

Ministerial Order on the Grading Scale

Extract from the *Ministerial Order on the Grading Scale for Study Programmes offered under Ministry of Higher Education and Science*

- Section 2.** The **grade 12** is given for an excellent performance displaying a high level of command of all aspects of the relevant material, with no or only a few minor weaknesses.
- Section 3.** The **grade 10** is given for a very good performance displaying a high level of command of most aspects of the relevant material, with only minor weaknesses.
- Section 4.** The **grade 7** is given for a good performance displaying good command of the relevant material, but also some weaknesses.
- Section 5.** The **grade 4** is given for a fair performance displaying some command of the relevant material, but also some major weaknesses.
- Section 6.** The **grade 02** is given for a performance meeting only the minimum requirements for acceptance.
- Section 7.** The **grade 00** is given for a performance which does not meet the minimum requirements for acceptance.
- Section 8.** The **grade -3** is given for a performance which is unacceptable in all respects.

Extract from the *Executive Order on University Examinations and Tests (the Examination Order)*. Equivalent provisions are set out in Sections 25-26 of the *Executive Order on Examinations and Tests in Professionally Oriented Higher Education Programmes*

- Section 25.** If the examiners do not agree on the grade, they each give one grade. The final grade is the average of these grades rounded to the nearest grade on the 7-point grading scale. **If the average calculated lies exactly between two grades**, the final grade is rounded up only if the external examiner has given the higher grade. [...]
- Section 26.** If the internal examiner and the external examiner do not agree on whether the performance is to be assessed as "pass" or "fail" on the 2-step grading scale, the external examiner's assessment is decisive.

GRADING SCALE ORDER (DK)



BEST PRACTICE – EXTRACT

Best practice for external examiners (censors) is the basis of the external examiner's activities and must be seen as an extension of the principles of sound public administration practice and decorum. At all times external examiners must comply with both sound public administration practice and best practice for external examiners.

External examiners have two tools at their disposal:

- **The learning objectives**
- **The Grade Scale Order** (cf. above)

Overall, external examiners must **ensure that students' capabilities are documented** through the examination and also that **the objectives of the programme are fulfilled**. This includes ensuring that

- tests and content requirements are in line with qualification descriptions and other requirements laid down for the programme
- Examinees get fair and equal treatment and that their performance is evaluated in a consistent way

Examinations are carried out in accordance with the rules in force

IMPARTIALITY: It is the external examiner's responsibility to ensure that there are no impartiality issues, including not acting as external examiner at a university where s/he has an employment relationship. **When in doubt, always refrain from the assignment**

EXAMINATION: In the exam situation, it is important to demonstrate best practice for external examiners, which includes, among other things, correct and neutral behaviour, presence and a safe atmosphere.

DOCUMENTATION: Note-taking throughout the process is important for documentation purposes. Notes must be kept for at least 12 months.

ASSESSMENT: The external examiner must ensure that relevant questions covering the entire problem area are asked. The external examiner must ensure that cheating and plagiarism are detected and dealt with in accordance with the rules.

BEST PRACTICE (EN)

