REGIONAL TEACHING PARTNER

ASSESSMENT REGULATIONS

2025-26

(APPLICABLE FROM SEPTEMBER 2025)

Academic Quality, Standards and Conduct

Regional Teaching Partner Assessment Regulations

2025-26

LANCASTER UNIVERSITY UNDERGRADUATE ASSESSMENT REGULATIONS FOR REGIONAL TEACHING PARTNERS

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1A DEFINITIONS

1. Assessment is the primary means whereby students demonstrate achievement so as to merit attainment of credit, usually as partial fulfilment of a named award. The ultimate authority for the regulation of assessment practice rests with the University Senate, which, in turn, may delegate operational authority to other constituent parts of the University or those institutions with which it enters into agreements.

2. Assessment regulations are defined as the collective rules governing the structures and processes under which assessment is undertaken and managed within the College, while assessment content is defined as the pieces of work assigned as both formative and summative assessment, including, but not limited to: essays, examinations, oral presentations, practical assessments, performance, portfolios of work, poster presentations, etc.

1B PRINCIPLES AND CONDITION

1. The University's Learning, Teaching and Assessment Principles summarise the values upholding learning, teaching and assessment for all undergraduate and postgraduate full-time and part-time degree programmes at Lancaster University. These principles and the regulations contained in the Manual of Academic Regulations and Procedures (MARP) are informed by the QAA *Quality Code for Higher Education* and the *Higher Education Credit Framework for England* and are designed to ensure that assessment:

    - informs and promotes learning by providing students with feedback on the quality of their work
    - measures students' academic achievement thereby informing progression within the programme and degree classification
    - assures standards by demonstrating that the University's expectations of student achievement are consistent with other HEIs and employer expectations
    - provides data which aid the ongoing development of teaching and learning approaches.

2. All assessment will comply with these regulations unless otherwise specifically approved by the University through established due process and for good reasons (for example to meet professional or statutory requirements within a professionally accredited award).

3. All general assessment criteria for programmes and modules are approved through the agreed academic approvals process (guidance concerning this is separately available). The University is responsible for ensuring through its appropriately delegated bodies (Faculties, Schools, Departments, Professional Services (including Academic Standards and Quality and Student Registry), constituent elements of collaborative institutions, etc.) that all assessment procedures and arrangements are made known to students through approved means (programme handbooks, module outlines, etc).

4. Changes to the assessment regulations for entire programmes and also the assessment content for individual modules may be made through agreed academic approval procedures, which include approval by the University. It is expected that all such amendments will be approved and publicised prior to the enrolment of students on the programmes and/or modules affected. However, where changes can be fully demonstrated to be either neutral or advantageous to students then changes in assessment content approved after student enrolment may be implemented before the next occurrence of the programme or module commences. Where there is lack of clarity as to whether the approved changes are neutral, favourable or disadvantageous to students then they may only be introduced with the agreement of all students enrolled on the programme or module.

5. Exceptionally, when on an occasion some provisions of these regulations have not been followed, the assessment results will remain valid provided that the Head of Academic Standards and Quality and the Head of the Student Registry or other appropriately delegated officer acting on behalf of the University Senate, in consultation with appropriate colleagues, is satisfied that the assessment has been conducted substantially in accordance with the regulations.

6. Appropriate provision will be made for disabled students in accordance with the relevant college procedures on the administration of University examinations, as approved by the University.

7. All information regarding student assessment will be considered personal data and as such will be subject to both freedom of information and data protection legislation.

1C LANCASTER UNIVERSITY AWARDS

1. The University currently offers the following awards for delivery by the Colleges:

Main higher education awards	**Level of award**	**FTE period of study (normal)**	**Normal total credit value**
Postgraduate Certificate in Education (PGCE)	7	1 year	120 (minimum of 60 at FHEQ level 7)
Bachelors degree unclassified – Pass degree BA/BSc/BEng	6	3 years (u/g)	360 (minimum of 90 at FHEQ level 6)
Bachelors degree as top-up to Foundation degree (BA/BSc/BEng Hons)	6	1 year (u/g)	120 (at FHEQ level 6)
Bachelors degree as progression from Ordinary degree (BA/BSc/BEng Hons)	6	1 year (u/g)	120 (at FHEQ level 6)
Bachelors degree with honours (BA/BSc/BEng Hons)	6	3 years (u/g)	360 (minimum of 90 at FHEQ level 6)
Diploma of Higher Education (DipHE)	5	2 years (u/g)	240 (minimum of 90 at FHEQ level 5)
Foundation Degree: FdA; FdSc; FdEng	5	2 years (u/g)	240 (minimum of 90 at FHEQ level 5)
Foundation Degree: FDA; FdSc; FdEng Via approved pathway from a named CertHE award	5	2 years (u/g)	120 (minimum of 90 at FHEQ level 5)[1]
Bachelors degree Ordinary (BA/BSc Ord)[2 & 3]	5	1 year (u/g)	120 (at FHEQ level 5)
Certificate of Higher Education (Cert HE)	4	1 year	120 (minimum of 90 at FHEQ level 4)
University Certificate[4]	4,5,6,7	Open	60 (minimum of 30 at FHEQ level 4)

[1] *Note that specific regulations apply for the classification of Foundation Degrees via an approved pathway from a named CertHE. These are laid out below in 2A clause 7.*
[2] *Indicates a qualification that does not appear in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland.*
[3] *The Lancaster University Bachelors Ordinary degree provides an articulation programme to credit previously gained through the awards of HNC and HND in specific approved subject areas.*
[4] *Please see the Sub-Degree Awards Regulations for further details on this qualification.*

2. All programmes leading to awards of the University must comply with criteria agreed by the University Senate in terms of level of study, duration of programmes, numbers of modules, student learning hours and credit frameworks.

3. In addition to complying with the criteria agreed by the University Senate, all awards offered by the University and programmes delivered by the College are aligned with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the QAA as well as the National Credit Framework, which aligns UK qualifications with European qualifications.

SECTION 2: ASSESSMENT OF UNDERGRADUATE PROGRAMMES

2A STRUCTURE OF PROGRAMMES

1. Bachelors three year degrees comprise learning across levels 4, 5, 6, normally with 120 credits of assessment at each level. Level 4 is qualificatory, i.e. successful completion is required for progression to further study but obtained credit does not contribute to final classification of awards. Levels 5 and 6 comprise all credit upon which final classification of awards is determined.

2. Foundation degrees comprise of levels 4 and 5, normally with 120 credits of assessment at each level. Successful completion of level 4 is required for progression to future study. Levels 4 and 5 comprise all credit upon which final classification of awards is determined, with a weighting of 30% for level 4 and a weighting of 70% for level 5 when calculating the overall aggregation score.

3. Ordinary degrees are only available as part of an articulation with Higher National awards in specific agreed subject areas. Ordinary degrees comprise learning at level 5 with 120 credits of assessment. Level 5 comprises all credit upon which final classification of the Ordinary degree is determined. Following the award of the Ordinary degree students may choose to progress to the related Bachelor Honours degree programme. In such cases all credit used for the Ordinary degree will contribute to the award of the Bachelors Honours degree and classification will be based on levels 5 and 6. Following the award of the Honours degree the award of the Ordinary degree will be deemed to be annulled and students will be required to return their Ordinary degree certificate.

4. Bachelors one year top-up Honours degrees to the Foundation degree comprise learning at level 6 with 120 credits of assessment. Level 6 comprises all credit upon which final classification of awards is determined.

5. The Postgraduate Certificate in Education comprises two 30 credit modules at level 6 and two 30 credit modules at level 7.

6. Named Certificate of Higher Education. Students can register on a named Certificate of Higher Education as a one-year target award. The Certificate of Higher Education comprises learning across level 4 with 120 credits of assessment. Level 4 comprises all credit upon which the award is determined.

7. Pathway from Named Certificate of Higher Education to Foundation Degree. Students can complete a target CertHE and opt to continue to a related Foundation Degree, via an approved pathway. For this pathway, level 5 comprises all credit upon which final classification of awards is determined for the Foundation Degree.

2B SETTING AND APPROVING ASSESSMENT FOR PROGRAMMES

1. Each approved module contributing to any programme of the College leading to an award of the University will incorporate a scheme of assessment which:

   (a) assesses student performance against the intended learning outcomes of the module;

   (b) includes an appropriate combination of formative and summative elements;

   (c) deploys forms of assessment appropriate to the intended learning outcomes of the module, taking due account of its credit rating;

   (d) defines the way in which the results of individual papers or units of assessment are to be aggregated, averaged or profiled in order to produce an overall module grade to be used in determining the overall classification of the degree programme(s) to which the module contributes; and

   (e) assigns an appropriate and approved method of moderating marks for the module.

2. For all programmes of study leading to an Honours degree (including programmes with an associated Honours top-up) at least 50% of level 5 and 6 modules (in credit equivalence) taken by a student should involve supervised individual assessment counting for at least 30% of the total assessment for the module. Where this is not the case, a rationale must be provided at validation and revalidation of the programme and be approved by the University officer or body with delegated authority from Senate on the recommendation of the validating panel. Students whose enrolment does not satisfy this requirement will not be disadvantaged in any way, and in particular will not be debarred by this regulation from qualifying for a degree.

3. In addition to schemes of assessment for each module, students will have access to information on the overall assessment scheme for the award for which they are registered, together with the regulations for classification of the award, where applicable.

4. Guidance will be provided to students to specify how they will receive feedback to guide their subsequent learning. That feedback will normally include the grade outcomes of summative assessment. All marks are provisional until they are confirmed or amended by the relevant examining bodies.

5. Heads of School/Curriculum in conjunction with the Programme Leaders will ensure:

   (a) that the relevant course documentation accurately describes the assessment scheme and corresponding procedures;

   (b) the preparation of the relevant forms of assessment takes place under secure conditions and complies with the University's requirements in respect of preparing examination papers;

   (c) that External Examiner(s) are provided with the learning outcomes of the programme and constituent modules, the intentions of the forms of assessment and the appropriate grading or classification scheme in use;

   (d) that all marks are collated and that no work is missed and that all marks are recorded accurately and in the required format;

   (e) provisional results and other information pertaining to the course, the assessment and the students are conveyed to the External Examiner(s) and to the examining bodies in the required format;

   (f) the results authenticated by the examining bodies are conveyed to the Student Registry or equivalent in an agreed format.

6. Heads of School/Curriculum will ensure that the assessment schemes for programme(s), and their operation, are monitored through annual quality review processes.

2C ADMINISTRATION OF ASSESSMENT

1. Assessment takes place in a number of formats: essays, examinations, oral presentations, practical assessments, performance, portfolios of work, poster presentations, etc. Clear guidelines on submission and/or examination procedures as applicable will be accessible to all registered students. Production of these guidelines is delegated to appropriate bodies within the College and will include, as required: examination arrangements (including alternative arrangements for disabled students), marking criteria, plagiarism processes, reassessment arrangements, referencing requirements, submission arrangements (for example means of recording performance, presentation format for group work, provision of receipt, requirement for student to retain copies, use of cover sheet, etc.), submission deadlines, submission format (electronic and/or hard copy), etc.

2. Students shall be required to declare, in respect of every piece of submitted coursework (including dissertations and theses), that the submitted work is their own and has not been submitted in substantially the same form towards an award or other qualificatory work by the candidate or any other person, and affirming that acknowledgement has been made to assistance given and that all major sources have been appropriately referenced. No piece of work will be accepted without the inclusion of such a statement. In the case of group work where a single submission is made by its members, all the students within the group shall sign the same statement.

3. Submission and/or examination deadlines must be clearly published for all summative assessment and provided to students at the commencement of each module or equivalent.

4. Clear guidelines will be provided to students both for the process of applying for deadline extensions as well as what, in general terms, constitutes fair and reasonable cause for deadline extension.

5. Late penalties for assessed work are set out in **Appendix 1**.

Detailed information about the timing and administration of college examinations is set out in the relevant college procedures as approved by the University.

2D MARKING AND MODERATION OF ASSESSMENT

1. There will be agreed grading and marking criteria for all types of assessment and these will be made available to students at the appropriate times.

2. All assessments and all examination scripts should be subjected to the method of moderating marks assigned to the module when it was validated, i.e.:

- unseen double marking, where student work is independently assessed by a second marker without the knowledge of marks assigned by the first marker;

- second marking, where student work is assessed by more than one marker, but the second marker knows the mark allocated by the first marker;

- sampling, where second markers review a representative sample of work first-marked by other colleagues for the purpose of: checking the consistent application of marking criteria and moderating marks awarded (a sample from a collection of n scripts should involve five scripts or the square root of n scripts, whichever is the greater);

- analyses of marking trends, where work is marked by only one marker, undertaking a comparative analysis of marking trends to compare individual students' consequential marks on an individual course with their average mark on all their other courses.

3. For any assessed work where double marking or second marking is used, programme teams

   must follow a clear procedure for determining final marks and grades where the two markers are in disagreement, and there must be a clear audit trail to show how the final mark or grade was reached. For small disagreements, taking a simple average may be appropriate, but where the difference is significant (e.g. a difference of 10 percentage points or a full grade or more), and where the two markers remain unable to reconcile their differences even after discussion, an appropriate procedure is for the programme leader or other appropriate person to ask a third internal marker to adjudicate.

4. All examination scripts at all levels will be anonymously marked, whereby the identity of students is masked from markers.

5. Judgement will be made through direct reference to the primary level descriptors for intended learning outcomes as set out in **Table A**. Colleges are encouraged to amplify the primary level descriptors with more detailed secondary level descriptors specific to a particular field or level of study. It is permissible to have several sets of grade descriptors appropriate to the different types and levels of assessment. For the purposes of classification these grades will then be converted into aggregation scores with reference to the conversion scheme in **Table A**.

6. Where the outcome of the chosen mode of assessment can be demonstrated to be wholly quantitative, i.e. comprised of elements which collectively can be demonstrated to be sufficiently granular so as to be accurately graded against a one hundred percent outcome, percentile assessment is permissible. Percentage marks will then be converted into a final aggregation score by reference to the conversion scheme in **Table B**. For modules which are assessed by wholly quantitative assessments, the module mean as a percentage will initially be determined and this then converted to a module aggregation score.

7. For qualitative assessment where a piece of work merits a pass grade, markers should initially assign the grade in the middle of the appropriate class to a piece of work and then deliberately revise up or down if felt appropriate. For example, the upper second class is covered by grades B^+, B and B^- (17, 16 and 15 points respectively). If a piece of work is judged to match the intended learning outcomes of an upper second then the default should be to award the work a B grade and then only consider changing to either B^+ or B^- if the work shows particular strengths (B^+) or weaknesses (B^-).

8. Under certain circumstances it may be appropriate for marks to be scaled. See Appendix 2 of these regulations for details of when and how scaling might be applied.

9. Where the assessment scheme for a specific module comprises two or more individual pieces of assessment, each piece should normally be awarded a grade as set out in the preceding paragraphs and each grade subsequently converted to an individual aggregation score as defined in the grading table.

10. Aggregation to establish a result for a module will require the computation of the mean of the relevant aggregation scores of the component assessments. Where appropriate the computation will employ weights as specified in the course documentation. The overall aggregation score for the module will be used for the purposes of calculating the final overall mean and hence award classification.

11. Academic judgements on all forms of assessment (examination, practical/ professional competency, written submission, etc.), subject to the moderation arrangements described above and confirmed through examining bodies or equivalent, are final and cannot be disputed by students. Nor can academic judgement form the basis of an academic appeal or student complaint. Procedures for academic appeals are described in the relevant college procedures, as approved by the University.

12. For the transcript and Higher Education Achievement Record (HEAR) individual module results will be expressed as aggregation scores and classifications. Where a mark has been changed owing to either penalty or reassessment this change will also be indicated.

13. The guiding principles for assessment uphold the necessity for assessment to be moderated internally and also, for the involvement of External Examiners to review level 4 work, where credit is used to determine the final classification (i.e. Foundation degrees), and to review assessed summative work from levels 5 and 6 to ensure that standards of assessment approximate to those of other Universities, and also that consistency of assessment is maintained throughout. Accordingly a Board of Examiners which comprises internal and External Examiners is constituted for each programme. Internal

    examiners are drawn from the body of academic staff of the College and External Examiners are appointed by the University in accordance with agreed University criteria and procedures.

    ***University procedures for the appointment of External Examiners*.**

Grading Table A					
Broad Descriptor	**Grade**	**Aggregation Score**	**Primary level descriptors for attainment of Intended Learning Outcomes**	**Honours Class**	**Foundation, Ordinary Degree and PGCE Class**
Excellent	A+ A A–	24 21 18	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures	First	Distinction
Good	B+ B B–	17 16 15	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding	Upper Second	Commendation
Satisfactory	C+ C C–	14 13 12	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding	Lower Second	Merit
Weak	D+ D D–	11 10 9	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure	Third	Pass
Marginal fail	F1	7	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations	Fail	Fail
Fail	F2	4	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions		
Poor fail	F3	2	Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation		
Very poor fail	F4	0	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary		

Note: For a grade to be awarded, students must also satisfy the primary level descriptors listed in the grades at all levels below that which is awarded (i.e. descriptors are to be read *cumulatively* up to and including the grade achieved).

Other outcomes

Broad Descriptor	**Definition**	**Aggregation Score**
Malpractice	Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations	0M
Non-submission	Failure to submit assignment for assessment	0N
Penalty	Failure to submit within regulation requirements (late submission, improper format, etc.)	varies
Resit	Attainment of a passing grade through reassessment processes	9R
Decision Pending	The grade is subject to investigation	N/A

Table B: Percentage conversion table (% to aggregation score)									
1 = 0.225	2 = 0.450	3 = 0.675	4 = 0.900	5 = 1.125	6 = 1.350	7 = 1.575	8 = 1.800	9 = 2.025	10 = 2.250
11 = 2.475	12 = 2.700	13 = 2.925	14 = 3.150	15 = 3.375	16 = 3.600	17 = 3.825	18 = 4.050	19 = 4.275	20 = 4.500
21 = 4.725	22 = 4.950	23 = 5.175	24 = 5.400	25 = 5.625	26 = 5.850	27 = 6.075	28 = 6.300	29 = 6.525	30 = 6.750
31 = 6.975	32 = 7.200	33 = 7.425	34 = 7.650	35 = 7.875	36 = 8.100	37 = 8.325	38 = 8.550	39 = 8.775	40 = 9.000
41 = 9.300	42 = 9.600	43 = 9.900	44 = 10.200	45 = 10.500	46 = 10.800	47 = 11.100	48 = 11.400	49 = 11.700	50 = 12.000
51 = 12.300	52 = 12.600	53 = 12.900	54 = 13.200	55 = 13.500	56 = 13.800	57 = 14.100	58 = 14.400	59 = 14.700	60 = 15.000
61 = 15.300	62 = 15.600	63 = 15.900	64 = 16.200	65 = 16.500	66 = 16.800	67 = 17.100	68 = 17.400	69 = 17.700	70 = 18.000
71 = 18.300	72 = 18.600	73 = 18.900	74 = 19.200	75 = 19.500	76 = 19.800	77 = 20.100	78 = 20.400	79 = 20.700	80 = 21.000
81 = 21.150	82 = 21.300	83 = 21.450	84 = 21.600	85 = 21.750	86 = 21.900	87 = 22.050	88 = 22.200	89 = 22.350	90 = 22.500
91 = 22.650	92 = 22.800	93 = 22.950	94 = 23.100	95 = 23.250	96 = 23.400	97 = 23.550	98 = 23.700	99 = 23.850	100 = 24.000

2E PROGRESSION

1. Each programme will have progression requirements detailed and approved through the programmes approval process. Boards of Examiners will determine whether a student has successfully met the progression requirements for a programme giving full countenance to exceptional circumstances as reported from the Exceptional Circumstances Committee, reassessment and condonation opportunities as detailed below.

2. In order to qualify to progress to the next stage of the programme, students must have attained in full the minimum credit requirement for the stage completed (including credit for failed modules which have been condoned).

3. Additional progression requirements for programmes with professional accreditation are detailed in **Appendix 4**.

4. The aggregation score for passing a module for progression purposes is 9, unless otherwise stipulated in **Appendix 4**.

Level 4 progression to level 5

5. To proceed from level 4 to level 5 of a programme all students must achieve an overall aggregation score of 9 in all modules.

6. Students who initially fail one or more level 4 modules will be offered an opportunity to resit the modules failed. Students who wish to change their programme of study following initial failure may opt out of this resit opportunity and apply directly for a restart year on an alternative programme for which the eligibility criteria have been met. Students retain the right to undertake the resits should they so wish. All other students who choose not to participate in this resit opportunity will be deemed to have withdrawn from the programme.

7. Exceptionally, an examination board may offer a student the opportunity to repeat the year on the same programme of study without having to take the associated resits. Students retain the right to undertake the resits should they so wish. The College must work closely with the student to advise them on their available options. Normally students should only be offered the opportunity to repeat the year without taking resits where they have failed the vast majority of the year.

8. After taking resits as required, a student who passes all modules with the required aggregation scores, or has no more than the maximum credits permitted for condonation, qualifies to progress to level 5.

9. Only following all opportunities for reassessment, students who have not passed all modules, and whose failures have not been condoned, will be offered, immediately following the examination board at which the student was considered, the choice of:

   (a) one (and only one) further resit opportunity as an external candidate; or

   (b) a repeat year.

10. Students opting for a repeat or restart year will:

    (a) have full-time student status;

    (b) lose all credit, marks and grades gained in the original first year;

    (c) undergo an assessment of support needs (both academic and general well-being) at the start of the repeat year;

(d) have especially close monitoring of their academic progress by the programme leader;

(e) otherwise be treated the same as any other first year student;

(f) have one resit opportunity if necessary;

(g) not be allowed any further resit opportunity as an external candidate or another repeat year, except under extraordinary exceptional circumstances where approved by the first year resit board.

11. A repeat year is available to all students registered on the Honours degree, with restrictions as detailed below, and will not be available to students registered on a Certificate of Higher Education target award.

12. For Foundation Degree and Bachelors students, students may elect, depending on their performance at the end of level 4 and after all opportunities for reassessment have been exhausted, to be considered for the award of Certificate of Higher Education. In order to qualify for the award of the Certificate, students are required to have achieved 120 credits at level 4 or above with an overall aggregation score of 9 and no more than 30 credits condoned where the module aggregation score is between 7 and 9. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme.

13. There is no automatic eligibility to continue from a named Certificate of Higher Education Target award onto either level 5 of an Honours degree, Foundation degree or a Diploma of Higher Education programme. [See Section 2F for classification details of the named Certificate of Higher Education Target award]

Level 5 progression to level 6

14. To proceed from level 5 to level 6 of a programme all students must achieve, following all opportunities for reassessment, an overall aggregation score of 9 with no more than the maximum credits permitted for condonation.

15. Students who have been registered for two years on a three year full-time programme of study (or part-time equivalent) leading to an Honours degree, that does not include an intermediate Ordinary degree award, may elect, depending on their performance at the end of level 5, and after all opportunities for reassessment have been exhausted, to be considered for the award of Diploma of Higher Education. In order to qualify for the award of the Diploma, students are required to have achieved 120 credits at level 5 or above with an overall aggregation score of 9 with no more than 30 credits condoned where the module aggregation score is between 7 and 9. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme.

16. An examination board may offer a student the opportunity to repeat Level 5 for the same programme of study, in line with the requirements as outlined below in 2N clause 3.

2F CLASSIFICATION OF AWARDS

1. Each programme will have final award criteria detailed and approved through the programmes approval process. Boards of Examiners will determine whether a student has successfully met the final award criteria giving full countenance to exceptional circumstances as reported from the Exceptional Circumstances Committee, reassessment and condonation opportunities as detailed below.

2. In order to qualify for the overall award, students must have attained in full the minimum credit requirement for the programme (including credit for failed modules which have been condoned), and achieved an overall aggregation score of at least 9.0 unless stipulated in Appendix 4.

3. Where awards are classified, the overall mean for the programme should be computed from the module aggregation scores in proportion with the approved credit weightings for each module. This overall mean score should be expressed to one decimal place and be used to determine the classification to be awarded in accordance with the class boundaries as defined below.

4. Academic judgement does not constitute grounds for appeal; however, students who wish to challenge the process may do so under the approved academic appeals procedures.

5. In addition to standard University classification requirements, certain programmes which carry professional accreditation have additional requirements. These are detailed in **Appendix 4**. The Colleges are required to provide updated information on an annual basis.

Bachelors with Honours

6. There will be four classes of honours: first, upper second, lower second and third. A student who is not placed in one of the four classes will not be eligible for the award of an honours degree. This will not prevent the award of an unclassified honours degree within the terms of the regulations.

7. Where the mean overall aggregation score falls within one of the following ranges, the examining bodies will recommend the award stated:

17.5 to 24.0	first class honours
14.5 to 17.0	upper second class honours
11.5 to 14.0	lower second class honours
9.0 to 11.0	third class honours
0.0 to 8.0	fail

8. Where the mean overall aggregation score falls within one of the 'borderline' ranges defined below:

17.1 to 17.4	either first or upper second class honours
14.1 to 14.4	either upper or lower second class honours
11.1 to 11.4	either lower second or third class honours
8.1 to 8.9	either pass degree or fail

the examining bodies will apply the following rubric for deciding the degree class to be recommended.

(a) For all students on Bachelors programmes, where a student falls into a borderline then the higher award should be given where either half or more of the credits contributing to classification are in the higher class or the final year average is in the higher class.

(b) Borderline students not meeting either of the criteria described in (a) above would normally be awarded the lower class of degree unless (c) applies.

(c) That for all students, borderline or not, Examination Boards should continue to make a special case to the Committee of Senate via the Classification and Assessment Review Board for any student where the class of degree recommended by the Board deviates from that derived from a strict application of the regulations. Such cases would be based around circumstances pertaining to individual students where these circumstances have not already been taken into account.

9. A Diploma of Higher Education may at the discretion of the Boards of Examiners be awarded where a student does not attain a Pass degree but has achieved 120 credits at level 5 or above, with all modules passed at a minimum score of 9 (which may be from a combination of level 5 and 6 study), with no more than 30 credits condoned where the module aggregation

score is between 7 and 9. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme.

Foundation Degrees and Ordinary Degrees

10. For Foundation Degrees and Ordinary degrees where the mean overall aggregation score falls within one of the following ranges, the Boards of Examiners will recommend the award stated:

17.5 to 24.0	distinction
14.5 to 17.0	commendation
11.5 to 14.0	merit
9.0 to 11.0	pass
0.0 to 8.0	fail

11. For Foundation Degrees and Ordinary degrees where the mean overall aggregation score falls within one of the 'borderline' ranges defined below:

17.1 to 17.4	either distinction or commendation
14.1 to 14.4	either commendation or merit
11.1 to 11.4	either merit or pass
8.1 to 8.9	either pass or fail

the examining bodies will apply the following rubric for deciding the class to be recommended:

(a) For all students on these programmes, where a student falls into a borderline then the higher award should be given where either half or more of the classifying credits are in the higher class or the final year average is in the higher class.

(b) Borderline students not meeting the criteria described in (a) above would normally be awarded the lower class unless (c) applies.

(c) That for all students, borderline or not, Examination Boards should continue to make a special case to the Committee of Senate via the Classification and Assessment Review Board for any student where the class recommended by the Board deviates from that derived from a strict application of the regulations. Such cases would be based around circumstances pertaining to individual students where these circumstances have not already been taken into account.

12. For Foundation Degree students, a Certificate of Higher Education may at the discretion of the Boards of Examiners be awarded where a student does not attain a Pass degree but has achieved 120 credits at level 4 or above, with all modules passed at a minimum score of 9 with no more than 30 credits condoned where the module aggregation score is between 7 and 9. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme.

13. For Foundation Degree students entering via the Target Certificate of Higher Education pathway and continuing to the Foundation Degree, the final Foundation Degree classification is entirely based on learning at level 5.

Postgraduate Certificate in Education

14.a *For students on the Postgraduate Certificate in Education programmes commencing prior to September 2025:* The award of Postgraduate Certificate in Education is unclassified and is awarded on a Pass/Fail basis.

14.b *For students on the Postgraduate Certificate in Education from September 2025 onwards:* For the Postgraduate Certificate in Education, where the mean overall aggregation score falls within one of the following ranges, the Boards of Examiners will recommend the award stated:

17.5 to 24.0	distinction
14.5 to 17.0	commendation
11.5 to 14.0	merit
9.0 to 11.0	pass
0.0 to 8.0	fail

For the Postgraduate Certificate in Education, where the mean overall aggregation score falls within one of the 'borderline' ranges defined below:

17.1 to 17.4	either distinction or commendation
14.1 to 14.4	either commendation or merit
11.1 to 11.4	either merit or pass
8.1 to 8.9	either pass or fail

the examining bodies will apply the following rubric for deciding the class to be recommended:

(a) For all students on the PGCE, where a student falls into a borderline then the higher award should be given where either half or more of the classifying credits are in the higher class.

(b) Borderline students not meeting the criteria described in (a) above would normally be awarded the lower class unless (c) applies.

(c) That for all students, borderline or not, Examination Boards should continue to make a special case to the Committee of Senate via the Classification and Assessment Review Board for any student where the class recommended by the Board deviates from that derived from a strict application of the regulations. Such cases would be based around circumstances pertaining to individual students where these circumstances have not already been taken into account.

Named Certificate of Higher Education

15. For the Target award of a named Certificate of Higher Education, students are required to have achieved 120 credits at level 4 with an overall aggregation score of 9.0 and no more than 30 credits condoned where the module aggregation score is between 7.0 and 9.0. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme.

2G REASSESSMENT

CLASSIFIED PROGRAMMES WITH CONDONATION (3 YEAR, 1 YEAR TOP-UP, FOUNDATION DEGREE, ORDINARY DEGREE)

Level 4 and Level 5 (where this does not constitute the final year of the programme)

1. A student who fails a module will be required to undertake a reassessment for that module in order to be considered for progression to the next level. If the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 9.0 aggregation points; otherwise the original aggregation score will stand. The resulting aggregation score will count towards the overall aggregation average. Condonation will not be considered until after reassessment.

Level 4 and Level 5 (which constitute the final year of the programme) and Level 6

2. A student who fails a module with a score below 7.0 will be required to undertake a reassessment for that module in order to be considered for the award of a degree. In addition, if more credits are failed than can be condoned or the overall average aggregation score is below 9.0, a student must resit either all failed modules or sufficient failed modules to ensure that condonation may be a possibility.

3. Where a student has undertaken a reassessment for a module and the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 9.0 aggregation points; otherwise the original aggregation score will stand. The resulting aggregation score will count towards the overall aggregation average used for degree classification.

4. The normal expectation is that condonation will be applied immediately where consistent with the regulations without the need for reassessment. Where a student wishes to undertake reassessment in one or more failed modules, they may do so provided they apply within five working days of results being made available.

Following a first reassessment

5. Following a first reassessment, level 4 students who have not passed all modules, and whose failures have not been condoned, will be offered, immediately following the examination board at which the student was considered, the choice of:

   (a) one (and only one) further resit opportunity as an external candidate; or
   (b) a repeat year.

   The repeat year does not apply to students registered on a one-year named Certificate of Higher Education Target award.

   See section 2E (Progression) for repeat year procedures.

6. Level 5 and level 6 students who have not passed all modules following a first reassessment, and for whom not all failures have been condoned, may be granted a repeat year, as outlined below in 2N clause 3.

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

7. A student who fails any module will be required to undertake a reassessment for that module and pass all modules in order to qualify for the award. A student who fails any module on reassessment will not be granted a further reassessment opportunity.

GENERAL PRINCIPLES

8. The precise form of assessment is for the College to decide, but the following principles should be borne in mind:

   (a) the purpose of reassessment is to re-examine the learning outcomes which have been failed at the first attempt;

   (b) students who have failed all elements of assessment at the first attempt should not be advantaged over those who have failed only part of an assessment.

9. Students will normally be given the opportunity to undertake reassessment within the same academic year in which they made their first attempt. Where reassessment in the same year is impractical, the students should be counselled in regard to the continuation of their studies.

10. Where reassessment is prohibited for reasons of professional accreditation this will be clearly stated in the assessment guidelines provided to students and alternate awards and other available options identified.

11. Students may not seek reassessment to improve a passing grade unless required for professional accreditation and allowed under specific accreditation arrangements (see **Appendix 4** for further details).

12. When all the results of reassessment are available the overall profile will then be considered following procedures detailed in section 2K below.

2H CONDONATION

General

1. Where a student, after all opportunities for reassessment, has failed, the examination board, should, subject to the learning outcomes for the programme being met, normally condone credit whereby said credit will be available as an element of either progression or final classification requirements of the award.

2. Where a programme separately assesses modules with a credit value of 15 or less, for specified undergraduate programmes recorded in the **Appendix 5** to these regulations, these may be combined to a maximum size of 30 credits for the consideration of condonation. Approved combinations must:

   (a) ensure learning outcomes for the programme can continue to be met irrespective of the condonation of combined modules;

   (b) be approved by the University; and

   (c) be published prior to students' enrolment on to any modules which have been combined for the purposes of condonation.

3. When the results of all assessments and reassessments relating to progression on the programme are available, the overall profile will be reviewed by the relevant Board of Examiners and the following credits should normally be condoned where the aggregation score is between 7 and 9:

   (a) three year Bachelor Honours degree programmes – up to 30 credits at level 4 and up to 30 credits at level 5
   (b) Foundation Degree programmes – up to 20 credits at level 4.

4. No module may be condoned with an aggregation score of less than 7, nor may any module be condoned if a student has not attempted reassessment.

Condonation for award

5. When the results of all assessments and reassessments relating to the final year of a programme are available, the overall profile will be reviewed by the Board of Examiners and the following maximum credits should normally be condoned where the aggregation score is between 7 and 9. No module may be condoned with an aggregation score of less than 7.

   (a) three year Bachelor Honours degree programmes – up to 30 credits over levels 5 and 6
   (b) Foundation Degree programmes – up to 20 credits at level 5
   (c) Bachelor Honours top-up to Foundation degree programmes – up to 20 credits at level 6
   (d) Bachelor Honours top-up to Ordinary degree – up to 30 credits over levels 5 and 6
   (e) Ordinary degree programmes – up to 20 credits at level 5.
   (f) Named CertHE Target programme – up to 30 credits at level 4.

6. There is no condonation permissible for the Postgraduate Certificate in Education.

7. For a pass degree on a three year Bachelor Honours degree programme, an examination board can, at its discretion, condone an additional 30 credits (up to a total of 60 credits maximum) for levels 5 and 6 combined where the aggregation score is between 7 and 9.

8. For a pass degree on a Bachelor Honours top-up degree programme, an examination board can, at its discretion, condone a maximum of 30 credits where the aggregation score is between 7 and 9.

Exceptions

9. The phrase “should normally” used in this section (2H Condonation) means that condonation, where allowable and subject to the learning outcomes for the programme being met, must be granted unless the examiners believe that there is good reason not to do so. Any such reason must be described and justified in the examination board minutes. The final decision will be taken by Senate.

10. Where a mark of zero has been applied to the whole module as a penalty for academic malpractice with no opportunity for reassessment, the exam board shall ordinarily exceptionally condone this mark provided that this does not lead to the student having more than the permitted number of condoned credits under the regulations as set out in 2H above. Where such condonation would lead to the maximum number of condoned credits being exceeded, the mark shall remain uncondoned, and the board of examiners shall deal with the student accordingly.

2I INCOMPLETE ASSESSMENT AND EXCEPTIONAL CIRCUMSTANCES

1. For the purposes of these regulations ‘exceptional circumstances’ will mean properly evidenced and approved claims from students that demonstrate good cause as to why their performance and achievements have been adversely affected by means which have not been fully addressed through extension and other available assessment procedures.

2. For the purposes of these regulations ‘good cause’ will mean illness or other relevant personal circumstances affecting a student and resulting in either the student’s failure to attend an examination, or submit coursework at or by the due time, or otherwise satisfy the requirements of the scheme of assessment appropriate to their programme of studies; or, the student’s performance in examination or other instrument of assessment being manifestly prejudiced.

3. A chronic medical condition, for which due allowance has already been made, will not itself be considered a good cause although a short-term exacerbation of such a condition might be so judged.

4. ‘Evidence’ will mean a report descriptive of the medical condition or other adverse personal circumstances which are advanced by the student for consideration as amounting to good cause. Such a report should include a supporting statement from an appropriate person. Where the report refers to a medical condition of more than five days’ duration the report must be completed by an appropriate medical practitioner who would be requested to comment on how the medical condition concerned would be likely (if this were the case) to have affected the student’s ability to prepare for or carry out the assessment(s) in question.

5. Where an incomplete assessment may be the result of good cause, it will be the responsibility of the student concerned to make the circumstances known to the College and to provide appropriate evidence. Notification later than forty-eight hours after the examination, or after the date at which submission of the work for assessment was due, will not normally be taken into account unless acceptable circumstances have prevented the student from notifying the department within this time.

6. The College will have an Exceptional Circumstances Committee or Committees whose primary responsibility it is to consider claims of good cause for the programmes they administer. Any such claims would be subject to confirmation by the Examining bodies at a later date (see Appendix 3 below). The Exceptional Circumstances Committee would be required to meet at least once per annum prior to the final Examining bodies, but might usefully meet to consider claims of good cause on a more frequent basis. The Exceptional

Circumstances Committee will produce minutes of its meetings to be submitted to the appropriate examination body.

Guidance on the management and operation of the College exceptional Circumstances Committees (or equivalent) can be found in the relevant college procedures, as approved by the University.

7. In considering claims of good cause:

   (a) the evidence provided by the student claiming good cause, and any relevant and available material submitted by the student for assessment will be scrutinised;

   (b) fairness to the individual student claiming good cause must be balanced with fairness to other students and the integrity of the assessment as a whole;

   (c) in the event of the student having failed to attend an examination or examinations, or having failed to submit course material or other work for assessment at or by the due time, it will be determined whether the failure to attend or submit has been justified by good cause;

   (d) in the event of the student having submitted work for assessment by examination or otherwise, it will be determined whether such work has been manifestly prejudiced by good cause. If such prejudice is established the work affected will normally be deemed not to have been submitted.

8. Where it is determined that the evidence presented does not support the student's claim that they were prevented by good cause from attending an examination or from submitting work for assessment, the student will be awarded Grade N (an aggregation score of zero) for the assessment or assessments in question. Where work is submitted but the student makes a claim that it has been affected by good cause (or a late penalty is applied), and the evidence presented does not support the student's claim then their work will be assessed (or penalised) as though no claim of good cause had been received and the student's grade for the module will be calculated accordingly.

9. In the event of incomplete assessment arising from good cause being established the student will normally be expected to complete their assessment by attending the examination at a subsequent session, or submitting outstanding work for assessment, if an opportunity to do so occurs within their period of study. In considering whether this requirement should apply, the desirability of the student's assessment being conducted in full should be balanced with the practical considerations and financial costs to the student and the College of providing a later completion date. Consideration should also be given to the student's other assessment commitments to ensure that they are not unreasonably burdened. In order to permit such completion:

   (a) a special sitting of an examination may be arranged, or the student will be required to attend for examination at a scheduled session; and/or,

   (b) a date for completion of non-examination assessment will be set; as appropriate in the circumstances. In any such event, that sitting or submission will be regarded as the student's first attempt if the examination or assessment missed would itself have been their first attempt.

10. Where it is determined that the evidence presented supports the student's claim that they were prevented by good cause from completing work for assessment on or by the due time and where no means of substituting an alternative assessment may be found, the assessment(s) in question will be excluded (without penalty) from the calculation of the module aggregation score(s) and the following regulations will apply:

(a) The extent to which the student's total assessment has been completed will be determined as a percentage, taking into account the relative weights attributed to those assessments as published in the relevant approved assessment scheme.

(b) Boards of Examiners will make an overall judgement of the student's work submitted for assessment, using as far as possible the standards and criteria applied in respect of the work of other students.

(c) At module level where the student has:

(i) completed 33% or more of the total summative assessment required, the examining bodies can recommend an overall module result on the basis of work completed so long as that work is deemed to demonstrate attainment against substantial elements of the module's learning outcomes;

(ii) completed less than 33% of the work required for assessment, they will be regarded as not having completed sufficient assessment to be awarded a grade in the module. In such cases they should be given an opportunity to complete the missing work as a first attempt.

(d) At programme level where the student has:

(i) completed 75% or more of the total work required for programme assessment, the Boards of Examiners will recommend an award or other outcome on the basis of the work completed;

(ii) completed at least 30% but less than 75% of the work required for assessment, an Aegrotat (unclassified honours) degree may be recommended if the completed portion is of honours standard, or, if the completed portion is not of honours standard, no award will be made;

(iii) completed less than 30% of the work required for assessment they will be regarded as not having completed sufficient assessment to be awarded a degree.

11. Where Boards of Examiners decide to recommend an Aegrotat (unclassified honours) degree, and this recommendation is approved by the University Committee of Senate via the Classification and Assessment Review Board then the Aegrotat degree will be awarded forthwith and the student will be invited to attempt, within two years, to qualify for the award of a classified honours degree by completing examinations and/or other work, under conditions and at times specified by the Boards of Examiners, and approved by the University Committee of Senate via the Classification and Assessment Review Board. Students who:

- undertake the further assessment specified, and who achieve the required level of attainment, will subsequently be awarded an appropriate classified honours degree;
- attempt further assessment, but who fail to achieve the required level of attainment for the award of a classified honours degree, will retain the Aegrotat degree already awarded;
- decline the invitation to attempt further assessment within two years, will retain the Aegrotat degree already awarded.

2J ASSESSMENT MALPRACTICE

1. The College values a culture of honesty and mutual trust (academic integrity) and expects all members of the College to respect and uphold these core values. It is an academic offence for a student to commit any act designed to obtain for themselves an unfair advantage with a view to achieving a higher grade or mark and/or a professional competency than they would

otherwise secure. Any attempt to convey deceitfully the impression of acquired knowledge, skills, understanding, or credentials, may constitute grounds for exclusion. Details can be found in the University's Academic Integrity Regulations.

2. Should an accusation of malpractice be brought against a student a grade indicator of DP (decision pending) will be lodged on the student records until a decision is reached.

***University's Academic Integrity Regulations*.**

2K CONSIDERATION AND CONFIRMATION OF RESULTS

1. University Senate has ultimate authority to determine all results of assessment leading to Lancaster University credit and awards. It exercises its authority to make final decisions as to granting of all credit-bearing University awards, primarily through the University Committee of Senate with non-standard cases considered and recommended by the Classification and Assessment Review Boards.

2. The University Committee of Senate provides:

   - formal confirmation (or not) of recommendations from Boards of Examiners for the award to individual students of a named award (i.e. qualification and subject) of a particular class

   - formal approval of recommendations from Boards of Examiners that students be awarded no degree with or without a further re-sit opportunity (i.e. Fails).

   Further procedural details are set out in **Appendix 3.**

3. For each programme approved by the University there will be an Examination Board comprising external and internal examiners which will be responsible for the assurance of standards through the exercise of their academic judgement both directly in the assessment of students' work and indirectly in the design of specific forms of assessment. The constitution and terms of reference for examination bodies within the Regional Teaching Partners are approved by the University.

4. The Boards of Examiners will receive decisions from the Colleges' equivalent of the Exceptional Circumstances Committee. Boards of Examiners cannot, of themselves, reconsider or change decisions of that body. Boards of Examiners may challenge such decisions by referring final decisions to the University Committee of Senate via the Classification and Assessment Review Board, or equivalent body.

5. Internal college examination boards will make decisions on matters of progression, exclusion, reassessment and/or repeating of study for all stages of awards other than the final stage leading to the award. The University shall have a right to attend such boards on request and to receive copies of the minutes of meetings. Details of the role and operation of these boards can be found in the relevant college procedures, as approved by the University.

6. Final stage Boards of Examiners will consider the results of examinations and final marks and make recommendations to the University Committee of Senate with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board as to the awards (and the classes of awards) within the approved programme classification scheme. They will also consider and confirm marks derived from all non-final year modules taken and examined in the academic year under consideration. Details of the role and operation of Boards of Examiners can be found in the relevant college procedures, as approved by the University.

7. The business of the examination boards will be minuted and the minutes will include a record of the External Examiner's adjudications, comments and recommendations, as well as particular decisions made by the Board. The minutes will also record the decisions of the Exceptional Circumstances Committee (or equivalent) for each candidate considered by that

committee (although detailed discussion of circumstances should not be undertaken at the Examination Board). The minutes must include a list of attendees (together with their status as external or internal examiners or assessor). This record of the proceedings of the board will be restricted and made available only to: the participating examiners and assessors, the Vice-Chancellor and other officers of the College and University as appropriate; the University Committee of Senate and the Classification and Assessment Review Board; and appropriate academic appeal bodies. Where the Boards of Examiners has exercised its discretion in a particular case, as provided by these Regulations, the University Committee of Senate via the Classification and Assessment Review Board will normally uphold its decision providing it had the support of the majority of the External Examiners present at that examination board.

2L AWARD OF DEGREES POSTHUMOUSLY

1. The Classification and Assessment Review Board acting on behalf of Senate shall consider referrals for posthumous degrees. After considering the academic attainment and progress of the student, they shall make such award as appears equitable to them.

2. Where necessary, the Classification and Assessment Review Board will note during deliberations any regulatory compliance stipulated by Professional, Statutory and Regulatory Bodies in relation to specific awards available.

3. The certificate in respect of the qualification awarded shall bear a date earlier than that of the candidate's death and shall be sent to the next of kin as soon as possible after the grant of the award.

2M PUBLISHED INFORMATION AND PROVISION OF CERTIFICATES

1. The determination of final results and the classification of University awards are subject always to ratification by the University Committee of Senate and will be regarded as provisional until ratified.

2. With the exception of special cases recommended to the University Committee of Senate via the Classification and Assessment Review Board, the College may notify students of their provisional results following the College board, but these results are not final until ratified by the Committee of Senate.

3. Following ratification of award results, the College will provide students with a Higher Education Academic Record (HEAR) or transcript of their results which will conform in scope and layout to principles agreed by University Senate.

4. The University is responsible for producing and issuing certificates for all awards, which will be distributed according to agreed procedures.

2N REPEAT MODULES, PERIODS OF STUDY OR WHOLE PROGRAMMES OF STUDY

1. With the exception of level 4 students, it is University policy that no student shall be given an unfair advantage over fellow students through being allowed to automatically repeat individual modules, periods of study or a whole programme of study. Exceptional permission to repeat work may be granted in cases where a student's academic performance has been adversely affected by personal, health or financial problems and where such cases have been properly documented. Such permission may be granted by the relevant college-level committee/board responsible for the review of students' results, the relevant committee/board responsible for the consideration of intercalations, or by the relevant person/body in the College with responsibility for hearing student appeals at the final stage.

2. With the exception of level 4 students, it is University policy that no student shall normally be allowed to automatically replace modules in which they have failed or performed poorly by taking a different module in order to achieve better marks. Exceptional permission to do so may be granted in cases where a student's academic performance has been adversely

affected by personal, health or financial problems and where such cases have been properly documented. Such permission may be granted by the relevant college-level committee/board responsible for the review of students' results, the relevant committee/board responsible for the consideration of intercalations or by the relevant person/body in the College with responsibility for hearing student appeals at the final stage.

3. Level 4, 5 & 6 students may undertake a repeat of the relevant level under the procedures for progression and reassessment, which include provision for registering on a new programme or new modules where the eligibility criteria have been met. This option is only available to examination boards where the student has not previously attempted any repeat year. The repeat year can be offered with or without having to first undertake the associated resits or submit an academic appeal, although students retain the right to undertake the resits for the failed year or submit an academic appeal should they so wish. Students undertaking a repeat year of study will lose all credit, marks and grades obtained in the year to be repeated. The repeat year is not available to students registered on a 1-year target Certificate of Higher Education award.

   The College must work closely with the student to advise them on their available options. The College may also advise on additional expectations around engagement and academic progress for the student.

2O ACADEMIC APPEALS

1. The University agrees academic appeals procedures with each college that are equivalent to the University's own procedures and are based on the principles underlying the University procedures. The right of appeal is available to all students who:

   (a) have failed to qualify to proceed from one stage of a degree programme to the next;

   (b) have failed to qualify for the award of the degree for which they were registered;

   (c) wish to challenge, on procedural grounds, the class of degree to be awarded;

   (d) have been judged by an appropriate college body to have committed academic malpractice.

2. Grounds for appeal exist if there is evidence of one or more of:

   (a) material administrative error or irregularity in the conduct of assessment which adversely affected the student's performance and results;

   (b) significant extenuating circumstances which adversely affected the student's performance and results;

   (c) unfair treatment or discrimination, outwith the exercise of academic judgement;

3. Following completion of the College's academic appeals procedures, students have a final right of appeal to the University under its Academic Appeals procedures.

APPENDIX 1 LATE PENALTIES FOR ASSESSED WORK

For **work assessed using letter grades**, work submitted up to three days late without an agreed extension will receive a penalty of one full grade and zero (non-submission) thereafter. Thus, for example, A- becomes B-, C+ becomes D+. All work marked with a D grade (D+/D/D-) will be reduced to F1 where a late penalty is to be imposed while F1 becomes F2, F2 becomes F3, and F3 becomes F4. Saturdays and Sundays are included as days in this regulation; however, where the third day falls on a Saturday or Sunday, students will have until 10.00 a.m. on Monday to hand in without receiving further penalty. Where the application of a late submission penalty results in a Fail mark, the assessment will be treated according to the standard procedures for failed work.

For **work assessed using percentages**, marks between 50% and 69% will be reduced by ten percentage points for example a mark of 62% would become 52%). Other marks will be reduced according to the following table.

Original Mark	Mark after penalty
87-100	68
74-86	65
70-73	62
40-49	31
31-39	18
18-30	9
0-17	0

APPENDIX 2 GUIDANCE FOR SCALING OF MARKS

1. All assessments and marking schemes should be created with the aim of ensuring that the resulting grades/marks give a good indication of the ability and application of the students. However, it is inevitable that on occasion this will not work as planned.

2. Reasons may include a misprinted examination paper, the interruption of an examination or, in a science laboratory, an instrumental malfunction not obvious at the time of the experiment; or it may simply be that examiners agree, using their academic judgment and with the benefit of hindsight, that an assessment, or part of an assessment, proved to be significantly harder or easier than expected.

3. In such cases it is appropriate to consider whether the marks should be scaled. Scaling may be of the overall mark for the module or of any assessment therein.

4. Although an unusual distribution of grades/marks is not of itself a sufficient reason for scaling to be applied, it may be an indication that something has gone wrong. For this reason, if, after application of all other methods of moderation, the overall mean aggregation score for any module lies outside the range 13.5-17.0 (or 55% to 66.7% for percentage marks) then examiners must consider whether or not there is a case for the marks to be scaled.

5. Where the possibility of scaling is being discussed, the precise method should also be discussed and should reflect both the nature of the assessment and the size of the cohort. Both the reason for scaling and the method used must be justified within the minutes of the examining body. If scaling is discussed and not used, the reason for not scaling must be recorded in the minutes. In all cases both the original and the scaled marks must be permanently recorded.

6. Where scaling is applied for the same module for at least part of its assessment on more than one occasion, the assessment practices of the module must be reviewed as appropriate.

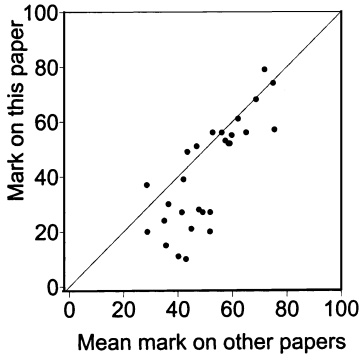
7. Scaling may take any form as long as it preserves the ordering of students' marks; thus, for example, if Student A has a higher unscaled mark than Student B, then Student A's scaled mark must not be lower than that of Student B. Common examples of scaling methods are given below, but other methods are possible.

    (a) For work marked in letter grades, all grades may be raised or lowered by a constant amount.

    (b) For work marked in percentages, every mark may be multiplied by a constant factor, or have a constant value added to or subtracted from it, or a combination of the two.

    (c) As in (a) or (b) above, except that where marks are being reduced no pass is turned into a fail (thus, for example, where marks are in general being reduced by 10%, for an undergraduate module or assessment, all unscaled marks between 40% and 49% become scaled marks of 40%), or no condonable mark is turned into an uncondonable mark.

    (d) For work marked in percentages, piecewise linear interpolation may be used, where each mark is plotted for each student against their average mark on other assessments, as in the graph overleaf.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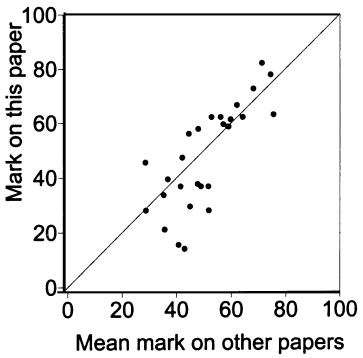
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APPENDIX 3 PROCEDURES FOR THE APPROVAL OF RESULTS AND AWARDS

1. The University has sole authority to determine whether or not a degree, certificate, or diploma should be awarded to a particular candidate, and, if so awarded, the specific class or other description of attainment, appropriate to the level of the award, whether postgraduate or undergraduate.

2. The University Committee of the Senate is the body through which these degree awarding powers are exercised.

3. The University Committee of Senate, operating through the Classification and Assessment Review Board for non-standard recommendations, provides:

    - formal confirmation (or not) of recommendations from Boards of Examiners for the award to individual students of a named degree (i.e. qualification and subject) of a particular class;

    - formal approval of recommendations from Boards of Examiners that students be awarded no degree;

    - formal ratification of second year results (of courses finally assessed at the end of the second year) including the timing and nature of re-sit opportunities for failed elements

    - consideration of recommendations where there were differing opinions amongst members of Boards of Examiners as to the overall degree classification or the overall result for a unit of assessment;

    - consideration of any cases where the Board of Examiners was unable to reach an agreed recommendation.

4. In practice, individual departmental Boards of Examiners (one for each scheme of study) determine the results (i.e. the marks/grades) of the assessments and examinations specified for a particular degree scheme and make recommendations to the University Committee of the Senate, with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board about the award of a named degree and the class of that degree.

5. The University Committee of Senate acknowledges the expertise and specialist knowledge of departmental Boards of Examiners in respect of:

    - custom, practice and conventions in the Lancaster departments concerned;

    - custom, practice and conventions in their specific subject in other HEIs, drawing on input from Lancaster's External Examiners and Lancaster staff who act as External Examiners in other institutions.

6. However, when considering recommendations from all departments across the University, the University Committee of Senate is required take a cross-institutional view of the cases under consideration in order to maintain equivalence of academic standards and also to ensure the fair, consistent and equitable treatment of students across the University.

7. Cases requiring specific consideration will be highlighted and discussed through the Classification and Assessment Review Board.

8. It is not considered appropriate for detailed personal circumstances of individual student cases to be discussed at the University Committee of Senate and the Classification and Assessment Review Board. This is partly for reasons of confidentiality and protection of individual privacy but also because any such relevant information which has any bearing on the overall degree result

should already have been taken into consideration by departmental Exceptional Circumstances Committees and reported to Boards of Examiners. Any material information which has not previously been made available and which might change the overall result, should be drawn to the attention of the Committee/Board and the actual information communicated to the Head of the Student Registry after the meeting.

9. The status of the University Committee of Senate and Classification and Assessment Review Board is similar to that of a Board of Examiners and, as such, is covered by the same conventions that govern departmental Boards of Examiners in that business sent to and arising from the Committee/Board is restricted (i.e. restricted to members of the Committee/Board, members of Academic Appeal and Review Panels and appropriate administrative staff).

APPENDIX 4 ADDITIONAL REQUIREMENTS FOR PROFESSIONAL AWARDS DELIVERED AT BLACKPOOL & THE FYLDE COLLEGE

1. Certain awards within Lancaster University carry alongside the academic award professional accreditation from the Professional, Statutory or Regulatory Body (PSRB) associated with the academic discipline. In certain cases, these PSRBs have the authority to set requirements above and beyond those required by Lancaster's regulations. These additional requirements are set out below.

2. BA (Hons) Professional Policing (Pre-join)

In order to comply with College of Policing regulations (and be eligible to qualify for licensing) the pass mark for all modules is 9.0. Condonation is not permitted on the BA (Hons) Professional Policing (Pre-join) programme.

3. Institute of Engineering and Technology (IET) Accreditation Requirements

Applicable to new intakes from September 2022:

For the programmes listed below, the following applies: the condonation allowance for these programmes is no more than 30 credits. In addition, the major project (individual and/or group) must not be condoned.

- BEng (Hons) Engineering (Aerospace)
- BEng (Hons) Engineering (Electrical and Electronics Engineering)
- BEng (Hons) Engineering (Industrial Engineering)
- BEng (Hons) Engineering (Mechanical Engineering)
- BEng (Hons) Engineering (Robotics and Automation)
- FdEng and BEng (Hons) top-up Nuclear Engineering
- FdEng and BEng (Hons) top-up Aerospace Engineering
- BEng (Hons) Manufacturing Engineering