>Non-submission or non-attendance</p>