Lancaster University

UNIVERSITY ACADEMY 92 (UA92)

MANUAL OF ACADEMIC REGULATIONS AND PROCEDURES 2025-26

UNDERGRADUATE ACADEMIC REGULATIONS AND PROCEDURES FOR UA92 DEGREES

(APPLICABLE FROM SEPTEMBER 2025)

Academic Quality, Standards and Conduct

UA92 Assessment Regulations

2025-26

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LANCASTER UNIVERSITY UNDERGRADUATE ACADEMIC REGULATIONS AND PROCEDURES FOR UA92

SECTION 1: DEFINITIONS, PRINCIPLES AND CONDITIONS FOR ALL AWARDS AND PROGRAMMES

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 Lancaster 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 UA92, while assessment content is defined as the pieces of work assigned as both formative and summative assessment, including, but not limited to: essays, oral presentations, practical assessments, performance, portfolios of work, poster presentations, etc.

1B PRINCIPLES AND CONDITIONS

1. Lancaster University's Learning, Teaching and Assessment Principles summarise the values upholding learning, teaching and assessment for all undergraduate 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 Lancaster 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). Lancaster University is responsible for ensuring through its appropriately delegated bodies (Faculties, Schools, Departments, Professional Services (including Academic Quality, Standards & Conduct, and Student & Programme Administration), 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 Lancaster 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 Quality, Standards & Conduct, and the Head of Student & Programme Administration or other appropriately delegated officer acting on behalf of the Lancaster 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 students with a formally recognized permanent or temporary disability in accordance with the relevant UA92 procedures on the administration of assessments, as approved by Lancaster 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. Lancaster University currently offers the following awards for delivery by UA92:

Awards	**Level of award**	**FTE period of study (normal)**	**Normal total credit value**
Bachelors degree with honours: BA (Hons); BSc (Hons); LLB (Hons)	6	3 years	360 (minimum of 90 at FHEQ level 6)
Bachelors degree with honours: BA (Hons); BSc (Hons); LLB (Hons) Accelerated delivery	6	2 years	360 (minimum of 90 at FHEQ level 6)
Bachelors degree unclassified – Pass degree: BA; BSc; LLB	6	3 years	360 (minimum of 90 at FHEQ level 6)
Diploma of Higher Education (DipHE)	5	2 years	240 (minimum of 90 at FHEQ level 5)
Certificate of Higher Education (CertHE)	4	1 year	120 (minimum of 90 at FHEQ level 4)
Higher Education Award	4, 5, 6	Open	20

2. All programmes leading to awards of Lancaster University must comply with criteria agreed by the Lancaster 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 Lancaster University Senate, all awards offered by Lancaster University and programmes delivered by UA92 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 Honours Degrees**. 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. Learning levels 5, and 6 comprise all credit upon which final classification of awards is determined.

2. **Bachelors Honours Degrees (Accelerated delivery)**. Bachelors two-year Accelerated delivery, comprises 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. Learning levels 5 and 6 comprise all credit upon which final classification of awards is determined. Students complete 120 credits at Level 4 and 60 credits at Level 5 during the first year of study. A remaining 60 credits at Level 5 and 120 credits at Level 6 are completed during the second year of study

3. **Diploma of Higher Education**. UA92 students can register on a Diploma of Higher Education as a two-year target award. The Diploma of Higher Education comprises learning across levels 4 and 5, normally with 120 credits of assessment at each level. Learning level 5 comprises all credit upon which final classification of award is determined.

4. **Certificate of Higher Education.** UA92 students can register on a 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. Learning level 4 comprises all credit upon which final classification of award is determined.

5. **Higher Education Award.** UA92 students can register on a Higher Education Award as a target award. The Higher Education Award comprises assessment obtained from modules designated as part of The 92 Programme, and is differentiated by the level of these modules: if at least 20 credits of these modules are Level 4, the award will be The 92 Programme Level 4; if at least 20 credits are at Level 5, the award will be The 92 Programme Level 5. The 92 Programme will be assessed using the 0-100 grade bands, as outlined in the Grading Table, Appendix 1.

2B SETTING AND APPROVING ASSESSMENT FOR PROGRAMMES

1. Each approved module contributing to any programme of UA92 leading to an award of Lancaster 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 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 Lancaster University officer or body with delegated authority from Senate. 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. Course 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 Lancaster University's requirements in respect of preparing assessments;

(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 Student & Programme Administration or equivalent in an agreed format.

6. Course Leaders 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, oral presentations, practical assessments, performance, portfolios of work, poster presentations, etc. Clear guidelines on submission will be accessible to all registered students. Production of these guidelines is delegated to appropriate bodies within UA92 and will include, as required: assessment arrangements (including alternative arrangements for students with disabilities), 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 2.**

Detailed information about the timing and administration of UA92 assessments is set out in the relevant UA92 procedures as approved by the University.

2D MARKING AND MODERATION OF ASSESSMENT

1. Lancaster University designated Link Tutors will undertake moderation of assessments marked by UA92 staff in line with the process detailed in **Appendix 4.** 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 should be subjected to the method of moderating marks assigned to the

module when it was validated, i.e.:

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

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

(c) 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); where more than one marker is involved, the square root rule should apply separately to each marker); or

(d) 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, there must be 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 course leader or other appropriate person to ask a third internal marker to adjudicate.

4. Judgement will be made through direct reference to the primary level descriptors for intended learning outcomes as set out in **Appendix 1 – Grading Table**. As well as the subsidiary information, programme areas are encouraged to amplify the primary level descriptors with more detailed secondary level descriptors specific to a particular field or level of study.

5. Under certain circumstances it might be appropriate for marks to be scaled. See **Appendix 3** for details of when and how scaling might be applied.

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

7. Academic judgements on all forms of assessment (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 section on UA92 Academic Appeals.

8. For the transcript and Higher Education Achievement Record (HEAR) individual module results will be expressed as percentage marks and degree classes. Where a mark has been

changed owing to either penalty or reassessment this change will also be indicated. Course Leaders should keep a record of both the original and reassessed mark.

9. The guiding principles for all assessments 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, and to review assessed summative work from levels 5 and 6 to ensure that standards of assessment approximate those of other universities, and also that consistency of assessment is maintained throughout. Accordingly, Boards of Examiners which comprise internal and external examiners, are constituted for each programme. Internal examiners are drawn from the body of academic staff of the University and UA92 and External Examiners are appointed in accordance with agreed criteria and procedures (for details see the chapter on External Examiner Procedures (Taught Programmes)).

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 7 – Additional Requirements for Professional Awards.**

Level 4 progression to level 5

4. To progress from level 4 to level 5 of a programme, students must achieve an overall aggregation score of 40.0% in all modules.

5. 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 engage with resit opportunities offered will be deemed to have withdrawn from the programme.

6. 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. UA92 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.

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

8. 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.

9. 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 wellbeing) at the start of the repeat year;

   (d) be placed on academic probation, with especially close monitoring of academic progress by the course leader;

   (e) otherwise be treated the same as any other level 4 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 exceptional circumstances where approved by the first year Resit Board.

10. 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.

11. The exit award of Certificate of Higher Education shall be made to students who have achieved 120 credits with a mark of 40% or more at level 4 or above but who have ended their studies at the University without qualifying for either a degree or a Diploma of Higher Education.

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

13. For progression on Study Abroad degree programmes, and some degree programmes with significant levels of industrial engagement, students must achieve a pass, at the first attempt, as defined above and an overall aggregation score of at least 60%. Additionally they should achieve higher overall grades in all units. The exact requirement is for each department to determine but it should normally be in the region of a percentage score of at least 60.0%.

14. **Accelerated Delivery**

    Accelerated delivery students will complete 75 credits at level 4 before progression from level 4 to level 5 is determined by an examination board. Students must remedy any level 4 fails within 6 weeks of the time of failure, within the next teaching block. Any students

who chose not to engage with the reassessment opportunity will be deemed to be suspended from study or withdrawn.

15. **Part-Time Study**

Part-time students complete 90 credits per year. Part-time students will complete 90 credits at level 4 before progression from level 4 to level 5 is determined by an examination board.

Level 5 progression to level 6

16. To progress from level 5 to level 6 of a programme all students must achieve, following all opportunities for reassessment, an overall percentage score of 40% with no more than the maximum credits permitted for condonation.

17. 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, 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 percentage score of 40% with no more than 30 credits condoned where the module percentage score is between 30% and 40%. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme.

18. There is no automatic eligibility to continue from a Diploma of Higher Education Target award onto level 6 of a programme. [See Section 2F for classification details of the Diploma in Higher Education award.]

19. 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.

20. **Accelerated Delivery**

Accelerated delivery students will be able to complete 30 credits of level 6 study before progression from level 5 to level 6 has been determined by an examination board. Students must remedy any level 5 fails within 6 weeks of the time of failure, within the next teaching block. Any students who chose not to engage with the reassessment opportunity will be deemed to be suspended from study or withdrawn.

21. **Part-Time Study**

Part-time students will be able to complete 30 credits of level 6 study before progression from level 5 to level 6 has been determined by an examination board.

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 40.0% unless otherwise stipulated in Appendix 7.

3. Where awards are classified the overall mean for the programme should be computed from the module percentage 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 class of degree 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 procedures for Academic Appeals.

5. In addition to standard Lancaster University classification requirements, certain programmes which carry professional accreditation have additional requirements. These are detailed in **Appendix 7.** UA92 are required to provide updated information regarding professional accreditation requirements 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 percentage score falls within one of the following ranges, the examining bodies will recommend the award stated:

70.0% to 100%	first class honours
60.0% to 68.0%	upper second class honours
50.0% to 58.0%	lower second class honours
40.0% to 48.0%	third class honours
0 to 38.0%	fail

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

68.1% to 69.9%	either first or upper second class honours
58.1% to 59.9%	either upper or lower second class honours
48.1% to 49.9%	either lower second or third class honours
38.1% to 39.9%	either pass degree or fail

   the examining bodies will apply the following rules for deciding the degree classification 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, Boards of Examiners should continue to make a special case to the Lancaster University Committee of Senate 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.

Diploma of Higher Education

9. A Diploma of Higher Education may 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 40.0% (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 30.0% and 40.0%. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme. There will be three classes of award for the Diploma of Higher Education: Distinction, Merit, Pass.

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

70.0% to 100%	Distinction
60.0% to 68.0%	Merit
40.0% to 58.0%	Pass
0 to 38.0%	Fail

Where the mean overall percentage score falls within one of the borderline ranges defined below:

68.1% to 69.9%	either Distinction or Merit
58.1% to 59.9%	either Merit or Pass
38.1% to 39.9%	either pass or fail

The examining bodies will apply the following rules for deciding the class to be awarded:

(a) For all students, where a student falls into a borderline then the higher award should be given where half or more of the credits from level 5 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 of degree unless (c) applies.

(c) That for all students, borderline or not, Boards of Examiners should continue to

make a special case to the Lancaster University Committee of Senate 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.

Certificate of Higher Education

11. For the award of Certificate of Higher Education, students are required to have achieved 120 credits at level 4 with an overall percentage score of 40.0% and no more than 30 credits condoned where the module percentage score is between 30.0% and 40.0%. Successful completion of professional practice and experience may also be required where this is a requirement of a particular programme. There will be three classes of award for the Certificate of Higher Education: Distinction, Merit, Pass.

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

70.0% to 100%	Distinction
60.0% to 68.0%	Merit
40.0% to 58.0%	Pass
0 to 38.0%	Fail

Where the mean overall percentage score falls within one of the borderline ranges defined below:

68.1% to 69.9%	either Distinction or Merit
58.1% to 59.9%	either Merit or Pass
38.1% to 39.9%	either Pass or Fail

The examining bodies will apply the following rules for deciding the class to be awarded:

(a) For all students, where a student falls into a borderline then the higher award should be given where half or more of the credits from level 4 are in the higher class.

(b) Borderline students not meeting 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, Boards of Examiners should continue to make a special case to the Lancaster University Committee of Senate 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.

Higher Education Award

13. For the Higher Education Award, students are required to have achieved an overall percentage score of 40.0% in modules designated as part of The 92 Programme. The 92 Programme award is differentiated by the level of study (e.g., The 92 Programme Level 4, 5 or 6), and in order to achieve the award, students must have completed at least 20 credits in designated modules at the level indicated in the award.

2G REASSESSMENT

Level 4 and Level 5 Reassessment

1. A student who fails a module will be required to undertake a reassessment for that module in order to be considered for progression. If the module percentage score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 40.0%; otherwise the original percentage score will stand. The resulting percentage score will count towards the overall percentage average. Condonation will not be considered until after reassessment.

Following a first reassessment

2. Following a first reassessment, level 4 students registered for an Honours degree 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.

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

3. 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.

Level 6 Assessment

4. A student who fails a module with a score below 30.0% 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 percentage score is below 40.0%, a student must resit either all failed modules or sufficient failed modules to ensure that condonation may be a possibility.

5. Where a student has undertaken a reassessment for a module and the module percentage score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 40.0%; otherwise the original percentage score will stand. The resulting percentage score will count towards the overall percentage average used for degree classification.

6. 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.

General principles

7. The precise form of reassessment is for UA92 to decide, but the following principles should be borne in mind:

   (a) the purpose of reassessment is to re-examine the learning objectives 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 a part of the assessment.

8. 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.

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

10. Students may not seek reassessment to improve a passing grade unless required for professional accreditation and allowed under specific accreditation arrangements (see **Appendix 7** for further details).

11. When all the results of reassessment are available the overall profile of all module marks will then be considered following procedures detailed in section 2L 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, 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

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

Condonation for progression

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 up to 30 credits at level 4 and up to 30 credits at level 5 should normally be condoned where the percentage score is between 30.0% and 40.0%. No module

may be condoned with a percentage score of less than 30.0%, nor may any module be condoned if a student has not attempted reassessment.

Condonation for award

4. 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 percentage score is between 30.0% and 40.0%. No module may be condoned with a percentage score of less than 30.0%.

   (a) three year Bachelor Honours degree programmers – up to 30 credits over levels 5 and 6

   (b) Diploma of Higher Education – up to 30 credits over levels 5 and 6

   (c) Certificate of Higher Education – up to 30 credits at level 4

5. For a pass degree on a Bachelor Honours degree programme, an examination board can, at its discretion, condone an additional 30 credits (up to total of 60 credits maximum) for levels 5 and 6 combined where the percentage score is between 30.0% and 40.0% . No module may be condoned with a percentage score of less than 30.0%.

Exceptions

6. The phrase "should normally" used in this section (2H Condonation) above 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 Lancaster University Committee of Senate.

7. Where, for whatever reason, reassessment at Part II is not available before the end of the academic year, the examination board may condone credit even where the aggregation score is below the condonable threshold. For students not in their final year, where a student has failed more than 30 but not more than 45 credits, 15 credits may be set aside – normally this will be for the module with the lowest fail mark. The student may progress to the next year of study, and will undertake an additional 15 credits (uncapped) in that year.

8. Where a mark of zero or equivalent grade 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 as specified in these regulations. 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 assessment, or submit assessment at or by the due time, or otherwise satisfy the requirements of the scheme of assessment appropriate to his or her programme of studies; or, the student's performance in assessments 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 is submitted 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 their course leader or equivalent body and to provide appropriate evidence. Notification later than forty-eight hours after the assessment 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 course leader within this time.

6. UA92 will have an Exceptional Circumstances Committee 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. 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.

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 them 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 assessment(s), 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, 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 assessment or from submitting work for assessment, the student will be awarded a percentage 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 his or her 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 his or her assessment by attending the assessment at a subsequent session, or submitting outstanding work for assessment, if an opportunity to do so occurs within his or her 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 University 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 assessment may be arranged, or the student will be required to attend for assessment 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 assessment missed would itself have been his or her 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 reasonable 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 percentage 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) Examining bodies 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 Examining bodies 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 examining bodies decide to recommend an Aegrotat (unclassified honours) degree, and this recommendation is approved by the Committee of Senate 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 assessments and/or other work, under conditions and at times specified by the examining bodies, and approved by the Committee of Senate via the Classification and Assessment Review Board. Students who:

(a) undertake the further assessment specified, and who achieve the required level of attainment, will subsequently be awarded an appropriate classified honours degree;

(b) 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;

(c) decline the invitation to attempt further assessment within two years, will retain the Aegrotat degree already awarded.

2J ASSESSMENT MALPRACTICE

1. UA92 values a culture of honesty and mutual trust (academic integrity) and expects all members of the institution to respect and uphold these core values. It is an academic offence for a student to commit any act designed to obtain for themself 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 Lancaster University's Academic Integrity Regulations.

1. 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.

Lancaster University's Academic Integrity Regulations.

2K CONSIDERATION AND CONFIRMATION OF RESULTS

1. Lancaster University Committee of 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 Lancaster University awards, primarily through the Committee of Senate with non-standard cases considered and recommended by the Boards of Examiners.

2. The Committee of Lancaster University Senate provides:

   (a) 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;

   (b) 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 6.**

3. For each programme approved by Lancaster 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 UA92 are approved by Lancaster University.

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

5. Internal UA92 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. Lancaster 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 UA92 procedures, as approved by Lancaster University.

6. Final stage Boards of Examiners will consider the results and final marks and make recommendations to Lancaster 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 degree 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 UA92 procedures, as approved by Lancaster University.

7. The business of the examination board 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 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 UA92 as appropriate; the Lancaster University Committee of Senate; and appropriate academic appeal bodies. Where the Boards of Examiners has exercised its discretion in a particular case, as provided by these Regulations, the Lancaster University Committee of Senate 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 Lancaster University awards are subject always to ratification by Lancaster University Committee of Senate and will be regarded as provisional until ratified.

2. With the exception of special cases recommended to the Lancaster University Committee of Senate via the Classification and Assessment Review Board, UA92 may notify students of their provisional degree results following the UA92 board, but these results are not final until ratified by the Lancaster University Committee of Senate.

3. Following ratification of award results, UA92 will provide students with a transcript of their results together with a Higher Education Achievement Report, both of which will conform in scope and layout to principles agreed by Lancaster University Senate.

4. Lancaster University is responsible for producing and issuing certificates for all awards, which will be distributed to students 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 Lancaster 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 UA92 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 UA92 with responsibility for hearing student appeals at the final stage.

2. With the exception of level 4 students, it is Lancaster 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 UA92 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 UA92 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.

   UA92 must work closely with the student to advise them on their available options. UA92 may also advise on additional expectations around engagement and academic progress for the student.

2O ACADEMIC APPEALS

1. Lancaster University agrees academic appeals procedures with UA92 that are equivalent to Lancaster University's own procedures and are based on the principles underlying Lancaster University procedures. The right of appeal is available to all students who:

   (a) have failed to qualify to proceed from one stage of a 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 award;

   (d) have been judged by an appropriate UA92 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 UA92's academic appeals procedures, students have a final right of appeal to Lancaster University under its Academic Appeals procedures.

APPENDICES TO THE UNDERGRADUATE ASSESSMENT REGULATIONS

APPENDIX 1: GRADING TABLE

Result	Broad descriptor	Percentage score	Primary level descriptors for attainment of intended learning outcomes
Pass	Excellent	70.0% to 100%	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
Pass	Good	60.0% to 69.0%	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
Pass	Satisfactory	50.0% to 59.0%	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
Pass	Weak	40.0% to 49.0%	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
Fail	Marginal fail	30.0% to 39.0%	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	20.0% to 29.0%	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
Fail	Poor fail	10.0% to 19.0%	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
Fail	Very poor fail	0 – 9.0%	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 transcript indicators		
Flag	Broad descriptor	Definition
M	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
N	Non-submission	Failure to submit assignment for assessment
P	Penalty	Failure to submit within regulation requirements (late submission, improper format, etc.)
R	Resit	Attainment of a passing grade through reassessment processes
DP	Decision Pending	The grade is subject to investigation

APPENDIX 2: LATE PENALTIES FOR ASSESSED WORK

1. Work submitted up to three days late without an agreed extension will receive a penalty. 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.

2. 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 3: 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 assessment, the interruption of an assessment 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 the overall mean aggregation score for any module lies outside the range

   55% to 66.7% 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.

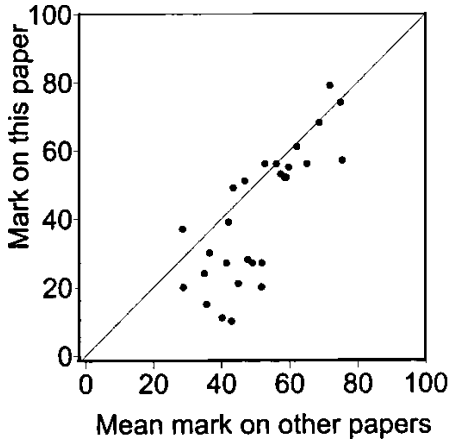
   (a) For work marked in letter grades, all grades may be raised or lowered by a constant amount.

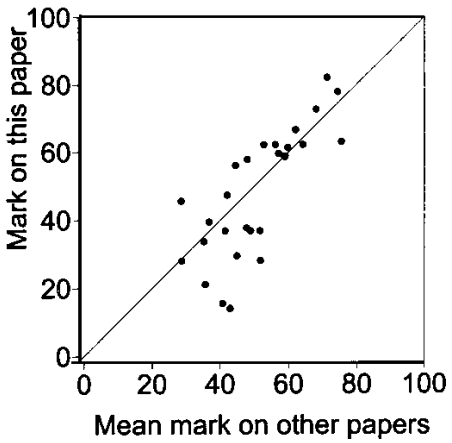
   (b) For work marked in percentages, every mark may be multiplied by a constant factor, or have a constant value added to or subtracted from it, or a combination of the two.

   (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 his or her average mark on other

assessments, as in the graphs below.





APPENDIX 4: MODERATION

General guidance on Moderation

1. Link Tutors, appointed by Lancaster University, will undertake assessment setting and assessment marking moderation for classifiable credit only. That is, modules at Levels 5 or 6 of Undergraduate Study, or for Level 4 study where this contributes to a target award, e.g., the Certificate of Higher Education. Where study is qualificatory but not classifiable (e.g., Level 4 of Undergraduate study), moderation need not take place.

2. Link Tutors shall moderate the assessment setting and marking for at least one iteration of each eligible module, as defined above, per academic year. Wherever possible, this should be the first iteration.

3. Where this moderation leads process to proposals for changes by the Link Tutor, the next iteration of the module shall be moderated, until the moderation process does not lead to proposals for changes.

4. Where no changes are proposed by the Link Tutor, the process should not be repeated until the following academic year.

5. Unless there is specific reason to, Link Tutors shall not moderate the assessed work of students undertaking resits.

6. Link Tutors shall compile a short annual report summarising the outcomes of their moderation, which should include:

   a) A statement confirming whether assessment employed at UA92 is comparable with equivalent LU assessment;

   b) Advice and any recommendations to enhance assessment practice, for consideration by the academic team at UA92

   This report shall form part of the evidence for the Annual Programme Review process.

Moderation of Assessment Setting

7. Where moderation is being employed for UA92 modules, as laid out above in clause 1, all constituent assessment tasks for each eligible module should be submitted to LU for approval before commencement of the module. Link Tutors should ensure that assessment tasks are:-

   a) Set at the appropriate level;

   b) Weighted appropriately, i.e. the total amount of assessment for the module is proportionate and the individual pieces of assessment have an appropriate weighting given the expected investment of student time and volume of output;

   c) Worded unambiguously;

   d) Fair, given the module content and that of previous modules within the programme;

   e) Sufficiently diverse at the programme level to allow students the opportunity to develop a good range of skills – this should be evident from the Curriculum and Assessment Map,

and the Annual Programme Review that UA92 undertake and submit to LU faculty teaching committees;

Moderation of Assessment Marking

8. LU Link Tutors will undertake moderation of all eligible assessments in line with the methods outlined in Section 2D of the Academic Regulations.

Review of Academic Standards

9. To ensure that Lancaster's academic standards are maintained, for all individual assessment tasks (where eligible, as above) the following data should be supplied as soon as marking is complete:-

- Number of students in the cohort
- Number of students completing the assessment task
- Mark average and median
- Mark range
- Details of any individual penalties applied (e.g. for academic misconduct, late submission)

These summary data should be scrutinised by the Link Tutor upon receipt. Should the data indicate that there may be cause for concern for any particular assessment task then LU should request submission of a sample of work for full moderation by a subject expert. Concerns may be triggered by factors such as:-

- A mean (or median) mark which would be considered as unexpectedly high or low when compared with similar modules delivered at Lancaster (taking into account the cohort size)
- An unusual marks profile when compared with similar modules delivered at Lancaster University
- A high proportion of non-submissions or very low marks
- A high proportion of applied penalties

Should LU decide that, for any piece of assessment, marking levels are not satisfactory, then remedial action must be taken. Such action should be decided by Lancaster's academic lead for UA92 in consultation with the Head of Lancaster University's Student & Programme Administration (plus others as deemed necessary, e.g., the relevant External Examiner), and may involve one of:-

- Scaling of the affected marks using approved LU methodology
- Requirement that a substitute piece of work be set
- Calculation of the overall module mark without inclusion of the affected marks
- Other action as deemed appropriate and approved according to LU regulations

APPENDIX 5: UA92 EXCEPTIONAL CIRCUMSTANCES COMMITTEE

1. All departments or equivalent will have an Exceptional Circumstances Committee 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. 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.

2. Exceptional circumstances can be considered as such actions or events outside the control of the student which result in any circumstances which are thought reasonably to have caused an individual student:

   (a) to fail to complete all the required assessment for a programme or contributing module by a stipulated deadline (e.g. missed exam or CWA deadline);

   (b) to complete assessed work to a lesser standard of academic performance than might reasonably have been expected on the basis of performance elsewhere during their study (where the same circumstances have not applied).

3. These circumstances might need to be mitigated in order to arrive at a fair and correct judgement of the student's academic performance. Such exceptional circumstances might then be the basis for setting aside for review those marks thought to be atypical in calculating the overall degree result.

4. Exceptional circumstances are, by definition, *post hoc*; that is they are only considered after a submission deadline. Each department will have agreed arrangements and procedures for deadline extension.

5. Academic departments of the University, or equivalent, are required to undertake a systematic process to ensure that exceptional circumstances for which evidence has been provided are reviewed in advance of the awarding examination board. This will be by means of an Exceptional Circumstances Committee within the department or equivalent. By these means the University must be able to demonstrate its fair and careful approach in advising examination boards upon their final academic judgement.

6. For Undergraduate students, Student & Programme Administration, or equivalent, is required to publish a deadline each year for level 5 and 6 students to submit their formal notification of exceptional circumstances to the University. Typically, this deadline occurs after the end of final examinations (end of week 8, Summer Term). For Postgraduate students, the department, or equivalent, is required to publish a deadline each year for students to submit their formal notification of exceptional circumstances to the University.

   Typically, this deadline occurs after the end of the examination period for the programme.

7. Students are required to submit written evidence of circumstances which prevented their attendance for formal examination within 48 hours of the missed event.

8. Exceptional Circumstances Committees (ECC) within each academic department or equivalent will undertake the following activity.

   (a) Review reported circumstances, for which due written evidence has been

provided to the department or equivalent, in order to reach a judgement on whether those circumstances have been detrimental to a student's academic performance. Where circumstances are agreed to have applied in such a case, the ECC will propose a remedy for consideration by the Examination board.

(b) Where exceptional circumstances have previously been addressed in the conduct of assessment – e.g. extra time for examination, extended coursework deadline – the ECC must consider whether circumstances were sufficiently compensated by that earlier response.

(c) Preparation of information on decisions which will be brought forward to the Examination board to inform final academic judgement. Formal minutes will record cases discussed; the ECC's judgement on applicability of exceptional circumstances; and proposed remedy per each case. Minutes will contain such details of particular circumstances as is appropriate, but detailed discussion of circumstances will not be undertaken at the Examination board or other meetings of examiners.

9. An Exceptional Circumstances Committee may propose a number of actions including (but not limited to):

(a) the opportunity to take a further examination or submit new coursework as a first sitting (for which therefore there will be no fee, the marks will not be capped and there will be a subsequent resit opportunity if required);

(b) the opportunity to retake modules with attendance (either capped or uncapped depending on individual circumstances) after all other reassessment opportunities have been exhausted, or;

(c) (for a graduating student) recommending a class of award higher than that obtained by applying the rules in the normal way.

However, it may **not** propose changing the marks obtained for any assessment; nor may it propose an uncapped resit, except at Level 4, where all resits are uncapped. For Level 5 and above, if a further resit opportunity is proposed, a capped mark will be applied to the new work unless this has the designated status of a first sitting, in which case there is to be no cap.

10. Exceptional Circumstances Committees (ECC) will consist of the following members.

(a) A Chair, being an experienced academic member of staff who may hold (or have recently held) position as a Director of Study, Head of Department or other senior administrative role. The Chair for the ECC is recommended not to undertake the role of Chair of the final Examination Board simultaneously

– i.e. within the same academic session or year.

(b) A Secretary, being an academic or administrative member of the department.

(c) Members of the Committee must be drawn from the department's (or equivalent) examiners, each with sufficient experience of teaching and assessment to advise upon cases brought before the ECC. A membership of between one and four examiners (excluding the Chair and/or Secretary) is recommended.

(d) The External Examiner(s) is (are) entitled to attend the ECC and will be briefed on the decisions if unable to attend prior to any examination board.

11. The Exceptional Circumstances Committee will meet at least once shortly in advance of the final Examination board per academic session or year. (Departments may find it useful or practicable to maintain a standing Committee to review and evaluate cases involving exceptional circumstances as they present throughout the academic year, for efficiency in the case of large programmes and/or to monitor consistency of approach throughout the period. The standing Committee may be conducted via electronic means in the course of the academic year should that be more practicable from time to time. However, electronic conduct would not normally be permitted for the final, summative EECC meeting shortly before the Examination board.)

APPENDIX 6: EXAMINATION BOARDS

Establishment of examination boards

1 There shall be a board of examiners for each degree programme which comprises external and internal examiners. External examiners (at least one for each approved degree programme) shall be appointed in accordance with the procedures set out in the chapter on External Examiner Procedures (Taught Programmes) and internal examiners shall be drawn from the body of permanent academic staff of the University and UA92. Temporary members of the academic staff who have primary responsibility for the delivery of a programme or module are also eligible to be internal examiners.

Undergraduate Progression Boards

2 The Progression Board of Examiners is responsible for making recommendations to the Lancaster University Committee of Senate concerning the overall assessment of undergraduates at the end of their level 4 studies.

3 Following consultation, each course leader shall nominate annually an examiner to sit on the board. The board shall be provided with the appropriate administrative support, and be chaired by a senior member of the academic staff with appropriate knowledge and experience who shall be appointed by the Lancaster University Committee of Senate. If the Chairperson is a course leader they may nominate instead another programme representative, and they shall also have the discretion to allow attendance at meetings of non-voting representatives.

4 No member of the Progression Board shall be eligible to be the Chairperson or a member of an Academic Appeal or Review Panel as defined in the chapter on Academic Appeals.

5 Proceedings of the Progression Board shall be restricted to:

(a) members of the board itself;

(b) those officers allowed to act on behalf of the Lancaster University Committee of Senate;

(c) members of Academic Appeal and Review Panels as defined in the chapter on Academic Appeals.

6 Student & Programme Administration will send information about the timing of the Progression Board, the deadline for submission of marks and the format and medium in which the marks are to be submitted.

7 Course leaders shall ensure that level 4 marks are entered into the student records system by the deadline specified in advance by Student & Programme Administration, who will process all the marks for individual level 4 modules in accordance with the progression rules approved by the Senate for Progression in general and for individual degree programmes.

8 Lancaster University's Vice-Chancellor, or Deputy Vice-Chancellor, or Pro-Vice-Chancellor who is not Chairperson of the Progression board, shall be empowered to ratify the board's decisions, on behalf of the Lancaster University Committee of Senate. These officers are also empowered to approve recommendations arising from results ratified by the board (e.g. the award of prizes based upon level 4 results).

Undergraduate Award Boards

9 Award Boards of Examiners bring together internal and external assessors in order to make recommendations to the Lancaster University Committee of Senate, with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board (for undergraduate programmes) regarding the granting of degrees and other awards of Lancaster University.

10 In addition to the external examiner(s) all permanent members of academic staff (and any temporary members of academic staff who have primary responsibility for the programme or modules) contributing to the degree programme will be entitled to be members of examination boards and will be termed "internal examiners".

11 Individuals who teach and who participate in the assessment of students' work but who are neither permanent members of the academic staff of UA92 nor temporary members of staff with primary responsibility for specified programmes or modules will be termed "assessors". They will not be entitled to full membership of examination boards and will not be entitled to vote on decisions but they will be invited to have input into examination board discussions and may, subject to the discretion of the course leaders concerned, be invited to attend meetings of examination boards.

12 Internal examiners will:

(a) have access to the relevant programme and module documentation;

(b) possess an appropriate level of knowledge of the subject matter, the programme and module aims and learning outcomes, and the corresponding materials;

(c) be provided with guidance as to how the classification scheme is to be applied in the context of the particular assessment.

13 The following people will, *ex officio*, be members of all UA92 examination boards and will be regarded as internal examiners:

(a) the Lancaster University Vice-Chancellor or nominee;

(b) the officers with delegated authority from Lancaster University Senate;

(c) Lancaster University Associate Deans for Teaching or nominees (as appropriate for undergraduate boards in their faculties).

14 The Head of Academic Quality, Standards & Conduct and Head of Student & Programme Administration or nominee will be entitled to be present at any Examination board.

15 Designated UA92 Assessment Officers will ensure that:

(a) all internal examiners, and especially those who are not members of academic staff of the University, receive appropriate training and other preparation relevant to their role in the assessment procedure;

(b) each External Examiner has access to the necessary information and assessment material required to assist them in reaching a reasonable conclusion on assessment performance, and has the opportunity to attend oral examinations and presentations where practicable and desirable.

Conflicts of interest

16 No student may be a member of an examination board, or attend any examiners' meeting, other than as a student for assessment. If, however, a member of UA92 staff who is qualified to be an examiner or assessor for a degree programme under the criteria set out above, is also a registered student on another degree programme within UA92, then this will not disqualify them from carrying out normal examining duties on degree programmes for which they are eligible to be an examiner.

17 Any examiner or assessor who is aware of any potential conflict of interest (for example being related to, or a close friend of, any student registered on the degree programme for which that person is an examiner) must declare their interest as soon as the possibility arises and must not be the sole examiner for the student concerned on any individual contributory module.

18 Any examiner who has a potential conflict of interests as described above, must draw this to the attention of the chair(s) of the appropriate examination board(s) and the connection must be recorded in the minutes of the meeting, and the person involved will not take any part in any discussion covering the student(s) or in any decisions affecting the student(s) concerned; but may, at the discretion of the chairperson, be permitted to remain in attendance for the duration of the discussion.

Composition of exam boards

19 The examination boards will consist of all external and internal examiners. There will be a meeting of the Examination Board which all external examiners and all internal examiners and assessors who have been involved in the teaching of the degree programme(s) concerned will be expected to attend. If, for exceptional and unavoidable reasons, some external and internal examiners are unable to attend the meeting then the Examination board will be quorate only if the following people are present:

(a) at least one external examiner;

(b) at least two internal examiners from the department(s) subject area responsible for the degree programme although, in exceptional circumstances, only one internal examiner responsible for the degree programme will be required to be present and the other internal examiner(s) may be academic members of staff from a cognate discipline.

Conduct of examination boards

20 Examination boards will take place at specific times as stipulated by UA92 and which enable results to be processed and awards made in time for students to graduate at the degree ceremonies as appropriate. It will be the responsibility of course leaders to ascertain that sufficient examiners will be available to enable the examination board to take place on the scheduled date and to notify Student & Programme Administration of any problems.

21 The business of the Examination board will be recorded and the minutes will include a record of the External Examiner's adjudications, comments and recommendations. 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 Lancaster University Vice-Chancellor and other officers of UA92 as appropriate; the Lancaster University Committee of Senate and the Classification and Assessment Review Board (for undergraduate programmes); and appropriate Academic Appeal and Review Panels as defined in the chapter on Academic

Appeals.

Powers of examination boards

22 The Examination Board will consider the results of examinations and final marks and make recommendations to the Lancaster University Committee of Senate, with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board (for undergraduate programmes) as to the award of degrees (and the classes of degrees) within approved degree programme classification regulations. Examination boards for undergraduate programmes will also consider and confirm marks derived from all non-final year modules taken and examined in the academic year under consideration.

23 In considering marks, Examination Boards will take due cognisance of the recommendations of the Exceptional Circumstances Committee. Only in rare circumstances, should an Examination Board overturn or disregard a decision of the Exceptional Circumstances Committee and all such decisions must be reported explicitly to the Classification and Assessment Review Board (for undergraduate programmes).

24 Examination Boards will normally note and confirm those students whose percentage score places them wholly within the range of a degree classification. Only in rare circumstances, based on either academic or professional grounds as opposed to exceptional circumstances, should an Examination board recommend a classification other than that which is determined from the percentage score and all such circumstances must be reported explicitly to the Classification and Assessment Review Board (for undergraduate programmes) for final confirmation of the student's result.

25 Examination boards have the discretion to require a viva voce examination of individual students whose percentage score falls in the borderline ranges after all other required assessment has been completed and reassessment opportunities exhausted, in order to decide upon an appropriate degree classification. Students are expected to be available if such an examination is required and therefore timely information about the likely dates of any viva voce examinations will be published. A viva voce examination will involve at least one external examiner.

26 Where the overall degree classification or the overall result for a unit of assessment remains unresolved as a result of differing opinions amongst examination board members then significant weight should be attached to the opinion of the external examiner(s) in reaching a decision. Final decisions however are subject to approval and confirmation by the Lancaster University Committee of Senate via the Classification and Assessment Review Board (for undergraduate programmes). In the event of disagreement between external examiners, their views shall be reported to the Classification and Assessment Review Board (for undergraduate programmes) for consideration and resolution.

27 All results, final and interim, shall be submitted to Student & Programme Administration and ratified by the Lancaster University Committee of Senate (for undergraduate programmes).

Procedures for the Approval of Results and Awards

28 Lancaster 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.

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

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

(a) 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;

(b) formal approval of recommendations from Boards of Examiners that students be awarded no degree;

(c) 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;

(d) 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;

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

31 The Lancaster University Committee of Senate acknowledges the expertise and specialist knowledge of Boards of Examiners in respect of:

(a) custom, practice and conventions in UA92;

(b) custom, practice and conventions in their specific subject in other HEIs, drawing on input from UA92's external examiners and UA92 staff who act as external examiners in other institutions.

32 However, when considering recommendations from all programmes across UA92, the Lancaster University Committee of Senate is required to 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 UA92.

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

34 It is not considered appropriate for detailed personal circumstances of individual student cases to be discussed at Lancaster University Committee of Senate or 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 the 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 Student & Programme Administration after the meeting.

35 The status of the Lancaster 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 as defined in the chapter on UA92 Academic Appeals and appropriate administrative staff).

APPENDIX 7: ADDITIONAL REQUIREMENTS FOR PROFESSIONAL AWARDS

1. Certain awards within UA92 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 for UA92 programmes. These additional requirements are set out below.

   Currently no UA92 programmes fall under this category.