

## GLOSSARY

**Aggregation criteria:** Specifications to identify the reference groups for which the grading tables will be calculated (e.g. only pass marks and higher, Ba and/or Master, going back 2-3 years ...).

**Aggregation level:** see reference group

**Bands:** a range of marks that are close or related in quality and classified through appreciations. Some national systems have kept the original Latin appreciations (“Cum laude, Magna Cum Laude” etc.) whereas some have adapted it. Bands can also be ranges of marks.

**Condoning:** the term used in some national contexts when an examination board exempts a student from reassessment in a failed (or marginally failed) component if other related components are passed with sufficiently high grades

**ECTS grading scale:** The ECTS grading scale (A B C D E) is based on the class percentile of a student in a given assessment. The best 10% are awarded an A, the next 25% a B, the following 30% a C, the following 25% a D and the final 10% an E. **This grading scale has been abandoned as a standard since 2009, since it was often misapplied or not used at all.**

**ECTS Grading table:** ECTS grading tables have now substituted ECTS grading scales as a standard for converting grades as recommended by the 2009 ECTS Users’ Guide. Standardized frequency tables will be used in the Egracons tool to convert grades from one institution to another.

**Grade conversion:** Translating the grade (or mark) of a course unit (with associated ECTS credits) from a grading system abroad to the grading system of the home institution (or vice versa)

**Grading culture:** Grading culture corresponds to the relationship of an individual, a discipline, a university or country, towards evaluation and the interpretation of grades. It is reflected in the way a grading system is actually used and interpreted within a given (national) higher education system. The grading culture may be influenced by the importance given to high grades in the labour market or for admission in Masters or PhDs etc .... This includes giving grades according to the view that “very good work entitles to the highest grade” up to the view that “being perfect is generally not achievable” so that the best

grade cannot be awarded. Other factors influencing the culture may be condoning, the number of possible resits, the fact that good averages are considered more important than individual grades, etc. ... Grading culture may also be culturally biased. See also grading practice.

**Grading practice:** the way grading is done in a country or institution, including the range of grades, condoning, the average distribution of the grades, specific differences among disciplines, etc.

**Grading table:** see ECTS grading table

**ISCED Codes:** The ISCED fields of Education and training are used by UNESCO/Eurostat/OECD to classify degrees. The ISCED classification comprises 25/80 fields of education (at two-digit/three-digit level). At the highest one-digit level the following eight broad groups of fields of education are distinguished: 1. Education 2. humanities and arts 3 social sciences, business and law 4. science 5. engineering, manufacturing and construction 6. agriculture 7. health and welfare 8. services.

**Online Egracons tool:** an online tool that will enable the direct conversion of grades awarded abroad by entering the two universities, the study cycle and the discipline code. Based on a collection of standardised grading tables supplied annually by the participating institutions the tool will provide conversion options.

**Reference group:** A group of students and their grades that are used as a basis to calculate the grading table. Each reference group reflects its own grading culture. Crucial in this is the level of aggregation to determine the reference group on which the statistical distribution table is calculated (degree/fields of study (e.g. Isced)/Faculty/institution as a whole)