



MANUAL OF ACADEMIC REGULATIONS
AND PROCEDURES ~~202~~

UNDERGRADUATE ASSESSMENT REGULATIONS

(APPLICABLE FROM OCTOBER ~~202~~ 2023)

Academic Quality, Standards and Conduct

Student and Education Services

MARP ~~202~~-24

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MARP2023-24
UNDERGRADUATE ASSESSMENT REGULATIONS INCLUDING REGULATIONS
FOR INTEGRATED MASTERS AWARDS

UG 1 UNDERGRADUATE AND INTEGRATED MASTERS AWARDS

UG 1.1 The University currently offers the following undergraduate and Integrated Masters awards:

Undergraduate and Integrated Masters awards	Level of award	FTE period of study (normal)	Normal total credit value
MBCkB	7	5 years	600 (minimum of 120 at FHEQ level 7)
Masters degree (Integrated): MArts (Hons); MChem (Hons); MEcon (Hons); MEng (Hons); MLang (Hons); MPhys (Hons); MPsych (Hons); MSci (Hons); MSocial Wk (Hons); MStat (Hons)	7	4 years	480 (minimum of 120 at FHEQ level 7)

Bachelors degree with honours:

BA (Hons); BBA 97 TD [(4Tc 0.3(4T(s))9.5 (3.5 (o)-5.6 6(-)-1.1-3.7 (97 TD [(81 0.481 re)5.2 (eg)5.6 (c -0.0

¹ Note that for four year study abroad programmes, the total number of credits will be between 420-480 depending on what was agreed when the programme was approved. Details are in UG 1.2.3 below.

Foundation Degrees comprise learning at level 6 with 120 credits of assessment. Integrated Masters degrees comprise learning across levels 4, 5, 6 and 7, normally with 120 credits of assessment at each level. Level 4 learning is collectively referred to as Part I and 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, 6 and, as appropriate, 7 are collectively referred to as Part II and comprise all credit upon which final classification of awards is determined.

UG 2.2 Undergraduate degree programmes and assessment arrangements for Part II are based on the principle that the load on students in terms of total teaching, learning and assessment activities should be equally distributed between each academic session i.e. normally four units (equivalent to 120 credits) in the second year and four units in the third and/or final year.

UG 2.3 A commensurate arrangement shall apply to students undertaking programmes of study that are divided into Part IIA and Part IIB. This shall not preclude the attribution of a differential assessment weighting between units studied and assessed in the second year and those studied and assessed in the final year. The arrangement for each programme of study shall be published in [Courses Handbook](#) available online for staff and current students

UG 3 CRITERIA FOR AWARD

UG 3.1 The pass mark for undergraduate honours degrees and other undergraduate awards shall be 9.0, unless otherwise stipulated in the Appendix 5 of the Undergraduate Assessment Regulations, with credit for a module being awarded when the overall mark for the module is 9.0 or greater or the module has been condoned.

UG 3.2 For students who entered the Integrated Masters programme from 2021-22, credit for modules is awarded as follows (or the module has been condoned)

- (i) for level 5 and level 6 modules when the overall mark for the module is 9.0 or greater;
- (ii) for level 7 modules when the overall mark for the module is ~~9.0~~ (20%) or greater.

UG 3.3 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 passed all contributory modules

UG 3.4 A Pass Degree may be awarded with an aggregation score of 8.1 or above.

UG 4 PROGRESSION

UG 4.1 GENERAL

UG 4.1.1 Each programme will have progression requirements detailed and approved through the programmes approval process. Examining bodies 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.

BSdHonsFinance and Economics

BSdHonsFinance and Management Studies

BSdHonsFinancial Mathematics

BSdHonsFinancial Mathematics (Industry)

BSdHonsManagement (

UG 4.37 Any student who does not meet the requirement for progression from year 3 to year 4 or who does not wish to continue to year 4, will be considered for classification for a Bachelors Honours degree.

Regulations UG 4.8.– 4.3.10 for progression within Part II on Integrated Masters degree: for students who entered the programme from 2022 onwards

UG 4.38 Main Progression Rule (Years 2 and 3) To progress on the Integrated Masters degree students must achieve a Year 2 average of 12.0 or above and a Year 3 average of 15.0 or above.

UG 4.39 Alternative Progression Rule (Year 3) If a student fails to progress to Year 4 under the Main Progression Rule, they may progress to Year 4 if they achieve a 2(i) overall in Part II with a minimum of 14.0 in each of Years 2 and 3.

UG 4.310 Any student who does not meet the requirement for progression from year 3 to Year 4, or who does not wish to continue to year 4, will be considered for classification for a Bachelors Honours degree.

Regulations UG4.3.11 – 12 for progression within Part II on Four Year Study Abroad programmes for students who entered the programme from 2023 onwards

UG 4.311 Progression from Year 2 to Year 3 To progress on to the Year 3 of a Study Abroad programme, students must achieve a pass, at the first attempt, as defined above. 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 an overall aggregation score of at least 15. Higher requirements (e.g. higher pass marks in specific modules) may be set for individual programmes, subject to departmental and faculty approval, and will be clearly outlined in published material available to students, both prior to the commencement of and during their studies.

UG 4.312 Integrated Masters wc 0.7 (i)2.7 (n)5.3 (ed)5.2 (a)209.8 (i)-3o5(e)-6 3.3 (ad)2.3 (fa.2 (n)-0 (v)6s

UG 6.4

UG 7.3 PART II: NOMINAL YEAR STUDENTS

Three-year and four-year Bachelors programmes

UG 7.3.1 When the results of all reassessments relating to the second year of a three-year Bachelors Hons degree or to the second or third year of a four-year Bachelors Hons degree are available, the overall profile will be reviewed by the relevant examining bodies and up to 30 credits should normally be condoned where the aggregation score is between 7 and 9. No module may be condoned with an aggregation score of less than 7, nor may any module be condoned if a student has not attempted reassessment.

Integrated Masters programmes

UG 7.3.2 When the results of all reassessments relating to the second or third year of an Integrated Masters degree are available, the overall profile will be reviewed by the relevant examining bodies. A maximum of 30 credits should normally be condoned in either the second or third year where the aggregation score is between 7 and 9. The total number condoned over both years should not exceed 30 credits. No module may be condoned with an aggregation score of less than 7, nor may any module be condoned if a student has not attempted reassessment.

UG 7.4 PART II: FINAL YEAR STUDENTS

Three-year Bachelors programmes

UG 7.4.1 When the results of all assessments and reassessments relating to the final year of a three-year Bachelors Hons degree are available the overall profile will be reviewed by the relevant examining bodies and a maximum of 30 credits in total (for the whole of Part II) should be condoned. No module may be condoned with an aggregation score of less than 7, nor may any module be condoned if a student has not attempted reassessment.

UG 8 INCOMPLETE ASSESSMENT AND EXCEPTIONAL CIRCUMSTANCES

UG 8.1 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.

UG 8.2 For the purposes of these regulations 'good cause' will mean illness or other relevant personal circumstances affecting a student and resulting in either the student's failure to attend an examination, or submit coursework at or by the due time, or otherwise satisfy the requirements of the scheme of assessment appropriate to the programme of

- (b) fairness to the individual student claiming good cause must be balanced with fairness to other students and the integrity of the assessment as a whole;
- (c) in the event of the student having failed to attend an examination or examinations, or having failed to submit course material or other work for assessment at or by the due time, it will be determined whether the failure to attend or submit has been justified by good cause;
- (d) in the event of the student having submitted work for assessment by

- (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, they will be regarded as having completed sufficient assessment to be awarded a grade in the programme. In such cases they should be given an opportunity to complete the missing work as a first attempt.

Examiners can be found in the section on examination boards in [the General Regulations for Assessment & Award](#)

- UG 9.7 The business of the examination boards will be minuted and the minutes will include a record of the External Examiner's adjudications, comments and recommendations, as well as particular decisions made by the Board. The minutes will also record the decisions of the Exceptional Circumstances Committee for each candidate considered by that committee (although detailed discussion of circumstances should not be undertaken at the Examination Board). The minutes must include a list of attendees (together with their status as external or internal examiners or assessor). This record of the proceedings of the board will be restricted and made available only to: the participating examiners and assessors; the Vice-Chancellor and other officers of the University as appropriate; the Committee of Senate; the Classification and Assessment Review Board and appropriate Academic Appeal and Review Panels defined in the chapter on [Academic Appeals](#). Where the examination body has exercised its discretion in a particular case, as provided by these Regulations, the Committee of Senate or the Classification and Assessment Review Board will normally uphold its decision providing it had the support of the majority of the external examiners present at that examination board.

UG 10 PUBLISHED INFORMATION

- UG 10.1 The determination of results and the classification of University degrees are subject always to ratification by the Committee of Senate and will be regarded as provisional until ratified.
- UG 10.2 Immediately after the meetings of the relevant examining bodies, departments or equivalent may notify students of their provisional degree results.
- UG 10.3 Within forty days of the ratification of degree results, students will be sent a transcript

APPENDIX: UNDERGRADUATE GRADING TABLE (LEVELS 4, 5 & 6)

Result	Broad descriptor	Grade	Aggregation score	Primary level descriptors for attainment of intended learning outcomes
Pass	Excellent	A ⁺	24	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
		A	21	
		A ⁻	18	
Pass	Good	B ⁺	17	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
		B	16	
		B ⁻	15	
Pass	Satisfactory	C ⁺	14	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
		C	13	
		C ⁻	12	
Pass	Weak	D ⁺	11	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
		D	10	
		D ⁻	9	

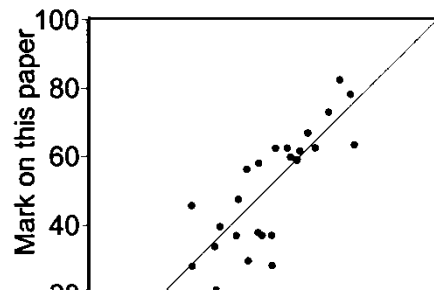
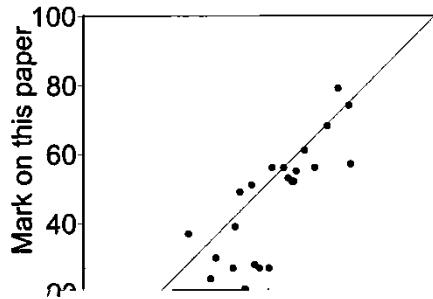
APPENDIX: PERCENTAGE CONVERSION TABLE

APPENDIX: GUIDANCE FOR SCALING OF MARKS

1. All assessments and marking schemes should be created with the aim of ensuring that the resulting grades/marks give a good indication of the ability and application of the students. However, it is inevitable that on occasion this will not work as planned.
2. Reasons may include a misprinted examination paper, the interruption of an examination or, in a science laboratory, an instrumental malfunction not obvious at the time of the experiment; or it may simply be that examiners agree, using their academic judgment and with the benefit of hindsight, that an assessment, or part of an assessment, proved to be significantly harder or easier than expected.
3. In such cases it is appropriate to consider whether the marks should be scaled. Scaling may be of the overall mark for the module or of any assessment therein.
4. Although an unusual distribution of grades/marks is not of itself a sufficient reason for scaling to be applied, it may be an indication that something has gone wrong. For this reason, if the overall mean aggregation score for any module lies outside the range 14.5-17.5 (or 58% to 68% for percentage marks) then examiners consider whether or not there is a case for the marks to be scaled. ~~Note~~ International and Regional Teaching Partnership provision the range outside which scaling must be considered is 13.5-17.0 (or 55% to 66.7%)
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

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 the average mark on other assessments, as in the graphs below.



APPENDIX: ADDITIONAL REQUIREMENTS FOR PROFESSIONAL AWARDS

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

PART I

2. LLB Law degrees

- 2.1 LLB Law

LLB Law students are required to take all 120 Part I credits in their prescribed programme. In order to comply with PSRB regulations (and be eligible to qualify for accreditation) the pass mark for all Part I modules is 9.0.

- 2.2 LLB Law (Study Abroad)

LLB Law (Study Abroad) students are required to take all 120 Part I credits in their prescribed programme. In order to comply with PSRB regulations (and be eligible to qualify for accreditation) the pass mark for all Part I modules is 9.0. In order to progress from Year 1 to Year 2 on the LLB Law (Study Abroad) programme students must achieve a pass in all modules at the first attempt. Students who do not progress under this rule will be transferred to Part II of the LLB Law programme provided they have met the progression requirements for this programme. Condonation is not permitted on the LLB Law (Study Abroad) programme.

- 2.3 LLB Law (Clinical Learning)

2.4.1c

5.2 For the award of an honours BEng or the award of an honours MEng degree, no Part II module may be condoned with an aggregation score of less than 7.0.

5.3a This paragraph applies to students who entered the degrees between 2016-17 and 2019-20.

For the award of an honours BEng or the award of an honours MEng degree, no more than 20 credits may be condoned in any level of study. In addition, where modules include two assessment modes (coursework and examination) that assess different learning outcomes, the maximum number of credits that may be condoned is 10. For the award of an honours BEng or the award of an honours MEng degree, no more than 20 credits may be condoned in any level of study. In addition, where modules include two assessment modes (coursework and examination) that assess different learning outcomes, the maximum number of credits that may be condoned is 10.

Biochemistry; BIOL282: Cellular Pathology; BIOL283: Haematology and Transfusion Science, and; BIOL243: Medical Microbiology) or in the final year BIOL387: Biological

modules, for the degree in Applied Social Studies where the University criteria for condonation are met.

9.3 Where condonation is being considered for a Social Work student, a special re

passed without condonation, and no more than 30 credits in total may be condoned throughout the programme of study.⁶ Students

- 12.3 Students who do not progress to Year 4 of the MChem (Hons) Chemistry (or variant) will be eligible for the exit award of the BSc (Hons) Chemistry, provided they have met the requirements to successfully complete Year 3.
- 12.4 Students who fail Year 4 after exhausting all resit opportunities will be eligible for the exit award of the BSc (Hons) Chemistry.
13. BA (Hons) Architecture
- 13.1 The PSRB accrediting bodies for the programme are the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA). RIBA accreditation is planned to be in place during academic year ~~2022~~.
- 13.2 In order to progress from Year 2 to Year 3 on the BA (Hons) Architecture, students must pass all modules and subcomponents of assessment at a minimum pass mark of 9.0. Condonation of modules is not available for this programme.

- MSci (Hons) Mathematics with Statistics
- MSci (Hons) Mathematics with Statistics (Study Abroad)
- BSc (Hons) Mathematics, Operational Research, Statistics and Economics (MORSE)
- BSc (Hons) Mathematics, Operational Research, Statistics and Economics (MORSE) (Industry)
- BSc (Hons) Natural Sciences
- BSc (Hons) Natural Sciences (Study Abroad)
- BSc (Hons) Natural Sciences
- BSc (Hons) Natural Sciences (Study Abroad)
- BA (Hons) Spanish Studies and Mathematics
- BSc (Hons) Theoretical Physics with Mathematics
- MSci (Hons) Theoretical Physics with Mathematics
- MSci(Hons) Theoretical Physics with Mathematics (Study Abroad)

2.2 Combinable Groups of Second Year Modules for the purpose of condonation

2.2.1 Alg (s)-a(r)8.1A f7m [5H

MH(n)2.2 (e)-3 a(r)11.1 (A)1.9 lgreba I

MHbs Aeb

2.2.2

MATH325 Representation Theory of Finite Groups

MATH326 Graph Theory

MATH327 Combinatorics

MATH328 Number Theory

MATH329 Geometry of Curves and Surfaces

2.3.2 Analysis

MATH313 Probability Theory

MATH314 Lebesgue Integration

MATH316 Metric Spaces

MATH317 Hilbert Space

MATH318 Differential Equations

MATH319 Linear Systems

2.3.3 Probability

MATH313 Probability Theory

MATH314 Lebesgue Integration

MATH332 Stochastic Processes

MATH345 Financial Mathematics

2.3.4 Statistics

MATH330 Likelihood Inference

MATH331 Bayesian Inference

MATH332 Stochastic Processes

MATH333 Statistical Models

MATH334 Topics in Modern Statistics

MATH335 Medical Statistics

MATH336 Multivariate Statistics in Machine Learning

MATH345 Financial Mathematics

2.35 Education

MATH361 Mathematical Education

MATH362 Mathematical Education Placement

2.4 Combinable Groups of Fourth Year Modules for the purpose of condonation

2.4.1 Algebra and Geometry

MATH412 Topology and Fractals

MATH423 Algebraic Curves

MATH424 Galois Theory

MATH425 Representation Theory of Finite Groups

MATH426 Lie Groups and Lie Algebras

2.4.2 Fourth Year Analysis

MATH411 Operator Theory

MATH413 Probability Theory

MATH414 Lebesgue Integration

MATH416 Metric Spaces

MATH417 Hilbert Space

2.4.3 Probability

MATH413 Probability Theory

MATH414 Lebesgue Integration

MATH432 Stochastic Processes

MATH440 Stochastic Calculus for Finance

MATH445 Financial Mathematics

2.4.4 Statistics

MATH432 Stochastic Processes

MATH440 Stochastic Calculus for Finance

MATH445 Financial Mathematics

MATH451 Likelihood Inference

MATH452 Generalised Linear Models

MATH453 Bayesian Inference

MATH454 Computationally Intensive Methods

MATH463 Clinical Trials

MATH464 Principles of Epidemiology

CHIC465 Environmental Epidemiology

MATH466 Longitudinal Data Analysis

MATH482 Assessing Financial Risk: Extreme Value Theory

3. Department of Physics

3.1 Information on the grouped module options for the purposes can be found on the ASK Portal for Physics students, accessible here [ASK Portal](#).