

**MANUAL OF ACADEMIC REGULATIONS
AND PROCEDURES 2025-26
GENERAL REGULATIONS FOR ASSESSMENT & AWARD
(APPLICABLE FROM OCTOBER 2025)**

Academic Quality, Standards and Conduct

Student and Education Services

MARP 2025-26

CONTENTS

GR 1	DEFINITIONS, PRINCIPLES AND CONDITIONS	2
GR 1.1	DEFINITIONS	2
GR 1.2	PRINCIPLES AND CONDITIONS	2
GR 1.3	INTELLECTUAL PROPERTY	4
GR 2	GENERAL ASSESSMENT REGULATIONS FOR UNDERGRADUATE AND POSTGRADUATE TAUGHT PROGRAMMES.....	4
GR 2.1	SETTING AND APPROVING ASSESSMENT.....	4
GR 2.2	ADMINISTRATION OF ASSESSMENT	6
GR 2.3	SUBMISSION DEADLINES AND PENALTIES FOR LATE WORK	7
GR 2.4	MARKING AND MODERATION OF ASSESSMENT	9
GR 2.5	RETURN OF MARKED COURSEWORK (ALL TAUGHT PROGRAMMES)	15
GR 2.6	EXCEPTIONAL CIRCUMSTANCES COMMITTEE.....	15
GR 2.7	EXAMINATION BOARDS	18
GR 2.8	PROCEDURES FOR THE APPROVAL OF RESULTS AND AWARDS	24
GR 3	CONDITIONS OF GRADUATION	25
GR 4	AWARD OF DEGREES POSTHUMOUSLY	25
GR 5	ADMINISTRATION OF UNIVERSITY EXAMINATIONS (UNDERGRADUATE).....	25
GR 5.1	ROLES AND RESPONSIBILITIES	25
GR 5.2	REGULATIONS FOR THE USE OF ELECTRONIC DEVICES IN UNIVERSITY EXAMINATIONS	27
GR 5.3	SECURITY AND CONFIDENTIALITY OF EXAMINATION PAPERS AND SCRIPTS	28
GR 5.4	ALTERNATIVE EXAMINATION ARRANGEMENTS FOR DISABLED STUDENTS.....	29

MARP 2025-26
GENERAL REGULATIONS FOR ASSESSMENT & AWARD

GR 1 DEFINITIONS, PRINCIPLES AND CONDITIONS

GR 1.1 DEFINITIONS

Taught programmes

- GR 1.1.1 Assessment is the primary means whereby students demonstrate achievement so as to merit attainment of credit, usually as partial fulfilment of a named award. The ultimate authority for the regulation of assessment practice rests with the Senate, which, in turn, may delegate operational authority to other constituent parts of the University or those institutions with which it enters into agreements.
- GR 1.1.2 Assessment regulations are defined as the collective rules governing the structures and processes under which assessment is undertaken and managed within the University, while assessment content is defined as the pieces of work assigned as both formative and summative assessment, including, but not limited to: essays, examinations, oral presentations, practical assessments, performance, portfolios of work, poster presentations, etc.

Research programmes

- GR 1.1.3 Within postgraduate research awards, assessment is the means whereby students demonstrate scholarly research in a chosen field of study that makes an original contribution to knowledge of a standard appropriate for scholarly publication. The ultimate authority for the regulation of assessment practice rests with the Senate, which, in turn, may delegate operational authority to other constituent parts of the University or those institutions with which it enters into agreements.
- GR 1.1.4 PhDs will involve, although not necessarily be limited to, the production of a thesis – a coherent body of work, albeit potentially in a number of formats. Additional learning, either formative or summative, is seen as critical to success, particularly for individual's career progression, but there is flexibility in both mode of delivery and required outcomes. The primary means of assessment are the thesis (or alternative body of work – see [Appendix 3 of the Postgraduate Research Regulations](#)) itself and an oral examination which is objective, independent and which demonstrates an appropriate level of externality.

GR 1.2 PRINCIPLES AND CONDITIONS

- GR 1.2.1 The University's [Education Framework summarises](#) summarise the values upholding learning, teaching and assessment for all undergraduate and postgraduate full-time and part-time degree programmes at Lancaster University. These principles and the regulations contained in this Manual are informed by the QAA [Quality Code for Higher Education](#) and the [Frameworks for HE Qualifications of UK Degree-Awarding Bodies](#) and are designed to ensure that assessment:

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

GR 1.2.2 All assessment will comply with these regulations unless otherwise specifically approved by the University through established due process and for good reasons (for example to meet professional or statutory requirements within a professionally accredited award or to meet the particular requirements of a collaborative award).

GR 1.2.3 All general assessment criteria for programmes and modules are approved through the agreed academic approvals process (guidance concerning this is separately available). The University is responsible for ensuring through its appropriately delegated bodies (Faculties, Schools, Departments, Professional Services (including Academic Quality, Standards and Conduct, and Student and Programme Administration), constituent elements of collaborative institutions, etc.) that all assessment procedures and arrangements are made known to students through approved means (departmental or programme-specific information, ASK portal, Moodle, module outlines, LUSI, etc.).

GR 1.2.4 The University retains the right to change assessment regulations for entire degree programmes and also the assessment content for individual modules (or equivalent units of study) through agreed academic approval procedures. All such revisions will adhere to the University's procedures for the approval of proposed revisions to existing programmes and modules, including appropriate consultation with students, as detailed in the [Course Design, Development and Approval](#) chapter of MARP.

GR 1.2.5 Exceptionally, when on an occasion some provisions of these regulations have not been followed, the assessment results will remain valid provided that the Academic Registrar or nominee or other appropriately delegated officer acting on behalf of the Senate, in consultation with appropriate colleagues, are satisfied that the assessment has been conducted substantially in accordance with the regulations.

GR 1.2.6 Appropriate provision will be made for students with a formally recognised disability or temporary impairment as detailed below and in accordance with the Lancaster University Disabled Student Policy and the legal duties of the University under the Equality Act 2010.

GR 1.2.7 The Equality Act 2010 defines 'disability' as a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on the ability to carry out normal, day-to-day activities. 'Substantial' is defined as more than minor or trivial and beyond the normal differences in ability which exist amongst the general population. 'Long-term' means 12 months or more. For further information about the definition of disability see the [Lancaster University Disabled Student Policy](#).

GR 1.2.8 All information regarding student assessment will be considered personal data and as such will be subject to both freedom of information and General Data Protection Regulation (GDPR).

GR 1.3 INTELLECTUAL PROPERTY

GR 1.3.1 The University Policy on Intellectual Property is made [available online](#).

GR 2 GENERAL ASSESSMENT REGULATIONS FOR UNDERGRADUATE AND POSTGRADUATE TAUGHT PROGRAMMES

GR 2.1 SETTING AND APPROVING ASSESSMENT

GR 2.1.1 Each approved module contributing to any degree programme(s) of the University will incorporate a scheme of assessment which:

- (a) assesses student performance against the intended learning outcomes of the module;
- (b) includes an appropriate combination of formative and summative elements;
- (c) deploys forms of assessment appropriate to the intended learning outcomes of the module, taking due account of its credit rating;
- (d) takes account of, and has mechanisms in place to make, reasonable adjustments for disabled students as defined on a student's ILSP (Inclusive Learning Support Plan), except where adjustments have been determined inappropriate due to competence standards¹;
- (e) defines the way in which the results of individual papers or units of assessment are to be aggregated, averaged or profiled in order to produce an overall module grade to be used in determining the overall classification of the degree programme(s) to which the module contributes;
- (f) assigns an appropriate and approved method of moderating marks for the module; and
- (g) preserves anonymity in assessment as appropriate and approved.

¹ The Equality Act 2010 provides the legal definition of a competence standard as "an academic, medical or other standard applied for the purposes of determining whether or not a person has a particular level of competence or ability." Competence standards must be a proportionate means to a legitimate aim; they must be objectively justifiable and genuinely relevant to the particular course. Reasonable adjustments to genuine competence standards are not required but adjustments to the ways that competence standards are assessed are required so that disabled students are not disadvantaged in demonstrating their competence by the assessment method. If an adjustment cannot be made without compromising the competence standard itself, the decision-making process and outcome should be clearly documented and communicated to the student and relevant staff including academic staff, Student and Programme Administration, Disability Service and Admissions (where relevant).

- GR 2.1.2 Departments must ensure programmes are designed such that a suitably significant proportion of assessment is individual assessment. Individual assessment is that which can be demonstrated to be a student's own work.² Departments should ensure student module choices could reasonably be expected to satisfy this requirement.
- GR 2.1.3 In addition to schemes of assessment for each module, students will have access to information on the overall assessment scheme for the award for which they are registered, together with the regulations for degree classification, where applicable.
- GR 2.1.4 Guidance will be provided to students to specify how they will receive feedback to guide their subsequent learning. That feedback will normally include the grade outcomes of summative assessment. All marks are provisional until they are confirmed or amended by the relevant examining bodies.
- GR 2.1.5 Heads of Department, or equivalent, will appoint at least one Assessment Officer per department with the following delegated responsibilities:
- (a) to ensure, in conjunction with the programme Director of Studies or equivalent, that the relevant course documentation accurately describes the assessment scheme and corresponding procedures;
 - (b) to oversee the preparation of the relevant forms of assessment under secure conditions and ensure compliance with Senate's requirements in respect of preparing examination papers;
 - (c) to ensure that External Examiner(s) are provided with the learning outcomes of the programme and constituent modules, the intentions of the forms of assessment and the appropriate grading or classification scheme in use; and are supplied with marking schemes or other guides where these are employed;
 - (d) to ensure that all marks are collated and that no work is missed and that all marks are recorded accurately and in the required format;
 - (e) to convey provisional results and other information pertaining to the course, the assessment and the students to the External Examiner(s) and to the examining bodies in the required format;
 - (f) to convey the results authenticated by the examining bodies to Student and Programme Administration or equivalent in an agreed format.

Where it is deemed necessary, and at the discretion of the Head of Department or equivalent, more than one Assessment Officer will be appointed. Where this is done there will be clear information provided to all interested parties as to which Officer is responsible for which elements of assessment.

² Assessment types which typically satisfy this criterion include, but are not limited, to the following examples: controlled examination environments, presentations, in-class tests, observed laboratory sessions/performances/demonstrations, oral tests, observed tutorials or dissertations (where these involve attendance at supervision meetings and progress discussions on iterative draft assignments). Any queries relating to Individual Assessment should be addressed to the relevant faculty Quality Assurance & Enhancement Manager (QAEM) in the first instance.

- GR 2.1.6 When setting examinations, departments should normally avoid recycling identical or very similar examination papers for a period of not less than five years. Exemptions from this regulation may be approved by faculty committees where appropriate; for example on pedagogical grounds or in cases where randomised question banks or multiple-choice questions are part of the assessment method.
- GR 2.1.7 Heads of departments or equivalent will ensure that the assessment schemes for programme(s), and their operation, are monitored through annual quality review processes.

GR 2.2 ADMINISTRATION OF ASSESSMENT

Guidance to students

- GR 2.2.1 Assessment takes place in a number of formats: essays, examinations, oral presentations, practical assessments, performance, portfolios of work, poster presentations, etc. Clear and accessible guidelines on assessment submission and/or examination procedures will be provided as applicable to all registered students. Disabled students will have details of assessment related reasonable adjustments defined within an ILSP. Production of assessment guidelines is delegated to appropriate bodies (academic departments or equivalent, Student and Programme Administration, Disability Service etc.). Guidelines will include: submission arrangements (for example means of recording performance, presentation format for group work, provision of receipt, requirement for student to retain copies, use of cover sheet), submission deadlines, submission format (electronic and/or hard copy), referencing requirements, marking criteria, plagiarism processes, examination arrangements (including alternative arrangements for disabled students), reassessment arrangements, etc.

Definition of Examination

- GR 2.2.2 A formal assessment undertaken in timed and controlled conditions. 'Controlled' means that it is invigilated or proctored, that examinees undertake the assessment independently and in silence or working with other students in a specified manner (for example, in pairs for laboratory-based examinations). External aids are prohibited unless specifically exempted (e.g. calculators or reference texts) or for pre-approved reasonable adjustments (e.g. disability-related arrangements or dual language dictionaries). Examinations may take place in-person or online. 'Class test' is not a formal category of assessment distinct from examination provided it conforms to the definition above.

Declaration of own work

- GR 2.2.3 Students shall be required to declare, in respect of every piece of submitted coursework (including dissertations and theses), that the submitted work is their own and has not been submitted in substantially the same form towards the award of a degree or other qualificatory work by the candidate or any other person, and affirming that acknowledgement has been made to assistance given and that all major sources have been appropriately referenced. No piece of work will be accepted without the inclusion of such a statement. In the case of group work where a single submission is made by its members, all the students within the group shall sign the same statement. Alternatively, at the discretion of the department in charge of a module, students may instead be

required to make a single declaration covering all coursework submissions for the module; rather than having to make a separate declaration for every piece of coursework. It is the department's responsibility to make clear to all students at the start of each module which rule is in operation for that module.

GR 2.3 SUBMISSION DEADLINES AND PENALTIES FOR LATE WORK

- GR 2.3.1 Submission and/or examination deadlines must be clearly published for all summative assessment and provided to students at the commencement of each module or equivalent.
- GR 2.3.2 For undergraduate programmes, the last possible date for submission of Part II coursework for any module in any year of an undergraduate degree programme must be not any later than the end of the third week of the Summer Term. Exceptionally, where special approval has been given (at the time of programme approval) for submission of second year dissertations and projects by the end of the first week of the following Michaelmas Term, and the work is awarded a fail mark, then students may re-submit the work once, but by no later than the end of the first week of the Lent term.
- GR 2.3.3 The BA (Hons) Architecture degree programme is excepted from clause GR 2.3.2.
- GR 2.3.4 Students who undertake the Performance Project option of the English Literature & Creative Writing module ELCW306 are excepted from clause GR 2.3.2. The written component of the Project shall be submitted by Week 27. Students undertaking the examination or dissertation options must submit by the deadline in GR 2.3.2.
- GR 2.3.5 Clear guidelines will be provided to students both for the process of applying for deadline extensions as well as what, in general terms, constitutes fair and reasonable cause for deadline extension. For disabled students, guidance in a student's ILSP will also be taken into consideration.
- GR 2.3.6 For **undergraduate work assessed using letter grades**, work submitted up to three days late without an agreed extension will receive a penalty of one full grade and zero (non-submission) thereafter. Thus, for example, A- becomes B-, C+ becomes D+. All work marked with a D grade (D+/D/D-) will be reduced to F1 where a late penalty is to be imposed while F1 becomes F2, F2 becomes F3, and F3 becomes F4.

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

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

Saturdays and Sundays are included as days in this regulation; however, where the third day falls on a Saturday or Sunday, students will have until 10.00 a.m. on Monday to hand in without receiving further penalty. Where the application of a late submission penalty results in a Fail mark, the assessment will be treated according to the standard procedures for failed work.

- GR 2.3.7 For **postgraduate assessment**, work submitted up to three days late without an agreed extension will receive a penalty of 10 percentage points (for example, a mark of 62% would become 52%) and zero (non-submission) thereafter. Saturdays and Sundays are included as days in this regulation; however, where the third day falls on a Saturday or Sunday, students will have until 10.00 a.m. on Monday to hand in without receiving further penalty. Where the application of a late submission penalty results in a Fail mark, the assessment will be treated according to the standard procedures for failed work.
- GR 2.3.8 Where it is necessary to provide feedback quickly after completion of an assessment (where there are regular small components of assessment), departments can shorten the three-day period within which a graded penalty would be applied to late work in accordance with this early release, provided that the date and time of the release of answers is specified to students in advance in departmental or programme-specific information.
- GR 2.3.9 For pieces of work given a set number of marks, e.g. out of 30, departments can determine themselves the penalties to be applied to the grade/percentage mark provided:
- (a) that the system is consistent and informed by the principles underpinning the late coursework regulation;
 - (b) they are agreed by faculty committees as part of individual module approval; and
 - (c) students are informed in advance in the module or programme-specific information.

Penalties for late or non-submission of remote examination³ papers

- GR 2.3.10 Remote exam papers must be submitted by the specified deadline unless a student has agreed an alternative with the department at least 24-hours before the release of the exam.
- GR 2.3.11 Where a student, without 'good cause', submits their remote exam paper after the deadline, their mark shall be recorded as F4 (0% for PG students).
- GR 2.3.12 Where a student does not make their submission by the deadline (save where previously agreed with the department), their mark shall be recorded as F4 (0% for PG students).
- GR 2.3.13 Where a student believes it is inappropriate for their mark to be recorded as F4 (0% for PG students), they shall petition the department's exceptional circumstances committee claiming 'good cause' for the late or non-submission.

³ 'Remote examination' refers to a time-limited exam taken by students on their own and not in a physical group examination setting. A time-limit is specified for the completion and submission of the exam paper. Typically, remote examinations are administered electronically by the University.

- GR 2.3.14 Where the committee considers there was 'good cause' for a late submission, the mark of F4 (0% for PG students) shall be set aside, and the submitted paper shall be marked and graded on merit.
- GR 2.3.15 Where the committee considers that there was 'good cause' for a failure to submit, they shall allow a further assessment.

GR 2.4 MARKING AND MODERATION OF ASSESSMENT⁴

Undergraduate Programmes

- GR 2.4.1 There will be agreed grading and marking criteria for all types of assessment and these will be made available to students at the appropriate times.
- GR 2.4.2 Any individual piece of assessment which is worth more than 7 ½ credits, all assessment marked by more than one marker and all examination scripts (regardless of the weighting) should be subjected to the method of moderating marks assigned to the module when it was validated,⁵ i.e.:
- (a) unseen double marking, where student work is independently assessed by a second marker without the knowledge of marks assigned by the first marker;
 - (b) second marking, where student work is assessed by more than one marker, but the second marker knows the mark allocated by the first marker;
 - (c) sampling, where second markers review a representative sample of work first-marked by other colleagues for the purpose of: checking the consistent application of marking criteria and moderating marks awarded (a sample is taken to mean square root n where n is the number of scripts for the course with a minimum result of five scripts); where more than one marker is involved, the square root rule should apply separately to each marker. Note that where calibration is employed, work marked using calibration should form part of the sample presented for moderation, but does not need to be over and above that sample;⁶ or
 - (d) analyses of marking trends, where work is marked by only one marker, undertaking a comparative analysis of marking trends to compare individual students' consequential marks on an individual course with their average mark on all their other courses; and

⁴ For avoidance of doubt, throughout these regulations the use of an average mark refers to a calculation of the mean average.

⁵ Note that Calibration is excepted from this rule, and can be employed without having previously been explicitly approved when the module was first introduced or revised. Where calibration is employed, this should be documented as part of the programme documentation, and can be included as a minor amendment to the module.

⁶ And where Calibration is employed, the square root rule shall apply to the sum total of *scripts*, not the square root or 5 scripts for each marker. However, calibrated scripts included for moderation should have at least one script for each marker in the marking team.

- (e) calibration, whereby departments use initial calibration exercises within marker teams in advance of marking and moderation periods, to foster a shared set of norms for marking teams. Guidance on the use of calibration can be found in the [Curriculum and Education Development Academy's webpages](#). Note that calibration exercises do not replace post-marking moderation, but may be used in conjunction to guide this process. The use of calibration is encouraged wherever there is more than one marker for any assessment/module.

In addition, a representative sample of feedback on assessment tasks shall be included in the pack of papers provided to the moderator/external examiner, for their review as part of the moderation process.

- GR 2.4.3 For any assessed work where double marking or second marking is used, departments must follow a clear procedure for determining final marks and grades where the two markers are in disagreement, and there must be a clear audit trail to show how the final mark or grade was reached. For small disagreements, taking a simple average may be appropriate, but where the difference is significant (e.g. a difference of 10 percentage points or a full grade or more), and where the two markers remain unable to reconcile their differences even after discussion, an appropriate procedure is for the programme director or other appropriate person to ask a third internal marker to adjudicate.
- GR 2.4.4 Students will be advised about assessments that will be anonymously marked, whereby the identity of students is masked from markers.
- GR 2.4.5 Where anonymous assessment is implemented, anonymity should normally be maintained until the marking process is complete.
- GR 2.4.6 Where a student breaches their own anonymity, for example, by writing their name visibly on an assessment, the student forfeits their right to anonymity.
- GR 2.4.7 Anonymity is the general expectation when the marking of students' work is moderated.
- GR 2.4.8 Account must be taken of appropriate adjustments to marking of work completed by disabled students, as defined with an ILSP and assessment cover sheet (where applicable). For all forms of assessment organised by departments, Heads of Department (or delegates) will have responsibility to ensure that assessment cover sheets, in accordance with students' ILSPs, are taken in to account in the marking process.
- GR 2.4.9 All summative (credit bearing) assessment at all levels will normally be anonymously marked, unless exempt. Exemptions to this are:
 - (a) observed assessments (e.g. practice-based, performance-based, presentations);
 - (b) laboratory and field work;
 - (c) oral assessments;
 - (d) work done on placement /work experience;
 - (e) groupwork;

- (f) portfolios, projects and dissertations;
- (g) directly linked pieces of assessment where the students' response to earlier feedback contributes to the development process and/or marking criteria for a later piece of work
- (h) bespoke assessments where students are necessarily identifiable by the assessment design. For example, pieces of assessment that have been developed through creative workshopping in which shared drafts and reflection on process are intrinsic to pedagogy;
- (i) summative assessment that accounts for a small part of the module credit (up to a maximum of 15%) and where provision of individualised feedback is an inherent part of the assessment design; and
- (j) computer-marked (automated) assessments.

Any further exemptions must be approved by the relevant Faculty Education Committee, reported to ASQC, and details published by departments for students.

- GR 2.4.10 Judgement will be made through direct reference to the primary level descriptors for intended learning outcomes as set out in [Appendix 1 of the Undergraduate Assessment Regulations](#). For the final year (Level 7) of the Integrated Masters, reference should be made to the primary level descriptors for intended learning outcomes as set out in [Appendix 1 of the Postgraduate Taught Assessment Regulations](#). As well as the subsidiary information, departments are encouraged to amplify the primary level descriptors with more detailed secondary level descriptors specific to a particular field or level of study. For the purposes of classification, these grades will then be converted into aggregation scores with reference to the conversion scheme in Appendix 1.
- GR 2.4.11 Where the outcome of the chosen mode of assessment can be demonstrated to be wholly quantitative, i.e. comprised of elements which collectively can be demonstrated to be sufficiently granular so as to be accurately graded against a one hundred percent outcome, percentile assessment is permissible. Percentage marks will then be converted into a final aggregation score by reference to the conversion scheme in [Appendix 2 of the Undergraduate Assessment Regulations](#). For modules which are assessed by wholly quantitative assessments, the module mean as a percentage will initially be determined and this then converted to a module aggregation score.
- GR 2.4.12 For qualitative assessment where a piece of work merits a pass grade, markers should initially assign the grade in the middle of the appropriate class to a piece of work and then deliberately revise up or down if felt appropriate. For example, the upper second class is covered by grades B⁺, B and B⁻ (17, 16 and 15 points respectively). If a piece of work is judged to match the intended learning outcomes of an upper second then the default should be to award the work a B grade and then only consider changing to either B⁺ or B⁻ if the work shows particular strengths (B⁺) or weaknesses (B⁻).
- GR 2.4.13 Student work in the **final year (Level 7) of the Integrated Masters** will be marked using the percentage marking scale set out in [Appendix 1 of the Postgraduate Taught Assessment Regulations](#). Module marks should be calculated by averaging the

percentage mark first and then converting this percentage average to an aggregate score.

- GR 2.4.14 Under certain circumstances it may be appropriate for marks to be scaled. See the relevant appendices of the [Undergraduate Assessment Regulations](#) and the [Postgraduate Taught Assessment Regulations](#) for details of when and how scaling might be applied.
- GR 2.4.15 Where the assessment scheme for a specific module comprises two or more individual pieces of assessment, each piece should normally be awarded a grade as set out in the preceding paragraphs and each grade subsequently converted to an individual aggregation score as defined in the grading table.
- GR 2.4.16 Aggregation to establish a result for a module will require the computation of the mean of the relevant aggregation scores of the component assessments. Where appropriate the computation will employ weights as specified in the course documentation. The overall aggregation score for the module will be used for the purposes of calculating the final overall mean and hence degree classification.
- GR 2.4.17 Academic judgements on all forms of assessment (examination, practical/ professional competency, written submission, etc.), subject to the moderation arrangements described above and confirmed through examining bodies or equivalent, are final and cannot be disputed by students. Nor can academic judgement form the basis of an academic appeal or student complaint. Procedures for academic appeals are described in the chapter on [Academic Appeals](#).
- GR 2.4.18 For the degree transcript and Higher Education Achievement Record (HEAR) individual module results will be expressed as aggregation scores and degree classes. Where a mark has been changed owing to either penalty or reassessment this change will also be indicated. Departments should keep a record of both the original and reassessed mark.
- GR 2.4.19 Translation of marks from exchange programmes will be as described in [Appendix 4 of the Undergraduate Assessment Regulations](#).
- GR 2.4.20 The guiding principles for assessment of Part II courses approved by Senate, uphold the necessity for assessment to be moderated internally and also for the involvement of external examiners to ensure that standards of assessment approximate those of other universities, and also that consistency of assessment is maintained throughout each department. Accordingly a Board of Examiners which comprises internal and external examiners is constituted for each for degree programme. Internal examiners are drawn from the body of academic staff of the University and External Examiners are appointed in accordance with agreed criteria and procedures (for details see the chapter on [External Examiner Procedures \(Taught Programmes\)](#)).

Postgraduate Taught Programmes

- GR 2.4.21 There will be agreed marking criteria for all types of assessment, of which all internal and external assessors and examiners will be made aware. The agreed grading and marking criteria for all forms of assessment will be made available to students.

- GR 2.4.22 Any single piece of assessment which is worth more than 7 ½ credits, all assessment marked by more than one marker and all examination scripts (regardless of the weighting) should be subjected to the method of moderating marks assigned to the module when it was validated,⁷ i.e.:
- (a) unseen double marking, where student work is independently assessed by a second marker without the knowledge of marks assigned by the first marker;
 - (b) second marking, where student work is assessed by more than one marker, but the second marker knows the mark allocated by the first marker;
 - (c) sampling, where second markers review a representative sample of work first-marked by other colleagues for the purpose of: checking the consistent application of marking criteria and moderating marks awarded (a sample is taken to mean square root n where n is the number of scripts for the course with a minimum result of five scripts); where more than one marker is involved, the square root rule should apply separately to each marker. Note that where calibration is employed, work marked using calibration should form part of the sample presented for moderation, but does not need to be over and above that sample;⁸ or
 - (d) analyses of marking trends, where work is marked by only one marker, undertaking a comparative analysis of marking trends to compare individual students' consequential marks on an individual course with their average mark on all their other courses; and
 - (e) calibration, whereby departments use initial calibration exercises within marker teams in advance of marking and moderation periods, to foster a shared set of norms for marking teams. Guidance on the use of calibration can be found in the [Curriculum and Education Development Academy's webpages](#). Note that calibration exercises do not replace post-marking moderation, but may be used in conjunction to guide this process. The use of calibration is encouraged wherever there is more than one marker for any assessment/module.

In addition, a representative sample of feedback on assessment tasks shall be included in the pack of papers provided to the moderator/external examiner, for their review as part of the moderation process.

- GR 2.4.23 For any assessed work where double marking or second marking is used, departments must follow a clear procedure for determining final marks and grades where the two markers are in disagreement, and there must be a clear audit trail to show how the final mark or grade was reached. For small disagreements, taking a simple average may be appropriate, but where the difference is significant (e.g. a difference of 10 percentage

⁷ Note that Calibration is excepted from this rule, and can be employed without having previously been explicitly approved when the module was first introduced or revised. Where calibration is employed, this should be documented as part of the programme documentation, and can be included as a minor amendment to the module.

⁸ And where Calibration is employed, the square root rule shall apply to the sum total of *scripts*, not the square root or 5 scripts for each marker. However, calibrated scripts included for moderation should have at least one script for each marker in the marking team.

points or a full grade or more), and where the two markers remain unable to reconcile their differences even after discussion, an appropriate procedure is for the programme director or other appropriate person to ask a third internal marker to adjudicate.

- GR 2.4.24 Students will be advised about assessments that will be anonymously marked, whereby the identity of students is masked from markers.
- GR 2.4.25 Where anonymous assessment is implemented, anonymity should normally be maintained until the marking process is complete.
- GR 2.4.26 Where a student breaches their own anonymity, for example, by writing their name visibly on an assessment, the student forfeits their right to anonymity.
- GR 2.4.27 Anonymity is the general expectation when the marking of students' work is moderated.
- GR 2.4.28 Account must be taken of appropriate adjustments to marking of work completed by disabled students, as defined with an ILSP and assessment cover sheet (where applicable). For all forms of assessment organised by departments, Heads of Department (or delegates) will have responsibility to ensure that assessment cover sheets, in accordance with students' ILSPs, are taken in to account in the marking process.
- GR 2.4.29 All summative (credit bearing) assessment at all levels will normally be anonymously marked, unless exempt. Exemptions to this are:
- (a) observed assessments (e.g. practice-based, performance-based, presentations);
 - (b) laboratory and field work;
 - (c) oral assessments;
 - (d) work done on placement /work experience;
 - (e) groupwork;
 - (f) portfolios, projects and dissertations;
 - (g) directly linked pieces of assessment where the students' response to earlier feedback contributes to the development process and/or marking criteria for a later piece of work
 - (h) bespoke assessments where students are necessarily identifiable by the assessment design. For example, pieces of assessment that have been developed through creative workshopping in which shared drafts and reflection on process are intrinsic to pedagogy;
 - (i) summative assessment that accounts for a small part of the module credit (up to a maximum of 15%) and where provision of individualised feedback is an inherent part of the assessment design; and
 - (j) computer-marked (automated) assessments.

Any further exemptions must be approved by the relevant Faculty Education Committee, reported to ASQC, and details published by departments for students.

- GR 2.4.30 Judgement will be made through direct reference to the primary level descriptors for intended learning outcomes as set out in Appendix 1 of the Postgraduate Taught Assessment Regulations. As well as the subsidiary information, departments are encouraged to amplify the primary level descriptors with more detailed secondary level descriptors specific to a particular field or level of study.
- GR 2.4.31 Under certain circumstances it may be appropriate for marks to be scaled. See Appendix 2 of the Postgraduate Taught Assessment Regulations for details of when and how scaling might be applied.
- GR 2.4.32 Aggregation to establish a result for a module will require the computation of the mean (to one decimal place) of the relevant percentage marks of the component assessments. Where appropriate the computation will employ weights as specified in the course documentation. The overall average for the module, correct to one decimal place, should be used for the purposes calculating the final degree classification.
- GR 2.4.33 Academic judgement on all forms of assessment (examination, practical/professional competency, written submission, etc.), subject to the moderation arrangements described above and confirmed through exam boards, or equivalent, are final and cannot be disputed by students. Nor can academic judgement form the basis of an academic appeal or student complaint. Procedures for academic appeals are described in the chapter on [Academic Appeals](#).
- GR 2.4.34 For the degree transcript and diploma supplement, individual module results will be expressed as a single percentage mark. Where a mark has been changed owing to either penalty or reassessment but not to exceptional circumstances, this change will also be indicated. Departments should keep a record of both the original and reassessed mark.

GR 2.5 RETURN OF MARKED COURSEWORK (ALL TAUGHT PROGRAMMES)

- GR 2.5.1 The time elapsed between a coursework submission deadline and the date when full feedback (including a mark or grade) is made available to students should be as small as possible; in particular, the time elapsed should be no more than four weeks, excluding University closure periods, for all undergraduate and taught postgraduate work. Students should be kept informed regarding any unforeseen delay.
- GR 2.5.2 Because dissertations and extended projects are longer and more complex, they are not subject to this requirement; however the expected time taken must be explicitly stated by a department in its published information for students at the start of the academic year.

GR 2.6 EXCEPTIONAL CIRCUMSTANCES COMMITTEE

- GR 2.6.1 All departments or equivalent will have an Exceptional Circumstances Committee whose primary responsibility it is to consider claims of good cause for the programmes they administer. Any such claims would be subject to confirmation by the Examining bodies at a later date. The Exceptional Circumstances Committee would be required to meet at least once per annum prior to the final Examining bodies, but might usefully meet to

consider claims of good cause on a more frequent basis. The Exceptional Circumstances Committee will produce minutes of its meetings to be submitted to the appropriate examination body.

- GR 2.6.2 Exceptional circumstances can be considered as such actions or events outside the control of the student which result in any circumstances which are thought reasonably to have caused an individual student:
- (a) to fail to complete all the required assessment for a programme or contributing module by a stipulated deadline (e.g. missed exam or CWA deadline);
 - (b) to complete assessed work to a lesser standard of academic performance than might reasonably have been expected on the basis of performance elsewhere during their study (where the same circumstances have not applied).
- GR 2.6.3 These circumstances might need to be mitigated in order to arrive at a fair and correct judgement of the student's academic performance. Such exceptional circumstances might then be the basis for setting aside for review those marks thought to be atypical in calculating the overall degree result.
- GR 2.6.4 Exceptional circumstances are, by definition, *post hoc*; that is they are only considered after a submission deadline. Each department will have agreed arrangements and procedures for deadline extension.
- GR 2.6.5 Exceptional circumstances would not normally include reasonable adjustments already made for a disabled student, as defined in an ILSP.
- GR 2.6.6 Academic departments of the University, or equivalent, are required to undertake a systematic process to ensure that exceptional circumstances for which evidence has been provided are reviewed in advance of the awarding examination board. This will be by means of an Exceptional Circumstances Committee within the department. By these means the University must be able to demonstrate its fair and careful approach in advising examination boards upon their final academic judgement.
- GR 2.6.7 For Undergraduate students, Student and Programme Administration, or equivalent, is required to publish a deadline each year for Part II students to submit their formal notification of exceptional circumstances to the University. Typically, this deadline occurs after the end of Part II examinations (end of week 8, Summer Term). For Postgraduate students, the department, or equivalent, is required to publish a deadline each year for students to submit their formal notification of exceptional circumstances to the University. Typically, this deadline occurs after the end of the examination period for the programme.
- GR 2.6.8 Where a student is unable to attend a formal examination, Student and Programme Administration and the department (or equivalent) must be notified within 48 hours after the scheduled examination start time. Any notifications received later than the 48-hour window without 'good cause' will not normally be accepted. Written evidence of the circumstances that prevented attendance must then be supplied to the University as soon as is practicable. The Exceptional Circumstances Committee shall not make a recommendation in respect of an absence without written evidence being received.

GR 2.6.9 Exceptional Circumstances Committees (ECC) within each academic department or equivalent will undertake the following activity.

- (a) Review reported circumstances, for which due written evidence has been provided to the department, in order to reach a judgement on whether those circumstances have been detrimental to a student's academic performance. Where circumstances are agreed to have applied in such a case, the ECC will propose a remedy for consideration by the examination board.
- (b) Where exceptional circumstances have previously been addressed in the conduct of assessment – e.g. extra time for examination, extended coursework deadline – the ECC must consider whether circumstances were sufficiently compensated by that earlier response.
- (c) Preparation of information on decisions which will be brought forward to the examination board to inform final academic judgement. Formal minutes will record cases discussed; the ECC's judgement on applicability of exceptional circumstances; and proposed remedy per each case. Minutes will contain such details of particular circumstances as is appropriate, but detailed discussion of circumstances will not be undertaken at the examination board or other meetings of examiners.

GR 2.6.10 An Exceptional Circumstances Committee may propose a number of actions including (but not limited to):

- (a) the opportunity to take a further examination or submit new coursework as a first sitting (for which therefore there will be no fee, the marks will not be capped and there will be a subsequent resit opportunity if required);
- (b) The opportunity to retake modules with attendance (either capped or uncapped depending on individual circumstances) after all other reassessment opportunities have been exhausted, or;
- (c) (for a graduating student) recommending a class of award higher than that obtained by applying the rules in the normal way.

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

GR 2.6.11 Exceptional Circumstances Committees (ECC) will consist of the following members.

- (a) A Chair, being an experienced academic member of staff who may hold (or have recently held) position as a Director of Study, Head of Department or other senior administrative role. The Chair for the ECC is recommended not to undertake the role of Chair of the final examination board simultaneously – i.e. within the same academic session or year.
- (b) A Secretary, being an academic or administrative member of the department.

- (c) Members of the Committee must be drawn from the department's examiners, each with sufficient experience of teaching and assessment to advise upon cases brought before the ECC. A membership of between one and four examiners (excluding the Chair and/or Secretary) is recommended.
- (d) The External Examiner(s) is (are) entitled to attend the ECC and will be briefed on the decisions if unable to attend prior to any examination board.

GR 2.6.12 The Exceptional Circumstances Committee will meet at least once shortly in advance of the final examination board per academic session or year. (Departments may find it useful or practicable to maintain a standing Committee to review and evaluate cases involving exceptional circumstances as they present throughout the academic year, for efficiency in the case of large programmes and/or to monitor consistency of approach throughout the period. The standing Committee may be conducted via electronic means in the course of the academic year should that be more practicable from time to time. However, electronic conduct would not normally be permitted for the final, summative ECC meeting shortly before the examination board.)

GR 2.7 EXAMINATION BOARDS

Establishment of examination boards

GR 2.7.1 There shall be a board of examiners for each degree programme which comprises external and internal examiners. External examiners (at least one for each approved degree programme) shall be appointed in accordance with the procedures set out in the chapter on [External Examiner Procedures \(Taught Programmes\)](#) and internal examiners shall be drawn from the body of permanent academic staff of the University. Temporary members of the academic staff who have primary responsibility for the delivery of a programme or module are also eligible to be internal examiners.

Undergraduate Part I Board

GR 2.7.2 The Part I Board of Examiners is responsible for making recommendations to the Committee of Senate concerning the overall assessment of undergraduates at the end of their Part I studies.

GR 2.7.3 Following departmental consultation, each head of department/section offering Part I courses shall nominate annually an examiner to sit on the board. The board shall be provided with the appropriate administrative support, and be chaired by a senior member of the academic staff with appropriate knowledge and experience who shall be appointed by the Committee of Senate. If the Chairperson is a head of department they may nominate instead another departmental representative, and they shall also have the discretion to allow attendance at meetings of non-voting representatives.

GR 2.7.4 No member of the Part I Board shall be eligible to be the Chairperson or a member of an Academic Appeal or Review Panel as defined in the chapter on [Academic Appeals](#).

GR 2.7.5 Proceedings of the Part I Board shall be restricted to:

- (a) members of the board itself;
- (b) those officers allowed to act on behalf of the Committee of Senate;

- (c) members of Academic Appeal and Review Panels as defined in the chapter on [Academic Appeals](#).
- GR 2.7.6 Student and Programme Administration will send departments information about the timing of the Part I Board, the deadline for submission of marks and the format and medium in which the marks are to be submitted.
- GR 2.7.7 Departments shall ensure that Part I marks are entered into the student records system by the deadline specified in advance by Student and Programme Administration, who will process all the marks for individual Part I modules in accordance with the progression rules approved by the Senate for Part I in general and for individual degree programmes.
- GR 2.7.8 The Vice-Chancellor, or Deputy Vice-Chancellor, or Pro-Vice-Chancellor who is not Chairperson of the Part I board, shall be empowered to ratify the board's decisions, on behalf of the Committee of Senate. These officers are also empowered to approve recommendations arising from results ratified by the board (e.g. the award of prizes based upon Part I results).

Undergraduate Part II and Postgraduate Taught Boards

- GR 2.7.9 Part II and Postgraduate Taught Boards of Examiners bring together internal and external assessors in order to make recommendations to the Committee of Senate, with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board regarding the granting of degrees and other awards of Lancaster University.
- GR 2.7.10 In addition to the external examiner(s) all permanent members of academic staff (and any temporary members of academic staff who have primary responsibility for the programme or modules) in the department(s) (or equivalent units) contributing to the degree programme will be entitled to be members of examination boards and will be termed "internal examiners".
- GR 2.7.11 Clinicians who are nominated by Lancaster Medical School because they have primary responsibility for part of the medical degree programme including assessment will be entitled to be members of examination boards and will be termed "internal examiners".
- GR 2.7.12 Individuals who teach and who participate in the assessment of students' work but who are neither permanent members of the academic staff of the University nor temporary members of staff with primary responsibility for specified programmes or modules will be termed "assessors". They will not be entitled to full membership of examination boards and will not be entitled to vote on decisions but they will be invited to have input into examination board discussions and may, subject to the discretion of the heads of departments concerned, be invited to attend meetings of examination boards.
- GR 2.7.13 Internal examiners will:
 - (a) have access to the relevant programme and module documentation;

- (b) possess an appropriate level of knowledge of the subject matter, the programme and module aims and learning outcomes, and the corresponding materials;
- (c) be provided with guidance as to how the grading or classification scheme is to be applied in the context of the particular assessment.

GR 2.7.14 The following people will, *ex officio*, be members of all University examination boards and will be regarded as internal examiners:

- (a) the Vice-Chancellor or nominee;
- (b) the officers with delegated authority from Senate;
- (c) Associate Deans for Teaching or nominees (as appropriate for undergraduate boards and postgraduate boards in their faculties).

GR 2.7.15 The Academic Registrar, Head of Academic Quality, Standards and Conduct, and Head of Student and Programme Administration or nominee will be entitled to be present at any examination board.

GR 2.7.16 Designated Departmental Assessment Officers will ensure that:

- (a) all internal examiners, and especially those who are not members of academic staff of the University, receive appropriate training and other preparation relevant to their role in the assessment procedure;
- (b) each External Examiner has access to the necessary information and assessment material required to assist them in reaching a reasonable conclusion on assessment performance, and has the opportunity to attend oral examinations and presentations where practicable and desirable.

Conflicts of interest

GR 2.7.17 No student may be a member of an examination board, or attend any examiners' meeting, other than as a student for assessment. If, however, a member of the University staff who is qualified to be an examiner or assessor for a degree programme under the criteria set out above, is also a registered student on another degree programme within the University, then this will not disqualify them from carrying out normal examining duties on degree programmes for which they are eligible to be an examiner.

GR 2.7.18 If an approved external examiner is also a registered student of the University on a degree programme within the University other than the one for which they have been appointed as external examiner, then this will not disqualify them from carrying out normal examining duties on degree programmes in departments other than the one(s) in which they are registered.

GR 2.7.19 Any examiner or assessor who is aware of any potential conflict of interest (for example being related to, or a close friend of, any student registered on the degree programme for which that person is an examiner) must declare their interest as soon as the

possibility arises and must not be the sole examiner for the student concerned on any individual contributory module.

- GR 2.7.20 Any examiner who has a potential conflict of interests as described above, must draw this to the attention of the chair(s) of the appropriate examination board(s) and the connection must be recorded in the minutes of the meeting, and the person involved will not take any part in any discussion covering the student(s) or in any decisions affecting the student(s) concerned; but may, at the discretion of the chairperson, be permitted to remain in attendance for the duration of the discussion.

Composition of exam boards

- GR 2.7.21 For single subject degree programmes the examination boards will consist of all external and internal examiners. There will be a meeting of the examination board which all external examiners and all internal examiners and assessors who have been involved in the teaching of the degree programme(s) concerned will be expected to attend. If, for exceptional and unavoidable reasons, some external and internal examiners are unable to attend the meeting then the examination board will be quorate only if the following people are present:

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

- GR 2.7.22 For combined degree programmes the board will comprise:

- (a) at least one or more internal examiners from each of the contributing departments to be agreed by the departments concerned;
- (b) at least one external examiner from the administering department for the combined programme.

The external examiner(s) from contributing department(s) will not be required to attend the examination board but should be available for consultation by telephone, however, if they wish to attend they may do so.

- GR 2.7.23 Departments teaching courses which contribute to degree programmes offered by other departments will be entitled to representation at any examination board which involves a module in their subject. However they will be required to send a representative if the degree result(s) of any student(s) taking a module in another department require consideration owing to their aggregation score placing them in a borderline range. It will be the responsibility of the administering department to notify the other departments involved if attendance by a representative of a contributing department is necessary and, if so, to notify the date and time.

- GR 2.7.24 In the case of consortial or non-standard programmes of study, examination boards will be composed as follows:

- (a) all examination boards will be required to have at least one external examiner present;
- (b) if 50% of the modules (by credit weight) are offered by a department:
 - (i) the board must include an external examiner from the department concerned who should be present if possible and, if not, should be available for consultation;
 - (ii) at least one internal examiner from each of the subject(s)/ department(s) concerned;
- (c) if less than 50% but more than 25% of modules (by credit weight) are offered by a department, that department should send at least one internal examiner with appropriate knowledge and expertise to the board;
- (d) if less than 25% of modules (by credit weight) are offered by a department, an internal examiner from that department will be entitled to attend the board if they wish but must attend the board, or be available for consultation, in the event of a marginal result.

Conduct of examination boards

- GR 2.7.25 Examination boards will take place at specific times as stipulated by the University and which enable results to be processed and awards made in time for students to graduate at the summer and winter degree ceremonies as appropriate. It will be the responsibility of heads of departments or equivalent to ascertain that sufficient examiners will be available to enable the examination board to take place on the scheduled date and to notify Student and Programme Administration of any problems.
- GR 2.7.26 The business of the examination board will be recorded and the minutes will include a record of the External Examiner's adjudications, comments and recommendations. The minutes must include a list of attendees together with their status as external or internal examiners or assessor. This record of the proceedings of the board will be restricted and made available only to: the participating examiners and assessors; the 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](#).

Powers of examination boards

- GR 2.7.27 The examination board 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 approved degree programme classification regulations. Examination boards for undergraduate programmes will also consider and confirm marks derived from all non-final year modules taken and examined in the academic year under consideration.
- GR 2.7.28 Examination boards should be conducted anonymously using student ID number, subject to any PSRB requirement.

- GR 2.7.29 Designated members of examination boards should have access to medical and other evidence of exceptional circumstances naming the students concerned. They should communicate any necessary information to the board using the student ID, maintaining student anonymity
- GR 2.7.30 In considering marks, examination boards will take due cognisance of the recommendations of the Exceptional Circumstances Committee. Only in rare circumstances, should an examination board overturn or disregard a decision of the Exceptional Circumstances Committee and all such decisions must be reported explicitly to the Classification and Assessment Review Board.
- GR 2.7.31 Examination boards will normally note and confirm those students whose aggregation score places them wholly within the range of a degree classification. Only in rare circumstances, based on either academic or professional grounds as opposed to exceptional circumstances, should an examination board recommend a classification other than that which is determined from the aggregation score and all such circumstances must be reported explicitly to the Classification and Assessment Review Board for final confirmation of the student's result.
- GR 2.7.32 Examination boards have the discretion to require a viva voce examination of individual students whose aggregation score falls in the borderline ranges after all other required assessment has been completed and reassessment opportunities exhausted, in order to decide upon an appropriate degree classification. Students are expected to be available if such an examination is required and therefore timely information about the likely dates of any viva voce examinations will be published. A viva voce examination will involve at least one external examiner.
- GR 2.7.33 Where the overall degree classification or the overall result for a unit of assessment remains unresolved as a result of differing opinions amongst examination board members then significant weight should be attached to the opinion of the external examiner(s) in reaching a decision. Final decisions however are subject to approval and confirmation by the Committee of Senate via the Classification and Assessment Review Board. In the event of disagreement between external examiners, their views shall be reported to the Classification and Assessment Review Board for consideration and resolution.
- GR 2.7.34 All results, final and interim, shall be submitted to Student and Programme Administration and ratified by the Committee of Senate.
- GR 2.7.35 Following ratification of outcomes by the Committee of Senate (for undergraduate programmes) or the Classification and Assessment Review Board (for postgraduate taught programmes), results will be confirmed to students by the relevant academic department. The communication of results will include decisions on any exceptional circumstance submissions, confirming whether such submissions were accepted or rejected and why.
- GR 2.7.36 Following the formal publication of results, students may request a 'results appraisal' to explain how their marks or degree classification were achieved. The Chair or Secretary of the relevant Board of Examiners will carry out the appraisal, with assistance from the Head of Student and Programme Administration or their nominee. A request for a results appraisal will not affect a student's right to submit an academic appeal.

GR 2.8 PROCEDURES FOR THE APPROVAL OF RESULTS AND AWARDS

- GR 2.8.1 The University has sole authority to determine whether or not a degree, certificate, or diploma should be awarded to a particular candidate, and, if so awarded, the specific class or other description of attainment, appropriate to the level of the award, whether postgraduate or undergraduate.
- GR 2.8.2 The Committee of Senate is the body through which these degree awarding powers are exercised.
- GR 2.8.3 The Committee of Senate, operating through the Classification and Assessment Review Board for non-standard recommendations, provides:
- (a) formal confirmation (or not) of recommendations from Boards of Examiners for the award to individual students of a named degree (i.e. qualification and subject) of a particular class;
 - (b) formal approval of recommendations from Boards of Examiners that students be awarded no degree;
 - (c) formal ratification of second year results (of courses finally assessed at the end of the second year) including the timing and nature of re-sit opportunities for failed elements;
 - (d) consideration of recommendations where there were differing opinions amongst members of Boards of Examiners as to the overall degree classification or the overall result for a unit of assessment;
 - (e) consideration of any cases where the Board of Examiners was unable to reach an agreed recommendation.
- GR 2.8.4 In practice, individual departmental Boards of Examiners (one for each scheme of study) determine the results (i.e. the marks/grades) of the assessments and examinations specified for a particular degree scheme and make recommendations to the Committee of Senate, with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board about the award of a named degree and the class of that degree.
- GR 2.8.5 The Committee of Senate acknowledges the expertise and specialist knowledge of departmental Boards of Examiners in respect of:
- (a) custom, practice and conventions in the Lancaster departments concerned;
 - (b) custom, practice and conventions in their specific subject in other HEIs, drawing on input from Lancaster's external examiners and Lancaster staff who act as external examiners in other institutions.
- GR 2.8.6 However, when considering recommendations from all departments across the University, the Committee of Senate is required take a cross-institutional view of the cases under consideration in order to maintain equivalence of academic standards and also to ensure the fair, consistent and equitable treatment of students across the University.

- GR 2.8.7 Cases requiring specific consideration will be highlighted and discussed through the Classification and Assessment Review Board.
- GR 2.8.8 It is not considered appropriate for detailed personal circumstances of individual student cases to be discussed at Committee of Senate or the Classification and Assessment Review Board. This is partly for reasons of confidentiality and protection of individual privacy but also because any such relevant information which has any bearing on the overall degree result should already have been taken into consideration by departmental Exceptional Circumstances Committees and reported to Boards of Examiners. Any material information which has not previously been made available and which might change the overall result, should be drawn to the attention of the Committee/Board and the actual information communicated to the Head of the Student and Programme Administration after the meeting.
- GR 2.8.9 The status of the Committee of Senate and Classification and Assessment Review Board is similar to that of a Board of Examiners and, as such, is covered by the same conventions that govern departmental Boards of Examiners in that business sent to and arising from the Committee/Board is restricted (i.e. restricted to members of the Committee/Board, members of Academic Appeal and Review Panels as defined in the chapter on [Academic Appeals](#) and appropriate administrative staff).

GR 3 CONDITIONS OF GRADUATION

- GR 3.1 Students with a significant tuition fee debt to the University shall not be permitted to graduate until they have paid the debt or made acceptable arrangements for payment.
- GR 3.2 Students whose awards have been confirmed by the Committee of Senate (or a body or individual empowered by the Senate to act on its behalf) shall be eligible to attend a ceremony for the conferment of degrees.

GR 4 AWARD OF DEGREES POSTHUMOUSLY

- GR 4.1 The Classification and Assessment Review Board acting on behalf of Senate shall consider referrals for posthumous degrees. After considering the academic attainment and progress of the student, they shall make such award as appears equitable to them.
- GR 4.2 Where necessary, the Classification and Assessment Review Board will note during deliberations any regulatory compliance stipulated by Professional, Statutory and Regulatory Bodies in relation to specific awards available.
- GR 4.3 The certificate in respect of the qualification awarded shall bear a date earlier than that of the candidate's death and shall be sent to the next of kin as soon as possible after the grant of the award.

GR 5 ADMINISTRATION OF UNIVERSITY EXAMINATIONS (UNDERGRADUATE)

GR 5.1 ROLES AND RESPONSIBILITIES

- GR 5.1.1 University examinations are held at times agreed by Senate.

- GR 5.1.2 Student and Programme Administration shall be responsible for communicating information about examination schedules and deadlines to departments and students.
- GR 5.1.3 Heads of departments shall be responsible for providing the Student and Programme Administration, on request and by specified dates, details of the modules for which there is to be a University examination. The number of written and practical papers to be taken by categories of students shall be specified, as shall the title and duration of each paper, the sequence in which papers are to be taken (if relevant), and any special requirements (e.g. the provision of graph paper, calculators, statistical tables). Student and Programme Administration is responsible for drawing up examination timetables which take account of student module enrolments and examination registrations and departmental requirements.
- GR 5.1.4 Student and Programme Administration shall be responsible for consulting departments over any discrepancies or examination clashes and for resolving them. Once finalised, the exam timetable will be widely publicised throughout the University via notice boards and the Student and Programme Administration web site.
- GR 5.1.5 Departments wishing to hold University examinations at any time other than the normal examination periods shall so inform the Head of the Student and Programme Administration at least three months in advance. Class examinations which can be held in hours allocated to lectures in that subject are excluded from this requirement.
- GR 5.1.6 Student and Programme Administration shall request the head of each examining department to provide the required number of persons to act as invigilators on specified dates and to provide names to Student and Programme Administration.
- GR 5.1.7 Departments whose subject is being assessed and which have not been asked to provide an invigilator shall arrange for one or more members of their academic staff (normally the person(s) responsible for the course which is being examined) to be present for ten minutes before and after the start of each examination and for ten minutes before the end to undertake academic advisor duties. The names of the members of the academic staff shall be reported, in advance, to Student and Programme Administration.
- GR 5.1.8 There shall be at least one invigilator for every fifty students but always at least two in each examination venue and, where practicable, at least one for each subject area to be examined. The invigilators and members of Student and Programme Administration staff shall arrive at the examination room not less than twenty minutes before the start of the examination. These persons shall be responsible for the preparation of the examination room and for posting outside the examination room details of the seating arrangements for candidates. They shall also ensure that notices covering conduct in the examination venue shall be displayed both inside and outside each examination room. Prior to the examination the invigilators shall ensure candidates deposit their belongings in a designated place.
- GR 5.1.9 Student and Programme Administration shall be responsible for arranging venues, making the necessary physical arrangements for University examinations, and providing examination stationery and for administering all examinations.
- GR 5.1.9 For written examinations that are organised centrally, Student and Programme Administration have responsibility to make available to markers assessment cover

sheets where relevant, in accordance with students' ILSPs. The cover sheets are to be affixed to students' completed scripts prior to collection by the department for marking. Students will be advised that names are not to be disclosed on the provided cover sheets.

- GR 5.1.10 For written examinations and tests that are organised by departments, appropriate departmental colleagues (i.e. Student Programme Officers, Teaching Coordinators, Programme Coordinators) have responsibility to make available to markers assessment cover sheets where relevant, in accordance with students' ILSPs. The cover sheets are to be affixed to students' completed scripts prior to marking. Students will be advised that names are not to be disclosed on the provided cover sheets.

GR 5.2 REGULATIONS FOR THE USE OF ELECTRONIC DEVICES IN UNIVERSITY EXAMINATIONS

- GR 5.2.1 The use in examinations of electronic calculators and other portable micro-computing and electronic devices (hereafter shortened to 'electronic devices') will only be allowed when permission has been granted by the appropriate department, subject (where appropriate) to the approval of the external examiner(s) and prior consultation with those students taking the course. Any change in a department's regulations for the use of electronic devices in examinations shall be announced not later than the beginning of the Lent term.
- GR 5.2.2 Carrying a mobile phone, or similar electronic device such as a pager, in an examination is an academic offence. If a candidate has such a device, it should be switched off and placed at the perimeter of the room with the candidate's other belongings, or handed to an invigilator.
- GR 5.2.3 Electronic devices, where permitted, must be of the hand-held type, quiet in operation, compact and having their own power supply. External or user-written programs, or storage media, and/or instruction manuals may not normally be taken into the examination room and students must be able to demonstrate that internal user storage has been cleared before the start of the examination. Candidates shall be entirely responsible for ensuring that their electronic devices are in good working order (e.g. fully charged), and for making alternative provision (e.g. slide rule) in case the instrument should fail.
- GR 5.2.4 Where required by a department, and so indicated on the examination question paper, candidates shall state the make and model of their electronic device on the examination script.
- GR 5.2.5 In setting questions for examinations in which candidates may use their own electronic devices examiners should take careful account of the different potentialities of such devices, and require candidates to show sufficient intermediate calculations to demonstrate that they understand what they are calculating.
- GR 5.2.6 Candidates shall not be allowed to borrow electronic devices from each other during examinations.
- GR 5.2.7 Departments, with the agreement of external examiners (where relevant), and after consultation with the students concerned, may introduce supplementary regulations (additional to these general regulations) for particular examinations. Such regulations

may specify or limit the types and facilities of electronic calculators or other electronic devices which can be used in particular examinations.

GR 5.3 SECURITY AND CONFIDENTIALITY OF EXAMINATION PAPERS AND SCRIPTS

- GR 5.3.1 Student and Programme Administration will request examination papers from academic departments at due times and will give guidance as to annual submission deadlines.
- GR 5.3.2 The manuscripts of examination papers, as agreed with external examiner(s) and in a finalised form, shall be made available to Student and Programme Administration. Examination papers shall be securely provided to Student and Programme Administration in accordance with the procedure set out by the Academic Registrar (or nominated deputy). This procedure shall also specify the formatting and manner of submission of examination papers to Student and Programme Administration, and give guidance as to the layout of examination papers. Student and Programme Administration shall arrange for any necessary checking of the paper and for its secure storage until the date of the examination.
- GR 5.3.3 With the exception of open book examinations or those requiring advance preparatory tasks, the content of questions in examination papers is both restricted and reserved material (i.e. not to be disclosed to or discussed with students or to be discussed until after the examinations have been held).
- GR 5.3.4 Since revision classes and other preparatory work for examinations will inevitably provide some guidance as to the areas of a subject which may be examined, departments are required to prescribe the extent of such guidance and so inform external examiners. Departments must then ensure that no disclosures beyond the prescribed boundaries are made. Where guidance is provided to candidates, departments must ensure that it is provided consistently for all those to be examined on the course concerned.
- GR 5.3.5 Examination papers for University examinations shall be published on the University web site once the examination session to which they relate is over.
- GR 5.3.6 Reassessment and late registration fees shall be payable at rates which shall be determined from time to time by the University.
- GR 5.3.7 All examination scripts, and other assessed work not returned by departments to the originating student, should be retained by the department(s) in which the student is registered for a period of three years (36 months) after the mark has been confirmed.
- GR 5.3.8 Scripts and other assessed material should be held securely and clearly labelled, and disposal should be in accordance with the University's procedures for the disposal of confidential waste.
- GR 5.3.9 In the case of an academic appeal or complaint by the candidate, any examination scripts or other assessed work relevant to the case should be sent to Student and Programme Administration to be held on an indefinite basis with the student's central file.

GR 5.4 ALTERNATIVE EXAMINATION ARRANGEMENTS FOR DISABLED STUDENTS

- GR 5.4.1 Adapted examination arrangements shall be provided where necessary for disabled students.
- GR 5.4.2 Disabled students requesting examination adjustments need to register with the Disability Service and provide a copy of their relevant medical evidence.
- GR 5.4.3 Students are required to make early requests for alternative examination arrangements. The University cannot guarantee to process requests unless made before the end of the term preceding the examinations.
- GR 5.4.4 Appropriate examination adjustments for disabled students are determined by the Disability Service in agreement with the student. Examination adjustments are defined on a student's ILSP and shared with academic departments and Student and Programme Administration to enable appropriate examination arrangements to be made.
- GR 5.4.5 Where alternative assessments are required, these will be determined in consultation with the Disability Service, academic departments and the student.