



UNDERGRADUATE ASSESSMENT REGULATIONS FOR SINGLE AWARD
UNDERGRADUATE PROGRAMMES DELIVERED AT LANCASTER UNIVERSITY
COLLEGE AT BEIJING JIAOTONG UNIVERSITY, CHINA

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BU 1 UNDERGRADUATE AWARDS

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

BU 2 STRUCTURE OF BACHELORS DEGREE PROGRAMMES AT LUC@BJTU

BU 2.1 Bachelors degrees comprise learning across a foundation year followed by levels 4, 5 and 6, normally with 120 credits of assessment at each level. Foundation and Level 4 learning is qualificatory i.e. successful completion is required for progression to further study but obtained credit does not contribute to final classification of awards. Final classification of awards is determined from credits achieved at levels 5 and 6.

BU 2.2 Undergraduate degree programmes and assessment arrangements for Years 3 and 4 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.

BU 2.3 The arrangement for each programme of study shall be published in student handbooks and in the Courses Handbook, available online for staff and current students.

BU 3 CRITERIA FOR AWARD

BU 3.1 BJTU uses a 4-point Grade Point Average (GPA) for the classification of modules and awards. The BJTU min0.3 ()J92 6 (r)11 (t)- 0 Td[9ATu7t)-2. 6 (r)11a(fo)-6.k5 (J)-5. (o)-6.()8.5 (a(o)-6.6

BU 3.3 In order to qualify for the overall award, students must have attained in full the minimum credit requirement for the programme (including credit for failed modules which have been condoned) and passed all contributory modules with a score of at least 60%.

BU 4 PROGRESSION

BU 4.1 GENERAL

BU 4.1.1 Each programme will have progression requirements detailed and approved through the programmes

- BU 4.3.2 Students who initially fail one or more modules in Year 2 will be offered an opportunity to resit the modules failed. Students who choose not to participate in the resit opportunity will be deemed to have withdrawn from the University.
- BU 4.3.3 Exceptionally, an examination board may offer a student the opportunity to repeat the year on the same programme of study without having to take the associated resits. Students retain the right to undertake the resits should they so wish. The department must work closely with the student to advise them on their available options. Normally students should only be offered the opportunity to repeat the year without taking resits where they have failed the vast majority of the year.
- BU 4.3.4 After taking resits as required, a student who passes all modules with the required aggregation scores qualifies to progress to Year 3. Otherwise, failed modules with a minimum score of 45% may be condoned, to a maximum of 40 credits. The final decision will be made by the Progression Board.
- BU 4.3.5 Students who have not passed all modules, and whose failures have not been condoned after resit, will, immediately following the examination board at which the student was considered, be offered the opportunity of a repeat year.
- BU 4.3.6 Students opting for a repeat year will:

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BU 4.4.3 Students who have spent Year 3 of their programme at Lancaster University as study abroad will have their marks translated in accordance with the Grade Translation Table (Appendix 2).

BU 4.4.4 The award of Diploma of Higher Education shall be made to students who have achieved 90 credits with a mark of 60% or more at level 5 or above and a further 30 credits with a mark of 45% or more at level 5 or above, but who have ended their studies at the University without qualifying for a degree.

BU 4.5 CHANGE OF PROGRAMME

BU 4.5.1 Change of programme at the end of Year 1

Where a student is permitted to transfer to a new programme and re-

BU 5 CLASSIFICATION OF AWARDS

- BU 5.1 Each programme will have final award criteria detailed and approved through the programme approval process. Examining bodies will determine whether a student has successfully met the final award criteria giving full countenance to exceptional circumstances as reported from the

recommended by the Board deviates from that derived from a strict application of the regulations. Such cases would be based around circumstances pertaining to individual students where these circumstances have not already been taken into account.

BU 5.7 Academic judgement does not constitute grounds for appeal; however, students who

BU 6.2.4 Students may not seek reassessment to improve a passing grade unless required for professional accreditation and allowed under specific accreditation arrangements (see Appendix 5 of the Undergraduate Assessment Regulations for further details).

BU 6.2.5 When all the results of reassessment are available the overall profile will then be

department or equivalent body and to provide appropriate evidence. Notification later than forty-eight hours after the examination, or after the date at which submission of the work for assessment was due, will not normally be taken into account unless acceptable circumstances have prevented the student from notifying the department within this time.

BU 8.6 Lancaster and BJTU will have a joint Exceptional Circumstances Panel 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

- (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 his or her first attempt.

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

- (a) The extent to which the student's total assessment has been completed will be determined as a percentage, taking into account the relative weights attributed to those assessments as published in the relevant approved assessment scheme.
- (b) Examining bodies will make an overall judgement of the student's work submitted for assessment, using as far as possible the standards and criteria applied in respect of the work of other students.
- (c) At module level where the student has:
 - (i) completed 33% or more of the total summative assessment required, the examining bodies can recommend an overall module result on the basis of work completed so long as that work is deemed to demonstrate attainment against substantial elements of the module's learning outcomes;
 - (ii) completed less than 33% of the work required for assessment, he or she will be regarded as not having completed sufficient assessment to be awarded a grade in the module. In such cases he/she 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 he or she will be regarded as not having completed sufficient assessment to be awarded a degree.

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

under conditions and at times specified by the examining bodies, and approved by the Committee of Senate via the Classification and Assessment Review Board. Students who:

- (a) undertake the further assessment specified, and who achieve the required level of attainment, will subsequently be awarded an appropriate classified honours degree;
- (b) attempt further assessment, but who fail to achieve the required level of attainment for the award of a classified honours degree, will retain the Aegrotat degree already awarded;
- (c) decline the invitation to attempt further assessment within two years, will retain the Aegrotat degree already awarded.

BU 9 CONSIDERATION AND CONFIRMATION OF RESULTS

BU 9.1 Senate has ultimate authority to determine all results of assessment leading to Lancaster Uni Un

- BU 9.5 The Year 2 Board of Examiners will consider the results of examinations and final marks and make recommendations as to whether students have qualified to proceed to Year 3 and to which degree programmes.
- BU 9.6 Boards of Examiners for Years 3 and 4 will consider the results of examinations and final marks and make recommendations to the Committee of Senate with non-standard cases referred for consideration and recommendation via the Classification and Assessment Review Board as to the award of degrees (and the classes of degrees) within the approved degree programme classification scheme. These Boards of Examiners also consider and confirm marks derived from all non-final year modules taken and examined in the academic year under consideration. Details of the role and operation of Boards of Examiners can be found in the section on examination boards in [the General Regulations for Assessment & Award](#).
- BU 9.7 The business of the examination boards will be minuted and the minutes will include a record of the External Examiner's adjudications, comments and recommendations, as well as particular decisions made by the Board. The minutes will also record the decisions of the Exceptional Circumstances Panel for each candidate considered by that committee (although detailed discussion of circumstances should not be undertaken at the Examination Board). The minutes must include a list of attendees (together with their status as external or internal examiners or assessor). This record of the proceedings of the board will be restricted and made available only to: the participating examiners and assessors; the Vice-Chancellor and other officers of the University as appropriate; the Committee of Senate and the Classification and Assessment Review Board; and appropriate Academic Appeal and Review Panels as defined in the chapter on [Academic Appeals](#). Where the examination body has exercised its discretion in a particular case, as provided by these Regulations, the Committee of Senate via the Classification and Assessment Review Board will normally uphold its decision providing it had the support of the majority of the external examiners present at that examination board.

BU 10 PUBLISHED INFORMATION

- BU 10.1 The determination of results and the classification of University degrees are subject always to ratification by the Committee of Senate and will be regarded as provisional until ratified.
- BU 10.2

APPENDICES TO THE LUC@BJTU UNDERGRADUATE ASSESSMENT REGULATIONS

APPENDIX 1: GRADING TABLE

Result	Broad Descriptor	Grade	BJTU % Range	Primary level descriptors for attainment of intended learning outcomes (LU)	Honours Class	BJTU GPA score
Pass	Excellent	A	90-100	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures	First	4.0
		A-	85-89			3.7
Pass	Good	B+	81-84	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilized to reveal appreciable depth of understanding	Upper Second	3.3
		B	78-80			3.0
Pass	Satisfactory	B-	75-77	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding	Lower Second	2.7
		C+	72-74			2.3
		C	68-71			2.0
Pass*	Weak	C-	65-67	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure	9 0 0 9	
	D+	63-64				
	D	60-62				

APPENDIX 2: GRADE TRANSLATION TABLE FOR STUDY ABROAD STUDENTS FROM WEIHAI CAMPUS

BJTU - Weihai Honours Class

65		11.0-11.2
64		10.5-10.9
63		10.0-10.4
62		9.7-9.9
61		9.3-9.6
60		9.0-9.2
59	Fail	8.9
58		8.8
57		8.7
56		8.6
55		8.5
54		8.4
53		8.3
52		8.2
51		8.1
50		8
49		7.8-7.9
48		7.6-7.7
47		7.4-7.5
46		7.2-7.3
45	7.0-7.1	

9		0.9	
8		0.8	
7		0.7	
6		0.6	
5		0.5	
4		0.4	
3		0.3	
2		0.2	
1		0.1	
0		0	

APPENDIX 3: GUIDANCE FOR SCALING OF MARKS

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

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an undergraduate module or assessment, all unscaled marks between 40% and 49% become scaled marks of 40%), or no condonable mark is turned into an uncondonable mark.