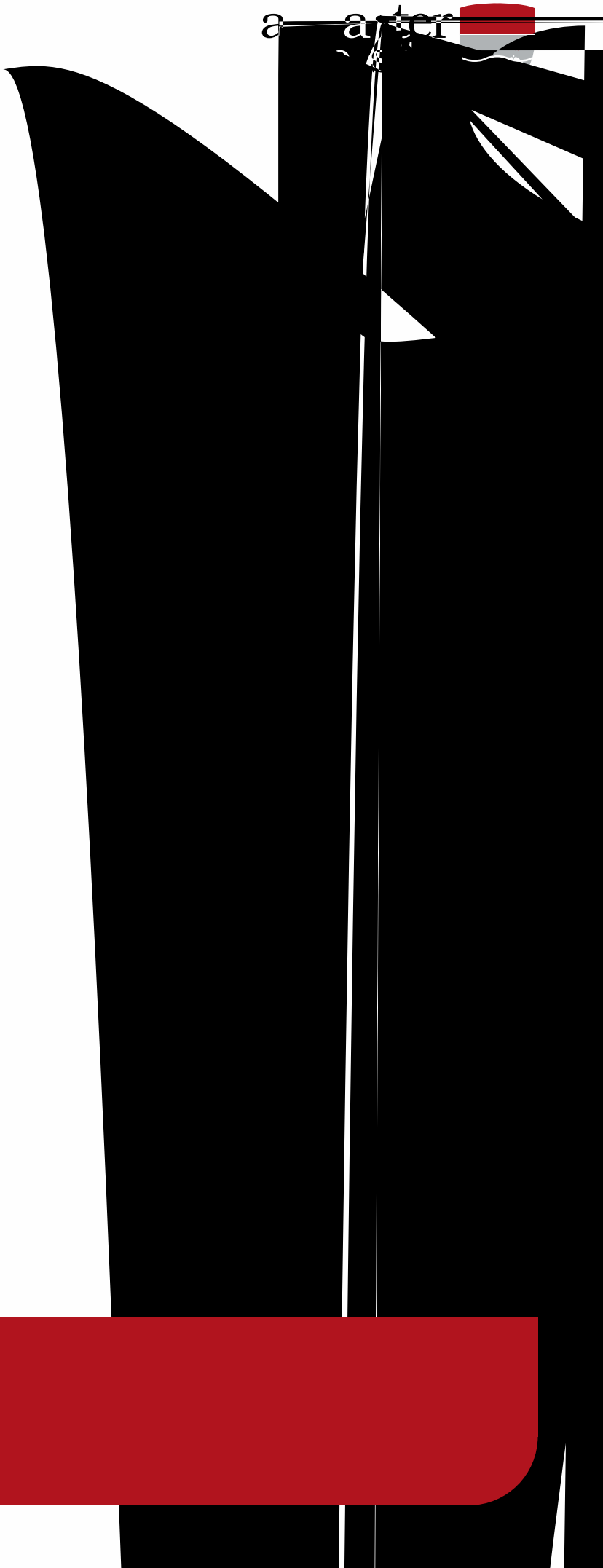

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GR 1.2.8 All information regarding student assessment will be considered personal data and as such will be subject to both freedom of information and General Data Protection Regulation (GDPR).

GR 1.3

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:

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Penalties for late or non-submission of remote examination[3] papers

GR 2.3.10

(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

(e) calibration, whereby departments use initial calibration exercises within marker teams in advance of marking and moderation periods, to foster a shared set of

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 prc 0 Tw 2. (k)0.5 (i)-1.5 (n)-6.1 (g)]T8i775.6 (i)-1i2.4 (s o)- (s o)- 02 (on2 (1)-5.5 (i)75h.27 -47 (17-1.224 Td

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

students' consequential marks on an individual course with their average mark on all their other courses; and

(e)

(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

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

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

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

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

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 APROVAL 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

GR 4 AWARD OF DEGREES POSTHUMOUSLY

GR 4.1 The Classification and Assessment Review Board acting on behalf of Senate shall consider referrals for po[c)1.2T0 1 [P)1.d1DTPos dgrAe([c)1..(A))1.3 f er(c)1.2 (o)9cnsiderinP( )-5.5 (a)-2 dpdogr13.3 (e-2.7 (s( )-5.5 (o)-1.1 (f)1 (at)367 (h)2.4 (e)2-8 (s)-592 (t)3.7 un)2.4 (d)2.4 eo)-2.7 (n)37.1 2Tah

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.

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.