

**INTERNATIONAL TEACHING PARTNER
ASSESSMENT REGULATIONS
2021-22**

**LANCASTER UNIVERSITY COLLEGE @ BEIJING
JIAOTONG UNIVERSITY (LUC@BJTU)**

SINGLE AWARD (LANCASTER UNIVERSITY)

(APPLICABLE FROM SEPTEMBER 2021)

If you are in any doubt as to which set of regulations apply to your degree programme please contact the office of the Academic Dean, via:
luc-office@lancaster.ac.uk

Academic Quality, Standards & Conduct
LUC@BJTU Assessment Regulations

COVID-19 – Regulatory Changes

Detailed in the table below are temporary changes which have been agreed and implemented within the Spring Semester of the 2021-22 academic year to mitigate against disruptions from the COVID-19 pandemic. Changes only apply to the 2021-22 regulations and for the semester stated. Unless otherwise stated, changes are made with immediate effect.

Throughout the document, content has been highlighted in yellow to indicate affected clauses which must be read in conjunction with the table below.

Subject	Summary of change	Clauses affected	Regulation information	Date implemented
Reassessment including external resits	Students who fail a module during the Spring Semester of academic year 2021-22 will be offered an uncapped resit rather than a capped resit.	BU 4.5.2	Where a student, at the end of Year 2, is permitted to transfer to a new programme and recommence Year 2 on the new programme, which includes a module or modules taken on the previous programme: if the student has failed the module(s) and not obtained credit for the module(s) on their previous programme, the student will be required to repeat the module(s). For any module(s) being repeated during the Spring Semester of the 2021-22 academic year only , the student will have an uncapped first attempt and if a resit is necessary then this will also be uncapped.	21 March 2022 Committee Approval: SCAR – 16 March 2022 ASQC – 21 March 2022
		BU 6.1.1	A student who fails a module will be required to undertake a reassessment for that module in order to be considered for progression to the next stage. For the Spring Semester of the 2021-22 academic year only , if the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count; otherwise the original aggregation score will stand.	

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:

Undergraduate awards	Level	FTE period of study (normal)	Normal total credit value	Normal minimum credit at level of award
Bachelors degree with honours: BA (Hons); BSc (Hons)	6	4 years	360	90
Diploma of Higher Education (DipHE)	5	3 years	240	90
Certificate of Higher Education (CertHE)	4	2 years	120	90

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 minimum pass mark for a module is 60%, equivalent to a Lancaster University D letter grade. The BJTU pass mark and GPA scores have been aligned to the Lancaster pass mark and grades using the Lancaster level descriptors which set out the marking criteria. The table provided in Appendix 1 sets out this alignment.
- BU 3.2 The pass mark for undergraduate honours degrees and other undergraduate awards shall be 60% with credit for a module being awarded when the overall mark for the module is 60% or greater or the module has been condoned.

- 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 approval process. Examining bodies will determine whether a student has successfully met the progression requirements for a programme giving full countenance to exceptional circumstances as reported from the Exceptional Circumstances Panel, reassessment and condonation opportunities as detailed below.

- BU 4.1.2 In order to qualify to progress to the next stage of the programme, students must have attained in full the minimum credit requirement for the stage completed (including credit for failed modules which have been condoned).

BU 4.2 PROGRESSION FROM BJTU YEAR 1 (FOUNDATION YEAR) TO YEAR 2

- BU 4.2.1 Progression from BJTU Year 1 to Year 2 will be based on the outcome of English language and study skills module CNESS002, assessed in semester two. Students are required to achieve 80% overall, with at least 60% in each skill area.
- BU 4.2.2 Students will have two opportunities to pass the module CNESS002 assessment, firstly at the end of semester two in June; if unsuccessful, reassessment will take place prior to registration for Year 2 in September.
- BU 4.2.3 In the event of the minimum threshold marks set out in 4.2.1 above not being met, the progression board may consider condonation for progression within the following range:

an overall average mark of 70% for the module and at least 60% in each of the four key skills.

The progression board will determine whether the student has met the learning outcomes and is likely to cope with English and study skills requirements for study in Year 2 onwards.

- BU 4.2.4 Where students are unable to progress because they have not successfully completed the CNESS002 module they will be offered an opportunity to repeat Year 1. Students may only repeat Year 1 once.

BU 4.3 PROGRESSION FROM YEAR 2 TO YEAR 3

- BU 4.3.1 In order to progress to Year 3 a score of 60% is required in all modules. There is no additional requirement for students to achieve a minimum score in the coursework or exam elements.

- 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:
- (a) have full-time student status;
 - (b) undergo an assessment of support needs (both academic and general wellbeing) at the start of the repeat year;
 - (c) retain the credits and the mark(s) for all modules passed in the previous year and not be permitted to repeat the module(s)
 - (d) repeat modules which were failed in the previous year and not condoned
 - (e) be placed on academic probation, with especially close monitoring of academic progress by the major department;
 - (f) otherwise be treated the same as any other Year 2 student;
 - (g) have one resit opportunity if necessary;
 - (h) not be allowed any further resit opportunity as an external candidate or another repeat year, except under exceptional circumstances where approved by the Year 2 Resit Board.
- BU 4.3.7 The award of Certificate of Higher Education shall be made to students who have achieved 80 credits with a mark of 60% or more at level 4 or above and a further 40 credits with a mark of 45% or more at level 4 or above, but who have ended their studies at the University without qualifying for either a degree or a Diploma of Higher Education.

BU 4.4 PROGRESSION FROM YEAR 3 TO YEAR 4

- BU 4.4.1 To progress to the **final year of a Bachelors with honours degree** all students must achieve, following all opportunities for reassessment, an aggregated score of 60% with no more than 30 credits condoned.
- BU 4.4.2 Students who initially fail one or more modules in Year 3 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 4.4.3 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-commences Year 1 on a new programme, there is no impact on LU module enrolment or the LU degree award (except the requirement to pass the English modules) as the student will not have attempted any LU Part I modules. The student may be required to repeat Year 1 English if it had previously been failed: otherwise the student may progress with Year 2 English.

BU 4.5.2 Change of programme at the end of Year 2

Where a student, at the end of Year 2, is permitted to transfer to a new programme and recommence Year 2 on the new programme, which includes a module or modules taken on the previous programme:

- (i) If the student has previously passed the module(s) and obtained credit for the module(s) on their previous programme, the student will retain the credit and the mark(s) awarded and is not permitted to repeat the module(s).
- (ii) If the student has failed the module(s) and not obtained credit for the module(s) on their previous programme, the student will be required to repeat the module(s). For the repeat module(s), the student will have an uncapped first attempt (and a capped resit if necessary). The student will not be eligible for any further repeat of the module(s) in the remainder of their registration at LUC@BJTU, regardless of which programme they are registered for. **Note clause BU 4.5.2 iii below.**
- (iii) **For modules with any aspects delivered in the Spring Semester of the 2021-22 academic year only.** If the student has failed the module(s) and not obtained credit for the module(s) on their previous programme, the student will be required to repeat the module(s). For any module(s) being repeated during the Spring Semester of the 2021-22 academic year only, the student will have an uncapped first attempt and if a resit is necessary then this will also be uncapped. The student will not be eligible for any further repeat of the module(s) in the remainder of their registration at LUC@BJTU, regardless of which programme they are registered for.
- (iv) If the student has failed a module on their previous programme, but the module has been condoned and credit given, the student will retain the credit and the mark(s) awarded and is not permitted to repeat the module(s).

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 Exceptional Circumstances Panel, reassessment and condonation opportunities as detailed below.

BU 5.2 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 achieved an overall score of at least 60%.

BU 5.3 Where awards are classified the overall mean for the programme should be computed from the module aggregation scores in proportion with the approved credit weightings for each module. This overall mean score 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.

BU 5.4 There will be four classes of honours: first, upper second, lower second and third. A student who is not placed in one of the four classes will not be eligible for the award of an honours degree.

BU 5.5 Where the mean overall aggregation score falls within one of the following ranges, the examining bodies will recommend the award stated:

17.5 to 24.0 (CGPA 3.70-4.00)	first class honours
14.5 to 17.0 (CGPA 2.90-3.60)	upper second class honours
11.5 to 14.0 (CGPA 2.00-2.80)	lower second class honours
9.0 to 11.0 (CGPA 1.00-1.90)	third class honours
0.0 to 8.9 (CGPA 0.00-0.99)	fail

BU 5.6 Where the mean overall aggregation score falls within one of the 'borderline' ranges defined below:

17.1 to 17.4 (CGPA 3.61-3.69)	either first or upper second class honours
14.1 to 14.4 (CGPA 2.81-2.89)	either upper or lower second class honours
11.1 to 11.4 (CGPA 1.91-1.99)	either lower second or third class honours

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 either half or more of the credits from Years 3 and 4 are in the higher class or the final year average is in the higher class.
- (b) Borderline students not meeting either of the criteria 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 Classification and Assessment Review Board for any student where the class of degree

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 wish to challenge the process may do so under the procedures for [Academic Appeals](#).

BU 5.8 In addition to standard University classification requirements, certain degrees which carry professional accreditation have additional requirements. These are detailed in Appendix 5 of the Undergraduate Assessment Regulations.

BU 6 REASSESSMENT

BU 6.1 REASSESSMENT FOR ALL YEARS

BU 6.1.1a A student who fails a module will be required to undertake a reassessment for that module in order to be considered for progression to the next stage. If the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 60%; otherwise the original aggregation score will stand. The resulting aggregation score will count towards the overall average. Condonation will not be considered until after reassessment. **Note clause BU 6.1.1b below.**

BU 6.1.1b **For modules with any aspects delivered in the Spring Semester of the 2021-22 academic year only.** A student who fails a module will be required to undertake a reassessment for that module in order to be considered for progression to the next stage. If the module aggregation score after reassessment is an improvement on the original score, the reassessment score will count; otherwise the original aggregation score will stand. The reassessment score will not be capped. The resulting aggregation score will count towards the overall average. Trailing credit will not be considered until after reassessment.

BU 6.2 GENERAL PRINCIPLES

BU 6.2.1 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.

BU 6.2.2 Both final and non-final year students will be given the opportunity to undertake reassessment within the same academic year in which they made their first attempt.

BU 6.2.3 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.

- 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 considered following procedures detailed below in the section on the consideration and confirmation of results.

BU 7 CONDONATION

BU 7.1 GENERAL

- BU 7.1.1 Where a student, after all opportunities for reassessment, has failed, the examination 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.
- BU 7.1.2 Where a programme separately assesses modules with a credit value of 15 or less, for specified undergraduate programmes these may be combined to a maximum size of 30 credits for the consideration of condonation. Approved combinations must:
- (a) ensure learning outcomes for the programme can continue to be met irrespective of the condonation of combined modules;
 - (b) be approved by the faculty teaching committee and notified to Academic Standards and Quality Committee; and
 - (c) be published prior to students' enrolment on to any modules which have been combined for the purposes of condonation.

BU 7.2 SPECIFIC

BU 7.2.1 *Year 1 and 2 students*

The regulations for condonation for Years 1 and 2 are as set out above in sections 4.2 and 4.3 (Progression).

BU 7.2.2 *Year 3 students*

When the results of all reassessments relating to Year 3 are available, the overall profile will be reviewed by the relevant examining bodies and up to 30 credits should normally be condoned where the mark is between 45% and 60%. No module may be condoned with an aggregation score of less than 45%, nor may any module be condoned if a student has not attempted reassessment.

BU 7.2.3 *Year 4 students*

When the results of all assessments and reassessments relating to the **final year of a Bachelors Hons degree** are available the overall profile will be reviewed by the relevant examination board and a maximum of 30 credits in total (for Years 3 and 4 combined) should normally be condoned where the score is between 45% and 60%. No module may be condoned with an aggregation score of less than 45%, nor may any module be condoned if a student has not attempted reassessment.

BU 7.3 EXCEPTIONS

- BU 7.3.1 The phrase “should normally” in BU 7.1.1 to BU 7.2.3 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 Senate.
- BU 7.3.2 Where, for whatever reason, a reassessment for year 3 or year 4 is not available before the end of the academic year, the examination board may condone credit even where the aggregation score is below the condonable threshold.
- BU 7.3.3 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 as specified in these regulations. Where such condonation would lead to the maximum number of condoned credits being exceeded, the mark shall remain uncondoned, and the board of examiners shall deal with the student accordingly.

BU 8 INCOMPLETE ASSESSMENT AND EXCEPTIONAL CIRCUMSTANCES

- BU 8.1 For the purposes of these regulations ‘exceptional circumstances’ will mean properly evidenced and approved claims from students that demonstrate good cause as to why their performance and achievements have been adversely affected by means which have not been fully addressed through extension and other available assessment procedures.
- BU 8.2 For the purposes of these regulations ‘good cause’ will mean illness or other relevant personal circumstances affecting a student and resulting in either the student’s failure to attend an examination, or submit coursework at or by the due time, or otherwise satisfy the requirements of the scheme of assessment appropriate to his or her programme of studies; or, the student’s performance in examination or other instrument of assessment being manifestly prejudiced.
- BU 8.3 A chronic medical condition, for which due allowance has already been made, will not itself be considered a good cause although a short-term exacerbation of such a condition might be so judged.
- BU 8.4 ‘Evidence’ will mean a report descriptive of the medical condition or other adverse personal circumstances which are advanced by the student for consideration as amounting to good cause. Such a report should include a supporting statement from an appropriate person. Where the report refers to a medical condition of more than five days’ duration the report must be completed by an appropriate medical practitioner who would be requested to comment on how the medical condition concerned would be likely (if this were the case) to have affected the student’s ability to prepare for or carry out the assessment(s) in question.
- BU 8.5 Where an incomplete assessment may be the result of good cause, it will be the responsibility of the student concerned to make the circumstances known to their

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 Circumstances Panel would be required to meet at least once per annum prior to the final Examining bodies, but might usefully meet to consider claims of good cause on a more frequent basis. The Exceptional Circumstances Panel will produce minutes of its meetings to be submitted to the appropriate examination body. Guidance on the management and operation of Exceptional Circumstances Panel can be found in the General Regulations for Assessment & Award.

BU 8.7 In considering claims of good cause:

- (a) the evidence provided by the student claiming good cause, and any relevant and available material submitted by him or her for assessment will be scrutinised;
- (b) fairness to the individual student claiming good cause must be balanced with fairness to other students and the integrity of the assessment as a whole;
- (c) in the event of the student having failed to attend an examination or examinations, or having failed to submit course material or other work for assessment at or by the due time, it will be determined whether the failure to attend or submit has been justified by good cause;
- (d) in the event of the student having submitted work for assessment by examination or otherwise, it will be determined whether such work has been manifestly prejudiced by good cause. If such prejudice is established the work affected will normally be deemed not to have been submitted.

BU 8.8 Where it is determined that the evidence presented does not support the student's claim that s/he was prevented by good cause from attending an examination or from submitting work for assessment, the student will be awarded Grade N (an aggregation 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 his or her 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.

BU 8.9 In the event of incomplete assessment arising from good cause being established the student will normally be expected to complete his or her assessment by attending the examination at a subsequent session, or submitting outstanding work for assessment, if an opportunity to do so occurs within his or her 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 he or she is 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 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 University credit and awards. It exercises its authority to make final decisions as to granting of all credit-bearing University awards, primarily through the Committee of Senate with non-standard cases considered and recommended by the Classification and Assessment Review Board.

BU 9.2 The Committee of Senate 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 with or without a further re-sit opportunity (i.e. Fails);
- (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.

Further procedural details are set out in the [General Regulations for Assessment and Award](#).

BU 9.3 For each degree programme approved by the University there will be an Examination Board comprising external and internal examiners which will be responsible for the assurance of standards through the exercise of their academic judgement both directly in the assessment of students' work and indirectly in the design of specific forms of assessment. The constitution and terms of reference for examination bodies within the constituent elements of the University are set out in the section on examination boards in [the General Regulations for Assessment & Award](#).

BU 9.4 The examination bodies will receive decisions from the Exceptional Circumstances Panel. Examination bodies cannot, of themselves, reconsider or change decisions of the Exceptional Circumstances Panel. Examination bodies may challenge decisions of Exceptional Circumstances Panels by referring final decisions to the Committee of Senate via the Classification and Assessment Review Board, or equivalent body.

- 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 Immediately after the meetings of the relevant examining bodies, departments or equivalent may notify students of their provisional degree results.
- BU 10.3 The transcript includes notes of clarification including a statement that the programme was studied at LUC@BJTU campus in Weihai.

BU 11 EXCLUSION

- BU 11.1 Students who, after undertaking agreed reassessment opportunities, fail to meet the stipulated criteria for progression or final award will be excluded from the University. Students are entitled to appeal against exclusion under the University's [Academic Appeals](#) procedures.

APPENDICES TO THE LUC@BJTU UNDERGRADUATE ASSESSMENT REGULATIONS

APPENDIX 1: GRADING TABLE

Result	Broad Descriptor	Grade	BJTU % Range	<i>Primary level descriptors for attainment of intended learning outcomes (LU)</i>	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	Third	1.7
		D+	63-64			1.3
		D	60-62			1.0
Fail	Marginal fail	F1	45-59	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations	Fail	0.75
Fail	Fail	F2	30-44	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions		0.5
Fail	Poor fail	F3	15-29	Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation		0.25
Fail	Very poor fail	F4	0	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary		0

Other transcript indicators		
Flag	Broad descriptor	Definition
M	Malpractice	Failure to comply, in the absence of good cause, with the published requirements of the course or programme; and/or a serious breach of regulations
N	Non-submission	Failure to submit assignment for assessment
P	Penalty	Failure to submit within regulation requirements (late submission, improper format, etc.)
R	Resit	Attainment of a passing grade through reassessment processes
DP	Decision Pending	The grade is subject to investigation

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

BJTU - Weihai	Honours Class	Lancaster Aggregate	BJTU - Weihai	Honours Class	Lancaster Aggregate
100	First	24.0	44	Fail	6.8-6.9
99		23.6-23.9	43		6.6-6.7
98		23.5-23.2	42		6.4-6.5
97		22.8-23.1	41		6.2-6.3
96		22.4-22.7	40		6.0-6.1
95		22.0-22.3	39		5.8-5.9
94		21.6-21.9	38		5.6-5.7
93		21.2-21.5	37		5.4-5.5
92		20.8-21.1	36		5.2-5.3
91		20.4-20.7	35		5.0-5.1
90		20.0-20.3	34		4.8-4.9
89		19.6-19.9	33		4.6-4.7
88		19.2-19.5	32		4.4-4.5
87		18.8-19.1	31		4.2-4.3
86		18.4-18.7	30		4.0-4.1
85		18.0-18.3	29	Fail	3.8-3.9
84	Upper Second	17.5-17.9	28		3.6-3.7
83		17.0-17.4	27		3.4-3.5
82		16.6-16.9	26		3.2-3.3
81		16.2-16.5	25		3.0-3.1
80		15.8-16.1	24		2.9
79		15.4-15.7	23		2.8
78		15.0-15.3	22		2.7
77	Lower Second	14.6-14.9	21		2.6
76		14.4-14.6	20		2.5
75		14.1-14.3	19		2.4
74		13.8-14.0	18		2.3
73		13.5-13.7	17		2.2
72		13.2-13.4	16		2.1
71		12.9-13.1	15		2
70		12.6-12.8	14	Fail	1.8-1.9
69	Third	12.3-12.5	13		1.6-1.7
68		12.0-12.2	12		1.4-1.5
67		11.7-11.9	11		1.2-1.3
66		11.3-11.6	10		1.0-1.1

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.

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 which BJTU average module marks might be considered for scaling needs to take into account the higher pass mark of 60% (as opposed to 40% at Lancaster and other Strategic Teaching Partners); the approximate equivalent range for scaling is therefore 72% - 82%.

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% become scaled marks of 40%), or no condonable mark is turned into an uncondonable mark.