**Template for guidelines to examiners**

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| Course code |  |
| Course name |  |
| Course coordinator |  |
| Examination date |  |

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| --- | --- |
| Learning outcomes of the course described in terms of knowledge, skills and general competence. (Reference with a link to the programme description on NTNU’s website is sufficient) |  |
| Syllabus |  |
| Learning activities in the course |  |
| Any formal requirements for the answer paper |  |
| How the various questions in the examination set are weighted |  |

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| For each question  | Specify which aspects should be included in the answer and which aspects should be emphasized in the assessment. A solution outline or suggested solution can replace this.  |

**Points-based assessment**

If points-based assessment is used, a quantitative grading scale should be drawn up.

**The grading scale that has been used**

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| **Symbol** | **Description** | **General qualitative description of assessment criteria** |
| A | Outstanding | An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking. |
| B | Very good | A very good performance. The candidate demonstrates sound judgement and a very good degree of independent thinking. |
| C | Good | A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas. |
| D | Satisfactory | A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking. |
| E | Sufficient | A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking. |
| F | Fail | A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking. |