

Proposed combined Schedule of Aggregation

		Schedule A		Schedule B		Primary verbal descriptors for attainment of Intended Learning Outcomes	Honours Class
Primary Grade	Gloss	Secondary Band*	Grade Point		Grade point		
A	Excellent	A1 A2 A3 A4 A5	22 21 20 19 18	0A	22	Exemplary and polished achievement of outcomes, demonstrating a comprehensive, in depth, command of relevant knowledge and materials and the exercise of considered judgement in the deployment of this knowledge and materials	First
B	Very Good	B1 B2 B3	17 16 15	0B	17	Efficient and confident achievement of virtually all outcomes, supported by close familiarity with a wide range of relevant knowledge, with no significant misunderstandings, a clear depth of understanding and ability to interpret and use the knowledge to achieve outcomes	Upper Second
C	Good	C1 C2 C3	14 13 12	0C	14	Clear attainment of most outcomes, though security of attainment may be variable, supported by evidence of understanding of a circumscribed range supporting knowledge, though the depth of this understanding may be variable, but is generally sound	Lower Second
D	Satis- factory [†]	D1 D2 D3	11 10 9	0D	11	Adequate attainment of outcomes based on a reasonable grasp of relevant underlying knowledge and material, though there may be some misunderstandings, and demonstrating a reasonable ability to analyse and use this, albeit with some obvious flaws	Third
E	Weak	E1 E2 E3	8 7 6	0E	8	Attainment of outcomes inadequate, limited depth of knowledge with errors and omissions, shows ability to apply this knowledge, though application may be confused	Fail
F	Poor	F1 F2 F3	5 4 3	0F	5	Attainment of outcomes wholly inadequate, lacking in secure base of relevant knowledge, very little understanding of relevant knowledge and poor use of such knowledge, showing fundamental misunderstanding and misinterpretation.	
G	Very Poor	G1 G2	2 1	0G	2	Minimal achievement of outcomes, extremely limited underpinning knowledge and understanding, very poor execution	
H			0		0	No convincing evidence of attainment of intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary	
CR	CREDIT REFUSED	Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations					