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Enigmatic variations : honours degree assessment regulations in the UK / Mantz Yorke ...

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**Abstract**

Twentieth century governance models used in public universities are subject to increasing doubt across the English-speaking world. Governments question if public universities are being efficiently governed; if their boards of trustees are adequately fulfilling their trust obligations towards multiple stakeholders; and if collegial models of governance are working in increasingly complex educational environments. With declining public funding for tertiary education, growing international competition among institutions of higher learning in our information age and worrisome evidence of The debate in the UK about the continued existence of the honours degree classification led to a survey of the assessment regulations in 35 varied higher education institutions. This revealed considerable variation in the way in which honours degree classifications are determined, and also in the handling of weak performances by students. Such variability, deriving from a system in which institutional autonomy is to the fore, raises a question about equitability in the treatment of students. A brief allusion is made to the variability in assessment regulations in the US and Australia. (HRK / Abstract übernommen)