

Introducing new grade descriptions for Master's projects

Today's letter-based grading system was introduced in 2003. The scale runs from A to F, and a qualitative description of each grade is available. During the period following its introduction, the way in which the grade scale was applied has been monitored. On both a national basis and at the University of Oslo, it has become apparent that the majority of Master's projects are graded with either A or B. Despite a focus on this matter from both the Norwegian Association of Higher Education Institutions (UHR) and UiO, the same tendency remains apparent today.

Several steps have been taken to improve the use of the whole range of grades. In 2009, the National Conference of Faculties for Natural Sciences (Nfmr) and the National Council for Technological Education (Nrt) decided to develop standard grade descriptions for Master's projects in the fields of Mathematics, Natural Sciences and Technology (MNT). A working group was drawn up and received the mandate to develop generic grade descriptions for Master's projects, Assessor and Supervisor assessments¹, and standardised Assessor forms based on the new grade descriptions. A prerequisite was that the grade descriptions be based on the national qualifications framework. The working group was led by Professor Carl Henrik Gørbitz from the Department of Chemistry, UiO. Their proposal was presented in 2011 and unanimously endorsed by Nfmr and Nrt, cf.

http://www.uib.no//filearchive/filetopic_masteroppgaver-mnt-rapport.pdf. It was agreed that the new grade descriptions should be applied to the grading of MNT Master's projects submitted by students who began their courses in the Autumn semester of 2012. The new grade descriptions are thus endorsed by all centres of higher education offering Master's degrees in MNT subjects, and not restricted to use by UiO.

The new grade descriptions are also endorsed by student representatives from Nfmr and Nrt, who consider it a positive development that in the new system, the whole grade scale can be used and that the grade categories are evenly distributed.

The Faculty of Mathematics and Natural Sciences at UiO has passed a resolution in line with the recommendations from Nfmr and Nrt. In December 2013, Vice Dean, Solveig Kristensen, established a working group consisting of Jaan Erik Roots from the Department of Chemistry (Leader), Solveig Kristensen (Vice Dean), Tom Lindstrøm (Department of Mathematics), Dag Langmyhr (Department of Informatics), Øystein Bergkvam (Faculty of Mathematics and Natural Sciences, Administration) and Jørgen Eriksson Midtbø (student representative). Their task has been to synthesise the recommendations with UiO's regulations and routines, and suggest adjustments in routines where this is seen to be necessary, thus enabling Master's projects submitted on April 1, 2014 or later to be evaluated according to the new grade descriptions.

¹ Cf. Appendix 1: Generic grade descriptions for Master's work/ Master's projects

New diplomas and grade certificates

As of Spring 2014, all institutions that use FS (a standard student administration system for Norwegian universities and university colleges) will start using new templates for diplomas and grade certificates. The new grade descriptions will apply to all Master's certificates that document attainment of a Master's degree after April 1, 2014. Certificates will also state the aggregate grade statistics during a 5-year period for each theoretic subject and for all Master's projects with the same subject code, presented as a bar chart in the right-hand margin.² The bar charts will show the overall distribution of the grades A - E. If the grading of Master's projects in a particular study programme continues to be dominated by grades A and B, this will be apparent in these diagrams. Those who have read the grade descriptions will find it questionable that Master's candidates have primarily submitted projects that are assessed as being of extremely high standard and better than average achievement. In time, this would affect the impression of UiO as a trustworthy educational institution. It is therefore in the best interests of all the educational institutions to apply the new recommended grade descriptions.

Assessing Master's projects

Master's projects shall be evaluated by a committee consisting of one external assessor and one internal assessor. The Act relating to Universities and University Colleges § 3-9(2) stipulates that Master's projects be assessed by at least two assessors, one of whom must be external. The definition of external is a person not currently employed at the institution, nor employed at UiO during the past two years. In accordance with the regulations, two external assessors are permitted, but this is not considered to be ideal since an internal assessor will be better able to maintain a coordinated application of the grade scale in the assessment of Master's projects. All academic staff in permanent positions may, in principle, have the role of an internal assessor. This also applies to permanently employed academic staff from other entities at UiO as long as they have a relevant academic background. The Head of Education may also appoint internal assessors from other employment groups. The working group recommends that the Head of Education appoints a pool of internal assessors, and that the internal assessor for a specific Assessment Committee is appointed from this pool. The internal assessor must be knowledgeable about the topic of the Master's project, but may not have supervised the candidate and preferably not be in the same research group as the supervisor/candidate. The pool of internal assessors should not be too large, but this depends on conditions at the specific Department. All assessors in the pool are responsible for being familiar with the criteria for the new grade descriptions for Master's projects. External and internal assessors have equal responsibility for setting grades. In principle, the external assessor is the specialist, whereas the internal assessor should focus more on grading the project in accordance with the grade descriptions and in line with the grading of other projects. The Supervisor is not involved in setting the grade, but has a supplementary function to the internal and external assessors. This function entails providing the assessors with information

² Cf. Appendix 2: Excerpt from a grade certificate.

about the student's study technique, effort and ability to work independently. The functions of the various persons involved in the Master's degree examination procedure can be presented schematically as follows:

	External Assessor	Internal Assessor	Supervisor	Student	other
Initial meeting	v	v	v		
Presentation	v	v	v	v	v
Examination	v	v	v	v	v
Final meeting	v	v	v		
Assessment	v	v			
Announcement	v	v	v ¹	v	

- 1) The Supervisor may decide whether or not to be present for the announcement of the grading.

At the initial meeting, the Supervisor submits information about the candidate. After the viva/examination, the External Assessor, Internal Assessor and Supervisor attend a final meeting. Following this, the External and Internal Assessors meet alone to determine the grade for the Master's project and the final grade on the candidate's certificate. Finally, the candidate is informed of the grade supported by a brief oral explanation.

Master's projects are assessed in accordance with *Assessor's Assessment of Master's Projects*³ and *Supervisor's Assessment of Master's Projects*⁴. The Working Group recommends that assessors and supervisors use the following forms: *Assessment Form for Assessors*⁵ and *Assessment Form for Supervisors*⁶ but notes on the project may also be made by other means. The *Assessment Form for Grading*⁷ contains information on the different criteria for evaluating the project, and is intended to support the Assessors in the grading process. This form has the same structure and colour coding as the *Assessor's Assessment of Master's Projects*. Master's projects should be evaluated according to all the criteria set out in the *Assessor's Assessment of Master's projects*. The criteria grouped first in these guidelines should be given first priority, followed by those grouped second, and finally the two criteria at the end of the list. These guidelines are excerpted from *Grade Descriptions for Master's Projects*.

The Faculty will produce a standardised Assessor Protocol Form⁸ to be used by all Departments. If working forms or other notes resulting from the examination are sent to the Department/Faculty together with the Assessor Protocol Form, these are by definition official documents, in accordance with the Public Administration Act. Candidates have the right to see such documents. If Assessors and Supervisors store documents on their own computer or in their own office, these documents are not considered to be official, and candidates are not entitled to see them after the examination.

³ Cf. Appendix 5: Assessor's Assessment of Master's projects

⁴ Cf. Appendix 6: Supervisor's Assessment of Master's projects

⁵ Cf. Appendix 3: Assessment Form for Assessors (working document)

⁶ Cf. Appendix 4: Assessment Form for Supervisors (working document)

⁷ Cf. Appendix 7: Assessment Form for Grading

⁸ Cf. Appendix 8: Assessor Protocol for Master's Projects at the Faculty of Mathematics and Natural Sciences, UiO

The Working Group recommends that the Supervisor's assessment/description of the candidate's study technique, effort and ability to work independently be allowed to affect the grade for the written project. The Assessors assess the written project as seen, and consider any supplementary information provided by the Supervisor. This provides the foundation for assigning a grade for the written project. This grade should be registered as a separate partial grade in FS, the standard student administration system, and will be visible to the candidate. Following the viva, the grade may be adjusted if necessary, and this will be registered as the final grade for the project. In other words, two grades are recorded in FS. The reason for recording both grades is that should a candidate appeal the result, the grade originally assigned to the written project must be known. This is discussed in more detail below.

In accordance with *Regulations concerning courses, modules and degrees at the Faculty of Mathematics and Natural Sciences*, candidates may apply for part-time study, a period of leave, or a deadline extension. Applications are considered by the Programme Board. Candidates submitting a short Master's project may only take the theoretical part of the programme on a part-time basis. The project must be submitted within 17 weeks, plus extra days to compensate for public holidays for Easter, Ascension Day, May 1, and May 17 during the Spring semester. Candidates submitting a long Master's project may apply to study part-time for their Master's project. If part-time study, leave of absence or an extension is granted, a new deadline must be agreed upon.

If a candidate fails to submit on time, the Head of Education decides whether or not the Master's project may be assessed. If there is a valid reason for being unable to meet the deadline, the Candidate must notify the Head of Education as soon as possible, and the situation must be documented. A valid reason could be unforeseen problems concerning the project, or documented sickness.

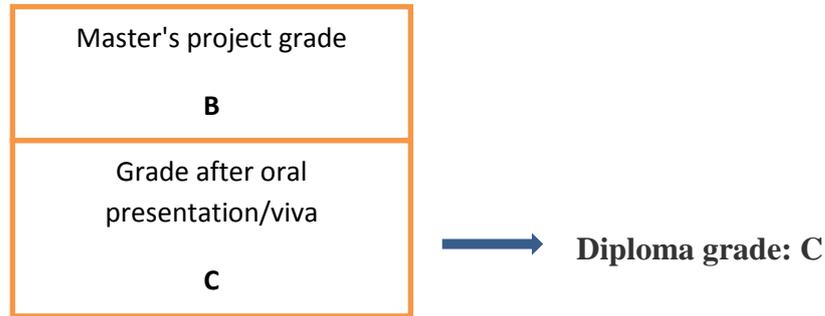
Grade appeals for Master's projects

Students are entitled to appeal an assessment, but only assessment of work that may be checked. This is stipulated in the Act relating to Universities and University Colleges § 5-3 (5): «Appeals may not be lodged against marks awarded for oral performance and assessment of practical training or the like which, owing to the nature of the test cannot be reviewed.»

A Master's degree examination consists of both a written part and an oral presentation/viva. It is important to keep these two parts separate since the candidate is only entitled to appeal the written part of the examination. In 2009, the Director of Academic Affairs at UiO sent a letter to all the Faculties reminding them of this.⁹ The letter refers to § 3-9(5) of the Act relating to Universities and University Colleges «If the final mark is set on the basis of both a written and an oral test and an appeal against a mark for the written part of the examination is upheld, a new oral test shall be held to determine the final mark.» This means that a separate grade

⁹ Appendix 9: Copy of letter from Director of Academic Affairs concerning the regulations for grade adjustment on the basis of a viva

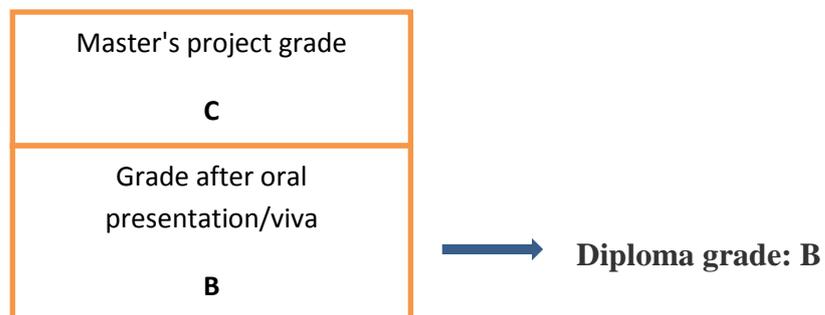
must be given to the Master's project. If the oral presentation/viva provides grounds for adjusting the grade, this will be apparent in the final grade. Some examples follow:



In this example, the Master's project was assessed as a weak B. Had the candidate given an outstanding oral presentation/viva, the grade B would have been maintained. However, since the candidate gave a poor oral presentation/viva, the final grade was lowered to C.

If a candidate wishes to appeal a grade, the members of the new Assessment Committee will reassess the grading of the written project only. Since the Supervisor's comments on the candidate's study technique, effort and ability to work independently may also affect the assessment of the written project, the new Assessment Committee must receive the same information from the Supervisor as the first Assessment Committee. If the new Assessment Committee also gives the Master's project a grade B, the situation remains unchanged with respect to the conclusions of the original committee, and the final grade C remains. A new oral presentation/viva is not permitted.

If the new Assessment Committee assesses the Master's project as grade C (possibly almost a B), i.e. a lower grade than the original Assessment Committee, a new oral presentation/viva must take place. If the candidate then gives an extremely good presentation/viva, that is assessed as improving the grade, the final grade will become B. This may be represented as follows:



It may seem strange that the new Assessment Committee can give the project a lower grade than the original committee, and yet the final grade is higher. However, this is a possible outcome when both the candidate's right to appeal is maintained, and UiO meets the requirements of the Act relating to Universities and University Colleges that vivas may not be appealed. Such a situation will rarely occur, but is possible.

On the final Diploma certificate, there will only be one grade. In the above examples, the grade on the Diploma certificate will be C in the first case and B in the second. However, both the grade for written work and the final grade will be available on StudentWeb. This is because the candidate must know the grade for the project in order to be able to appeal.

Appendices

Appendix 1: Generic grade descriptions for Master's work/ Master's projects

Appendix 2: Excerpt from a grade certificate

Appendix 3: Assessment Form for Assessors (working document)

Appendix 4: Assessment Form for Supervisors (working document)

Appendix 5: Assessor's Assessment of Master's projects

Appendix 6: Supervisor's Assessment of Master's projects

Appendix 7: Assessment Form for Grading

Appendix 8: Assessor Protocol Form for Master's projects at The Faculty of Mathematics and Natural Sciences at UiO

Appendix 9: Copy of letter from the Director of Academic Affairs concerning the rules for grade adjustment based on a viva

Appendix 1: Generic grade descriptions for Master's work/ Master's projects

Grade / Level	Description
<p>A Excellent</p>	<p>Outstanding work which demonstrates a clear talent for research and/or originality, seen in a national perspective.</p> <p>The candidate has excellent insight into the scientific theory and methods of the field, and demonstrates expert knowledge at a very high level. The objectives of the work are clearly defined and easy to understand.</p> <p>The candidate is able to select and apply relevant professional methods convincingly, has all the technical skills required for the work, can plan and conduct very advanced experiments or computations without help, and works very independently.</p> <p>The work appears very extensive and/or innovative. The analysis and discussion is very well founded and justified scientifically, and is clearly linked to the problem addressed. The candidate demonstrates very good critical reflection and distinguishes clearly between own and others' contributions.</p> <p>The form, structure and language of the work maintains an extremely high level.</p>
<p>B Very good</p>	<p>Very good work that clearly stands out.</p> <p>The candidate has very good knowledge and insight into the scientific theory and methods of the field. The objectives of the work are clearly defined and easy to understand.</p> <p>The candidate is able to select and apply relevant professional methods soundly, has virtually all the technical skills required for the work, can plan and conduct advanced experiments or computations without help, and works very independently.</p> <p>The work appears fairly extensive and/or innovative. The analysis and discussion is very well founded and justified scientifically, and is clearly linked to the problem addressed. The candidate demonstrates very good critical reflection and distinguishes clearly between own and others' contributions.</p> <p>The form, structure and language of the work maintains a very high level.</p>
<p>C Good</p>	<p>Good work.</p> <p>The candidate has good knowledge and insight into the scientific theory and methods of the field. The objectives of the work are usually clearly defined, but may contain some vague or imprecise formulations.</p> <p>The candidate uses relevant professional methods soundly, has most of the technical skills required for the work, can plan and conduct fairly advanced experiments or computations without help, and works independently.</p> <p>The work appears good with certain innovative elements. The analysis and discussion is well founded and justified scientifically, and is linked to the problem addressed. The candidate demonstrates good critical reflection and usually distinguishes clearly between own and others' contributions.</p> <p>The form, structure and language of the work maintains a good level.</p>

Grade / Level	Description
<p>D</p> <p>Moderately good</p>	<p>Clearly acceptable work.</p> <p>The candidate has fairly good knowledge and insight into the scientific theory and methods of the field. The objectives of the work may be defined somewhat vaguely.</p> <p>The candidate is mostly able to apply relevant professional methods, possesses the main technical skills required for the work, and can plan and conduct experiments or computations without help. The candidate works independently to some extent, but needs fairly close supervision in order to maintain good scientific progression, and may have problems utilizing the research group's expertise in his/her own work.</p> <p>The work appears to be moderately good. The analysis and discussion is founded and justified scientifically, and is linked to the problem addressed, but with scope for improvement. The candidate demonstrates an ability for critical reflection, but may have problems distinguishing clearly between own and others' contributions.</p> <p>The form, structure and language of the work maintains an acceptable level.</p>
<p>E</p> <p>Adequate</p>	<p>Acceptable work that satisfies the minimum criteria.</p> <p>The candidate has adequate scientific knowledge and insight into the scientific theory and methods in the field. The objectives of the thesis are described, but are vague and imprecise.</p> <p>The candidate is able to apply some relevant scientific methods, has a minimum of technical skills required for the work, and can plan and conduct simple experiments or computations without help. The candidate achieves limited scientific progression without close supervision, and has problems utilizing the research group's expertise in his/her own work.</p> <p>The work appears to be limited and somewhat fragmented. The analysis and discussion have an adequate scientific foundation, but should have been better linked to the topic addressed. The candidate demonstrates sufficient critical reflection, but may have problems distinguishing between his/her contributions and the contributions of others.</p> <p>The thesis is basically acceptable, but has definite shortcomings with respect to form, structure and language.</p>
<p>F</p> <p>Fail</p>	<p>Work that fails to meet the minimum requirements.</p> <p>The candidate does not have sufficient scientific knowledge and insight into the scientific theory and methods in his/her field. The objectives of the thesis are lacking or inadequately defined.</p> <p>The candidate demonstrates a lack of competence in the use of scientific methods, does not have the required technical skills and ability to work independently, and has barely utilized the research group's expertise in his/her own work.</p> <p>The thesis is considered very limited and fragmented. The analysis and discussion do not have an adequate scientific foundation, and are loosely linked to the topic addressed. The candidate does not demonstrate sufficient critical reflection, and does not clearly distinguish between his/her contributions and the contributions of others.</p> <p>The thesis has major shortcomings with respect to form, structure, and language.</p>

Epson_16032014102909.pdf - Adobe Acrobat Pro

File Edit View Window Help

Create

1 / 1 104%

Tools Comment

Karakterutskrift



Universitetet i Oslo

Studenten har oppnådd følgende resultater ved Universitetet i Oslo:

Emne	Termin	Studiepoeng	Karakter	Karakter ¹⁾ fordeling
INF1100 Grunnkurs i programmering for naturvitenskapelige anvendelser	2013 høst	10	E	
MAT1100 Kalkulus	2013 høst	10	C	
MAT-INF1100 Modellering og beregninger	2013 høst	10	D	
Sum: 30,0				

Karakterutskrift.PDF - Adobe Acrobat Pro

File Edit View Window Help

Create

2 / 2 103%

Tools Comment

Studiepoeng- og karaktersystem

Studieåret varer normalt i 10 måneder. Et fullt studieår er beregnet til 1500 - 1800 arbeidstimer og 60 studiepoeng.

Det norske karaktersystemet består av to karakterskalaer: en skala med karakterene bestått og ikke bestått og en gradert bokstavkarakterskala fra A til E for bestått og F for ikke bestått. For den graderte skalaen gjelder følgende kvalitative beskrivelser: A - fremragende; B - meget god; C - god; D - nokså god; E - tilstrekkelig; F - ikke bestått. Karakterskalaen er brukt absolutt. Det vil si at vurderingene er kriteriebasert.

- A Fremragende - Fremragende prestasjon som klart utmerker seg. Kandidaten viser svært god vurderingsevne og stor grad av selvstendighet.
- B Meget god - Meget god prestasjon. Kandidaten viser meget god vurderingsevne og selvstendighet.
- C God - Jevnt god prestasjon som er tilfredsstillende på de fleste områder. Kandidaten viser god vurderingsevne og selvstendighet på de viktigste områdene.
- D Nokså god - En akseptabel prestasjon med noen vesentlige mangler. Kandidaten viser en viss grad av vurderingsevne og selvstendighet.
- E Tilstrekkelig - Prestasjonen tilfredsstillende minimumskravene, men heller ikke mer. Kandidaten viser liten vurderingsevne og selvstendighet.
- F Ikke bestått - Prestasjon som ikke tilfredsstillende de faglige minimumskravene. Kandidaten viser både manglende vurderingsevne og selvstendighet.

Karakterfordeling

Karakterfordelingen viser prosentvis karakterfordeling for emner med gradert karakterskala A – F. Strykkarakter inngår ikke i fordelingen. Alle resultater fra de siste fem år tas med i beregningen. Fordelingen vises også for emner som har vært aktive i mindre enn fem år. Det er en forutsetning at det finnes minst 10 godkjente resultater i løpet av perioden.

This shows part of a Grade Certificate in its current form. The grades and bar chart are on page 1, and information about the grade scale is on page 2. The Diploma Certificate has a similar structure, but here the Grade Descriptions for Master's Projects is included. Master's projects are shown with a course code for the Master's project, eg. INF5960, text «Informatikk. Masteroppgave» with the project title as subtitle, completion semester, study points, grade and bar chart, corresponding to the subjects on the Grade Certificate above.

ASSESSMENT FORM FOR ASSESSORS (WORKING DOCUMENT)

	F	E	D	C	B	A	COMMENTS
WORK							
ANALYSIS AND DISCUSSION							
CRITICAL REFLECTION							
OWN CONTRIBUTION/ ACHIEVEMENT OF GOALS							
SCIENTIFIC GROUNDING							
THEORETICAL INSIGHT							
DESCRIPTION OF GOALS							
STRUCTURE, LANGUAGE AND FORM							
LEVEL OF SKILL							

	COMMENTS
WORK	
ANALYSIS AND DISCUSSION	
CRITICAL REFLECTION	
OWN CONTRIBUTION/ ACHIEVEMENT OF GOALS	
SCIENTIFIC GROUNDING	
THEORETICAL INSIGHT	
DESCRIPTION OF GOALS	
STRUCTURE, LANGUAGE AND FORM	
LEVEL OF SKILL	

ASSESSMENT FORM FOR SUPERVISORS (WORKING DOCUMENT)

	COMMENTS
WORK	
THEORETICAL INSIGHT AND OWN CONTRIBUTION	
LEVEL OF SKILL	
WORK METHODS	
EFFORT	
DEGREE OF INDEPENDENCE	
PROGRESSION	
SUITABILITY FOR PHD	

Assessor's assessment of Master's projects

For each point, the Assessor evaluates the candidate's attainment of the following goals:

<p>Work</p> <p>Does the work display creativity and/or contribute to original thinking and innovation? Does the work give the impression of being particularly extensive? What can be said about the quality and significance of the new knowledge/results generated by the work?</p>
<p>Analysis and discussion</p> <p>Is the analysis, interpretation/synthesis and discussion technically grounded and supported and clearly linked to the problem/topic of the project? Does the discussion maintain a high academic standard? Is the candidate able to apply his/her knowledge and skills to new fields and place the results in a broader perspective?</p>
<p>Critical reflection</p> <p>Does the candidate demonstrate a reasonable understanding of the value of the results? Does the candidate approach sources of information in a critical manner? Does the candidate evaluate and discuss elements of uncertainty such as methodological errors, data errors, etc.? Does the candidate analyse relevant ethical questions related to technical, professional and research matters?</p>
<p>Own contribution/achievement of goals</p> <p>Does the candidate make a clear distinction between his/her own work and contributions from others? Does the written project reach a conclusion where the results are summarised satisfactorily including a discussion of the extent to which goals have been attained? Does the candidate make and justify a reasonable suggestion for further developments or discuss future potential?</p>
<p>Technical grounding</p> <p>Is the theoretical and technical foundation clearly described, enabling the work to be placed in the context of relevant international research?</p>
<p>Theoretical insight</p> <p>Does the work, in particular the introduction, document that the candidate has advanced knowledge of relevant general theory and methods, and particular in-depth insight into the specific field relevant to the project?</p>
<p>Goal description</p> <p>Are the project's goals and/or hypotheses presented in a clear and comprehensible manner?</p>
<p>Structure</p> <p>Does the work demonstrate an organised structure (normally IMRaD: Introduction, Methods, Results and Discussion)? Is the work generally clear?</p>
<p>Language</p> <p>Is the candidate able to present problems and results with the necessary technical/academic precision? Is the work easily comprehended and does the candidate demonstrate a good command of the language used?</p>
<p>Form</p> <p>Is a consistent style used for references, figures and tables? Is the quality of figures and tables acceptable? Does the candidate have a good command of relevant specialist terminology?</p>
<p>Level of skill</p> <p>Does the candidate master relevant methods and use these in the project in an applicable and integrated manner?</p>

Supervisor's assessment of Master's projects

For each point, the Supervisor assesses the candidate's attainment of the following goals:

Work

Does the work display creativity and/or contribute to original thinking and innovation? Does the work give the impression of being particularly extensive?

Theoretical insight and own contribution

Has the candidate contributed important elements/areas of investigation to the project? Does the candidate use relevant resources (databases, etc.) to access current and applicable literature and background material for the work?

Level of skill

Does the candidate master relevant methods and use these in the project in an applicable and integrated manner?

Working methods

Does the candidate demonstrate an ability to work in a planned and methodical manner?

Effort

Does the candidate demonstrate a high degree of effort and focused motivation?

Degree of independence

Is the candidate able to work and use relevant methods in an independent manner, and conduct an independent research or development project under supervision? Does the candidate show personal initiative? What type of help and supervision has the candidate received during the different phases of the project? Is the candidate able to draw on the expertise of the research group and apply this to his/her own work?

Progression

How has the Candidate progressed during the project period?

Suitability for PhD

Could the Candidate be suitable for PhD study?

Assessment Form for Grading

\GRADE DESCRIPTION	F	E	D	C	B	A
WORK	Appears to be limited and fragmented.	Appears to be relatively limited and somewhat fragmented.	Appears to be fairly good.	Appears to be good and includes some innovative elements.	Appears to be fairly extensive and/or innovative.	Appears to be extremely extensive and/or innovative.
ANALYSIS AND DISCUSSION	Inadequate scientific foundation, and only loosely linked to the problem being investigated.	Adequate scientific foundation in need of better links to the problem being investigated.	Satisfactory scientific foundation and justification, and satisfactorily linked to the topic, but some potential for improvement.	Good scientific foundation and justification. The work is linked to the problem being investigated.	Particularly good scientific foundation and justification. The work is clearly linked to the problem being investigated.	Extremely good scientific foundation and justification. The work is clearly linked to the problem being investigated.
CRITICAL REFLECTION	Fails to demonstrate a sufficient level of critical reflection.	Demonstrates a certain degree of critical reflection.	Demonstrates a satisfactory level of critical reflection.	Demonstrates a high level of critical reflection.	Demonstrates a very high level of critical reflection.	Demonstrates an excellent level of critical reflection.
OWN CONTRIBUTION/ ACHIEVEMENT OF GOALS	Minimal distinction between own work and that of others.	Certain problems in distinguishing between own work and that of others.	The distinction between own work and that of others is sometimes unclear.	Usually a distinction between own work and that of others.	A clear distinction between own work and that of others.	An extremely clear distinction between own work and that of others.

\GRADE DESCRIPTION	F	E	D	C	B	A
SCIENTIFIC GROUNDING	Inadequate scientific knowledge.	Adequate scientific knowledge.	Fairly good scientific knowledge.	Good scientific knowledge.	Very good scientific knowledge.	Very high level of scientific knowledge.
THEORETICAL INSIGHT	Lacks the necessary insight into scientific theory and methods in the field.	Adequate insight into scientific theory and methods in the field.	Fairly good insight into scientific theory and methods in the field.	Good insight into scientific theory and methods in the field.	Very good insight into scientific theory and methods in the field.	Extremely good insight into scientific theory and methods in the field.
DESCRIPTION OF GOALS	Objectives are not described clearly or not at all.	Objectives are described but rather poorly.	Some of the objectives are unclear.	Objectives are mostly well defined, with a few exceptions.	Objectives are clearly defined and easy to understand.	Objectives are extremely well defined and simple to understand.
STRUCTURE, LANGUAGE AND FORM	Major problems.	Basically acceptable, but significant problems.	Acceptable standard.	Good.	Very good.	Excellent.

\GRADE DESCRIPTION	F	E	D	C	B	A
LEVEL OF SKILL	Lacks competence in the use of relevant scientific methods. Lacks the desired technical skills and expected level of independence. Has made minimal use of the research group's expertise in his/her own work.	Able to apply certain relevant scientific methods. Minimal command of relevant technical skills. Able to conduct simple experiments or calculations without help. Demonstrates limited scientific progress without close supervision. Has certain problems applying the research group's expertise in his/her own work.	Generally able to apply relevant scientific methods. Some command of the most important technical skills needed. Able to conduct experiments or calculations without help. Works with a certain degree of independence but is dependent on relatively close supervision in order to achieve good progression. Some problems applying the expertise of the research group.	Makes good use of relevant scientific methods. Command of most of the relevant technical skills needed. Able to plan and conduct fairly advanced experiments or calculations without help. Works independently.	Able to select and apply relevant scientific methods with confidence. Good command of almost all technical skills relevant to the project. Able to plan and conduct advanced experiments or calculations without help. Works very independently.	Able to select and apply relevant scientific methods convincingly. Excellent command of all relevant technical skills. Able to plan and conduct highly advanced experiments or computations without help. Works extremely independently.

\GRADE DESCRIPTION	F	E	D	C	B	A
OVERALL IMPRESSION	WORK FAILS TO MEET MINIMUM REQUIREMENTS.	ACCEPTABLE LEVEL OF ACHIEVEMENT THAT MEETS MINIMUM REQUIREMENTS.	CLEARLY ACCEPTABLE LEVEL OF ACHIEVEMENT.	GOOD LEVEL OF ACHIEVEMENT.	VERY GOOD LEVEL OF ACHIEVEMENT.	EXCELLENT LEVEL OF ACHIEVEMENT THAT CLEARLY STANDS OUT AND DEMONSTRATES OBVIOUS RESEARCH TALENT AND/OR ORIGINALITY IN A NATIONAL PERSPECTIVE.

Assessor protocol

Evaluation of Master's Project and final oral presentation/viva.

Student	Date of birth	Course code	Semester		
Title of Master's project					
Grade for Master's project (written grade):		<table border="1"> <tr> <td></td> </tr> <tr> <td></td> </tr> </table>			
Final grade after presentation/viva (Diploma grade):					

City	Date	External Assessor
City	Date	Internal Assessor

To: Faculties
Student Parliament

Academic Administration
Post box 1072 Blindern
0316 Oslo

Date: March 4, 2009
Ref. no.: 2008/15372
Contact person: Jonny Roar Sundnes

Telephone: +47 22 85 78 44
Telefax: +47 22 85 44 59
Email: postmottak@admin.uio.no

Rules for grade adjustment based on a viva

On February 25, 2009, the Rector approved new rules for grade adjustment based on a viva.

Oral examinations will usually be weighted. However, Faculties may decide to make an exception for Master's projects and other courses.

The new provision is an amendment to the former provision regarding grade adjustment based on a viva, passed by the Rector at that time, Arild Underdal, in 2004. The reassessment stemmed from a question raised by the Faculty of Social Sciences. The matter was considered by the Academic Committee, November 27, 2008, and at the Deans' meeting, February 8, 2009.

The Act relating to Universities and University Colleges, and its preparative legislation specify the complaints system for examinations where grade adjustment on the basis of a viva is permitted. Section 3-9 paragraph 5 states that "If the final mark is set on the basis of both a written and an oral test and an appeal against a mark for the written part of the examination is upheld, a new oral test shall be held to determine the final mark." This provision must be read in the context of Section 5-3 paragraph 5, stating that marks awarded for oral examinations may not be appealed. If an oral examination has been held in conjunction with a written examination, resulting in a single grade for the candidate's overall attainment, the grade for the written part only may be appealed. Since the two elements that constitute the grade are inseparable, a new oral presentation/viva is required if the grade for the written element is adjusted. This provision applies both if the grade is adjusted in the Candidate's favour or disfavour.'

In the National Student Database (FS), both the result from the written project and the result from the oral examination must be recorded in order to uphold the Candidate's right to appeal. Both results must be made known to the Candidate. In other words, both the written project and the grade-adjusting viva will be recorded as parts of the examination in FS. If the result of the grade-adjusting viva is to be carried over as the overall examination result by means of FS Routine 571.001, the adjusting viva must be weighted 1/1, for technical reasons, and the written project must be weighted 0/1.

' Cf. Jan Fridthjof Bernts comment to the Act relating to Universities and University Colleges, in the online version of the Norwegian Legislation Commentary.

The examination system for a course must be clarified in the course description. The description must specify normal limits for grade adjustment, but must also state that, in principle, the whole grade scale may be used in a grade-adjusting viva.

Yours faithfully
Monica Bakken
Director of Academic Affairs

Torbjørn Grønner
Head of Section