



Academic Standards, Quality and Conduct

Student and Education Services

MARP 2023-24

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PT 1.1 The University currently offers the following postgraduate taught awards:

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- PT 3.2 To qualify for an award, candidates should pass all the assessments required by their programme and be awarded credits, or have assessments condoned, as follows:
- (a) for a taught Masters degree, a total of at least 180 credits, with no more than 30 credits having been defined as being undergraduate in level;
 - (b) for a Postgraduate Diploma, a total of at least 120 credits, with no more than 30 credits having been defined as being undergraduate in level;
 - (c) for a Postgraduate Certificate, a total of at least 60 credits, with no more than 20 credits having been defined as being undergraduate in level.
- PT 4.1 Requirements for progression from one stage (or element) of a postgraduate taught programme to the next (for example taught module stage to dissertation/project/placement) should be specified at the time the programme is approved and communicated to all students when they first enrol on the programme.
- PT 5.1 Once students have attained sufficient credit, taking full countenance to exceptional circumstances as reported from the [Exceptional Circumstances Committee](#), reassessment, and condonation opportunities as detailed below, they will be considered for awards of the University.
- PT 5.2 All postgraduate taught awards (PGCert/PGDip/Masters) are available for classification irrespective of whether these are 'target', 'intermediate' or 'exit' awards³. The MRes is also a classifiable award.
- PT 5.3 Where awards are classified an overall average for the programme should be computed in accordance with the approved credit weightings for each module. This average 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. In respect of a redeemed failed module (capped at 50%), the resit module score will be used as part of the computation of the overall mean unless the resit module score is lower than the original, in which case the original score will be used.
- PT 5.4 There will be three classes of awards: distinction, merit and pass. Where the overall average, calculated to one decimal place, falls within one of the following ranges, the examination boards will recommend the award stated:

³ A target qualification is typically defined as the programme and award the student first registered on; i.e. that which the student applied to. An exit qualification is typically defined as a qualification awarded to a student as a step-off award, having not completed the full programme of study, for whatever reason. An intermediate qualification is typically defined as a qualification which exists as a stage in a structured programme where students may register for a lower level qualification but, having completed this stage, may progress on to the next level provided they have met the progression requirements for the higher stage.

70.0%+	distinction
60.0-69.9%	merit
50.0-59.9%	pass
Below 50.0%	fail

PT 5.5 Merit and distinction classifications are not awarded in programmes where all assessment is wholly collaborative, involving peer assessment in each assignment.

PT 5.6 Where the mean overall average falls within one of the following 'borderline' ranges:

68.0-

- (b) the student has been awarded sufficient credit for these lower awards as defined above.

- PT 5.9 Academic judgement does not constitute ground for appeal; however, students who wish to challenge the process may do so under the procedures for [Academic Appeals](#).

- PT 5.10 The Postgraduate Taught Classification and Assessment Review Board (CARB) considers postgraduate taught non-standard cases as recommended by the relevant examination board, where the class of degree recommended by the board deviates from the class of degree derived from a strict application of the regulations. The procedures for the CARB will follow the regulations as laid out in the [General Regulations for Assessment and Award](#), section GR 2.8.3.

- PT 6.1 A student who fails any module at any point in the degree programme will have one opportunity for reassessment for that module within the same academic year. If the mark for the module is below 40% then reassessment is compulsory; otherwise it is optional. Where for administrative or logistical reasons it is not possible for a student to complete the reassessment requirements to the published time (for example with a resubmitted dissertation) and an alternative form of assessment cannot be devised, the examination boards may propose an alternative date for reassessment. Such alternative reassessment arrangements will not give advantage or disadvantage compared with the original form of assessment.

- PT 6.2 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.

- PT 6.3 If the module percentage mark after reassessment is an improvement on the original mark, the new percentage mark will count subject to a cap of 50%; otherwise the original percentage mark will stand. The resulting percentage mark will count towards the overall average.

- PT 6.4 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.

- PT 6.5 Students may not seek reassessment to improve a passing grade unless required for professional accreditation and allowed under specific accreditation arrangements.

- PT 6.6 The overall profile will only then be considered for classification when all the results of reassessment are available.

- PT 7.1 Where a student, after all opportunities for reassessment, has failed a module, the exam 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, subject to the maximum number of condonable credits as laid down in PT 7.2. Condonation may take place whether or not the student has taken advantage of the opportunity for reassessment. For the purposes of averaging, the mark obtained in any condoned module stands.
- PT 7.2 When all the results of all reassessments relating to postgraduate taught modules of 15 credits or more in size are available the overall profile will be reviewed by the relevant exam board. For Masters programmes, up to a maximum of 45 credits should normally be condoned where the mark after all opportunities for reassessment is at least 40% (30 credits for Postgraduate Diplomas and 20 credits for Postgraduate Certificates). Where a module has a credit value of less than 15, these can be combined with other smaller values to create an assessment unit to a maximum value of 20 credits and therefore combined for condonation. However, such assessment units must be agreed and published in advance and not simply created for the purpose of condonation.
- PT 7.3 Th 0 595s0

PT 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 a percentage score of zero for the assessment or assessments in question. Where work is submitted but the student makes a claim that it has been affected by good cause (or a late penalty is applied), and the evidence presented does not support the student's claim then 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.

PT 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.

PT 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 following regulations will apply.

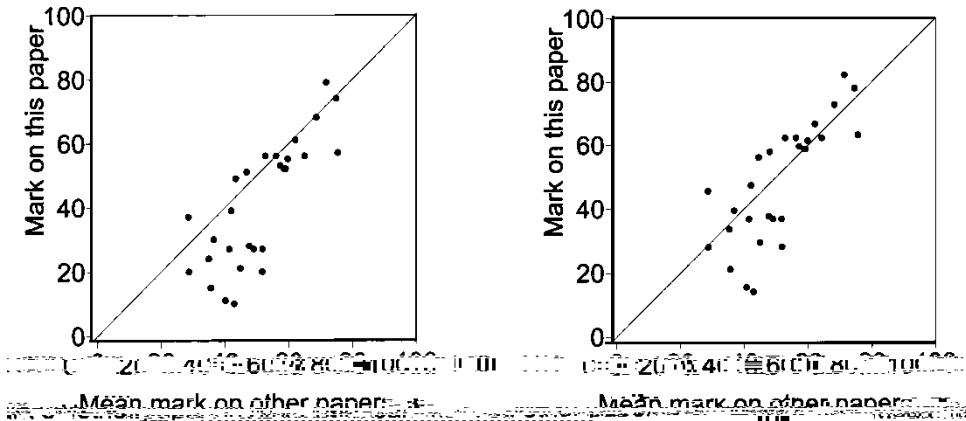
- (a) The extent to which the student's assessment has been completed will be determined as a percentage, taking into account the relative weights attributed to the components of a complete assessment as published in the relevant approved assessment scheme.
- (b)

- PT 12.1 The University shall award a Postgraduate Certificate of Achievement for students who have obtained between 20 and 50 credits at Masters level on a named award.
- PT 12.2 Each named award shall be in the form of a proposal to the appropriate committee(s) and shall consist of modules within a specific area of study that together make up a coherent programme. The elements that make up the award and their assessment, and the timescale for their achievement, shall be specified in the proposal.
- PT 12.3 The holder of a Certificate of Achievement may progress to a further Masters level award, inlf1 04-5(0)ress to a further M

Pass	Excellent	70-100	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating	
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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.



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. Programmes may also have non-PSRB requirements which are approved variations on standard regulations. These additional requirements are set out below.

- 1 MA/PGDip Social Work
 - 1.1 Practice elements
 - 1.1.1 Level 6 assessments (i.e.

