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marking scale but postgraduate students taking the module are required to obtain a mark of at least 50% to pass the module. The mark is included in the normal way within the profile of marks contributing to the average mark for the postgraduate programme.

PT3.2 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)

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:

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:

68.0-69.9%	either distinction or merit
58.0-59.9%	either merit or pass
48.0-49.9%	either pass or fail

The examining bodies will apply the following rubric for deciding the degree class to be recommended: (m)1.2 (n)7.5 (m)-3 -7.8 (e)-3 (c)-2 (la)10.6 (s)9.5 (s)-1.3 (t)-3 (o)4.3 (b)2.3 (e)368noThe

PT5.8 Candidates for a Postgraduate Diploma who fail to meet the requirements for such an award having exhausted all reassessment opportunities or who withdraw from the programme will be awarded a Postgraduate Certificate, provided that:

(a) such an award has been defined in the programme regulations; and

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

PT5.9 Academic judgement dom c menA004 Tw -30.65d6.-3 7.9 ew T* [(d)-0.7 (e)-6 0 Tc [(m)3.3 (m)1

PT6.6 The overall profile will only then be considered for classification when all the results of reassessment are available.

PT7 CONDONATION

PT7.1 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 PT7.2. 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.

PT7.2 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.

PT7.3 The number of credits available for condonation within a Masters degree programme may be reduced to 30 if this is approved by the relevant faculty committee. It is also permissible to declare any individual module uncondonable if this is properly approved. All such decisions must be clearly communicated to all students on the programme.

PT7.4 The phrase "should normally" in PT7.1 and PT7.2 above means that condonation, where allowable and subject to the learning outcomes for the programme being met, must be granted unless the examiners believe that there is good reason not to do so. Any such reason must be described and justified in the examination board minutes. The final decision will be taken by the University Academic Dean acting on behalf of Senate.

PT 7.5 Where a mark of zero has been applied to the whole module as a penalty for academic malpractice with no opportunity for reassessment, the exam board shall ordinarily exceptionally condone this mark provided that this does not lead to the student having more than the permitted number of condoned credits under PT7.1 to PT7.4 above.

(ii) completed less than 33% of the work required for assessment, will be regarded as not having completed sufficient assessment to be awarded a grade in the module.

(d) At programme level where the student has:

(i)

PT12 POSTGRADUATE CERTIFICATE OF ACHIEVEMENT

PT12.1 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.

PT12.2 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.

PT12.3 The holder of a Certificate of Achievement may progress to a further Masters level award, including diploma and taught Masters courses, and shall receive credit for some or all of the credits received within the Certificate, provided that the holder shall surrender the Certificate of Achievement on successful completion of the test specified for the further qualification. The award may not be used as a substitute for partial success in any other programme.

PT12.4 Each named award shall have a named director of studies who will admit students by means of the standard postgraduate admissions procedures.

PT12.5 Students who are registered for a programme leading to a named Certificate of Achievement shall have access to the same procedures governing postgraduate study as all other students; except that they may not attend a degree ceremony.

PT12.6 The fee payable will normally be a pro rata proportion of the standard postgraduate Masters fee, calculated by reference to the credit value of the particular award.

APPENDIX 2: GUIDANCE FOR SCALING OF MARKS

1. All assessments and marking schemes should be created with the aim of ensuring that the resulting grades/marks give a good indication of the ability and application of the students. However, it is inevitable that on occasion this will not work as planned

2. Reasons may include a misprinted examination paper, the interruption of an examination or, in a science laboratory, an instrumental malfunction not obvious at the time of the experiment; or it may simply be that examiners agree, using their academic judgement with the benefit of hindsight, that an assessment, or part of an assessment, proved to be significantly harder or easier than expected.

3. In such cases it is appropriate to consider whether the marks should be scaled. Scaling may be of the overall mark for the module or of any assessment therein.

4. Although an unusual distribution of grades/marks is not of itself a sufficient reason for scaling to be applied, it may be an indication that something has gone wrong. For this reason, if the overall mean aggregation score for any module lies outside the range 14.5-17.5 (or 58% to 68% for percentage marks) then examiners must consider whether or not there is a case for the marks to be scaled. Note: For International and Regional Teaching Partnership provision the range outside which scaling must be considered is 13.5-17.0 (or 55% to 66.7%)

5. Where the possibility of scaling is being discussed, the precise method should also be discussed and should reflect both the nature of the assessment and the size of the cohort. Both the reason for scaling and the method used must be justified within the minutes of the examining body. If scaling is discussed and not used, the reason for not scaling must be recorded in the minutes. In all cases both the original and the scaled marks must be permanently recorded.

6. Where scaling is applied for the same module for at least part of its assessment on more than one occasion, the assessment practices of the module must be reviewed as appropriate.

7. Scaling may take any form as long as it preserves the ordering of students' marks; thus, for example, if Student A has a higher unscaled mark than Student B, then Student A's scaled mark must not be lower than that of Student B. Common examples of scaling methods are given below, but other methods are possible.

   (a) For work marked in letter grades, all grades may be raised or lowered by a constant amount.

   (b) For work marked in percentages, every mark may be multiplied by a constant factor, or have a constant value added to or subtracted from it, or a combination of the two.

   (c) As in (a) or (b) above, except that where marks are being reduced no pass is turned into a fail (thus, for example, where marks are in general being reduced by 10%, for an undergraduate module or assessment, all unscaled marks between 40% and 49%

APPENDIX 3: PROGRAMME SPECIFIC ASSESSMENT REQUIREMENTS

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. Practice Portfolios) are marked pass or fail. Students failing the level 6 elements, but passing the level 7 elements will be eligible for the award of the MA or PGDip Applied Social Studies.

1.2 Examinations which assess the students' knowledge of the Law

1.2.1 Students must obtain a pass mark in examinations in the areas of Social Work with Children & Families, Mental Distress & Health and Social Work in Adult Social Care. In order to meet this examination requirement, students are eligible to undertake up to two resits of the examination and the module mark will be capped at either 50% or the first attempt module mark if higher than 50%.

1.3 Condonation

1.3.1

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

1.5 Progression requirements between years one and two

1.5.1 In order to progress between years one and two of the degree, the student cannot carry any more than 30 credits or two modules with condonable failed marks.

2 MArch: Master of Architecture

2.1 PSRB accreditation

2.1.1 The PSRB accrediting bodies for the programme are the Architects Registration Board (ARB) and the Royal Institute of British Architects (RIBA). ARB prescription is planned to be in place in 2020 and RIBA during academic year 2021-22

2.2 Programme structure

2.2.1 The full time programme consists of two years' study with a total of 240 credits, comprising 120 credits at level 6 (first year) and 120 credits at level 7 (second year).

2.3 Marking criteria and pass mark

2.3.1 All modules including level 6 are marked according to the criteria set out in the Postgraduate Taught marking scale, with a pass mark of 50%.

2.4 Reassessment, condonation and progression

2.4.1 A student who fails any module will have one opportunity for reassessment for that module.

2.4.2 All assessment components of modules must be passed, and all modules must be passed. Condonation is not permissible

2.4.3 Candidates must pass all modules at level 6 before progressing to level 7.

2.5 Classification

2.5.1 There is equal weighting of years for the purposes of classification.

2.5.2 Candidates who fall into the borderline ranges for Merit and Distinction classes are considered within the standard regulation. Candidates who fall below the overall pass mark may not be considered for a Pass classification.

2.5.3 Where a candidate achieves an average higher grade (Merit or Distinction) across the 60 level 7 credits of Design modules, the classification will be supplemented as follows:

(i) Pass with Merit in Design

(ii) Pass with Distinction in Design

(iii) Merit with Distinction in Design