WRITTEN STATEMENT OF ASSESSMENT
DEPARTMENT OF SOCIOLOGY
2014-2015

This Statement explains how the University’s assessment policies and procedures are operated by the Department of Sociology in relation to the undergraduate degree.

All students taking Sociology related degrees should also consult their Sociology Undergraduate Handbook and First, Second and Third year booklets as and when they are issued. Combined degree students should also consult their respective Handbooks. If you have any questions about assessment seek advice from your supervisor or the Exams Officer – NOT from other students.
1. FORMS OF ASSESSMENT IN THE SOCIOLOGY DEPARTMENT
Assessment in the Sociology Department takes two forms:

**Formative**
Assessment that normally takes place during the course of a module. This will be the form of assessment for all First Year work, and is also an element in Second and Third Year teaching. Formative assessment may take the form of your tutor’s judgement of your performance in seminars, or of short pieces of written work submitted as part of the teaching of the module. Marks received for this form of assessment do not count towards your final degree, but the feedback you receive on your performance is intended to enable you to improve your ultimate results. Satisfactory performance during formative assessment (including attendance at seminars and, in some cases, attendance at lectures) is a progression requirement – that is, failure to perform satisfactorily may mean that you are not permitted to continue with your degree. Consult the relevant Undergraduate Handbook for further details on progression requirements.

**Summative**
Assessment that will normally take place during or at the end of a module, and is required for all modules taken in the Second and Third Year. Summative assessment may take the form of an extended essay, an examination, a presentation or a dissertation. Marks received for this form of assessment will count towards your final degree result. Detailed feedback on summative essays and presentations will be provided to you in order that you may use it to improve your performance in future submissions.

2. FORMS OF ASSESSMENT OUTSIDE THE SOCIOLOGY DEPARTMENT
Students who take a module outside the Sociology Department, whether this is as a requirement for a combined degree, chosen as an elective module or taken as an exchange with another University, are responsible for making sure that they know what is expected with regard to attendance, seminar reading and assignments, procedures for handing in assignments and assessment work, and attending examinations, etc. in the other department. The Sociology Department will be informed if you fail to attend compulsory sessions or fall short in some other way and will take action.

3. MARKING PROCEDURES USED IN THE SOCIOLOGY DEPARTMENT
Terms 1-3 (First Year)
The form of assessment used is *formative*.

*Essays (Autumn and Spring Terms):* You must put your name (not examination number), the name of your seminar tutor, title of the module, and title of the essay/topic on the first page of the assignment, and attach an Assessment Declaration to the front page. Your essays will be marked by your seminar tutor and given a numerical grade according to the Department’s published Marking Criteria (see pages 10-11 below). Marks are moderated by the module convenor(s). The essays will be returned to you through the Department Office. This will enable you to judge the relative standard of your work. The same marking scheme is applied to summative Finals Assessment. The mark, together with the detailed comments
provided by tutors on the Feedback Form, should enable you to judge your performance according to the learning outcomes specified by the Department for each module.

_Examinations (Summer Term):_ You must identify your script with your examination number (not your name). Your scripts will be returned to the Department by the Examinations Office and will be marked by your seminar tutors and by other members of the Department involved in the teaching of the module according to the Department’s published Marking Criteria. Each question will be marked individually and moderated by a second member of staff, and your overall mark will be made available on Evision.

**Terms 4-9 (Second and Third Year)**

The form of assessment used is _summative_.

_Essays and other coursework:_ You must submit two copies of your written work **ONLY** through the Departmental Office, on or before the relevant deadline. The administrators will provide you with a receipt. The cover sheet must include your university examination number (not your name), the number and title of the module, and title of the essay/topic, the term when the module was taken; the module coordinators name; and the number of words. Pages must be numbered and stapled. You must complete an Assessment Essay Declaration Form for each piece of work.

You must be careful to obey the instructions you are given by your module tutors regarding the completion of summative assessment work. In particular, you must meet the requirements about word length. **Exceeding a maximum word limit will result in your work not being marked and, as a consequence, it being awarded a mark of 0%.** The word count for all written work completed for programme modules (e.g. essays, assignments etc.) does not include the following: appendices, bibliography/reference list, contents page, cover sheet or title page. In addition, but only for written work completed for the modules ‘Social Interaction and Conversation Analysis’ and ‘Doctor-Patient Interaction’, conversation analysis data extracts are not included in the word count. For all other modules, data extracts are included in the word count. The Dissertation Handbook gives separate information on what is included in the word count for the Sociology Dissertation.

_Examinations:_ You must identify your script with your examination number (not your name). You must also obey the examination rubric. If too few questions are answered, then a mark of zero will be recorded for the missing scripts and will be included in the overall mark. If too many questions are answered, the examiners will stop reading after the required number of questions have been marked.

All summative work will be marked anonymously by at least two members of staff, at least one of whom will have been involved in the teaching of the module. In this way, there will have been at least two independent assessments of the quality of your work. Where markers disagree significantly (for example, where marks of a different class are given or the disagreement centres about a critical borderline such as pass/fail), this disagreement is usually resolved through reference to the published marking criteria, which is structured around a delimited range of marks using the full
range of the University’s marking scales. If this proves impossible, a further examiner is appointed to help determine the matter.

External Examiners are appointed by the University to ensure that the Department is applying national standards and that students are treated consistently and fairly. All assessment questions that are set by the Department must be checked and cleared by the external examiners, who will also check the quality and the marking of summative assessment work. Samples of all modules and all class marks will be sent to the external examiners to ensure they are satisfied that our standards are appropriate.

4. CONDUCT IN CLOSED EXAMINATIONS

Information for students on University examinations procedures can be found at: https://www.york.ac.uk/students/studying/assessment-and-examination/taking-an-exam/. The Department strongly advises you to read this information very carefully before entering the examination hall. Breaches of these rules will constitute an act of academic misconduct. We would also stress the following points:

- Bring your University ID card with you, and enter your exam number on your script
- Plan to arrive in plenty of time to stow your belongings and find your seat
- The following items are not allowed in the examination hall:
  - Dictionaries
  - Electronic equipment of any kind

In particular, mobile phones are not allowed. If you do bring one into the examination hall, the invigilator will instruct you on how to place it beyond use. Pay close attention to these instructions: failure to obey them will be treated with the utmost seriousness.

5. PROGRESSION, FAILURES, LATENESS AND REASSESSMENT

Every year in early July a meeting will be held to determine which students have qualified to move on (or to ‘progress’) to the next year of the course. This is what is known as the Progression meeting. At this meeting, an overall mark based on the equally weighted average of all accrued marks in that year will be calculated for each student. Although these marks will be used in determining progression, they will not themselves normally go forward to form the basis for the final degree classification. See the later section on DEGREE CLASSIFICATION for the rules on calculating your final results.

Failure in Years One and Two

If students fail modules in the first or second year, it will still be possible for them to progress provided that
- They have not failed more than 40 credits in that year
- No marks are lower than 30
- The overall average for the year is greater than 35 (where the average includes the failed module/s)

This is what is known as a compensated fail
If these conditions are not met, then it will be possible for students to be reassessed on up to 90 failed credits in either year provided that no more than 50 credits in that year have received a mark of less than 30. This provides students with a final chance to progress, but where no adequate mitigation is supplied, reassessed marks will be capped at 40.

**Failure in Year Three**
Similarly, if students fail modules in this year, they may still receive credit for the modules and graduate provided that
- No more than 40 credits have been failed
- No marks are below 30
- The 3rd year average (including the failed module) is greater than 35

If these conditions are not met, students may be reassessed in a maximum of 40 credits of failed modules. Again, where no adequate mitigation is supplied, reassessed marks will be capped at 40.

In all three years, students may only be reassessed once for any given module. Where a module is assessed through examination, students should note that resits are normally held in mid-August.

### Students should note that reassessment is only possible where the alternative is failure to progress/graduate. It is NOT an opportunity to improve marks.

**Lateness and penalties**
Any assessment work submitted after the deadline will be subject to a penalty of ten marks subtracted for each day of delay, up to a maximum of five days. A mark of zero will be recorded after this point. Weekends and public holidays are included when calculating penalties. Penalty points are deducted from the original marks – so, for example, if work is submitted one day late, and if it were originally graded at 62, then the lateness penalty would mean that a mark of 52 would be recorded instead. Work that fails on penalty points will be dealt with in the same way as work that has failed on merit. In the interests of fairness, transparency and to be equitable we have strict rules around deadlines and the quality or quantity of work submitted and have clear penalties for any student these rules are not followed.

After five days, the work is marked at zero. Note, however, that the penalty cannot result in a mark less than zero.

<table>
<thead>
<tr>
<th>Submitted</th>
<th>Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 day</td>
<td>10 marks deducted</td>
</tr>
<tr>
<td>2 days</td>
<td>20 marks deducted</td>
</tr>
<tr>
<td>3 days</td>
<td>30 marks deducted</td>
</tr>
<tr>
<td>4 days</td>
<td>40 marks deducted</td>
</tr>
<tr>
<td>5 days</td>
<td>Work marked at zero</td>
</tr>
</tbody>
</table>
If circumstances in your life significantly affect you undertaking any assessments (including examinations) then you can submit 'mitigating circumstances' to the department. The mitigating circumstances policy is available at http://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/
For a list of the circumstances that are normally accepted and not accepted, visit: https://www.york.ac.uk/media/studenthome/supportwelfareandhealth/academicprogress/documents/3%20%20Acceptability%20of%20circs.pdf

If your claim is successful, and the committee accept that your assessment was significantly affected by your circumstances you will usually be given an opportunity to take the assessment again as if for the first time. If it is an open assessment then you may be given an extension. Grades will never be altered without a further attempt at the assessment, and work will not be ‘re-marked’, though you may be allowed to re-submit it following revisions.

Please note: it is very important that submit your case for Mitigating Circumstances as soon as possible, preferably BEFORE the assessment which you believe may have been affected.

For a full list of documents and policy information visit: http://www.york.ac.uk/staff/supporting-students/issues/academic/taught/mitigation/

N.B. Disasters associated with computers (e.g. computer crashes, damaged files, printer problems and printing queue delays) will not be accepted as mitigating grounds for late submission.

6. ACADEMIC MISCONDUCT
You are responsible for ensuring that your work does not contravene the University’s rules on academic misconduct (Regulation 5. 4 at http://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-5/#5.7
The University takes a very serious view of such misconduct and penalties will be applied to students who are found to have attempted to mislead tutors and examiners. The penalties for academic misconduct will depend on the seriousness of the offence. Students found guilty of academic misconduct may, for example, have their degree class reduced, fail their degree or be asked to leave the University.
Forms of academic misconduct include:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate</td>
<td>The individual benefiting, or intending to benefit, from academic misconduct.</td>
</tr>
<tr>
<td>Collaborator</td>
<td>The knowing assistant/provider to the candidate</td>
</tr>
<tr>
<td>Cheating</td>
<td>In relation to assessed work, to make arrangements to have unauthorised access to information.</td>
</tr>
<tr>
<td>Collusion</td>
<td>To conspire with an individual to gain an advantage by unfair means.</td>
</tr>
</tbody>
</table>
Fabrication  To mislead the examiners by presenting work for assessment in a way which intentionally or recklessly:

a) suggests that factual information has been collected by the candidate which has not in fact been collected;

or

(b) falsifies factual information collected by the candidate.

Personation  To solicit another individual to act or appear as oneself, or to produce work on one’s own behalf.

Plagiarism  To incorporate within one’s own work without appropriate acknowledgement material derived from the work (published or unpublished) of another.

Completing the University’s online Academic Integrity tutorial is a progression requirement. Additionally, the Department strongly recommends that all students take advantage of the similarity detection software – **Turnitin** - available through Yorkshare/VLE.

If students have any queries or concerns regarding academic misconduct then they are advised to contact the Examinations Officer.

7. FEEDBACK TO STUDENTS FROM THE SOCIOLOGY DEPARTMENT

Terms 1-3 (First Year)

Complete feedback will be provided by the first week of the term following the teaching of the module. It will usually consist of four main components:

1. SEMINARS: Your tutors will complete a report for each module giving her/his judgment and comments about your performance and progress during the term in relation to various indicators and skills/abilities. The aim is to encourage students to improve their study skills, to build confidence in their intellectual abilities and their capacity to express participate constructively in group discussion. You will be shown the report forms for the previous term’s modules at supervision meetings at the beginning of each term. For this reason, it is vital that you attend these meetings.

2. MODULE MARKS: You will usually receive these from the Departmental Office. They will normally be based on your essay and will enable you to judge the relative standard of your work since the same marking scheme is applied to summative Finals Assessment.

3. ESSAY COMMENT FORM: Your tutor will fill this out in detail, commenting on your essay’s style, organisation and structure in line with the Department’s published marking criteria. Together with your mark, these detailed comments should enable you to judge your performance according to the learning outcomes specified by the Department for each module. You should take these forms with you to your meetings with your supervisor in order that s/he can provide you with overall feedback on your termly performance.

4. EXAMINATIONS: When you meet with your supervisor in Week 1 of Term 4, s/he can arrange to have your examination scripts available from Term 3. You will have the opportunity to receive verbal feedback on your performance.
from your supervisor, together with the breakdown of your achievement in each component of the examination. You will need to let your supervisor know in advance if you wish to do this.

**AS YOU CAN SEE, MEETINGS WITH YOUR SUPERVISOR AT THE BEGINNING OF EACH TERM ARE VITAL TO THE PROCESS OF RECEIVING TIMELY FEEDBACK. YOU MUST MAKE SURE THAT YOU ATTEND THESE MEETINGS.**

**Terms 4-9 (Second and Third Year)**
As in the First Year, you will continue to receive feedback on your formative assessments via the meetings with your supervisor at the beginning of term. It remains important to attend these meetings with the relevant documentation. However, you will **ALSO** receive extended feedback on the summative assessment work submitted in this second stage of your degree.

Because all of your summative work is examined by at least two members of the Department, and much of it will also be considered by the external examiners, there is an obvious conflict between the time that this takes and our desire to get feedback to you in useful format as swiftly as possible. For this reason, we will release the marks and the feedback forms to you as soon as they have been agreed internally – that is, within the Department – and **before** the external examiners have approved them. This means that we can get the feedback to you at least a fortnight earlier than would otherwise be the case – but it also means that the marks for each module may change depending on the decisions of the external examiners, although this is rare.

You should note that, due to the fact that all submissions are second-marked and examined by multiple members of the academic staff, there is no appeal against the marks given.

*Essays and other coursework:* Detailed feedback for your essays will be found on the feedback forms you receive and through comments written on the work itself. These forms rate your performance according to essay content, organisation and style, using the benchmarks provided by the Department’s published marking criteria. They will comment further – and in detail – about any specific strengths and weaknesses, and will provide suggestions as to how you might improve your work in future. You should make an appointment to see your supervisor to discuss these forms – and it may be helpful to take with you a copy of the written work that you submitted. If further clarification is required, this may – in consultation with your supervisor – be sought from one of the examiners.

*Examinations:* Feedback for examinations will normally take the form of the mark received for the examination. The Department will, however, also make your scripts available to you for inspection.

**8. SCHEDULE OF SOCIOLOGY DEPARTMENT DEADLINES AND FEEDBACK**

*Year One: ALL MODULES:* Formative Assessment and Feedback
<table>
<thead>
<tr>
<th>Term</th>
<th>Deadline</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn</td>
<td>Week 10</td>
<td>Spring Week 1</td>
</tr>
<tr>
<td>Spring</td>
<td>Week 10</td>
<td>Summer Week 1</td>
</tr>
<tr>
<td>Summer</td>
<td>EXAM – Weeks 5-7</td>
<td>Autumn Week 1 Yr 2</td>
</tr>
</tbody>
</table>

Year Two: Summative Assessment and Feedback

<table>
<thead>
<tr>
<th>Module</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Research Methods</td>
<td>Week 10, with Feedback W1 Spring (25%)</td>
<td>Week 10, with Feedback W1 Summer (25%)</td>
<td>Project proposal Weeks 5. Feedback Week 10 (50%)</td>
</tr>
<tr>
<td>Social Interaction and Conversation Analysis</td>
<td>Week 10, with Feedback W1 Spring (25%)</td>
<td>Week 10, with Feedback W1 Summer (25%)</td>
<td>Project – Weeks 5-7, with Feedback by Week 10 (50%)</td>
</tr>
<tr>
<td>Contemporary Political Sociology</td>
<td>Week 1 with Feedback Week 4 (40%)</td>
<td>Exam – Weeks 5-7, Feedback Autumn Year 3 (60%)</td>
<td></td>
</tr>
<tr>
<td>ALL OTHER MODULES</td>
<td>Week 10 with Feedback W1 Summer (40%)</td>
<td>Exam – Weeks 5-7, Feedback Autumn Year 3 (60%)</td>
<td></td>
</tr>
</tbody>
</table>

Year Three: ALL MODULES: Summative Assessment and Feedback

<table>
<thead>
<tr>
<th>Modules</th>
<th>Deadline</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Term Modules</td>
<td>Week 1 Spring</td>
<td>Week 4 Spring</td>
</tr>
<tr>
<td>Spring Term Modules</td>
<td>Week 1 Summer</td>
<td>Week 4 Summer</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Week 7 Summer</td>
<td>Week 10 Summer</td>
</tr>
</tbody>
</table>

It is your responsibility to check the precise deadline (which may vary year on year) for submission/closed examination. This information will be found in your handbooks or via email notification from the Department.
9. CLASS DESCRIPTORS AND MARKING SCHEME
The standard indicated by the numerical marks you are given for your work is shown below.

<table>
<thead>
<tr>
<th>ARGUMENT/ANALYSIS</th>
<th>STRUCTURE</th>
<th>REFERENCING</th>
<th>LANGUAGE</th>
<th>USE OF SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 100% Excellent 95% Very good 85% Clear 75% Just</td>
<td>➢ answers the question fully and thoughtfully in a way that links to broader discussions in the discipline and/or develops new perspectives on the question  ➢ presents a strong, focused argument, well supported by impressive analysis and evidence  ➢ the points being made are very clear to the reader</td>
<td>➢ has a very clear and engaging introduction that states the subject and the purpose of the essay and the line of argument that will be taken  ➢ has very well-structured paragraphs that have one main idea and strong supporting material  ➢ has good links between paragraphs that result in an essay that flows well  ➢ has a very clear and powerfully convincing conclusion</td>
<td>➢ the reference format (in-text citation and bibliography) is used accurately throughout</td>
<td>➢ uses language in an accurate way and punctuates correctly  ➢ impressive use of academic style and vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ARGUMENT/ANALYSIS</th>
<th>STRUCTURE</th>
<th>REFERENCING</th>
<th>LANGUAGE</th>
<th>USE OF SOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:1 68% Very good 65% Clear 62% Just</td>
<td>➢ answers the question set in a comprehensive way  ➢ presents an argument with relevant analysis and supporting evidence  ➢ the points being made are clear to the reader</td>
<td>➢ has a clear introduction that states the subject and purpose of the essay and line of argument that will be taken  ➢ has well-structured paragraphs that have one main idea and supporting material</td>
<td>➢ the reference format (in-text citation and bibliography) is used accurately except for some minor errors</td>
<td>➢ generally uses language in an accurate way and punctuates correctly but may contain minor errors  ➢ accurate use of academic style and vocabulary</td>
</tr>
<tr>
<td>ARGUMENT/ANALYSIS</td>
<td>STRUCTURE</td>
<td>REFERENCING</td>
<td>LANGUAGE</td>
<td>USE OF SOURCES</td>
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</table>
| **2:2**  
58% Very good  
55% Clear  
52% Just |  
- answers the question but with some irrelevance or wandering  
- presents an argument with some analysis but lapses into description and summary  
- the points being made can be followed, sometimes with effort |  
- has an introduction that states the subject and purpose of the essay, but not totally clearly  
- has separate paragraphs that have one main idea and some supporting material  
- some links between paragraphs are unclear  
- has a conclusion which only repeats the main points |  
- generally uses language in an accurate way and punctuates correctly but contains errors  
- shows a reasonable grasp of academic style and vocabulary but with some lapses |  
- has sourced, evaluated and incorporated appropriate material to support the argument specified on the reading list |
| **3rd**  
48% Very good  
45% Clear  
42% Just |  
- addresses the question but in a roundabout way and/or goes off on a tangent  
- the argument is not clear and the answer is more summary than analysis  
- the point of the essay is lost in places |  
- it is difficult to discern the subject and purpose of the essay in the introduction  
- has poor paragraph development: main ideas are left undeveloped or there is more than one main idea in a paragraph |  
- the reference format (in-text citation and bibliography) is used inaccurately |  
- uses language and punctuation in ways that occasionally get in the way of meaning  
- often shows inappropriat e use of academic style and vocabulary |  
- has sourced, evaluated and incorporated appropriate material to support the argument specified on the reading list in a limited way and has relied on inappropriate material from websites or other sources |
<table>
<thead>
<tr>
<th><strong>ARGUMENT/ANALYSIS</strong></th>
<th><strong>STRUCTURE</strong></th>
<th><strong>REFERENCING</strong></th>
<th><strong>LANGUAGE</strong></th>
<th><strong>USE OF SOURCES</strong></th>
</tr>
</thead>
</table>
| **Fail 35% Just 25% Clear** | - fails to answer the question set  
- very limited or no evidence of an argument or any use of evidence  
- the point of the essay is confused throughout | - has an introduction which is confused or serves little purpose  
- has little sense of paragraphing: paragraphs are too long or too short, main ideas and supporting material are confused  
- has a conclusion which serves little purpose | - the reference format (in-text citation and bibliography) is largely incorrect or missing  
- no bibliography | - uses language and punctuation in ways that often get in the way of meaning so that understanding takes effort  
- uses more general / basic English than acceptable academic level style and vocabulary | - has not sourced, evaluated and incorporated appropriate material to support the argument from the reading list and has overly relied on inappropriate material from websites or other sources |
| **Fail 15% Very poor 0%** | - does not address the topic or answer the question  
- no argument or evidence provided  
- the point of the essay is not discernible | - no introduction  
- little attempt to organise into paragraphs resulting in confused structure  
- no conclusion | - no referencing or bibliography | - uses language and punctuation in ways that make meaning extremely difficult to understand  
- Poor English | - has not sourced, evaluated and incorporated appropriate material to support the argument from the reading list and includes no other source material |
10. DEGREE CLASSIFICATION RULES

Sociology Single Subject and Pathway Degrees

1. One assessment unit will be constituted by each module mark received in the second and third year of the degree, with the exception of the Dissertation which is double weighted and will therefore count as two units of assessment.

2. Degree class will normally be given by the arithmetic mean of the 10 assessment units listed in Rule 1 above.

3. Where the arithmetic mean lies in the borderline region, defined as two points below the classification boundary, then the Examinations Board will, in addition, consider the 2nd and 3rd year averages.

4. If these, combined in the ratio 1:1 or 1:2, produce a mark that falls into a class above that indicated by Rule 2, then the higher class of degree will be given.

5. The class divisions are:

<table>
<thead>
<tr>
<th>Class Division</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>70-100</td>
</tr>
<tr>
<td>II(i)</td>
<td>60-69</td>
</tr>
<tr>
<td>II(ii)</td>
<td>50-59</td>
</tr>
<tr>
<td>III</td>
<td>40-49</td>
</tr>
<tr>
<td>Fail</td>
<td>0-39</td>
</tr>
</tbody>
</table>

Eligibility for the award of First-class honours degrees with distinction

The Board of Examiners will give special consideration to the award of First class honours degrees (‘starred firsts’). The award requires that the following conditions are met:

- That the explicit approval of External Examiners is secured in each case;
- That the candidate has not previously been penalised for academic misconduct;
- The dissertation (40 credits) falls within the First-class category;
- That the average of the marks must be at least 70% (the award cannot be made if, for instance, the average lies between 69.5 and 69.9);
- At least 6 (equal to two thirds of the total) units of assessment (including the dissertation) must have a mark of 70% or more [for the avoidance of doubt, this condition shall be met only when all of the relevant units of assessment are each above 70%];
- That no more than 12.5% (1 unit) of the marks fall below 65%;

Combined Degrees

You should consult with the Departmental Coordinator of your degree for the examination rules that will apply to your situation.
11. THE BOARD OF EXAMINERS

The Board of Examiners comprises all the teaching members of the Board of Studies in Sociology, together with the external examiners, and is chaired by the Examinations Officer. Its role is to validate all of the marks given by the Department, to determine the final classification of student performance for single subject and pathway degrees, to determine the grading of the sociology component of any joint degrees, and to deal with lateness penalties or missing work. Its results are not valid until they have been recognised by the Board of Studies. The external examiners are regularly consulted during the course of the meeting to ensure parity. The Board of Examiners maintains candidate anonymity until class boundaries have been confirmed and accepted.

Students are notified of their results as soon as the following events have taken place: 1) the Board of Studies has accepted the recommendation of the Board of Examiners, and 2) the class lists have been produced and confirmed by the Examinations Officer and the Departmental Administrator, and signed by the Chairs of Examiners and external examiners. Overall results are published on the Departmental Noticeboard and will appear on Evision.