

**MANUAL OF ACADEMIC REGULATIONS
AND PROCEDURES 2023-24**

UNDERGRADUATE ASSESSMENT REGULATIONS

(APPLICABLE FROM OCTOBER 2023)

Academic Quality, Standards and Conduct

Student and Education Services

MARP 2023-24

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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
MBCbB	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); MPsy (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 (Hons); BEng (Hons); BMus (Hons); BSc (Hons); LLB (Hons)	6	3 years	360 ¹ (minimum of 90 at FHEQ level 6)
Bachelors degree unclassified – Pass degree: BA; BBA; BEng; BMus; BSc; LLB	6	3 years	360 (minimum of 90 at FHEQ level 6)
Bachelors degree as top-up to Foundation degree: BA (Hons); BEng (Hons); BSc (Hons)	6	1 year	120 (minimum of 90 at FHEQ level 6)
Foundation Degree: FdA; FdSc; FdEng	5	2 years	240 (minimum of 90 at FHEQ level 5)
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	4,5,6,7	Open	20-90

¹ Note that for four-year study abroad programmes, the total number of credits will be between 390-420, depending on what was agreed when the programme was approved. Details are in UG 1.2.3 below.

UG 1.2 STUDY ABROAD DEGREE AWARDS

- UG 1.2.1 Unless otherwise stated in course documentation, students are eligible for the award of 'Study Abroad' degree titles having completed at least one full term of study abroad with a partner institution. Study for this may take place in person or online (including online study undertaken outside of the country of the partner institution).
- UG 1.2.2 Where a student completes less than one full term of study abroad, the options will be discussed on a case-by-case basis by the department with the student. Options may include a variation on the assessment for the student's programme of study in order to demonstrate the learning achieved commensurate with the Study Abroad element of their degree title. Any such variation must be approved by the faculty Associate Dean. In order to be awarded the credits from study abroad the assessment devised by the department and approved by an Associate Dean must be broadly comparable and proportionate and should demonstrate learning outcomes relevant to the study abroad experience.
- UG 1.2.3 **For students entering programmes from the 2023-24 academic year onwards:** all named Study Abroad programmes shall be four years in length, with two exemptions detailed below. Students on Four Year programmes shall normally study abroad in their third year of study. During the year abroad, students will take on a full timetable of study (equivalent to 120 credits), of which a set number of credits in a relevant subject area will be 'brought back' and be included in the final degree classification calculation. The number of credits brought back will be either 30, 45 or 60 credits. The number of credits to be brought back for each programme will be included in programme-specific published material. Students must agree with their study abroad advisor in writing, in advance of departure which credits are designated as being brought back. Any remaining credits not allocated to be brought back can be freely chosen in any subject area. Students are advised to designate at least one back-up module per term/semester in case their agreed options are not running at the partner, or are otherwise not available. Failure to undertake study in relevant subject areas, or any deviation from the study plan as agreed with the study abroad advisor, may result in students being removed from the study abroad degree, and returned to the parent programme.
- Note that programmes delivered by the Department of Languages and Cultures (DeLC), including the International Placement Year degree are subject to separate regulations. Details can be found in the published programme information supplied by DeLC.
- UG 1.2.4 Students on Integrated Masters programmes with a study abroad component bring back all 120 credits from their study abroad period, and these credits must be agreed in writing, in advance of departure with the Study Abroad advisor.
- UG 1.2.5 Only the departments of Accounting & Finance and Economics offer the option to study abroad in the Michaelmas term of the 3rd year. Any new programmes proposed as exemptions to the four-year model must be approved by the body with delegated authority from Senate.

UG 2 STRUCTURE OF BACHELORS DEGREE PROGRAMMES AND INTEGRATED MASTERS DEGREE PROGRAMMES

- UG 2.1 Bachelors degrees comprise learning across levels 4, 5, and 6, normally with 120 credits of assessment at each level. Bachelors degree programmes which provide a top-up to

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 the [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 12.0 (50%) 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.

UG 4.1.2 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).

UG 4.1.3 Additional progression requirements for programmes with professional accreditation are detailed in Appendix 5 of the Undergraduate Assessment Regulations.

UG 4.2 PROGRESSION FROM PART I TO PART II

UG 4.2a² ***For students who undertook Part I in the academic year 2020-21 only: students achieving an overall aggregation score of 9.0 will be progressed to Part II*** [clause UG 4.2.1 below] except where PSRB accreditation variations require otherwise. Part I students must carry 120 credits in order to progress to Part II. A maximum of 40 credits can be condoned where the aggregation score is at least 7.0 [clause UG 4.2.4 below]. In order to progress to Part II an overall aggregation score of 9.0 is required in all major and minor components. A major component is any module, theme or subject that is defined as core to the intended degree programme. A minor component is any module, theme or subject that is defined as optional or nonessential to the intended degree programme. There is no further requirement for students to attain a particular score in the individual elements. Note: the condonable range still applies and, as such, the aggregation score of all components must be above the condonation threshold of at least 7.0 (as specified in UG 4.2.4).

UG 4.2.1 In order to progress from Part I to Part II, an overall aggregation score of 9.0 is required. An aggregation score of 9.0 is also required in each individual module or combined assessment unit (e.g., where five modules worth eight credits each are combined into a 40-credit component). There is no further requirement for students to attain a particular score in the individual elements of each module, so long as an overall aggregation score of 9.0 is obtained in the assessment unit or module as a whole.

Note that condonation may apply in Part I, as set out below in UG 4.2.4 (b)

UG 4.2.2 Students who initially fail one or more subjects at Part I will be offered an opportunity to resit the subjects failed. Students who wish to change their programme of study following initial failure may opt out of this resit opportunity and apply directly for a restart year on an alternative programme for which the eligibility criteria have been met. Students retain the right to undertake the resits should they so wish. All other students who choose not to participate in this resit opportunity will be deemed to have withdrawn from the University.

UG 4.2.3 Exceptionally, an examination board may offer a student the opportunity to repeat the year on the same programme of study without having to take the associated resits. Students retain the right to undertake the resits should they so wish. The department 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. Students undertaking a repeat year of study shall be subject to the conditions laid out below in UG 4.2.6, including losing all credit, marks and grades obtained in the year to be repeated.

² UG 4.2a is provided to give historical context to student progression in 2020-21. The clause **does not** apply to students entering Part I in subsequent years.

UG 4.2.4a³ **For the academic year 2020-21 only.** After taking resits as required, a student who passes all subjects with the required aggregation scores qualifies to progress to Part II. Otherwise, if and only if the proposed major department requests a condonation, failures up to 40 credits may be condoned where the aggregation score is at least 7.0 for major and minor subjects. If the department which recorded a fail mark is unwilling to accede to this request for condonation, the final decision will be made by the Part I Board of Examiners.

UG 4.2.4b **For students entering programmes from 2021-22 onwards:** After taking resits as required, a student who passes all subjects with the required aggregation scores qualifies to progress to Part II. Otherwise, with permission from the major department, failures of up to 40 credits may be condoned where the aggregation score is at least 7.0 in each module failed. Failures below 7.0 cannot normally be condoned. If the department which recorded a fail mark is unwilling to accede to this request for condonation, the final decision will be made by the Part I Board of Examiners.

UG 4.2.5 Students who have not passed all subjects, and whose failures have not been condoned after resit, 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.

UG 4.2.6 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 Part I year;
- (c) have a compulsory meeting with their department, arranged by the department to discuss any support needs the student may have, and to be signposted to any other relevant services;
- (d) be placed on academic probation, with especially close monitoring of academic progress by the major department;
- (e) otherwise be treated the same as any other Part I 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 Part I Resit Board.

UG 4.2.7 The award of Certificate of Higher Education shall be made to students who have achieved 80 credits with a mark of 9.0 or more at level 4 or above and a further 40 credits with a mark of 7.0 or more at level 4 or above, but who have ended their studies

³ UG 4.2.4a is provided to give historical context to student progression in 2020-21. The clause **does not** apply to students entering Part I in 2021-22.

at the University without qualifying for either a degree or a Diploma of Higher Education.

UG 4.2.8a **This clause was suspended for the academic year 2020-21 only. This clause applies to all students entering programmes for the academic years 2021-22 and 2022-23:** For progression on Study Abroad degree programmes, 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 aggregation score of at least 15.0 in major components plus at least 12.0 in minor components.

UG 4.2.8b **This clause applies to all students entering Four-Year Study Abroad programmes for the 2023-24 academic year onwards:** for students on named Four-Year Study Abroad variants, progression from Part I to Part II shall follow the standard progression rules as laid out above in UG 4.2.1-4.2.7, unless higher requirements are mandated by a PSRB in which case these PSRB requirements will take precedence for progression. Students on Four-Year Study Abroad degrees are strongly advised to maintain an overall aggregation score of at least 15.0 average in Part I, as Study Abroad Partner Institutions will make admissions decisions based on Part I study.

Please note that Part II progression requirements for students on Four Year Study Abroad programmes are detailed below in UG 4.3.10 – 4.3.11.

UG 4.2.8c **This clause applies to all students entering on Three-Year Study Abroad programmes in Economics and Accounting & Finance, with study abroad in either second year or the Michaelmas term of final year for the 2023-24 academic year onwards:** to progress to Part II of the 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 aggregation score of at least 15.0 in major components plus at least 12.0 in minor components.

UG 4.2.8d **This clause applies to all students on degree programmes with significant levels of industrial engagement:** all students on degree courses with significant levels of industrial engagement shall progress from Part I to Part II following the standard progression rules as laid out above in UG 4.2.1-4.2.7, unless higher requirements are mandated by a PSRB, in which case these PSRB requirements will take precedence in deciding progression.

UG 4.2.9 Students who were not admitted to the following degree programmes will have no entitlement to transfer into these programmes at the end of Part I:

BSc Hons Accounting, Auditing and Finance

BSc Hons Accounting and Finance

BSc Hons Accounting and Economics

BSc Hons Accounting, Finance and Mathematics

BSc Hons Accounting, Finance and Computer Science

BSc Hons Accounting and Management Studies

BSc Hons Finance

BSc Hons Finance and Economics
BSc Hons Finance and Management Studies
BSc Hons Financial Mathematics
BSc Hons Financial Mathematics (Industry)
BSc Hons Management (*previously* BBA Management)
BSc Hons Management and Information Technology (*previously* BBA Management and Information Technology)
MSci Hons Financial Mathematics
BSc Hons Management and Information Technology
BA Hons Advertising and Marketing
All Study Abroad (including North America/Australasia) degrees

UG 4.3 PROGRESSION WITHIN PART II

- UG 4.3.1 To progress to the **final year of a Bachelors with honours degree** (or part-time equivalent) all students must achieve, following all opportunities for reassessment, an overall aggregation score of 9.0 with no more than 30 credits condoned.
- UG 4.3.2 Exceptionally, an examination board may offer a student the opportunity to repeat any non-final year on the same programme of study without having to take the associated resits or submit an academic appeal. This option is only available to examination boards where the student has not previously attempted any repeat year. Students retain the right to undertake the resits for the failed year should they so wish. The department must work closely with the student to advise them on their available options. Students undertaking a repeat year of study will lose all credit, marks and grades obtained in the year to be repeated. Departments may also advise on additional expectations around engagement and academic progress for the student.
- UG 4.3.3 The award of Diploma of Higher Education shall be made to students who have achieved 90 credits with a mark of 9.0 or more at level 5 or above and a further 30 credits with a mark of 7.0 or more at level 5 or above, but who have ended their studies at the University without qualifying for a degree.

Regulations UG 4.3.4 – 4.3.7 for progression within Part II on Integrated Masters degree: for students who entered the programme prior to academic year 2021-22

- UG 4.3.4 To progress from **year 2 to year 3 on Integrated Masters degrees** the regulations are the same as for a Bachelors Honours degree. All students who meet these progression requirements will remain on the Integrated Masters degree during year 3.
- UG 4.3.5 Progression from **year 3 to year 4 on Integrated Masters degrees** should be automatic for students meeting the criteria, at the first sitting, for a 2(i) Bachelors Honours degree.
- UG 4.3.6 Progression from **year 3 to year 4 on Integrated Masters degrees** for those students who have not met the standard criteria for a 2(i) Bachelors Honours degree will be permitted provided they have met other criteria defined under programme-specific regulations which have been previously approved and published as part of the University's programme approval procedures.

UG 4.3.7 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 4.3.8 – 4.3.10 for progression within Part II on Integrated Masters degree: for students who entered the programme from 2021-22 onwards

UG 4.3.8 **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 4.3.9 **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 4.3.10 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 4.3.11 – 12 for progression within Part II on Four-Year Study Abroad programmes: for students who entered the programme from 2023-24 onwards

UG 4.3.11 **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 15.0. 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 4.3.12 **Integrated Masters with Study abroad:** students on Integrated Masters programmes with a Study Abroad year shall be subject to the higher Study Abroad progression requirement (as set out in 4.3.11 above), which takes precedence over the IM progression rules set out in 4.3.8 – 4.3.9.

UG 5 CLASSIFICATION OF AWARDS

UG 5.1 Each programme will have final award criteria detailed and approved through the programmes approval process. Examining bodies 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.

UG 5.2 In order to qualify for the overall award, students must have attained in full the minimum credit requirement for the programme (including credit for failed modules which have been condoned), and achieved an overall aggregation score of at least 9.0 unless otherwise stipulated in Appendix 5.

UG 5.3 Where awards are classified the overall mean for the programme should be computed from the module aggregation scores in proportion with the approved credit weightings for each module. This overall mean score should be expressed to one decimal place and

be used to determine the class of degree to be awarded in accordance with the class boundaries as defined below.

UG 5.4 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.

UG 5.5 Where the mean overall aggregation score falls within one of the following ranges, the examining bodies will recommend the award stated:

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

UG 5.6 Where the mean overall aggregation score falls within one of the 'borderline' ranges defined below:

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

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

- (a) For all students, where a student falls into a borderline then the higher award should be given where:
 - (i) half or more of the credits from Part II are in the higher class; or
 - (ii) the final year average is in the higher class.
- (b) Borderline students not meeting either of the criteria described in (a) above would normally be awarded the lower class of degree unless (c) applies.
- (c) That for all students, borderline or not, Examination Boards should continue to make a special case to the Committee of Senate via the Classification and Assessment Review Board for any student where the class of degree recommended by the Board deviates from that derived from a strict application of the regulations. Such cases would be based around circumstances pertaining to individual students where these circumstances have not already been taken into account.

- UG 5.7 Integrated Masters students who withdraw during the Level 7 final year of their programmes, or whose achievement at the end of that year does not qualify them to be awarded an Integrated Masters degree, may be awarded a classified Bachelors degree (BA, BSc, BEng, etc.) with Honours, in accordance with the regulations for the corresponding Bachelors award.
- UG 5.8 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](#).
- UG 5.9 In addition to standard University classification requirements, certain degrees which carry professional accreditation have additional requirements. These are detailed in Appendix 5 of the Undergraduate Assessment Regulations.

UG 6 REASSESSMENT

UG 6.1 PART I REASSESSMENT

- UG 6.1.1 A student who fails a Part I module will be required to undertake a reassessment for that module in order to be considered for progression to Part II. If the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count; otherwise the original aggregation score will stand. The reassessment score will not be subject to a cap. Condonation will not be considered until after reassessment.

UG 6.2 PART II NON-FINAL YEAR REASSESSMENT

- UG 6.2.1 A student who fails a module will be required to undertake a reassessment for that module in order to be considered for progression to the next stage. If the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 9.0 aggregation points; otherwise the original aggregation score will stand. The resulting aggregation score will count towards the overall average. Condonation will not be considered until after reassessment.

UG 6.3 PART II FINAL-YEAR REASSESSMENT

- UG 6.3.1 A student who fails a module with a score below 7.0 will be required to undertake a reassessment for that module in order to be considered for the award of a degree. In addition, if more credits are failed than can be condoned or the overall average aggregation score is below 9.0, a student must resit either all failed modules or sufficient failed modules to ensure that condonation may be a possibility.
- UG 6.3.2 Where a student has undertaken a reassessment for a module and the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 9.0 aggregation points; otherwise the original aggregation score will stand. The resulting aggregation score will count towards the overall aggregation average used for degree classification.
- UG 6.3.3 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.

UG 6.4 GENERAL PRINCIPLES

- UG 6.4.1 The precise form of reassessment is for the department to decide, but the following principles should be borne in mind:
- (a) the principal 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.
- UG 6.4.2 Both final and non-final year students will be given the opportunity to undertake reassessment within the same academic year in which they made their first attempt.
- UG 6.4.3 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.
- UG 6.4.4 Students may not seek reassessment to improve a passing grade unless required for professional accreditation and allowed under specific accreditation arrangements (see Appendix 5 of the Undergraduate Assessment Regulations for further details).
- UG 6.4.5 When all the results of reassessment are available the overall profile will then be considered following procedures detailed below in the section on the consideration and confirmation of results.

UG 7 CONDONATION

UG 7.1 GENERAL

- UG 7.1.1 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.
- UG 7.1.2 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 relevant faculty committees and notified to Academic Standards and Quality Committee; and
 - (c) be published prior to students' enrolment on to any modules which have been combined for the purposes of condonation.

UG 7.2 PART I

- UG 7.2.1 The regulations for condonation for Part I are as set out above in section UG 4.2 Progression from Part I to Part II.

UG 7.3 PART II: NON-FINAL 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 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. The condonable maximum of 30 credits applies to all three-year programmes regardless of the total classified credit.

Four-year Bachelors programmes

UG 7.4.2 When the results of all assessments and reassessments relating to the **final year of a four-year Bachelors Hons degree** are available the overall profile will be reviewed by the relevant examining bodies and a maximum of 45 credits in total (for the whole of Part II) 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. The condonable maximum of 45 credits applies to all four-year programmes regardless of the total classified credit.

Integrated Masters programmes

UG 7.4.3a ***For students who entered the programme prior to 2021-22:*** When the results of all assessments and reassessments relating to the final year of an Integrated Masters degree are available, the overall profile will be reviewed by the relevant examining bodies and a maximum of 45 credits in total (for the whole of Part II) 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. The condonable maximum of 45

credits applies to all Integrated Masters programmes regardless of the total classified credit.

UG 7.4.3b ***For students who entered the programme from 2021-22 onwards:*** When the results of all assessments and reassessments relating to the final year of an Integrated Masters degree are available, the overall profile will be reviewed by the relevant examining bodies and the following should normally be condoned (up to 60 credits in total over the whole of Part II):

- (i) a maximum of 30 credits for the non-final years of Part II where the aggregation score is between 7.0 and 9.0;
- (ii) a maximum of 30 credits for the final year of Part II where the aggregation score is between 9.0 and 12.0.

No module may be condoned with an aggregation score of less than 7.0 for non-final years and less than 9.0 for final year. The condonable maximum of 60 credits applies to all Integrated Masters programmes regardless of the total classified credit.

UG 7.5 AWARD OF PASS DEGREE

UG 7.5.1 For a pass degree, an examination board should normally condone an additional 30 credits to total of 60 credits maximum (for the whole of Part II) where the aggregation score is between 7 and 9. No module may be condoned with an aggregation score of less than 7.

UG 7.6 EXCEPTIONS

UG 7.6.1 The phrase “should normally” in this section (UG 7) means that condonation, where allowable and subject to the learning outcomes for the programme being met, must be granted unless the examiners believe that there is good reason not to do so. Any such reason must be described and justified in the examination board minutes. The final decision will be taken by Senate.

UG 7.6.2 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.

UG 7.6.3 Where a mark of zero has been applied to the whole module as a penalty for academic malpractice with no opportunity for reassessment, the exam board shall ordinarily exceptionally condone this mark provided that this does not lead to the student having more than the permitted number of condoned credits 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.

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 their programme of studies; or, the student's performance in examination or other instrument of assessment being manifestly prejudiced.
- UG 8.3 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.
- UG 8.4 'Evidence' will mean a report descriptive of the medical condition or other adverse personal circumstances which are advanced by the student for consideration as amounting to good cause. Such a report should include a supporting statement from an appropriate person. Where the report refers to a medical condition of more than five days' duration the report must be completed by an appropriate medical practitioner who would be requested to comment on how the medical condition concerned would be likely (if this were the case) to have affected the student's ability to prepare for or carry out the assessment(s) in question.
- UG 8.5 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 department or equivalent body and to provide appropriate evidence. Notification later than forty-eight hours after the examination, or after the date at which submission of the work for assessment was due, will not normally be taken into account unless acceptable circumstances have prevented the student from notifying the department within this time.
- UG 8.6 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. Guidance on the management and operation of Exceptional Circumstances Committees can be found in the [General Regulations for Assessment & Award](#).
- UG 8.7 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 examination or examinations, or having failed to submit course material or other work for assessment at or by the due time, it will be determined whether the failure to attend or submit has been justified by good cause;
- (d) in the event of the student having submitted work for assessment by examination or otherwise, it will be determined whether such work has been manifestly prejudiced by good cause. If such prejudice is established the work affected will normally be deemed not to have been submitted.

UG 8.8 Where it is determined that the evidence presented does not support the student's claim that they were prevented by good cause from attending an examination or from submitting work for assessment, the student will be awarded Grade N (an aggregation score of zero) for the assessment or assessments in question. Where work is submitted but the student makes a claim that it has been affected by good cause (or a late penalty is applied), and the evidence presented does not support the student's claim then their work will be assessed (or penalised) as though no claim of good cause had been received and the student's grade for the module will be calculated accordingly.

UG 8.9 In the event of incomplete assessment arising from good cause being established the student will normally be expected to complete their assessment by attending the examination at a subsequent session, or submitting outstanding work for assessment, if an opportunity to do so occurs within their period of study. In considering whether this requirement should apply, the desirability of the student's assessment being conducted in full should be balanced with the practical considerations and financial costs to the student and the 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 examination may be arranged, or the student will be required to attend for examination at a scheduled session; and/or
- (b) a date for completion of non-examination assessment will be set; as appropriate in the circumstances. In any such event, that sitting or submission will be regarded as the student's first attempt if the examination or assessment missed would itself have been their first attempt.

UG 8.10 Where it is determined that the evidence presented supports the student's claim that they were prevented by good cause from completing work for assessment on or by the due time and where no means of substituting an alternative assessment may be found, the assessment(s) in question will be excluded (without penalty) from the calculation of the module aggregation score(s) and the following regulations will apply.

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

- (b) 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.

UG 8.11 Where examining bodies decide to recommend an Aegrotat (unclassified honours) degree, and this recommendation is approved by the Committee of Senate via the Classification and Assessment Review Board then the Aegrotat degree will be awarded forthwith and the student will be invited to attempt, within two years, to qualify for the award of a classified honours degree by completing examinations and/or other work, under conditions and at times specified by the 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.

UG 9 CONSIDERATION AND CONFIRMATION OF RESULTS

UG 9.1 Senate has ultimate authority to determine all results of assessment leading to Lancaster University credit and awards. It exercises its authority to make final decisions as to granting of all credit-bearing University awards, primarily through the Committee of Senate with non-standard cases considered and recommended by the Classification and Assessment Review Board.

UG 9.2 The Committee of 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);
- (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.

Further procedural details are set out in the [General Regulations for Assessment and Award](#).

UG 9.3 For each degree programme approved by the University there will be an Examination Board comprising external and internal examiners which will be responsible for the assurance of standards through the exercise of their academic judgement both directly in the assessment of students' work and indirectly in the design of specific forms of assessment. The constitution and terms of reference for examination bodies within the constituent elements of the University are set out in the section on examination boards in [the General Regulations for Assessment & Award](#).

UG 9.4 The examination bodies will receive decisions from the Exceptional Circumstances Committee. Examination bodies cannot, of themselves, reconsider or change decisions of the Exceptional Circumstances Committee. Examination bodies may challenge decisions of Exceptional Circumstances Committees by referring final decisions to the Committee of Senate via the Classification and Assessment Review Board, or equivalent body.

UG 9.5 The Part I Board of Examiners will consider the results of examinations and final marks and make recommendations to the Committee of Senate as to whether students have qualified to proceed from Part I to Part II and to which degree programmes. Details of the role and operation of the Part I Board can be found in the section on examination boards in [the General Regulations for Assessment & Award](#).

UG 9.6 Part II Boards of Examiners will consider the results of examinations and final marks and make recommendations to the Committee of Senate with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board as to the award of degrees (and the classes of degrees) within the approved degree programme classification scheme. Part II Boards of Examiners 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 Part II Boards of

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 and the Classification and Assessment Review Board; and appropriate Academic Appeal and Review Panels as 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 via the Classification and Assessment Review Board will normally uphold its decision providing it had the support of the majority of the external examiners present at that examination board.

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 of their results together with a Higher Education Achievement Report, both of which will conform in scope and layout to principles agreed by Senate.
- UG 10.4 After the ratification of results, all examination boards are to produce a "transparency report". This report is not expected to give detail at the individual student level, but instead provide information considered by the board when making decisions. This may include: average module marks; whether any scaling is undertaken (or proposed); module marks set aside at cohort level; any other contextual information specific to individual modules considered by the board.

UG 11 EXCLUSION

- UG 11.1 Students who, after undertaking agreed reassessment opportunities, fail to meet the stipulated criteria for progression or final award will be excluded from the University. Students are entitled to appeal against exclusion under the University's [Academic Appeals](#) procedures.

APPENDIX 1: UNDERGRADUATE GRADING TABLE (LEVELS 4, 5 & 6)^{4 5}

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

⁴ For marking of the final year (level 7) of the Integrated Masters programme, the [Postgraduate Taught Assessment Regulations Percentage Table](#) must be used.

⁵ 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).

APPENDIX 2: PERCENTAGE CONVERSION TABLE

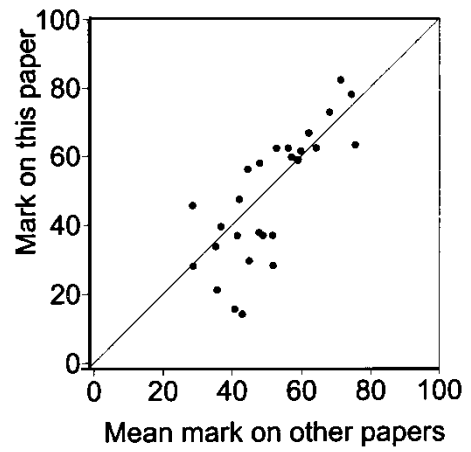
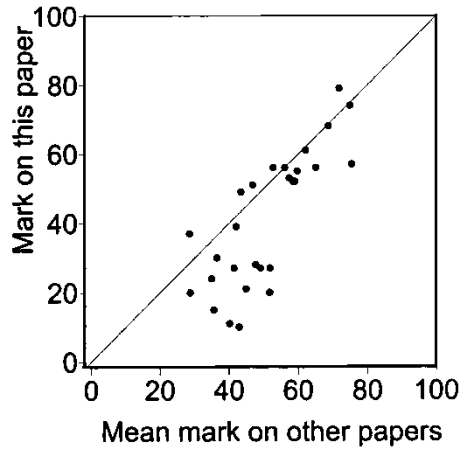
(% to aggregation score)									
1 = 0.225	2 = 0.450	3 = 0.675	4 = 0.900	5 = 1.125	6 = 1.350	7 = 1.575	8 = 1.800	9 = 2.025	10 = 2.250
11 = 2.475	12 = 2.700	13 = 2.925	14 = 3.150	15 = 3.375	16 = 3.600	17 = 3.825	18 = 4.050	19 = 4.275	20 = 4.500
21 = 4.725	22 = 4.950	23 = 5.175	24 = 5.400	25 = 5.625	26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

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 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 must consider whether or not there is a case for the marks to be scaled. **Note:** For **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 recorded in the minutes. In all cases both the original and the scaled marks must be permanently recorded.
6. Where scaling is applied for the same module for at least part of its assessment on more than one occasion, the assessment practices of the module must be reviewed as appropriate.
7. Scaling may take any form as long as it preserves the ordering of students' marks; thus, for example, if Student A has a higher unscaled mark than Student B, then Student A's scaled mark must not be lower than that of Student B. Common examples of scaling methods are given below, but other methods are possible.
 - (a) For work marked in letter grades, all grades may be raised or lowered by a constant amount.
 - (b) For work marked in percentages, every mark may be multiplied by a constant factor, or have a constant value added to or subtracted from it, or a combination of the two.
 - (c) As in (a) or (b) above, except that where marks are being reduced no pass is turned into a fail (thus, for example, where marks are in general being reduced by 10%, for an undergraduate module or assessment, all unscaled marks between 40% and 49%

become scaled marks of 40%), or no condonable mark is turned into an uncondonable mark.

- (d) For work marked in percentages, piecewise linear interpolation may be used, where each mark is plotted for each student against their average mark on other assessments, as in the graphs below.



APPENDIX 4: TRANSLATION OF GRADES FROM EXCHANGE PROGRAMMES

1. Departments will not attempt to re-examine work undertaken on exchange. Exchange grades will, in general, be taken as they stand as the basis of conversion. Exceptions may be made where there is some particular reason to think that an exchange grade is unsuitable for direct conversion; for example, in cases where Lancaster undergraduates take exchange postgraduate units.
2. Departments will ensure that all students returning from a year on exchange, and before they begin their final year at Lancaster, are given guidance on the standard of their exchange performance and the likely consequences for their overall degree classification.
3. Overseas grades will not be confirmed as Lancaster grades before the full results of the students' Lancaster-assessed units are available. For each student the Examination board will be presented with:
 - (a) the grades for all exchange units;
 - (b) preliminary recommendations as to the appropriate conversions of these grades into Lancaster marks where required;
 - (c) any other evidence relating to the student's work in exchange which may be relevant to the final assessment decision?
4. It is the role of the Examination board either to confirm or to amend the conversions in the light of the evidence available.
5. Where students take more than the equivalent of four Lancaster units during the year on exchange, the first units to be set aside will be any which are in areas not directly related to the students' major or minor subject. After that procedure, the best units will be used. Where it is necessary to combine units, this will be done in whichever way is to the student's best advantage.
6. Where exchange partners mark using the same grading scale as Lancaster (A+ to F) marks will usually be used as is and not be translated. This includes most exchange arrangements with North America, Hong Kong, Singapore and New Zealand.
7. Where exchange partners do not mark using the same grading scale as Lancaster the grades will normally be translated using the tables contained in the Grade Translation Booklet, available from the Global Experiences Office.

For BSc International Business Management (previously BBA International Business Management)

Each BSc International Business Management partner marks on a points-based system. For each programme said points will be multiplied by such factors (including taking account of those partners which use a scale where lower points represent higher achievement) so as to give a Lancaster aggregation score out of twenty-four, taking due consideration of pass marks. This will then be recorded as the aggregation score for the course.

8. For new partner institutions which use a grading system different from Lancaster's the means for translating the grades will be determined as an element of institutional approval.

APPENDIX 5: 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)

LLB Law (Clinical Learning) 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 (Clinical Learning) programme students must pass at the first attempt and achieve a Part I aggregation score of 11.5. 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 (Clinical Learning) programme.

2.4 LLB Law (Placement Year)

2.4.1a ***For students who entered the programme prior to 2020-21:*** Students are required to take all 120 Part I credits in their prescribed programme. In order to progress from Year 1 to Year 2 on the LLB Law (Placement Year) programme students must achieve 12.0 for all individual Part I Law modules and a pass in module FASS150, all at the first attempt.

2.4.1b ***For students who entered the programme in 2020-21 only:*** Students are required to take all 120 Part I credits in their prescribed programme. In order to progress from Year 1 to Year 2 on the LLB Law (Placement Year) programme students must achieve 15.0 for all individual Part I Law modules and a pass in module FASS150, all at the first attempt.

2.4.1c ***For students who entered the programme from 2021-22 onwards:*** LLB Law (Placement Year) students are required to take all 120 Part I credits in their prescribed programme, and for progression will follow the normal progression rules between Part I and Part II as laid out in UG 4.2.1-4.2.7.

3. BA (Hons) Social Work

3.1 When progressing from Part I to Part II, BA (Hons) Social Work students follow the standard progression rules as laid out in 4.2.1-4.2.7 above, except:

3.2 Students cannot progress to Part II if they fail to pass all SWK.115 assessment and all elements of the examination.

4. BA (Hons) Architecture

4.1 The PSRB accrediting bodies for the programme are the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA). RIBA prescription is planned to be in place during academic year 2022-23.

4.2 In order to progress from Year 1 to Year 2 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.

PART II

5. BEng and MEng (Integrated)

Paragraphs 5.1 through to 5.4 apply to the following degree programmes:

- BEng (Honours) Chemical Engineering
- MEng (Honours) Chemical Engineering
- BEng (Honours) Electronic and Electrical Engineering
- MEng (Honours) Electronic and Electrical Engineering
- BEng (Honours) Mechanical Engineering
- MEng (Honours) Mechanical Engineering
- BEng (Honours) Mechatronic Engineering
- MEng (Honours) Mechatronic Engineering
- BEng (Honours) Nuclear Engineering
- MEng (Honours) Nuclear Engineering

5.1 For the award of honours BEng or the award of an honours MEng degree, the major project modules (individual and group) must not be condoned.

- 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 full-time 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, a pass threshold of 7.0 will be adopted for each mode that contributes more than 30% to the overall module mark.
- 5.3b ***This paragraph applies to students entering full-time degrees in 2020-21 onwards.***
- 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, and no more than 30 credits may be condoned across the whole of Part II.
- 5.4 Students who do not fulfil the requirements of paragraphs 5.1 to 5.3 but who nevertheless fulfil the University requirements for an undergraduate award will be awarded a BSc (Hons) Engineering Science. The BSc (Hons) Engineering Science is not accredited by any of the engineering institutions with which the Engineering department holds accreditation (IMechE, IET or IChemE).
- 6. BA/BSc (Hons) Psychology**
- 6.1 The classification will be calculated in accordance with standard regulations except that where a student fails the final year project, a degree in Psychology will not be awarded. Instead a degree in Psychological Studies will be awarded which, unlike the degree in Psychology, will not be accredited by the British Psychological Society.
- 7. BSc (Hons) Psychology in Education**
- 7.1 The classification will be calculated in accordance with standard regulations except in two conditions where a degree in Psychology in Education will not be awarded. These conditions are:
- (a) where a student fails the final year project, no resit will be permitted; and
 - (b) where a student fails to achieve a lower second class honours degree.
- 7.2 In these cases, a degree in Psychological Studies in Education will be awarded which, unlike the degree in Psychology in Education, will not be accredited by the British Psychological Society. Students who fail to achieve a lower second class honours degree will not be permitted to resit modules to improve the degree class for accreditation purposes.
- 8. BSc (Hons) Biomedical Science and BSc (Hons) Biomedical Science (Placement Year) (Accredited by the Institute of Biomedical Science)**
- 8.1 ***For students who entered the programme in 2021-22 or earlier:*** The classification will be calculated in accordance with standard regulations with the exception that fail marks in any of the four modules focused on core Biomedical Disciplines (BIOL281: Clinical

Biochemistry; BIOL282: Cellular Pathology; BIOL283: Haematology and Transfusion Science, and; BIOL243: Medical Microbiology) or in the final year BIOL387: Biological Sciences Research Project module may not be condoned. Students who have failed any of these modules after exhausting all resit opportunities will be eligible for transfer to the BSc (Hons) Biomedicine programme provided they do not exceed the maximum number of condoned failed credits permissible in the standard regulations for progression to third year. The BSc Biomedicine, unlike the degree in Biomedical Science, will not be accredited by the Institute of Biomedical Science.

- 8.2 ***For students who entered the programme from 2022-23 onwards:*** The classification will be calculated in accordance with standard regulations with the exception that fail marks in coursework, test or exam elements for any of the six modules focused on core Biomedical Disciplines (BIOL281: Clinical Biochemistry; BIOL282: Cellular Pathology; BIOL283: Haematology and Transfusion Science, BIOL243: Medical Microbiology, BIOL321: Clinical Immunology and; BIOL312 Medical Genetics) may not be condoned. In addition, fails in the final year BIOL387: Biosciences Research Project module may not be condoned.

Students who have fails in coursework, test or exam elements for any of these modules after exhausting all resit opportunities will be eligible for transfer to the BSc (Hons) Biomedicine programme provided they do not exceed the maximum number of condoned failed credits permissible in the standard regulations for progression to third year. The BSc Biomedicine, unlike the degree in Biomedical Science, will not be accredited by the Institute of Biomedical Science.

9. BA (Hons) Social Work

- 9.1 In addition to satisfying the conditions for the award of a degree, students must satisfy all the professional requirements of the scheme as laid down by Social Work England in order to be eligible to register with Social Work England. If they fail to do so, their transfer to registration for a BA in Applied Social Studies (from the BA in Social Work) may be approved by the Department of Sociology. In order to satisfy Social Work England requirements students must, on the basis of pass/fail, pass each of the two placements in Part II. In order to undertake these placements, students must have completed all scheduled Skill Development Days (SDDs) to the department's satisfaction, details of which are laid out in supporting programme information provided to all students.

Students must obtain a pass mark in examinations in the areas of Social Work with Children & Families and Mental Distress & Health. In order to meet this examination requirement, students are eligible to undertake up to two resits of the examination and the module mark will be capped at either 9 or the first attempt module mark if higher than 9. Students must achieve a minimum third class Honours degree to be eligible to register with Social Work England.

Condonation

- 9.2 There is no condonation of the direct practice element of the placement modules or of Social Work with Children & Families and Mental Distress & Health where the examination is failed. 15 credits awarded to the essay assignment in Placement 1 and 30 credits awarded to the essay assignment in Placement 2 may be condoned, and likewise examinations for Social Work with Children & Families and Mental Distress & Health

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-sit assessment panel made up of all markers will consider if the student has satisfactorily met the Social Work England's Professional Standards and British Association of Social Workers (BASW)'s Professional Capabilities Framework in other work. If a student has not done so, they may not be condoned for a degree in Social Work. Students may have failed units condoned for a degree in Applied Social Studies where the University criteria for condonation are met.

Fitness to practice

- 9.4 Examination boards will be held at five points in the programme:

- (a) the end of Part I;
- (b) the end of the first placement;
- (c) the end of Part II, year 1;
- (d) the end of the second placement; and
- (e) the end of the final year.

- 9.5 Failure at any of these five stages may be the subject of an appeal to a panel on fitness to practice, consisting of members of the University, a service user and an agency programme partner.

Aegrotat degree

- 9.7 An Aegrotat degree cannot be awarded for the BA (Hons) Social Work, but may, if the student fulfils the University's criteria for the award of Aegrotat, be made for the award of BA (Hons) Applied Social Studies.

- 10. Degrees in the School of Computing and Communications** (Students must have studied at the Lancaster campus, as detailed on the transcript of study):

BSc (Hons) Computer Science

BSc (Hons) Computer Science (Study Abroad)

BSc (Hons) Software Engineering

MSci (Hons) Computer Science (with Industrial Experience)

MSci (Hons) Software Engineering (with Industrial Experience)

- 10.1 BCS, The Chartered Institute for IT accredited degrees

- 10.1.1 For the award of honours BSc (Hons) Computer Science, BSc (Hons) Computer Science (Study Abroad), MSci (Hons) Computer Science (with Industrial Experience), the modules SCC.210 (Computer Science Group Project) and SCC.300 (Individual Project) must be

passed without condonation, and no more than 30 credits in total may be condoned throughout the programme of study. Students who fail to meet these criteria will be awarded the degree of BSc/MSci Computer Systems where they fulfil the requirements of the award, which is not BCS accredited.

10.1.2 For the award of honours BSc (Hons) Software Engineering/MSci (Hons) Software Engineering (with Industrial Experience), the modules SCC.230 (Software Design Studio Project I), SCC.330 (Software Design Studio Project II), and SCC.331 (Software Design Studio Project III) must be passed without condonation, and no more than 30 credits in total may be condoned throughout the programme of study. Students who fail to meet these criteria will be awarded the degree of BSc/MSci Software Systems where they fulfil the requirements of the award, which is not BCS accredited.

11. LLB Law degrees

11.1 LLB Law (Study Abroad)

11.1.1 In order to progress from Year 2 to Year 3 on the LLB Law (Study Abroad) programme, students must achieve a pass at the first attempt in all modules in Year 2. Students who do not progress under this rule will be transferred to the LLB Law programme provided they have met the progression requirements for this programme.

11.2 LLB Law (Clinical Learning)

11.2.1 In order to progress from Year 2 to Year 3 on the LLB Law (Clinical Learning) programme, students must pass at the first attempt and achieve a Year 2 aggregation score of 13.5. Students who do not progress under this rule will be transferred to the LLB Law programme provided they have met the progression requirements for this programme.

11.3 LLB Law (Placement Year)

11.3.1a ***For students who entered the programme in 2020-21 or earlier:*** FASS250 is a core non-condonable module that must be passed for progression from Year 2 to the placement year (Year 3). FASS350a and FASS350b are core non-condonable modules that must be passed to achieve the LLB Law (Placement Year) award. Students who do not progress or achieve under any of these rules will be transferred to the Part II of the LLB Law programme provided they have met the progression requirements for this programme.

11.3.1b ***For students who enter the programme from 2021-22 onwards:*** WBL300 is a core non-condonable module that must be passed to achieve the LLB Hons Law (Placement Year) award. Students who do not progress or achieve under any of these rules will be transferred to the Part II of the LLB Law programme provided they have met the progression requirements for this programme.

12. BSc (Hons) Chemistry, MChem (Hons) Chemistry, MChem (Hons) Chemistry (Study Abroad), MChem (Hons) Chemistry (with Industrial Placement)

12.1 For the award of a BSc (Hons) Chemistry or the award of a MChem (Hons) Chemistry (or variant), the practical elements of any modules cannot be condoned.

12.2 For the award of a BSc (Hons) Chemistry or the award of a MChem (Hons) Chemistry (or variant), the major project modules (individual or group) cannot be condoned.

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 prescription is planned to be in place during academic year 2022-23.

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.

APPENDIX 6: MODULE COMBINATIONS FOR CONDONATION PURPOSES

1. 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. Departments must propose such combinations to their faculty committee responsible for approval. Faculty committees must notify the Academic Standards and Quality Committee of any approved combinations and any changes to these combinations.

Approved combinations are as follows:

2. Department of Mathematics and Statistics

2.1 Programmes

- 2.1.1 The available module combinations for the purposes of condonation listed below are applicable to the following programmes of study:

- BSc (Hons) Accounting, Finance and Mathematics
- BSc (Hons) Accounting, Finance and Mathematics (Industry)
- BSc (Hons) Computer Science and Mathematics
- MSci (Hons) Computer Science and Mathematics
- BSc (Hons) Economics and Mathematics
- BSc (Hons) Financial Mathematics
- MSci (Hons) Financial Mathematics
- BSc (Hons) Financial Mathematics (Industry)
- BA (Hons) French Studies and Mathematics
- BA (Hons) German Studies and Mathematics
- BSc (Hons) Management Mathematics
- BSc (Hons) Management Mathematics (Industry)
- BSc (Hons) Mathematics
- MSci (Hons) Mathematics
- MSci (Hons) Mathematics (Study Abroad)
- BA (Hons) Mathematics and Philosophy
- BSc (Hons) Mathematics with Statistics
- BSc (Hons) Mathematics with Statistics (Placement Year)

- 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 **Algebra**

MATH220 Linear Algebra II

MATH225 Abstract Algebra

2.2.2 **Analysis**

MATH210 Real Analysis

MATH215 Complex Analysis

2.2.3 **Statistics**

MATH230 Probability II

MATH235 Statistics II

2.3 Combinable Groups of Third Year Modules for the purpose of condonation

2.3.1 **Algebra and Geometry**

MATH321 Groups and Symmetry

MATH322 Commutative Algebra

MATH323 Algebraic Curves

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

2.3.5 **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 of can be found on the ASK Portal for Physics students, accessible here: [ASK Portal](#).