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Academic Quality, Standards & Conduct



Postgraduate awards currently offered at the Lancaster University College at Beijing Jiaotong University (hereafter LUC@BJTU) campus:

- BP 2.1 Masters degrees comprise learning at level 7, normally with 180 credits of assessment of which a substantial proportion represents a dissertation.
- BP 2.2 Postgraduate degree programmes and assessment arrangements are based on the principle that the load on students in terms of total teaching, learning and assessment activities should be equally distributed between each academic session.

- BP 3.4 Students studying on a LUC@BJTU partnership programme receive two awards one from Lancaster University based upon modules contributing to the Lancaster degree, and one from BJTU based upon modules contributing to the BJTU degree. Should a student meet the requirements for the Lancaster award but not for the BJTU award, their Lancaster award will be held in abeyance whilst the student is provided with the opportunity to re-take appropriate modules that contribute to the BJTU degree award. Once the student achieves an overall passing mark for their BJTU degree, both degrees will be awarded. The original marks for those modules that contribute to the Lancaster award will remain unchanged for the purposes of the Lancaster degree (i.e. they will not reflect any improvement in results following resit for BJTU award purposes).
- BP 3.5 Students who meet the requirements for the Lancaster award but who, after re-taking the modules contributing to the BJTU award as outlined in BP 3.4 above, remain ineligible to graduate from BJTU, will be awarded the appropriate exit award for the credit achieved.
- BP 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 <u>Exceptional Circumstances Committee</u>, reassessment, 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' awards⁴.
- 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 60%), 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:

84.5%+ distinction

74.5-84.4% merit

60-74.4% pass

Below 60.0% 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:

83.0-84.4% either distinction or merit

73.0-74.4% either merit or pass

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

- (a) For all students, where a student falls into a borderline then the higher award should be given where half or more of the credits from across the programme are in the higher class.
- (b) Borderline students not meeting the criterion described in (a) above would normally be awarded the lower class of degree unless (c) applies.
- (c) That for all students, borderline or not, examination boards should continue to make a special case to the Committee of Senate via the PGT Classification and Assessment Review Board for any student where the class of degree to be recommended deviates from that derived from a strict application of the regulations. Such cases would be based around circumstances pertaining to individual students where these circumstances have not already been taken into account.

PT 5.7

- (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.
- BP 7.10 Where it is determined that the evidence presented supports the student's claim that they were prevented by good cause from completing work for assessment on or by the due time and where no means of substituting an alternative assessment may be found, the assessment(s) in question will be excluded (without penalty) from the calculation of the module aggregation score(s) and the following regulations will apply.
 - (a) The extent to which the student's total assessment has been completed will be determined as a percentage, taking into account the relative weights attributed to those assessments as published in the relevant approved assessment scheme.
 - (b) Examining bodies will make an overall judgement of the student's work submitted for assessment, using as far as possible the standards and criteria applied in respect of the work of other students.
 - (c) At module level where the student has:
 - completed 33% or more of the total summative assessment required, the examining bodies can recommend an overall module result on the basis of work completed so long as that work is deemed to demonstrate attainment against substantial elements of the module's learning outcomes;
 - (ii) completed less than 33% of the work required for assessment, they will be regarded as not having completed sufficient assessment to be awarded a grade in the module. In such cases they should be given an opportunity to complete the missing work as a first attempt.
 - (d) At programme level where the student has:
 - (i) completed 75% or more of the total work required for programme assessment, the Examining bodies will recommend an award or other outcome on the basis of the work completed;
 - (ii) completed at least 30% but less than 75% of the work required for assessment, an Aegrotat (unclassified honours) degree may be recommended if the completed portion is of honours standard, or, if the completed portion is not of honours standard, no award will be made;
 - (iii) completed less than 30% of the work required for assessment they will be regarded as not having completed sufficient assessment to be awarded a degree.
- BP 7.11 Where examining bodies decide to recommend an Aegrotat (unclassified honours) degree, and this recommendation is approved by the Committee of Senate via the Classification and Assessment Review Board then the Aegrotat degree will be awarded forthwith and the student will be invited to attempt, within two years, to qualify for the award of a classified honours degree by completing examinations and/or other work, under conditions and at times specified by the examining bodies, and approved by the

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consider and confirm marks derived from all non-final year modules taken and examined in the academic year under consideration. Details of the role and operation of Boards of Examiners can be found in the section on examination boards in

LU mark	BJTU equivalent	Performance Bands		LU mark	BJTU equivalent	Performance Bands
100	100	Darius		49	57.2	Darius
99	99.0			48	56.0	
98	99.0			47	54.8	
97	98.0			46	53.7	
96	98.0			45	52.5	
95	97.0			44	51.3	
94	97.0			43	50.2	
93	96.0			42	49.0	
92	96.0			41	47.8	
91	95.0			40	46.7	
90	95.0			39	45.5	
89	94.0			38	44.3	
88	94.0	Distinction		37	43.2	
87	93.0			36	42.0	
86	93.0			35	40.8	
85	92.0			34	39.7	
84	92.0			33	38.5	
83	91.0			32	37.3	
82	91.0			31	36.2	
81	90.0			30	35.0	Fail
80	90.0			29	33.8	
79	89.0			28	32.7	
78	89.0			27	31.5	
77	88.0			26	30.3	
76	88.0			25	29.2	
75	87.0			24	28.0	
74	87.0			23	26.8	
73	86.0			22	25.7	
72	86.0			21	24.5	
71	85.0			20	23.3	
70	84.5			19	22.2	
69	84.4			18	21.0	
68	83.0			17	19.8	
67	82.0			16	18.7	
66	81.0			15	17.5	
65	80.0			14	16.3	
64	79.0			13	15.2	
63	78.0	Merit		12	14.0	
62	77.0]		11	12.8	

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

Note:

For International and Regional Teaching Partnership provision the range outside which scaling must be considered is normally 13.5-17.0 (or 55% to 66.7%). The range outside wheth0 10.5 1.5 (e)-5.5