MANUAL OF ACADEMIC REGULATIONS

AND PROCEDURES 2023-24

INTO LANCASTER UNIVERSITY ASSESSMENT REGULATIONS AND PROCEDURES FOR FOUNDATION AND PRE-MASTERS PROGRAMMES

(APPLICABLE FROM JANUARY 2024)

Academic Quality, Standards and Conduct

Student and Education Services

MARP 2023-24

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MARP 2023-24
ASSESSMENT REGULATIONS AND PROCEDURES
FOR INTO LANCASTER UNIVERSITY

IN 1 INTO LANCASTER UNIVERSITY AWARDS

IN 1.1 Lancaster University currently offers the following awards for delivery by INTO Lancaster University:

Awards	Level of award	FTE period of study (normal)	Normal total credit value
International Foundation Certificate	3	9 months	120
International Graduate Diploma	6	6 or 9 months	90 or 120

IN 1.2 All programmes leading to awards of Lancaster University must comply with criteria agreed by the Lancaster University Senate in terms of level of study, duration of programmes, numbers of modules, student learning hours and credit frameworks.

IN 1.3 In addition to complying with the criteria agreed by Lancaster University Senate, all awards offered by Lancaster University and programmes delivered by INTO Lancaster University are aligned with the Framework for Higher Education Qualifications in England, Wales and Northern Ireland published by the QAA as well as the National Credit Framework, which aligns UK qualifications with European qualifications.

IN 2 STRUCTURE OF PROGRAMMES

IN 2.1 **International Foundation Certificate.** INTO Lancaster University students can register on an International Foundation Certificate as a 9-month target award. The International Foundation Certificate comprises learning at level 3 with 120 credits of assessment.

IN 2.1 **International Graduate Diploma.** INTO Lancaster University students can register on an International Graduate Diploma as a 6 or 9-month target award. A 6-month target award comprises learning at level 6 with 90 credits of assessment; a 9-month target award comprises learning at level 6 with 120 credits of assessment. Students cannot switch from one target award and duration to another.

IN 3 CRITERIA FOR AWARD

IN 3.1 The pass mark for the overall awards shall be 40.0%, with the credit for a module being awarded when the overall mark for the module is 40.0% or greater. In order to qualify for the overall award, students must have attained in full the minimum credit requirement for the programme and achieved an overall aggregation score of at least 40.0%.

IN 3.2 For both INTO0001 English for Academic Purposes (EAP) for Undergraduate Studies and

INTO3003 EAP for Postgraduate Studies modules, all assessment elements within the module are compulsory and need to be passed at 40.0% or above, in order to pass the module and be awarded the credit for it.

IN 4 CONFIRMATION OF AWARDS

IN 4.1 Each programme will have final award criteria detailed and approved through the programme approval process. Boards of Examiners will determine whether a student has successfully met the final award criteria giving full countenance to exceptional circumstances as reported from the Exceptional Circumstances Committee and reassessment opportunities as detailed below.

IN 4.2 INTERNATIONAL FOUNDATION CERTIFICATE

IN 4.2.1 For the award of International Foundation Certificate, students are required to have achieved 120 credits at level 3 with an overall percentage score of 40.0%.

IN 4.3 INTERNATIONAL GRADUATE DIPLOMA

IN 4.3.1 For the award of International Graduate Diploma, students on the 6 month, 90 credit programme are required to have achieved 90 credits at level 6 with an overall percentage score of 40.0%; students on the 9-month, 120 credit programme are required to have achieved 120 credits at level 6 with an overall percentage of 40.0%.

IN 4.4 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.

IN 5 REASSESSMENT

IN 5.1 A student who fails a module will be required to undertake a reassessment for that module in order to be considered for the award. If the module percentage score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 40.0%; otherwise the original percentage score will stand. The resulting percentage score will count towards the overall percentage average.

IN 5.2 In the case of the EAP modules INTO0001 and INTO3003, a student who fails an element or elements(s), even if their overall module percentage mark is 40.0% or above, must undertake a reassessment for the failed element(s) in order to be considered for the award. Where the module has been failed overall after the first sit, if the overall module percentage score after reassessment is an improvement on the original score, the reassessment score will count subject to a cap of 40.0%; otherwise the original percentage score will stand. Where the module has been passed overall after the first sit but a reassessment is required due to failed elements, if the reassessment is passed, the element mark is capped at the pass mark of 40% and the overall module percentage mark which counts towards the overall module average is unchanged, remaining at the original percentage mark.

IN 5.3 GENERAL PRINCIPLES

IN 5.3.1 The precise form of reassessment is for INTO Lancaster University to decide, but the following principles should be borne in mind:

(a) the 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.

IN 5.3.2 Students will normally be given the opportunity to undertake reassessment within the same academic year in which they made their first attempt.

IN 5.3.3 Students may not seek reassessment to improve a passing grade.

IN 5.3.4 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.

IN 6 INCOMPLETE ASSESSMENT AND EXCEPTIONAL CIRCUMSTANCES

IN 6.1 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.

IN 6.2 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 assessment, or submit assessment at or by the due time, or otherwise satisfy the requirements of the scheme of assessment appropriate to their programme of studies; or, the student's performance in assessments being manifestly prejudiced.

IN 6.3 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.

IN 6.4 '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.

IN 6.5 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 INTO Lancaster University and to provide appropriate evidence. Notification later than forty-eight hours after the assessment 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 INTO Lancaster University within this time.

IN 6.6 INTO Lancaster University will have an Exceptional Circumstances Committee 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 Committee 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 Committee will produce minutes of its meetings to be submitted to the appropriate examination body. Guidance on the management and operation of Exceptional Circumstances Committes can be found in the General Regulations.

IN 6.7 In considering claims of good cause:

(a) the evidence provided by the student claiming good cause, and any relevant and available material submitted by them 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 assessment(s), 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, 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.

IN 6.8 Where it is determined that the evidence presented does not support the student's claim that they were prevented by good cause from attending an assessment or from submitting work for assessment, the student will be awarded a percentage 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 their 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.

IN 6.9 In the event of incomplete assessment arising from good cause being established, the student will normally be expected to complete their assessment by attending the assessment at a subsequent session, or submitting outstanding work for assessment, if an opportunity to do so occurs within their 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 they are not unreasonably burdened. In order to permit such completion:

(a) a special sitting of an assessment may be arranged, or the student will be required to attend for assessment 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 assessment missed would itself have been his or her first attempt.

IN 7 CONSIDERATION AND CONFIRMATION OF RESULTS

IN 7.1 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.

IN 7.2 The Committee of Senate provides:

(a) formal confirmation (or not) of recommendations from Boards of Examiners for the conferral to individual students of a named award (i.e. qualification and subject);

(b) formal approval of recommendations from Boards of Examiners that students be conferred no award with or without a further re-sit opportunity (i.e. Fails).

Further procedural details are set out in the General Regulations for Assessment and Award.

IN 7.3 For each programme delivered by INTO Lancaster 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.

IN 7.4 The examination bodies will receive decisions from the INTO Lancaster University Exceptional Circumstances Committee. Examination bodies cannot, of themselves, reconsider or change decisions of the Exceptional Circumstances Committee. Examination bodies may challenge decisions of Exceptional Circumstances Committees by referring final decisions to the Committee of Senate via the Classification and Assessment Review Board, or equivalent body.

IN 7.5 Boards of Examiners for INTO Lancaster University programmes 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 conferral of awards within the approved programme documentation. 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.

IN 7.6 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 Committee 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.

IN 8 PUBLISHED INFORMATION

IN 8.1 The determination of results of University awards are subject always to ratification by the Committee of Senate and will be regarded as provisional until ratified.

IN 8.2 Immediately after the meetings of the relevant examining bodies, departments or equivalent may notify students of their provisional results.

IN 8.3 Within forty days of the ratification of awards, students will be sent a transcript of their results, which will conform in scope and layout to principles agreed by Senate.

IN 8.4 After the ratification of results, all examination boards are to produce a "transparency report". This report is not expected to give detail at the individual student level, but instead provide information considered by the board when making decisions. This may include: average module marks; whether any scaling is undertaken (or proposed); module marks set aside at cohort level; any other contextual information specific to individual modules considered by the board.

IN 9 EXCLUSION

IN 9.1 Students who, after undertaking agreed reassessment opportunities, fail to meet the stipulated criteria for award will be excluded from the University. Students are entitled to appeal against exclusion under the University's Academic Appeals procedures.

APPENDICES TO THE INTO LANCASTER UNIVERSITY ASSESSMENT REGULATIONS

APPENDIX 1: GRADING TABLES

GENERAL MARKING CRITERIA FOR INTERNATIONAL FOUNDATION CERTIFICATE

General Marking Criteria (Level 3)	Knowledge and Understanding	Cognitive and Intellectual Skills	Use of Literature
80% Outstanding	Has developed an exceptionally broad factual and conceptual understanding of the subject relative to the level. Evidence of significant reading beyond tutor contact.	Has exceptional ability to analyse and evaluate information. Able to collate and categorise ideas and information with fluency and insight. Has developed a critical approach to information.	Has outstanding knowledge of research-informed literature embedded in the work. Consistent analysis and evaluation of sources.
70-79% Excellent	Has developed a broad factual and conceptual understanding of the subject relative to the level. Evidence of wider reading beyond tutor contact.	Has analysed and evaluated information. Can collate and categorise ideas and information and can select what is relevant to support analysis and evaluation and develop a coherent argument. Has developed an early critical approach to information.	Has generated a range of appropriate responses to given problems, some of which may be innovative. Good reference to and application of research – informed literature.
60-69% Very Good	Has developed a sound understanding of the subject appropriate to this level. Evidence of reading beyond tutor contact.	Has an intelligent attempt at analysing and evaluating information. Well argued with appropriate amount of evidence, substantiated opinions are given.	Has applied knowledge of research-informed literature to different contexts and generated a range of responses to given situations.
50-59% Satisfactory	Has evidenced an enhancement of understanding through wider reading, but is still limited to basic texts.	Has understanding of the subject that enables the student to analyse information using simple logic. On balance the work is still descriptive.	Has reasonably attempted to apply understanding of the application of research-informed literature to other contexts.
40-49% Sufficient	Has a basic level of factual and conceptual understanding of the subject. Reading/research is limited to that gained through the tutor.	Has conducted some analysis and evaluation but work is mainly descriptive with an uncritical acceptance of information, and unsubstantiated opinions may be evident. Lack of logical development of an argument.	Has limited understanding of the application of research-informed literature. Limited attempt to apply knowledge across situations. Responses may not be meaningful.
0-39% Unsatisfactory	Has insufficient level of factual and conceptual understanding of the subject. Little or no evidence of reading/research beyond reproducing information gained through the tutor.	Has conducted little to no analysis and evaluation, providing either entirely or almost entirely descriptive information. Has accepted information uncritically and/or unsubstantiated opinions present.	Has little or no evidence of ability to relate theory to practice. Little or no reference to research-informed literature.

GENERAL MARKING CRITERIA FOR THE INTERNATIONAL GRADUATE DIPLOMA

Generic Marking Criteria (Level 6)	Knowledge and Understanding	Cognitive and Intellectual Skills	Use of Literature
80% Outstanding	Has highly detailed knowledge and understanding of the main theories/concepts, and an awareness of the ambiguities and limitations of knowledge.	Has provided exceptional work with intelligently selected and evaluated evidence that is analysed and developed to a very high level. Ability to investigate contradictory information and identify reasons for contradictions, with highly persuasive conclusions.	Has outstanding knowledge of research-informed literature. Consistent and independent analysis and evaluation of sources with high level academic skills consistently applied.
70-79% Excellent	Has excellent knowledge and understanding of the main concepts and key theories/ concepts. Clear awareness of the limitations of the knowledge base.	Has provided logical work with intelligently selected and evaluated evidence that is analysed and synthesised logically. Ability to investigate contradictory information and identify reasons for contradictions with strong conclusions.	Has excellent knowledge of research-informed literature. Consistent and independent analysis and evaluation of sources with high level academic skills consistently applied.
60-69% Very Good	Has good understanding of the subject with coherent knowledge informed by current research in the subject discipline.	Has demonstrated logical, analytical thinking with synthesis and evaluation. Ability to generate persuasive arguments, communicate ideas and evidence accurately and with convincing arguments.	Has knowledge from a range of research informed literature with related analysis and evaluation. Analysis is independent, accurate with good academic skills applied consistently.
50-59% Satisfactory	Has satisfactory understanding of the subject with coherent knowledge, in part informed by current research in the subject discipline.	Has demonstrated some logical, analytical thinking and synthesis. With an emerging awareness of different stances and evidenced ability to use evidence to support arguments. Valid conclusions.	Has knowledge from a range of research informed literature with related analysis and evaluation. Analysis is accurate with good academic skills applied consistently.
40-49% Sufficient	Has basic understanding of key aspects of the subject with coherent knowledge that is partially informed by current research in the subject discipline.	Has evidenced some logical and analytical thinking with some attempts to synthesise. Some evidence to support findings but lack of consistent interpretation. Relevant conclusions.	Has used relevant sources through a range of references. Some omissions and minor errors with academic skills largely consistent.
0-39% Unsatisfactory	Has gaps in knowledge, with only superficial understanding. Some significant inaccuracies.	Has evidenced limited logical and analytical thinking, for the most part descriptive. Ideas/findings sometimes illogical and contradictory. Generalized statements made with scant evidence. Conclusions lack relevance.	Has shown little evidence of reading and/or use of appropriate sources. Academic skills applied inconsistently.

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

IELTS SCALING: EAP FOR UNDERGRADUATE STUDIES, EAP FOR POSTGRADUATE STUDIES, ENGLISH & STUDY SKILLS, AND ENGAGEMENT & COMMUNICATION SKILLS

Marking criteria is scaled to IELTS allowing students to receive an IELTS equivalence mark.

Key to English (EAP) % and CEFR/IELTS equivalency		
IELTS	**CEFR**	**EAP % (considered equivalent)**
8.0 or over	C2	90 – 100%
7.5	C1	80 – 89%
7		70 – 79%
6.5	B2	60 – 69%
6		50 – 59%
5.5		40 – 49%
5.0 or under	B1 or under	0 – 39%

WRITING MARKING CRITERIA - EAP FOR UNDERGRADUATE STUDIES AND EAP FOR POSTGRADUATE STUDIES

	Task Fulfilment	Coherence/Cohesion	Vocabulary	Grammar
80%+ (IELTS 7.5+)	Fully developed answer with clear position presented leading to a highly relevant conclusion. All ideas relevant and fully supported.	Relationship between ideas is precise and easy to follow. Sophisticated organisation in sentence and paragraph construction with effective use of paraphrasing. Full use of references with cohesive devises used skilfully.	A wide range of accurately used vocabulary which convey meaning precisely. Phrases and collocations are natural. Almost no spelling mistakes.	A wide range of complex grammar structures are used with punctuation both accurate and used well.
70-79% (IELTS 7.0 equivalent)	A well-developed answer with clear position presented leading to a relevant conclusion. Ideas are relevant, detailed and well supported.	Relationship between ideas is good, easy to follow and presented logically with effective use of paraphrasing. Referencing is used effectively with natural use of cohesive devises.	A wide range of accurately used vocabulary used with a range of words and phrases. Phrases and collocations are natural. Occasional spelling mistakes.	A wide range of complex and simple grammar structures with accurate punctuation.
60-69% (IELTS 6.5 equivalent)	An answer that successfully addresses the task with position presented and appropriate conclusion. Ideas are relevant, detailed and supported but with some generalisations.	Relationship between ideas is easy to follow and there is overall progression with largely effective use of paraphrasing. Referencing is used satisfactorily with use of cohesive devises in paragraphs and sentences.	A wide range of vocabulary used with vocabulary generally accurate. Phrases and collocations included with some inaccurate word choice. Occasional spelling mistakes.	A range of complex and simple grammar structures with a few minor inaccuracies in punctuation.
50-59% (IELTS 6.0 equivalent)	An answer that addresses the task with position presented sufficiently but conlusions may not be clear. Ideas are relevant and generally supported but sometimes repetitive.	Ideas are mainly easy to follow with overall progression. Referencing is used sufficiently with paraphrasing uneven and cohesives in part repetitive, inappropriate and/or inaccurate.	A satisfactory range of vocabulary. Phrases and collocations included with some inaccurate word choice with errors and spelling that do not impeded communication.	Complex grammar structures are attempted and some are accurate. Punctuation is with minor errors.
40-49% (IELTS 5.5 equivalent)	An answer that generally answers the task with position presented but with unclear conclusions that do not necessarily follow points made. Ideas are mostly relevant and mostly supported.	Ideas are not always easy to follow and/or without clear progression. Cohesives are attempted but sometimes faulty with paraphrasing used but of limited relevance.	A limited range of vocabulary with repetition of words. Phrases and collocations are with errors. Spelling and word choice with errors that in part impede communication.	Complex grammar structures are attempted, but mostly inaccurate and/or dependency on basic grammar structures. Punctuation is with errors.
0-39% (IELTS 5.0 equivalent or lower)	An answer that presents a position but with unclear and/or inconsistent conclusions that do not necessarily follow points made. Ideas are mostly irrelevant, not well developed or supported.	Ideas are not easy to follow. Cohesives are inappropriate or absent, with text repetitive due to limited referencing and paraphrasing largely ineffective.	A limited range of vocabulary with frequent repetition of words. Frequent errors in phrases and collocations used. Spelling and word choice with errors that impede communication.	Complex grammar structures are rare and inaccurate or not attempted. Punctuation is with frequent errors.

SPEAKING MARKING CRITERIA - EAP FOR UNDERGRADUATE STUDIES

	Fluency and Coherence	Pronunciation	Accuracy in Grammar Usage	Usage of Vocabulary	Interaction
80%+ (IELTS 7.5+)	Communication is with natural rhythm and fluency, without hesitation.	Sounds are fully formed with clear pronunciation.	Complex grammar structures are used which are sophisticated and ambitious.	Wide range of vocabulary on complex topics with only very minor errors in vocabulary used.	Effective and highly confident in initiating and developing dialogue with full contribution that is effective as well as awareness of taking turns.
70-79% (IELTS 7.0 equivalent)	Communication is with natural rhythm and fluency, some hesitation but focus on topic not language and some repetition that does not necessary affect the flow.	Sounds are mostly well formed, with no negative effect on understanding, effective sentence stress which is natural and with natural intonation.	Wide range of grammar structures are used including complex sentences, with frequent error free sentences and some minor inaccuracies only.	Wide range of vocabulary is used across both simple and complex topics with good word formation and paraphrasing.	Effective in initiating and developing dialogue with full contribution that is effective as well as awareness of taking turns.
60-69% (IELTS 6.5 equivalent)	Communication is fluent in familiar situations, with some lapses when communicating complex ideas. Discourse is generally accurate with some hesitation or repetition when accessing language.	Sounds mostly well formed, with exceptions not impeding understanding, mainly effective sentence stress and mainly effective intonation though not necessarily natural.	Mixture of simple and complex structures, some errors occurring in complex structures and a few inaccuracies that do not impact ability to communicate	A range of vocabulary used to discuss simple and complex topics, with appropriate word formation and ability to paraphrase. Some errors but not impacting ability to communicate.	Effective in initiating and developing dialogue with full contribution that is mostly effective and mostly aware of taking turns.
50-59% (IELTS 6.0 equivalent)	Communication is generally fluent in familiar situations, with lapses when communicating complex ideas. Discourse with some repetition and inaccuracies with hesitation to access language affecting the flow of communication.	Individual sounds commonly not well formed, with sentence stress and intonation not always natural and causing occasional strain.	Mixture of simple and complex structures, with errors frequent in complex structures and some inaccuracies that do not meaningfully impact ability to communicate.	Vocabulary is sufficient to discuss simple and complex topics but errors occur in word formation and in attempts to paraphrase that do not meaningfully impact ability to communicate.	Actively participates and develops dialogue that is generally appropriate and mostly aware of taking turns.
40-49% (IELTS 5.5 equivalent)	Maintains flow but communication is not always fluent, with speech slow or affected and inaccurate use of discourse markers. Persistent hesitation and repetition affecting the flow of communication.	Individual sounds are not well formed, sentence stress not natural and unnatural intonation.	Some complex structures attempted but with regular inaccuracies and errors which occasionally impact ability to communicate successfully.	Vocabulary is adequate to discuss simple and familiar topics, but range is limited for discussion on complex matters. Errors occur in word formation which occasionally impact ability to communicate successfully.	Actively initiates and develops dialogue that is not always appropriately and not always aware of taking turns.
0-39% (IELTS 5.0 equivalent or lower)	Communication maintains flow most of the time but hesitation and repetition impacting the flow.	Individual sounds are not well formed which results in misunderstanding with sentence stress and intonation patterns used causing some strain.	Accuracy using simple structures and some complex structures attempted but generally inaccurate with overall errors impacting the ability to communicate successfully.	Vocabulary is adequate for simple and familiar topics only, with errors in word formation causing confusing and impacting ability to communicate successfully.	Not always effective in developing dialogue and taking turns may break down.

APPENDIX 2: LATE PENALTIES FOR ASSESSED WORK

1. Work submitted up to three days late without an agreed extension will receive a penalty. Saturdays and Sundays are included as days in this regulation; however, where the third day falls on a Saturday or Sunday, students will have until 10.00 a.m. on Monday to hand in without receiving further penalty. Where the application of a late submission penalty results in a Fail mark, the assessment will be treated according to the standard procedures for failed work.

2. For work assessed using percentages, marks between 50% and 69% will be reduced by ten percentage points for example a mark of 62% would become 52%). Other marks will be reduced according to the following table.

Original Mark	Mark after penalty
87-100	68
74-86	65
70-73	62
40-49	31
31-39	18
18-30	9
0-17	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 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 assessment, the interruption of an assessment 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 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 55% to 66.7% then examiners must consider whether or not there is a case for the marks to be scaled.

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.

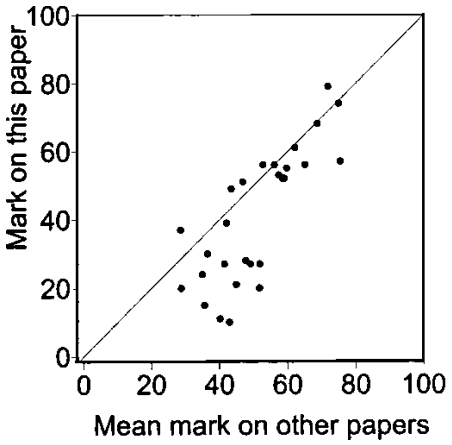
6. Where scaling is applied for the same module for at least part of its assessment on more than one occasion, the assessment practices of the module must be reviewed as appropriate.

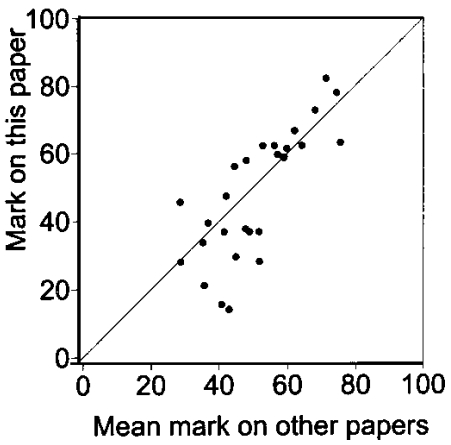
7. Scaling may take any form as long as it preserves the ordering of students' marks; thus, for example, if Student A has a higher unscaled mark than Student B, then Student A's scaled mark must not be lower than that of Student B. Common examples of scaling methods are given below, but other methods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

    (a) 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.

    (b) As in (a) 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%).

    (c) Piecewise linear interpolation may be used, where each mark is plotted for each student against his or her average mark on other assessments, as in the graphs below.


Mark on this paper
Mean mark on other papers
0
20
40
60
80
100


Mark on this paper
Mean mark on other papers
0
20
40
60
80
100