MANUAL OF ACADEMIC REGULATIONS

AND PROCEDURES 2026-27

UK FOUNDATION VARIATIONS

(APPLICABLE FROM OCTOBER 2026)

Academic Quality, Standards and Conduct

Student and Education Services

MARP 2026-27

Undergraduate degree programmes with integrated Foundation Year Variations to the Manual of Academic Regulations and Procedures (MARP) 2026-27

Lancaster University operates in partnership with a delivery partner to offer undergraduate degree programmes with an integrated Foundation Year. The delivery partner teaches Level 3, and the University teaches Level 4 onwards.

For the purposes of these regulations, the 'Foundation Year' means level 3 of the integrated Foundation Year programmes being delivered at Cardinal Newman College, Preston. 'Foundation Year students' means students studying level 3 of the integrated Foundation Year programmes.

There are a number of variations to MARP that apply to the Foundation Year which have been agreed and approved through the appropriate Lancaster University academic governance processes. These variations are set out in this document.

For the purposes of the Foundation Year, any references to 'the Department' within MARP may refer to the delivery partner. Any references to 'academic staff' or 'our staff' include delivery partner staff.

MARP Chapter	Sub-Heading	Clause Ref.	Foundation Year Variation
Study Regulations	Attendance and Registration Status: All Students	3.1.1	This clause applies but Foundation Year students should inform the delivery partner rather than Lancaster's Student and Programme Administration team.
Study Regulations	Attendance Monitoring: Undergraduate and Postgraduate Taught Students	3.4.1	This clause is set aside. The delivery partner's Attendance and Engagement Policy shall apply.
Study Regulations	Attendance Monitoring: Additional requirements for students studying under a Student Visa	3.4.3-6	These clauses are set aside. Students on a Student Visa shall not be permitted to study an undergraduate degree programme with an integrated Foundation Year.
Study Regulations	Academic Guidance, Tutorial and Learning Support: Responsibilities; Roles and Procedures	4.1.2 & 4.2.1-6	These clauses are set aside. Foundation Year students shall receive tutorial support from the delivery partner teaching staff under its system and not via the University's Academic Tutor system. The Tutorial Support procedure can be found here.
Study Regulations	Intercalation	4.3	These clauses are set aside. Intercalation will not be permitted for Foundation Year students.
Study Regulations	Academic Discipline	5.3-6	These clauses are set aside. Where Foundation Year students do not remain in good academic standing, the delivery partner will be responsible for initiating an academic recovery plan (or equivalent). It shall create and maintain a committee to which students in

			bad academic standing may be referred and which shall be empowered to exclude students from the university, either temporarily or permanently.
General Regulations	Marking and Moderation of Assessment: Undergraduate Programmes	2.4.10	This clause is set aside. Judgement will be made through direct reference to the primary level descriptors for intended learning outcomes as set out in Appendix 1 of this document. As well as the subsidiary information, subject teams are encouraged to amplify the primary level descriptors with more detailed secondary level descriptors specific to a particular field or level of study.
General Regulations	Marking and Moderation of Assessment: Undergraduate Programmes	2.4.11-12; 2.4.15-16	These clauses are set aside. At the point of marking, each individual assessment will be graded with a percentage as per the Grading Table in Appendix 1. Aggregation to establish a result for a module will require computation of the mean of the relevant percentage scores of the component assessments. Where appropriate the computation will employ weights as specified in the course documentation. The overall module mean will be expressed as a percentage. For the purposes of examination boards and the student interactive transcript, the overall module mean percentage will be converted into a module aggregation score as per the percentage conversion table in Appendix 2. The overall aggregation score for the module will be used to calculate the final overall mean for the Foundation Year.
General Regulations	Exceptional Circumstances Committee	2.6	This section is set aside and replaced by the Partner's Exceptional Circumstances Policy
General Regulations	Examination Boards	2.7	Undergraduate Level 4 board arrangements will be followed for the Foundation Year.
General Regulations	Administration of University Examinations (Undergraduate)	5	These clauses are set aside. Administration arrangements for Foundation Year examinations shall be the responsibility of the delivery partner as per its Exams Contingency Planning Protocol.
Undergraduate Assessment Regulations	Structure of Bachelors Degree Programmes and Integrated Masters Degree Programmes	2.1	In addition to the wording of this clause: Bachelors degrees with Integrated Foundation Year comprise learning across levels 3, 4, 5, and 6, normally with 120 credits of assessment at each level. Level 3 learning is collectively referred to as the Foundation Year and does not contribute to final classification of awards.
Undergraduate Assessment Regulations	Criteria for Award	3.1	This clause is set aside. The pass mark for the Foundation Year shall be 40.0% (or 9.0 when converted to an aggregation score), with credit for a module being awarded when the overall mark for the module is 40.0%/9.0 or greater.

Undergraduate Assessment Regulations	Progression	4	Section 4 does not cover progression for the Foundation Year. The progression arrangements for the Foundation Year are as follows: 1. In order to qualify to progress from level 3 to level 4 of the integrated undergraduate degree, Foundation Year students must have attained in full the 120 level 3 credits. 2. Condonation of failed credits is not permitted at level 3 either before or after reassessment. 3. In order to progress from level 3 to level 4, a final overall mean level 3 percentage score of 50.0%/aggregation score of 12.0 is required, with an overall mark of 50.0%/12.0 or greater in each module studied. There is no further requirement for students to attain a particular mark in the individual elements of each module, so long as an overall mark of 50.0%/12.0 is obtained in the module as a whole. 4. Foundation Year students who initially fail one or more level 3 modules, or who pass a module with a mark lower than the progression requirement (under 50.0%/12.0) will be offered an opportunity to resit the modules failed or for which the progression requirement is not met. 5. Foundation Year students with failed modules who choose not to participate in this resit opportunity will be deemed to have withdrawn from the University. 6. Foundation Year students will not be permitted to repeat the Foundation Year on the same or an alternative Foundation Year either before or after reassessment. 7. After taking resits as required, a Foundation Year student who passes all subjects with the required overall level 3 aggregation and module scores for progression (see 3. Above) qualifies to progress to level 4. 8. After taking resits as required, a Foundation Year student who has attained in full the 120 level 3 credits, reaching the final overall mean level 3 percentage mark of 40.0%/9.0 as an aggregation score including a pass mark for each module, but who does not meet the progression requirements (see 3. Above), or who chooses to leave the programme, will be awarded an exit award of University Foundation Certificate. The University Foundation Certificate is a generic unclassified award. 9. After taking resits as required, a Foundation Year student who does not pass all modules will fail and exit the programme.
Undergraduate Assessment Regulations	Reassessment	6.1; 6.2 and 6.3	These sections do not cover reassessment for the Foundation Year. The reassessment arrangements for the Foundation Year are as follows: 1. A student who fails a Foundation Year module shall be required to undertake a reassessment for that module during the resit period in the Summer Term (and at no other point). They shall not be entitled to any further resit opportunities. If the

			module percentage/aggregation score after reassessment is an improvement on the original score, the reassessment score will count; otherwise the original percentage/aggregation score will stand. The reassessment score will not be subject to a cap. Condonation of failed credit is not permitted. 2. A student who passes a Foundation Year module but who does not meet the progression requirements (see Progression section - 3. Above) may choose to undertake a reassessment for that module during the resit period in the Summer Term (and at no other point). They shall not be entitled to any further resit opportunities. If the module percentage/aggregation score after reassessment is an improvement on the original score, the reassessment score will count; otherwise the original percentage/aggregation score will stand. The reassessment score will not be subject to a cap.
Undergraduate Assessment Regulations	Compensation	7	This section is set aside. Compensation of failed credit is not permitted for the Foundation Year.
Undergraduate Assessment Regulations	Incomplete Assessment and Exceptional Circumstances	8	This section is set aside and replaced by the Partner's Exceptional Circumstances Policy.
Management of Standards and Quality	Student Feedback	5.3	Different arrangements are in place for the Foundation Year. Student feedback will be captured via the delivery partner's standard mechanisms, the Student Perception of Course feedback mechanism, administered via the partner's CEDAR system.

APPENDIX 1: GRADING TABLE

Result	Broad descriptor	Percentage score	Primary level descriptors for attainment of intended learning outcomes
Pass	Excellent	70.0% to 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
Pass	Good	60.0% to 69.0%	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding
Pass	Satisfactory	50.0% to 59.0%	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
Pass	Weak	40.0% to 49.0%	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
Fail	Marginal fail	30.0% to 39.0%	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	Fail	20.0% to 29.0%	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions
Fail	Poor fail	10.0% to 19.0%	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
Fail	Very poor fail	0 – 9.0%	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary

Note: For a grade to be awarded, students must also satisfy the primary level descriptors listed in the grades at all levels below that which is awarded (i.e. descriptors are to be read *cumulatively* up to and including the grade achieved).

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: PERCENTAGE CONVERSION TABLE

(% to aggregation score)									
1 = 0.225	2 = 0.450	3 = 0.675	4 = 0.900	5 = 1.125	6 = 1.350	7 = 1.575	8 = 1.800	9 = 2.025	10 = 2.250
11 = 2.475	12 = 2.700	13 = 2.925	14 = 3.150	15 = 3.375	16 = 3.600	17 = 3.825	18 = 4.050	19 = 4.275	20 = 4.500
21 = 4.725	22 = 4.950	23 = 5.175	24 = 5.400	25 = 5.625	26 = 5.850	27 = 6.075	28 = 6.300	29 = 6.525	30 = 6.750
31 = 6.975	32 = 7.200	33 = 7.425	34 = 7.650	35 = 7.875	36 = 8.100	37 = 8.325	38 = 8.550	39 = 8.775	40 = 9.000
41 = 9.300	42 = 9.600	43 = 9.900	44 = 10.200	45 = 10.500	46 = 10.800	47 = 11.100	48 = 11.400	49 = 11.700	50 = 12.000
51 = 12.300	52 = 12.600	53 = 12.900	54 = 13.200	55 = 13.500	56 = 13.800	57 = 14.100	58 = 14.400	59 = 14.700	60 = 15.000
61 = 15.300	62 = 15.600	63 = 15.900	64 = 16.200	65 = 16.500	66 = 16.800	67 = 17.100	68 = 17.400	69 = 17.700	70 = 18.000
71 = 18.300	72 = 18.600	73 = 18.900	74 = 19.200	75 = 19.500	76 = 19.800	77 = 20.100	78 = 20.400	79 = 20.700	80 = 21.000
81 = 21.150	82 = 21.300	83 = 21.450	84 = 21.600	85 = 21.750	86 = 21.900	87 = 22.050	88 = 22.200	89 = 22.350	90 = 22.500
91 = 22.650	92 = 22.800	93 = 22.950	94 = 23.100	95 = 23.250	96 = 23.400	97 = 23.550	98 = 23.700	99 = 23.850	100 =24.000

APPENDIX 3: DETAIL OF IN-YEAR CHANGES MADE TO CHAPTER

Version	Date of change	Detail of change & section altered	Approval of change
1.1	17/09/2026	Inclusion of updated Exceptional Circumstances policy and removal of unnecessary exams escalation policy.	n/a – Administrative