

**MSc Award Regulations 2019/20**  
**Grade Conversions for Joint Courses and Other Designations**

|   |                              | COMMONLY ASSOCIATED |  |   | FOR GPAs   | FOR INTEGER GPAs |
|---|------------------------------|---------------------|--|---|--|------------------|
|   |                              |                     |  |   |  |                  |
| 0 | NOT SUBMITTED (NULL)         | N/A                 |  | x NO ANSWER (0%)  | 0 0%   | 0 0%             |
| 0 | VERY POOR (FAIL)             | 0.00 ±0.99          |  | x EXTREMELY POOR ANSWER (15%)<br>x VERY POOR ANSWER (27%)<br>x POOR ANSWER (35%)                    | 0.01 TO 0.33 0 15%<br>0.34 TO 0.66 0 27%<br>0.67 TO 0.99 0 35% | 0 0 27%          |
| 1 | UNSATISFACTORY / POOR (FAIL) | 1.00 ±1.99          |  | x CLEARLY DEFICIENT ANSWER (42%)<br>x DEFICIENT ANSWER (45%)<br>x MARGINALLY DEFICIENT ANSWER (48%) | 1.00 TO 1.33 0 42%<br>1.34 TO 1.66 0 45%<br>1.67 TO 1.99 0 48% | 1 0 45%          |
| 2 | SATISFACTORY                 | 2.00 ±2.64          |  | x ADEQUATE ANSWER (52%)<br>x SOUND ANSWER (55%)<br>x VERY SOUND ANSWER (58%)                        | 2.00 TO 2.21 0 52%<br>2.22 TO 2.44 0 55%<br>2.45 TO 2.64 0 58% | 2 0 55%          |
| 3 | GOOD                         | 2.65 ±3.59          |  | x QUITE GOOD ANSWER (62%)<br>x GOOD ANSWER (65%)  | 2.65 TO 3.14 0 62%<br>3.15 TO 3.59 0 65%                       | 3 0 62%          |
| 4 | VERY GOOD                    | 3.60 ±4.49          |  |   |  |                  |

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As supporting rationale for the preceding conversions, the following table compares more detailed grade descriptors for RVC and LSHTM grades.

| RVC Mark descriptor and mark | RVC criteria   | RVC postgrad class | LSHTM descriptor and GP | LSHTM criteria   | LSHTM postgrad class |
|------------------------------|--|--------------------|-------------------------|--|----------------------|
| No answer (0%)               | <p><b>Selection and coverage of material:</b> Nothing presented or completely incorrect information or containing nothing at all of relevance.</p> <p><b>Understanding:</b> None evident. No evidence of wider reading of an appropriate nature.</p> <p><b>Structure, clarity and presentation:</b> None or extremely poor.</p>  | Fail               | Not submitted (0)       | Null mark may be given where work has not been submitted or attempted, or is in serious breach of assessment criteria/regulations.   | Fail                 |
| Extremely poor answer (15%)  | <p><b>Selection and coverage of material:</b> Hardly any information or information that is almost entirely incorrect or irrelevant.</p> <p><b>Understanding:</b> No or almost no understanding evident. No, or almost no, evidence of wider reading of an appropriate nature.</p> <p><b>Structure, clarity and presentation:</b> None or very poor.</p>   | Fail               | Very poor (0)           | <p>Poor engagement with the topic, limited understanding, very poor argument &amp; analysis.</p> <p><b>Simple general criteria for qualitative work:</b> None of the major points present; many irrelevant points included and a serious lack of understanding.</p> <p><b>Simple general criteria for quantitative work:</b> Some correct, essential part incorrect.</p> | Fail                 |
| Very poor answer (27%)       | <p><b>Selection and coverage of material:</b> Very limited amount of information that is correct and relevant.</p> <p><b>Understanding:</b> If any, extremely limited evidence of understanding. No, or almost no, evidence of wider reading of an appropriate nature.</p> <p><b>Structure, clarity and presentation:</b> Very poor.</p>   | Fail               | Very poor (0)           |  | Fail                 |
| Poor answer (35%)            | <p><b>Selection and coverage of material:</b> Little information that is correct and relevant. For projects, incomplete or inaccurate account of task with inadequate description of aims and methods of practical work and containing significant, and/or a large number of, errors.</p> <p><b>Understanding:</b> If any, very limited evidence of understanding. There may be evidence of very limited wider reading of an appropriate nature. For projects, many unexplained observations or assertions likely; little or no evidence of original/innovative thinking; very limited</p> | Fail               | Very poor (0)           |  | Fail                 |

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**RVC**

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| RVC Mark descriptor and mark | RVC criteria   | RVC postgrad class | LSHTM descriptor and GP | LSHTM criteria  | LSHTM postgrad class |
|------------------------------|--|--------------------|-------------------------|---|----------------------|
|                              | <i>may be less evidence of wider reading of an appropriate nature.</i> |                    |                         | topic but some gaps in understanding or insight, routine argument & analysis, and |                      |



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| RVC Mark descriptor and mark | RVC criteria   | RVC postgrad class | LSHTM descriptor and GP | LSHTM criteria | LSHTM postgrad class |
|------------------------------|--|--------------------|-------------------------|----------------|----------------------|
| (75%)                        | account of task, aims and methods of practical work with few errors and/or omissions and none of significance; where appropriate, sensible speculation, supported by evidence. |                    |                         |                |                      |

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Annxe C

Accreditations

| <b>Accreditation</b>                      | <b>Credit and Awards that must be gained to qualify for accreditation</b>         |
|---|---|
| Associate of the Higher Education Academy | Principles & Practice in Veterinary Education 1                                   |
| Fellow of the Higher Education Academy    | Principles & Practice in Veterinary Education 2 or PGCert in Veterinary Education |