

Informatics Undergraduate Marking Criteria 2024-25

1 Marking Criteria for Assignments

The assessment for Informatics degrees includes coursework (assignments completed during the course/term) of many different forms, including software projects, essays, reports and oral presentations. There may be particular assessment criteria for specific pieces of coursework and these are normally given to students in the module outline distributed at the start of a module. Module tutors are asked to observe the following criteria when marking assignments, the comments referring to marks around the middle of each range.

Mark range	Description
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85% – 100%	An outstanding piece of work, superbly organised and presented, excellent achievement of the objectives, evidence of original thought (particularly at level 3).
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2 Marking Criteria for Examinations

The general principle for awarding marks is as follows. Again the comments refer to marks around the middle of each range.

Mark range	Description
85% – 100%	Outstanding work, showing a full grasp of all the questions answered.
70% – 84%	Perfect or near perfect answers to a high proportion of the questions answered. There should be a thorough understanding and appreciation of the material.
60% – 69%	A very good knowledge of much of the important material, possibly excellent in places, but with a limited account of some significant topics.
50% – 59%	There should be a good grasp of several important topics, but with only a limited understanding or ability in places. There may be significant omissions.
45% – 49%	Students will show some relevant knowledge of some of the issues involved, but with a good grasp of only a minority of the material. Some topics may be answered well, but others will be either omitted or incorrect.
40% – 44%	There should be some work of some merit. There may be a few topics answered partly or there may be scattered or perfunctory knowledge across a larger range.
20% – 39%	There should be substantial deficiencies, or no answers, across large parts of the topics set, but with a little relevant and correct material in places.
0% – 19%	Very little or nothing that is correct and relevant.

3 Marking Criteria for Final Year Projects

The final year project is usually based on the design and implementation of a substantial piece of software. The topics vary widely in scope and difficulty, and the project assessment has to take this into account. Assessors must also consider issues including the effort made by the student, the quality of the software developed, the completeness and validity of the material in relation to the problem addressed and the quality of presentation and organisation of the dissertation, including the quality of expression in written English, the quality of the assessment of the success of the project,

Final Year Reports

Mark range	Description
90% – 100%	A truly outstanding project. The project outcomes (system, theory, empirical evaluation) should be essentially faultless, well-structured and carefully tested, proved or rigorously evaluated. There should be full achievement of objectives and evidence of original thought. The project objectives must be very demanding and there should be a wide range of cogently-justified project extensions. The report should be superbly organised and presented and lucidly written. The quality of the research and report should be equally high. The work should be of publishable quality in a peer-reviewed national conference.
80% – 89%	An outstanding project. The project outcomes (system, theory, empirical evaluation) should be essentially faultless, well-structured and carefully tested, proved or rigorously evaluated. There should be full achievement of demanding objectives and evidence of original thought. The report should be well organised and presented and clearly written.
70% – 79%	Students will show an understanding of all aspects of the project material, producing work without significant error or omission. Project objectives should be reasonably demanding and fully achieved. The report should display excellent organisational and presentational skills, and contain a thorough evaluation and objective critical reflection.
60% – 69%	The project should be competent in all respects. The project's primary objectives are somewhat demanding and should be substantially achieved to a reasonable standard. Students will show an understanding of the technical and professional issues involved. The presentation and organisation of the report should be clear.
50% – 59%	The project should be competent in most respects. The project objectives may not be very demanding but should be achieved to a reasonable standard. The presentation and organisation of the report should be reasonably clear. There may be some signs of weakness, but overall the grasp of the topic should be sound.
40% – 49%	The project will indicate a basic understanding of the methods to be used and how to organise and present the work in the report, but will not have gone beyond this, and there may well be signs of confusion about more complex material. There should be fair work towards the project objectives and the final report must clearly represent a development of the interim report.
30% – 39%	There should be work towards the project objectives, but significant issues are likely to be neglected. There may be significant errors or misconceptions in the project. The final report may represent little progress with respect to the interim report.
15% – 29%	The project may contain some correct and relevant material, but most issues are neglected or are covered incorrectly. There should be some signs of appreciation of the project requirements.
0% – 14%	Very little or nothing that is correct and relevant and there is no real appreciation of the project requirements.

This table gives a broad indication of the factors leading to a given mark, but it should be recognised that the mark is obtained by combining the assessment of a number of factors. Particularly within the middle range of, say, 45% – 65%, above average performance in some aspects of the criteria will often balance below average achievement in others.