



# Senate Handbook

## Assessment Rules (Postgraduate Taught Courses)

These Rules (version 4.0.1) apply fully to all students newly-registered from 1 August 2025.

For students who registered before 1 August 2025, the overall award criteria previously in place (as at Appendix E) will be applied in consideration of your overall award. Transitional rules are in place regarding the introduction of degree classifications – see section 7. The pass criteria for individual assessments previously in place (as at Appendix F) will be applied to assessments undertaken by continuing students after 1 August 2025. Senate's Education Committee reserves the right to apply any previous versions of the Rules which were in place during a student's study to individual students or course cohorts, after due consideration of any negative impact the implementation of the new Rules might cause.

This Handbook supplements Regulations governed by Senate.

It includes policies, advice and/or guidance that all staff are expected to follow in the proper conduct of University business.

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**Changes to this document since version 4.0 August 2025:**

- Clarification added that self-certification cannot be used for extensions to individual projects (12.1)

**Changes to this document since version 3.8 August 2024:**

- Transitional information for introduction of new classification and resit policies for continuing students (Cover, Introduction)
- Removal of fit to sit policy, guidance added on students' responsibilities for submission (2.1)
- Removal of reference to time-compressed assignments (2.3, 3, and throughout)
- Additional section on sitting assessments at a later date (2.5)
- Redefined taught assessments in line with new pass criteria (3)
- Updated overall pass criteria for new students (4)
- Updated pass criteria for individual assessments for new students (5)
- Revised compensation arrangements (5)
- New section on classification of taught awards (7)
- Amendment that Directors of Education consider cases for alternative assessments (8.6)
- Relocation of Qualitative Assessment Criteria to Appendix C
- Revised guidance around the retention of theses (11.6)
- Guidance added on difference between exceptional circumstances and reasonable adjustments (12)
- Addition of section on self-certification (12.1)
- Reference to classifications added to Qualitative Assessment Criteria (Appendix C)
- Addition of award criteria for awards commenced prior to 1 August 2025 (Appendix E)
- Addition of pass criteria for individual assessments for students who commenced prior to 1 August 2025 (Appendix F)
- Addition of classification rules for integrated apprenticeships (Appendix G)

# PREFACE

## 1 Introduction

The rules in this Handbook apply to all postgraduate taught courses which lead to the award of credit or an academic distinction of the University,<sup>1</sup> which include:

- Master of Business Administration      MBA
- Master of Science                        MSc
- Postgraduate Diploma                   PgDip
- Postgraduate Certificate               PgCert
- Postgraduate Award                      PgAwards
- Accredited short courses
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The principles in this Handbook also apply to any non-award bearing postgraduate apprenticeship programmes. Such courses are not credit-bearing and have only a pass or fail outcome. The Postgraduate Certificate in Academic Practice (PGCAP) has its own dedicated Handbook.

This Handbook supplements Regulations 54-56 and is designed to provide you with transparent, clear and essential information on assessment rules to enable you to successfully complete your award. Additional Handbooks are available on related subjects and should be read in conjunction with this Handbook:

- your course handbook
- the Postgraduate Students' Handbook
- Senate Handbook on Academic Misconduct
- Senate Handbook on Managing Postgraduate Taught Courses
- Student Handbook on Changes to Registration
- Student Handbook on Academic Appeals

A separate Handbook, the Undergraduate Awards Handbook, sets out the Assessment Rules for Undergraduate students.

This Handbook includes assessment criteria for the award of degrees, implemented for all new students (Section 4) and continuing students (Appendix E) from August 2025. For continuing students, where they do not qualify for their award under the award criteria given in Appendix E their award will be considered against the new criteria as set out in Section 4 of this Handbook. In addition, where the award criteria set out in Appendix E will result in a student failing their award at a board of examiners, the board of examiners<sup>2</sup> may revert to a previous award criteria which was in place during that student's study in order to ensure that students who commenced their course prior to the implementation of any later award criteria are not disadvantaged by any changes.

This Handbook applies to all fully and temporarily registered students. Students enrolled on a temporary registration may sit assessments, which may be marked. However, no marks will be released or confirmed at an examination board until a student has fully registered with the University.

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<sup>1</sup> Information on the assessment processes for research programmes are not included and can be found in the Senate Handbook on Managing Research Students.

<sup>2</sup> Decisions relating to reassessment opportunities for students can be taken outside of a formal examination board meeting by the Chair of the Examination Board in consultation with at least two other examiners.

Throughout this Handbook timescales are referred to as measured in working days. Working days do not include any weekend days or days where the University is closed (public bank holidays or published University closure days).

This Handbook assigns responsibilities for various processes and decisions to particular postholders in the University. Where required for the operation of the University, specific responsibilities may be given to other members of the University by agreement between the relevant University Officers, such arrangements to be recorded by the Secretary to Senate until such time as the Handbook is updated.

## 2 Student responsibilities

The University expects you, both at the point you originally register, and at the point at which you commit to a particular module of study, to honour your commitment. When agreeing to a module or course, you are accepting that you are able to meet the necessary commitments for:

- attending classes and other scheduled events;
- managing any private study commitments; and
- meeting the stated dates of assessment, by the University's standard submission time of 12.00pm midday. (either examination dates or deadlines for the submission of work for assessment) - all submission times are based on the UK timezone

As outlined in course documentation provided to you through your course handbook, website or virtual learning environment. Further responsibilities of students undertaking an individual project are set out in Appendix D of this Handbook.

The University encourages you to take full responsibility for your learning: while it permits you to take control of your studies and assessment in advance, it has strict rules relating to the consequences without prior approval, of:

- failure to attend formal examinations; or
- late submission of work for assessment; or
- failure to submit work for assessment.

### 2.1 Participating in scheduled assessments

You are expected to take responsibility for your own learning and assessment, and you should only submit work for assessment or attend an examination where you believe you that you are capable and competent to undertake the assessment and do not consider when sitting or submitting the assessment that there are any relevant exceptional circumstances which will adversely impact on your ability to undertake that assessment.

If you do not feel able to attend an examination or complete an assessment for whatever reason, you should raise this in advance through the exceptional circumstances procedure as set out in Part C of this Handbook (or alternatively discuss a suspension of study with your Course Director, as set out in the [Senate Handbook on Changes to Registration](#)).

Exceptionally, the University will consider requests after examination dates or submission dates (see section 13.3), but will not do so once marks have been released for the assessment (even if you subsequently are deemed to have performed badly). If a request is made following the examination or submission date, and the University does not accept that your circumstances could not have been managed proactively, this may have serious consequences for your ongoing studies. Further guidance is outlined in Part C of this Handbook.

**It is your responsibility to manage adjustments to your studies in good time, and to proactively seek appropriate advice if you have concerns about your academic progress.**

**If you receive <50% for any assessment, you must make contact with the course team to discuss how this mark affects your academic progress, and your continued eligibility for your intended award.**

## 2.2 Managing the impact of personal circumstances on scheduled assessments

Where personal pressures result in you concluding in advance that you cannot commit to the pattern of studies you have previously agreed to, you are expected to take responsibility for resolving these in good time. Some of the options available to you are outlined in detail in Section 13 (i.e. deferrals and extensions) but you should also consider options detailed in the Student Handbook on Changes to Registration, including:

- suspension of studies;
- switching from full-time to part-time registration;
- switching to an alternative award (e.g. changing from an intention to receive an MSc to a Postgraduate Diploma or Certificate).

Such options should be discussed with your SAS Lead but any changes to your registration or requests for exceptional circumstances will not be considered until submitted in writing.

Further advice on your options can be discussed with independent staff as well, including:

- staff in Education Services (including the Assistant Registrars);
- staff in Student Wellbeing and Disability Support (including Learning Support Officers);
- staff and students in the Cranfield Students' Association (CSA).

**Prior approval of non-attendance at an examination, deferral of an assignment (i.e. opting to complete a new and different assignment at a later date) or a short extension to the deadline for an existing assignment is granted through the Course Director and SAS Lead, but requires the presentation of “exceptional circumstances” – see Part C of this Handbook.**

## 2.3 Failure to attend or submit an assessment – risk of award failure

There are serious consequences if you fail to complete scheduled assessments, and do not arrange in advance a modification to your pattern of studies and/or assessment.

**Students are permitted just one of either a failure to submit or failure to attend an assessment<sup>3</sup>. Any subsequent failures to attend examinations or to submit assessments (without approval) will automatically result in the loss of learning credits, and accordingly will result in award failure.**

- Failure to attend an examination or remote examination or failure to complete or submit an examination or remote examination (without acceptance of exceptional circumstances), will result in you failing to be awarded the learning credits associated with the examination. You will normally be permitted one further assessment opportunity, but your mark will be capped at 50%. An additional assessment opportunity will not be offered if you fail to attend a resit examination, or fail to submit a second attempt assignment.
- Failure to submit an assignment by the specified deadline (without acceptance of exceptional circumstances), will result in the mark being capped at 50% if submitted within one week of the specified deadline<sup>4</sup>. Thereafter the assessment will be formally recorded as you failing to be awarded the learning credits associated with the assignment, with a mark of zero recorded for the assessment. You may be permitted one further assessment opportunity, which must be submitted by the stated deadline provided by the course team, with your mark capped at 50%.<sup>5</sup> Any late submission will result in an outright fail of the assessment - there

<sup>3</sup> Where a module has multiple assessments, failure to submit or attend any number of those assessments will count as one failure to submit.

<sup>4</sup> The one-week grace period allows students to submit by the same day/time the following week (e.g. for an original submission date of 12:00 midday Monday, the grace period ends at 12:00 midday the following Monday).

is no grace period\* for resubmissions. Where an assignment is submitted after the deadline or any applicable grace period without exceptional circumstances it will not be marked.

- Failure to submit an assignment where the submission window is 5 days or less by the specified deadline (without prior approval) will result in the mark being capped at 50% if submitted within a grace period of 24 hours after the specified deadline. Thereafter, the assessment will be formally recorded as you failing to be awarded the learning credits associated with the assignment, with a mark of zero recorded for the assessment. You may be permitted one further assessment opportunity, which must be submitted by the stated deadline provided by the course director, with your mark capped at 50%. Any late submission will result in an outright fail of the assessment - there is no grace period\* for resubmissions.
- Failure to submit an individual project by the specified deadline (without acceptance of exceptional circumstances or an agreed additional writing up period), <sup>5</sup> will result in the work being capped at 50% if submitted within one week of the specified deadline, and thereafter the assessment being formally recorded as failing to be awarded the learning credits associated with the individual project, a mark of zero recorded and accordingly will result in award failure. There is no grace period\* for the submission of Corrections or individual projects that have been referred for Revise and Represent outcome.
- All students must obtain ethical approval prior to undertaking any research and include evidence of this with their individual project submission. Any individual project which is submitted without ethical approval will be considered incomplete, and capped at 50% providing an ethical approval is submitted within the one-week grace period and subsequently approved<sup>6</sup>. Further details can be found in section 11.5 of this Handbook.

\*Grace period refers to the one-week or 24-hour window where a student can submit an assessment after the deadline and receive a capped mark.

## 2.4 Other responsibilities

Other important responsibilities you need to be aware of include:

### Ownership of intellectual property

The copyright and intellectual property rights of the work that you prepare and submit and other materials prepared during your studies belongs to you, except where this has been specifically agreed otherwise in writing.<sup>7</sup> Further details can be found in the Postgraduate Students' Handbook.

If you undertake work sponsored by an industrial concern or similar outside organisation, you may be required to enter into and observe a confidentiality agreement.

### Cheating, plagiarism and other academic misconduct

All assessed work must be your own work, except where exceptions are allowed and stated explicitly. Academic misconduct includes **plagiarism** (i.e. the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of others as one's own in any work submitted for assessment or presented for publication), **self-plagiarism** (the

<sup>5</sup> Requests for a delay in submitting an individual project (an application for a writing up period) should be made through the Exceptional Circumstances form available on the VLE.

<sup>6</sup> You are required to submit the application within the one-week grace period, not for the application to be considered or approved in that period.

<sup>7</sup> This includes instances where work is completed as part of a company project or through sponsorship by or collaboration with a partner organisation. Individual projects completed on courses which form part of the University's AP contract with the Ministry of Defence are designated as having Crown Copyright.

use of your own work not produced specifically for the assessment in question), **collusion** (completing independent work with one or more other students, copying another student's work or allowing another student to copy your work), **unattributed use of AI-generated content** (attributed use of AI generated or modified text in assessed work is permissible in principle however, assessments are designed to assess your knowledge, skills and abilities), **cheating under test conditions** and **contract cheating** (i.e. using others to complete an assessment on your behalf, paid or unpaid, whether a friend/family member or an unknown individual/company<sup>8</sup>). Academic misconduct is not acceptable and will normally result in failure of the work by the examiners and disciplinary action.

Guidance on the use of AI-generated material in any assessed work can be found in the [Postgraduate Students' Handbook](#) and the [Senate Handbook on Academic Misconduct](#). Further guidance is also available on the [MyCranfield portal](#).

You should familiarise yourself with the [Senate Handbook on Academic Misconduct](#), and take advantage of the courses and tools offered by the University to help you understand the definitions of academic misconduct and how to avoid it.

## 2.5 Sitting an assessment at a later date than scheduled

You may be required to complete an assessment at a later date than originally scheduled. This may be:

- a resit assessment, as a result of failure to complete/attend an assessment or failure to achieve the pass mark in an assessment; or
- a deferred first attempt as a result of an exceptional circumstances request; or
- a resit assessment, as a result of an upheld allegation of academic misconduct; or
- a further first attempt granted to you.

All such assessment should be undertaken at the next available opportunity. This usually means the next time that the assessment is scheduled to run, which may be at a scheduled resit or may be when the assessment runs again in the next academic year. Scheduled resit dates are published in advance as part of your course information. You may, providing the exceptional circumstances criteria are met, request a deferral of any scheduled resit. Where there is no resit opportunity scheduled within an academic year a course team may with good reason, and at their discretion and with the approval of the Course Director, provide a different assessment opportunity to a student or group of students.

The timing and frequency of resit opportunities on End-point Assessments for apprentice students are managed by the Apprenticeship Office, End-point Assessment Office and relevant End-point Assessment Organisation.

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<sup>8</sup> In England operating or advertising contract cheating services is illegal.

# PART A ASSESSMENT CONVENTIONS

This Part of the Handbook outlines the definitions and language used to describe assessment at Cranfield University, and the general principles involved in all assessments, including pass criteria at the individual assessment level and the overall award level.

## 3 Definition of assessment types

“Assessment” is the generic term for all student work that contributes formally toward taught course awards. We categorise all summative assessments as:

- an **assignment** is an assessment that does not take place in controlled conditions and takes place in either private study time or scheduled classes and is submitted by a specified deadline, this includes written pieces of work, tasks, essays, reports, drawings, pieces of computer code, prototype designs, presentations, in-class tests and posters; or
- an **examination** is a time-limited, real-time assessment under controlled conditions which will assess your skills, understanding and/or knowledge. Examinations may be either face-to-face or digital, and are usually undertaken as part of a cohort and under invigilation (either by appointed persons or through regulated IT systems) or in an isolated one-to-one formal environment (i.e. an oral examination); or
- **An off-campus examination** is a time-limited, real-time assessment taken either away from a university site or away from a designated examination room. Off campus examinations will be taken under controlled conditions, either through an off-site invigilator or through regulated IT Systems. These assessments will assess your skills, understanding and/or knowledge; or
- a **Group project** is an assessment based on the group work of two or more students. This may include group presentations or group assignments and part group work/part individual assignment. Depending on the assessment used students may receive a group mark, an individual mark or a combination of both; or
- an **Individual Project** is an extended piece of written research, design, development or management studies, usually only applicable for a full Master’s award. Components of the Individual Project module may include:
  - Journal Paper
  - Portfolio
  - Thesis (could be Empirical, company sponsored or Internship Based)
  - Work Based Project (including for apprentices)
  - Oral with or without presentation
  - Business Start-up Plan
  - Literature Review
  - for integrated apprenticeships, the End-Point Assessment.

Assessments are designated as:

- **Taught assessments** – an examination or assignment (usually relating to assessments linked to ‘taught modules’) for which you should achieve the pass mark ( $\geq 50\%$ ). Taught assessments are eligible for compensation subject to the conditions set out below.
- **Substantial pieces of assessment** – a group project or other substantial piece of assessment corresponding to  $\geq 40$  credits and is not part of the taught assessment, which you are required to pass ( $\geq 50\%$ ) in order to qualify for your intended award. A mark of  $<50\%$  cannot be compensated by higher marks in other assessments.

- **Individual project** - usually corresponding to 60 credits, which you are required to pass ( $\geq 50\%$ ) in order to qualify for your intended award. A mark of  $< 50\%$  cannot be compensated by higher marks in other assessments.

All assessments at Cranfield are designed as independent assessments, where the final mark is made up of a single assessed piece of work. The final mark for a module may be made up of more than one independent assessment.

In addition to summative assessments, you will undertake a range of formative assessments as part of your course which will contribute towards your learning and understanding of your subject. These formative assessments are likely to involve some of the assessment methods described under **assignment** above. Formative assessments do not contribute towards your final mark for any module but the experience of completing these, and the feedback received, will contribute towards your understanding and/or knowledge of your subject and help prepare you for the summative assessment.

## 4 Pass criteria for an overall award

This Section outlines the rules observed by boards of examiners in determining whether you qualify for an award of the University, and is applicable to all students who commenced their course on or after 1 August 2025.<sup>9</sup> The award criteria for students who commenced their course prior to 1 August 2025 can be found in Appendix E.<sup>10</sup>

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- Completion of all assessments: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee);
- **For Taught Assessments**<sup>11</sup>, the pass mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the pass mark for up to 40 learning credits (up to 60 learning credits for MBA students)<sup>12</sup>,<sup>13</sup> you will be permitted to retake all of those assessments;
  - if, having failed to attain the pass mark for 40 learning credits (or 60 learning credits for MBA students), you fail to obtain the pass mark for any additional learning credits over the course of your studies you will be disqualified from the right to retake the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
  - Where you have failed to attain the pass mark for an assessment but you have achieved between 40-49%, up to 20 credits of modules may be compensated by good performance elsewhere on your course, subject to the rules set out in Section 5.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the individual project**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

In all cases, the average mark is calculated by taking into account the relative weighting of the associated learning credits, and the proportionality of individual assessments within a module, as outlined in the course specification. Overall taught averages and overall award marks are recorded to two decimal places and are not rounded up or down.

Where you do not qualify for an award (taking into account the discretionary powers of the board of examiners), and the board of examiners decide to support a continuation of studies in order for you to meet the required standards, exceptional permission may be granted by Senate's Education Committee (who may delegate cases to its individual members).

The required credits for the award are outlined in your course handbook.

<sup>9</sup> This section does not apply to associate students taking stand-alone accredited modules, where the pass mark is 50%. It also does not apply to Postgraduate Awards or the Postgraduate Certificate in Academic Practice, where the outcome is limited to pass or fail based on the outcome of the pass/fail assessments.

<sup>10</sup> Students studying as part of the partnership with Jiangsu University use the award criteria at Appendix E.

<sup>11</sup> The MBA is composed entirely of Taught Assessments.

<sup>12</sup> The 60-credit limit applies to the MBA only - lower exit awards from the MBA are subject to the University's standard 40-credit rule.

<sup>13</sup> Failing to attain the pass mark includes assessments that have been given a mark of 0 due to the student either failing to attend or submit an assessment or due to a student being found guilty of academic misconduct.

Further information is provided in Appendix B about how boards of examiners will consider your marks and determine a final outcome.

### **MBA Chilean Collaboration**

The pass criteria is the same as for the MBA; however, a student will be regarded as having failed if they fail to achieve the pass mark on more than 40 credits. The Chilean students join at the start of Term 2 and are awarded 90 credits for prior learning providing they pass their Master's in Global Management programme at the University of Chile (UoC). In order to meet these criteria, the students must return to the UoC, when they finish their Cranfield MBA studies.

## 5 Pass criteria for individual assessments

This Section outlines pass criteria for individual assessments for all students who commenced their course on or after 1 August 2025<sup>14</sup>. The pass criteria for individual assessments for students who commenced their course prior to 1 August 2025 can be found in Appendix F<sup>15</sup>.

The pass mark for all pieces of assessment is 50%. You are expected to achieve the pass mark ( $\geq 50\%$ ) in all assessments which you undertake. If you do not achieve the pass mark of 50% at the first attempt you will be required to resit that piece of assessment. You may only resit a maximum of 40 credits-worth of assessments across your course. Should you fail to achieve the pass mark of 50% at the first attempt in more than 40-credits worth of assessments you will usually be unable to complete your intended award. A resit score of 40-49% in a taught modules may be eligible for compensation as set out below.

All pieces of assessed work are marked out of 100 (or are converted to marks out of 100 prior to being confirmed by the board of examiners). Marks are recorded either as integers or to one decimal place but modules will be rounded and recorded as integers on transcripts. For overall module marks, the convention of rounding up the decimal place digit of  $\geq 5$  will apply. For example, 57.3 will be rounded down to 57, 57.7 will be rounded up to 58 and 57.5 will be rounded up to 58.

The mark for any retake assessment will be capped at 50%, with no candidate able to attain a higher mark for that retake assessment. Where you have made more than one attempt at the same assessment, the final mark obtained will always be the higher of the two assessment opportunities (subject to any cap). For example, a retake mark of 70% would be capped at 50%, a retake mark of 44% would be recorded as 44%, providing it was the higher mark of the assessment attempts.

### **Taught assessments (pieces of assessment corresponding to <40 credits)**

- A mark of  $\geq 50\%$  is required to pass the assessment:
  - A mark of  $< 50\%$  will require that the assessment is retaken (subject to the limitations outlined in Section 4);
  - A mark of 40-49% in any resit assessment may be considered a compensable fail (subject to the limitations outlined in Section 4)  
Where a module has more than one assessment, the pass mark must be met for all assessments.
- The marks of a retake (or re-submission) of an assessment will be capped at 50%. Following a resit of a taught assessment a mark of 40-49.99% may be considered a compensable fail;
- Any compensation will only be applied if all of the credits required for an award (either the intended award or a lower exit award) are passed or compensable. Where a student exits with a lower award, compensation can only be applied based on the modules completed as part of that lower award;
- Any retake assessment will be of the same assessment type as the original failed assessment and be either:

<sup>14</sup> If you are taking an accredited short course or a stand-alone accredited module, you are expected to pass the short course/module in its own right in order to receive the intended learning credits. If you fail the assessment(s) associated with a stand-alone module or an accredited short course ( $< 50\%$ ), you will normally be permitted to re-take the assessment. A re-take assessment would normally be capped at 50%, unless exceptional circumstances have been presented and accepted.

The University would normally advise against you requesting to transfer a failed result, (i.e.  $< 50\%$ ) towards a named award (e.g. PgCert, PgDip, MSc).

<sup>15</sup> Students studying as part of the partnership with Jiangsu University use the pass criteria at Appendix F.

- a new (and different) examination; or
  - i. a new (and different) piece of submitted work;
  - ii. a revision of the work submitted originally.
- A first instance of failure to submit or attend assessment(s) associated with a module would be permitted a further opportunity to submit or attend, but the marks obtained will be capped at 50%. Further instances of failure to attend or submit assessments for any further modules across the whole course (not just taught modules) would not entitle you to any further assessment opportunities and would normally mean that you would not gain the credits for that assessment and therefore would fail the award.<sup>16</sup>
- Failure to attain the pass mark or failure to submit on the second attempt would normally mean that you would fail the module and the intended award.

## Compensation for Taught Assessments

Compensation is the practice of allowing students who receive a marginal fail in some assessments to still qualify for their intended award. Compensation is available on all courses with taught assessments.

If having undertaken a resit you have not achieved the pass mark for an assessment you may be eligible for the associated module to be compensated, provided that:

- You may not be compensated for more than 20 credits in total across your award;
- You have achieved at least 40% in either your first or resit attempt of each independent assessment in that module; and
- You have achieved the required **overall taught module average (including any substantial pieces of assessment) of 55% or higher** across your course including the module to be compensated.

Compensation will be applied by the board of examiners when considering your overall award. Your course team or SAS Lead can advise you regarding your eligibility for compensation based on your overall taught module average.

Students who have compensation applied to their final award (and so have not achieved the pass mark in all assessments) will be ineligible to receive a merit or distinction classification for their final award, regardless of their overall average score.

### **Substantial pieces of assessment (pieces of assessment corresponding to ≥40 credits)**

- A mark of  $\geq 50\%$  is required to pass the assessment. A mark of 40-49% cannot be compensated by performance in other modules.
- A mark of  $<50\%$  will normally result in an opportunity to retake the assessment or an opportunity to revise and represent the original work (this will be defined in your course handbook), in both cases with the retake mark capped at 50%. The board of examiners reserve the right to fail a mark of  $<40\%$  without a second assessment opportunity.
- A first instance of a failure to submit or attend an assessment would be permitted a further opportunity to submit or attend, but the marks obtained will be capped at 50%, providing no other failures to submit or attend had been recorded across the entire course. Further instances of failure to attend or submit across the course would not entitle you to any further

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<sup>16</sup> Where a module has multiple assessments, failure to submit any number of those assessments will count as one failure to submit.

assessment opportunities and would normally mean that you would not gain the credits and therefore would fail the intended award.

- Failure or failure to submit on the second attempt would normally mean that you would fail the intended award.

## **Individual project**

A mark of  $\geq 50\%$  is required to pass the assessment.

The possible assessment outcomes for Individual projects are:

- An outright pass ( $\geq 50\%$ )
- A pass mark subject to corrections
- An opportunity to revise and represent your individual project
- An outright fail

### **A pass mark subject to corrections**

The board of examiners may provide a pass mark subject to corrections of the individual project to be made by you before that mark is confirmed. Any corrections will be provided in a written 'Statement of Corrections'<sup>17</sup>. A corrections outcome may only be given in situations in which an individual project has met the required standard for a Master's degree, but contains any of the below issues which must be rectified before a pass can be confirmed.

Corrections outcomes are given only where:

- amendments to an individual project are required for reasons of commercial sensitivity, security or other matters relating to restriction of information;
- an individual project contains ethical issues which require correction (e.g. relating to anonymity etc.);
- there is a significant risk that a key finding of the work may be misunderstood due to an error in presentation.

Corrections cannot be used to improve the general quality of individual projects which have achieved a pass mark, and the assignment of corrections is not expected to be the norm. The required work will require little or no input from the student's individual project supervisor other than to confirm the corrections have been completed satisfactorily.

### **An opportunity to revise and represent your individual project**

If not awarded a pass (either outright or subject to corrections) you will normally be offered an opportunity to revise and represent your individual project, in line with a written 'Statement of Deficiencies' provided to you. The second opportunity will be assessed in line with this Statement and the final mark capped at 50%. The board of examiners reserves the right to fail a mark of  $<40\%$  without a second assessment opportunity.

### **An outright fail**

Failure to submit your individual project by the stated individual project handing-in-date (or within a week, where the mark will be capped at 50%) will normally result in an award failure, with no opportunity for your individual project to be examined, unless you have formally requested an extension to individual project submission and are awaiting the decision.

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<sup>17</sup> This may be using a prescribed form or through other electronic means.

Failure to submit corrections or revisions to your original individual project by the stated individual project handing-in-date will also normally result in an intended award failure. There is no grace period for the submission of Corrections or individual projects that have been referred for Revise and Represent outcome.

## 6 Retake opportunities for assessments<sup>18</sup>

This section relates to circumstances where a second opportunity to take a taught assessment has been granted, and the specific rules that apply in those circumstances.

Your course team will monitor your progression throughout the course and as such you may not be offered a retake if it is clear that you will be unable to qualify for your intended award, whatever your performance in a retake assessment might be. In such circumstances your SAS Lead or Course Director will outline where you are failing to make academic progress, the likelihood of you failing the course and may advise what options are available to you to exit with a lower award.<sup>19</sup> Your SAS Lead or Course Director may recommend that you withdraw from the course. Further information on withdrawal is available in the Student Handbook on Changes to Registration.

Retake assessments will usually be the same assessment type as the original assessment, and will be marked using the marking criteria in place when the module was originally attended.

### **Retake criteria**

Students will normally only be offered a retake opportunity in the following circumstances:

#### **Taught Assessments (<40 credits):**

- Where you fail to achieve the pass mark at the first attempt, providing that you have not failed to achieve the pass mark for >40 credits across your course (60 credits for MBA students).
- Where you fail to submit or complete an assessment (or assessments within the same module) at the first attempt, providing this is the only occurrence of this during your course.
- In all cases, you are only able to retake a maximum of 40 credits across the taught element of your course.

#### **Substantial pieces of Assessment (≥40 credits):**

- Where you fail to achieve the pass mark (50%) at the first attempt.
- Where you fail to submit or complete an assessment (or assessments within the same module) at the first attempt, providing this is the only occurrence of this during your course.

#### **Individual project (≥60 credits):**

- As detailed in section 5, there is no formal retake opportunity for individual projects. However, examiners can ask that you revise and represent your individual project if they feel it has the potential to meet the pass mark (50%).

Resit opportunities for substantial pieces of assessment and individual projects (including all assessments within these modules) do not count towards the 40 credits of resits allowed (the 40 credit limit applies only to taught modules).

### **Failure to complete an assessment on the first occasion**

If you fail to attend an examination or fail to submit an assignment without prior consent, this will be recorded as a 'failure to complete the assessment'.

<sup>18</sup> The retake opportunities for students studying PgAwards towards another award are different. Students may resit any PgAward assessment as per this section, but where the student wishes to transfer their PgAwards to another award they may only do so providing they have not retaken more than 40 credits of assessments during their PgAward studies.

<sup>19</sup> You are permitted to retake up to 30 credits in total towards either your intended or exit award (60 credits for the MBA).

‘Failure to complete the assessment’ means that you will not receive the learning credits for that assessment/module. If you fail to complete the assessment on one occasion, you will normally have a further assessment opportunity classed as a second attempt and capped at 50%. If you subsequently “fail to complete the assessment” on a second occasion, you will not receive the learning credits and accordingly will not be eligible for your intended award.

This does not apply to your individual project: if you fail to submit your individual project, you will not be provided with a second attempt at the individual project.

### **Number of attempts**

For any one assessment, you are permitted no more than two assessment opportunities (unless exceptional circumstances are agreed). You may not automatically be given a second assessment opportunity if your performance in other modules means that you will be unable to complete your intended award (or, where applicable, a lower award). The retake will normally be scheduled within the same academic year but may take place in the following academic year or later depending on the mode of study and course schedule. You will be expected to undertake the resit at the first available opportunity.

If you have passed a particular assessment, you are not permitted to retake it to improve your mark, unless you have been required to do so following a formal appeal.

Where you are permitted a retake of your first attempt at an assessment due to exceptional circumstances, the retake will be classed as a further first attempt.

### **Nature of the second attempt**

All second attempts at taught assessments (including those granted as a result of failure to complete the assessment on the first occasion) are automatically capped at 50% (i.e. in essence, the second attempt is restricted to a pass/fail outcome).

Boards of examiners reserve the right to award >50% for a retaken assessment, but only if information not previously disclosed has been agreed.

Where you have made more than one attempt at the same assessment, the final mark obtained will always be the higher of the two assessment opportunities (subject to any cap).

### **Modules with more than one assessment**

An overall module mark may be made up of more than one independent assessment.

Where more than one assessment is used during a module, failure to attain the pass mark in any individual assessment will require that assessment to be retaken, even if the overall mark for the module meets the pass mark.

Failure to submit on time<sup>20</sup> any assessment (or assessments within the same module) would count as one instance of a failure to complete the assessment, and the one opportunity allowed for non-submission.

A failure of an independent assessment in a module with multiple independent assessments would correspond to a proportional credit failure (based on the weighting of the assessment) towards the 40-credit retake limit (for example, a 25% weighted assessment in a 20-credit module would count as 5 credits towards the retake limit).

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<sup>20</sup> Or within any applicable grace period as outlined in section 2.3

## 7 Classification of taught awards

The University classifies Master's, Postgraduate Diploma and Postgraduate Certificate awards using a Pass, Merit and Distinction classification system. Postgraduate Diploma and Postgraduate Certificate awards may be classified whether they are an entry award (your intended award) or an exit award (a lower award). The academic distinction of Postgraduate Award (PgAward) is not classified by the University.

Classification is available for all students commencing their course on or after 1 August 2025. In addition, students who commence any module on or after 1 August 2025 will also be eligible for classification of their award<sup>21</sup>.

This section outlines the rules used to determine what classification you will receive for your successfully completed award. The criteria you are required to meet to successfully complete your award are set out in Section 4 of this Handbook.

The boundaries for classification are as follows:

<b>Distinction</b>	≥70%
<b>Merit</b>	60% - 69.99%
<b>Pass</b>	50% - 59.99%

In order to achieve a classification of Merit or Distinction, you must have passed (≥50%) all elements of your course (and so not have received compensation for any assessments). If you have passed all assessments on your course, in order to achieve Merit or Distinction classification you are required:

- For Master's courses which include an individual project module of ≥60 credits, to meet the classification boundary in both your overall average mark for your entire course and meet the classification boundary in the individual project module.
- For Master's courses with an individual project module of ≥60 credits and a substantial piece of assessment of ≥40 credits, to meet the classification boundary in both your overall average mark for your entire course and meet the classification boundary in both the substantial piece(s) of assessment and individual projects.
- For Master's courses without an individual project module of ≥60 credits, to meet the classification boundary in both your overall average for your entire course and meet the classification boundary in at least 50% of all credits taken.
- For Postgraduate Diploma and Postgraduate Certificate awards with a substantial piece of assessment (≥40 credits), to meet the classification boundary in both your overall average for your entire course and meet the classification boundary in the substantial piece(s) of assessment.
- For Postgraduate Diploma and Postgraduate Certificate awards without a substantial piece of assessment, to meet the classification boundary in both your overall average for your entire course and meet the classification boundary in at least 50% of all credits taken.
- For students studying as an apprentice on an integrated apprenticeship the rules for classification are set out in the table at Appendix G.

There is no borderline range for classification of postgraduate taught awards, nor is any rounding up applied to classification calculations. Boards of examiners do not have discretion to amend award classifications. Your classification is calculated against the final outcome of your award, based on the grades you have received during your studies. If you feel that the outcome of your award is incorrect (and by extension you have received an incorrect classification) you may submit an Academic Appeal concerning the outcome of your award. Further details can be found in the [Senate Handbook on Academic Appeals](#).

<sup>21</sup> Students studying as part of the partnership with Jiangsu University will not receive a classified award.

# 8 Assessment conventions and standards

## 8.1 Anonymity

Where practicable, the University implements mechanisms to allow for the anonymity of candidates during the marking process. This anonymity extends to consideration at boards of examiners, apart from where exceptional circumstances recommendations may be considered.

Across the University, it is common for written examination scripts to be identified by the University's student number (rather than candidate name) in order to provide a reasonable barrier to unintended consideration of the candidate other than the quality of the completed assessment.

Mechanisms for anonymity of assignments vary in view of the need to balance the benefits of providing assurance of objective assessment against the effectiveness of providing formative feedback and support to students. In order to ensure that examiners are applying assessment criteria consistently, the University has a robust moderation process.

## 8.2 Moderation of marking

All elements of assessment are moderated; the University uses two forms of moderation:

- **Sampling moderation** applies for most assessments (e.g. examination scripts and assignments). A sample of at least 10% of the total number of assessments for the piece of work or 5 pieces of work, whichever is the larger is moderated. In addition, normally all pieces of work receiving 52% or less by the first marker are moderated to ensure that there is full scrutiny of borderline assessments. The moderator will review the marks, range of marks and comments by the first marker to ensure that they reflect the outputs as measured against the model answer and/ or marking scheme.
- **Double marking** applies to all individual projects and normally for pieces of assessment  $\geq 40$  credits and/or alternative pieces of assessed work. Double marking means that at least two examiners or markers will independently review and mark the work.

Further details of the University's approach to moderation, including appropriate uses for each type of moderation can be found in section 17.2 of the Senate Handbook on Managing Taught Courses.

## 8.3 External examiners

External examiners are appointed for all taught courses in order to provide confidence that the quality and standards of the degree are appropriate and consistent across the UK.

External examiners work alongside the other examiners to ensure fairness and conformity to the published assessment criteria. In the course of the assessment, students may be asked to meet the external examiners, to help them understand both the individuals' performance and the provision as a whole. External examiners have the right to see all assessments and will be provided with a representative sample in the first instance to enable them to determine that internal marking and classifications are of an appropriate standard and are consistent.

As part of their duties, all external examiners produce an annual report for the University, outlining their views on the standards and quality of the course and its assessment. Requests to view reports must be made in writing to Registry, Education Services. Please note that these reports are not written directly to benefit the students and that reports held will usually relate to previous years of the course, and not to your own year of provision.

## 8.4 Assessment feedback

You should receive an appropriate level of general and/or individual feedback on all assessed work to promote learning and facilitate improvement.

For taught and substantial summative assessments, feedback is usually provided to you within 20 working days of the submission date. However, where an extension to an assessment has been requested it is not always possible to provide feedback within the 20-working day period and therefore feedback will be provided no later than 40-working days after the agreed submission date.

The type of feedback you will receive will depend on the type of assessment<sup>22</sup> and will be defined by your course team. Feedback can include:

- **Marks for the work** provided in accordance with the qualitative descriptors detailed below
- **Individual written feedback** outlining strengths and weaknesses of the assessed work; this may be provided on a feedback form, a written report, or via email
- **Group written feedback** provided as reflective feedback on the assessed work
- **Provision of exemplars** so that you can reflect on how to improve your own work
- **Individual oral feedback** particularly for small cohorts or individual presentations
- **Group oral feedback** such as revision lectures or post-assessment workshops

In addition, each module should include an element of formative feedback to students (as detailed in that module's Assessment and Feedback Schedule), which should enhance your learning and help prepare you for your final assessment. Formative feedback is usually:

- restricted to comments on non-assessed work and other forms of qualitative feedback undertaken during a course or module
- not part of the formal assessment of the course or module.

Formative feedback may:

- help you improve aspects of work such as style/ structure/ referencing etc.
- be useful to confirm levels of understanding of new concepts before the formal assessment is submitted
- be useful for giving constructive feedback to a group of students to ensure that they understand the requirements for a formal assessment.

## 8.5 Errors in assessment

Where an assessment has failed to take place or has not taken place properly, and the University is liable for the errors, all affected candidates will be offered an additional assessment opportunity of the same type, as if the assessment with the error had not taken place (i.e. the erroneous assessment will not count as an assessment opportunity). Where an error has occurred in an examination a suitable proportionate response to remedy or mitigate the error may be applied (i.e. allowing additional time or discounting a question containing an error).

In very exceptional circumstances, the examiners may, in consultation with the Director of Education, agree instead to condone this piece of assessment<sup>23</sup>. This means that the mark for this assessment will not be used to calculate the intended award but the credits will be awarded.

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<sup>22</sup> Feedback on examinations will normally be limited to the mark but your Course Team can provide advice on improving examination techniques.

<sup>23</sup> Assessments on courses accredited by the Engineering Council may not be condoned.

## 8.6 Alternative assessments

Assessments are generally prepared for cohorts of students. A retake is normally prepared at the same time as the original assessment and reviewed by the external examiner; this helps ensure that, even where the retake has to be delayed for some time, it should cover only those topics that were included at the time that you took the course. Alternative assessments (e.g. coursework instead of an examination) can only be approved in exceptional circumstances, including (but not limited to):

- **learning support reasons** including the creation of a Student Support Plan with a Learning Support Officer;
- **disruption to group project assessments** where alternative assessments are required for either individual candidates or a group of individual candidates to enable the assessment of a module to be completed.

A case for alternative assessments for individual students should be made by the relevant Course Director to the Director of Education. The Director of Education will then consider the request and notify the Quality Assurance and Enhancement unit of their decision.

## 8.7 Appeals against decisions of boards of examiners (academic appeals)

Academic appeals relate either to the decisions of the board of examiners about awards, or the decisions of markers about individual modules, and the processes by which they have come to those decisions. Appeals which are based on claims of inadequate or insufficient teaching or learning support will not be considered, and should be addressed through the student complaints procedure.

Failure to achieve your intended academic award does not grant you an automatic appeal. You must provide a written statement within 20 working days of the notification of the result, emailed to [appeals@cranfield.ac.uk](mailto:appeals@cranfield.ac.uk) outlining the reasons you believe the assessment process has not been appropriate, and clearly stating which grounds your appeal relates to. Details of the permissible grounds, the appeals process and contacts who can offer support and advice are available from the Senate Handbook: Student Handbook Academic Appeals. You may not appeal the classification of your award (but may submit an appeal concerning the marks which have resulted in that classification).

# PART B ASSESSMENT PROCEDURES FOR STUDENTS

This Part of the Handbook outlines the procedures you are expected to follow for each category of assessment.

## 9 Examination procedures

Examination dates are set in advance and published in your course handbook and made available on the MyCranfield portal.

It is your responsibility to check the timetable and ensure that you are aware of the examination dates and locations.

### 9.1 Types of examination

- **Closed Book Examinations:** You may not take books or notes into the examination.
- **Open Book Examinations:** You may take any books you wish into the examination but no hand written notes or official handouts.
- **Open Note Examinations:** You may take official hand-outs and personal notes taken during lectures into the examination but no books.
- **Digital Examinations:** These may be undertaken either off-campus or in a designated location.

Examinations can be both 'Open Note' and 'Open Book' and limitations may be placed on the number of books/notes per student as stipulated by the examiner in the examination instructions. The same categories can apply to both oral and written examinations.

### 9.2 Calculators in examinations

The use of programmable calculators in formal examinations is not permitted. You are required to buy the University-recommended calculator, Casio FX 83 or Casio FX 85 range. These are the only models which will be permitted in the examination room. You should have your calculator out on the examination desk for inspection. Calculators other than the prescribed model will be confiscated, and you will have to sit the examination without the benefit of a calculator. You should also note that you are responsible for the condition of your calculator and ensuring that the batteries are fully charged.

### 9.3 Use of dictionaries

The use of printed non-specialist English and/or foreign language dictionaries is permitted. Electronic dictionaries or a personal organiser containing such a dictionary will not be permitted.

Dictionaries, pencil cases and calculators will be subject to spot checks by the invigilator and/or the examination administrator. Unless otherwise advised, personal electronic devices (including mobile phones and smart watches) must be switched off and kept in closed bags.

### 9.4 Arrival at an examination

- You must arrive at the examination room at least ten minutes before the scheduled start time of the examination.

- A seating plan will be displayed outside the examination room and you should sit at the allocated desk.
- You should display your photographic identification on the top left corner of your desk for checking by the invigilator.
- As all formal written examinations will be marked on an anonymous basis, you should note your student number for use on your answer book.
- You may only bring with you approved items necessary for the examination and previously agreed with the examiners. No mobile telephones or other personal electronic devices are permitted. All overcoats and bags must be left at the place set aside for that purpose.

## 9.5 During an examination

- Smoking is not allowed in the examination room. You may bring a drink and a small snack. No food that is highly scented or noisy should be brought into the examination room. Food and drink containers may be checked by the invigilators.
- The following will be supplied: question paper, answer book (and if required graph paper and scrap paper) and any additional materials agreed by the examiners beforehand.
- You are responsible for checking that you have been issued with the correct examination paper.
- You should write your student number on the cover of answer books and additional sheets. You should also write your name on the right-hand side of the exam booklet and fold and seal the edge as indicated. Correction fluid should not be used on the answer books.
- You must obey the instructions set out on the cover of your answer books and any instructions given by the invigilators.
- You should read through the question paper in its entirety during the allocated reading time prior to the commencement of the examination and should raise any questions that arise from the question paper (by attracting the attention of the invigilator). The allocated reading time is the only opportunity to ask questions.
- You must not write on any paper other than that provided.
- If you wish to attract the attention of the invigilator, you should raise your hand. In no circumstances should you borrow anything from other candidates or leave your place without permission.
- You must be silent except when asked to speak by the invigilator or by an examiner.
- You can be admitted up to 30 minutes after the start of the examination, but if you are late you will not be allowed additional time and will be required to complete the examination at the same time as the other students. If you arrive late, you should report to the invigilator.
- If you arrive more than 30 minutes late, you will not normally be admitted to the examination room. The invigilator may in exceptional circumstances allow you to be admitted to the examination; however, in such cases the relevant examination board will have to approve the inclusion of the marks from this examination in your academic record. If you are late you will not be allowed additional time and will be required to complete the examination at the same time as the other students.
- You will not be allowed to permanently leave the examination room until 30 minutes has elapsed from the start of the examination. You are not allowed to leave the examination room during the first 30 minutes or last 15 minutes of an examination, in view of the disturbance caused to other candidates. Where two or more examinations are taking place in one examination room, candidates may be advised that they cannot leave the examination room early in view of the disturbance caused to other candidates.
- If you leave the examination room temporarily you must be accompanied by an invigilator or nominee. You will not be re-admitted unless throughout the period of your absence you have been under the supervision of a person appointed by the invigilators.

## 9.6 At the end of an examination

- At the end of the examination, you must stop writing immediately when instructed to do so by the invigilator.
- If an examination script is found to be missing, and it appears the fault lies with the University, the assessment may be condoned, at the discretion of the board of examiners<sup>24</sup>. This means you will be awarded no specific marks for the work, but your overall performance will not be affected by the missing material. You retain the right, if you so choose, to retake the examination as if for the first time at the next sitting of the examination.
- If an examination script is found to be missing, and it appears the fault lies with you, the Chair of the Board of Examiners, in consultation with the Academic Registrar, will exercise their discretion in dealing with the issue. This discretion may include requiring you to undertake a resit examination as for the first attempt.
- You may not remove any papers, used or unused from the examination room, including the question paper (unless it has been marked to the contrary).
- You must not remove any paper from an examination book.

## 9.7 Failure to follow assessment instructions

If you fail to follow the instructions on an examination paper, the board of examiners may at its discretion award a mark of zero, discount one or more answers or apply any penalty outlined by the course team in advance in order for the examination to be considered valid.

In order to receive the credits for an assessment, you will be required to demonstrate that you have made an attempt to follow the assessment instructions. The examiners will use their academic judgment to determine whether you have made sufficient attempt at any assessment. Failure to follow assessment instructions is not eligible grounds for an academic appeal.

## 9.8 Academic misconduct in examinations

- You must not, directly or indirectly, give assistance to any other candidate, or permit any other candidate to copy or otherwise read your papers.
- You must not, directly or indirectly, accept assistance from any other candidate or use any other candidate's papers.
- If you are suspected of cheating, receiving assistance or assisting other candidates a note will be made of the circumstances by the invigilator. You will normally be allowed to continue with the examination, but the matter will be reported to the examiners and to the relevant Module Leader, who will follow the procedure set out in the Senate Handbook on Academic Misconduct. Disciplinary action may subsequently be taken in accordance with the Senate Handbook on Academic Misconduct.

## 9.9 Exceptional circumstances and alternative arrangements in examinations

- If you are absent from an examination due to illness you must follow the exceptional circumstances procedure detailed in Part C of this Handbook.
- If you become unwell during an examination you should raise your hand and notify the invigilator.
- The examiners have full discretion to modify the usual arrangements for examination and assessment to take account of a candidate's particular requirements (e.g. additional time for those with dyslexia, coloured examination papers, use of computers or a personal scribe (amanuensis) in examinations if necessary, etc.). Any candidate wishing to seek approval for such an arrangement should contact a Learning Support Officer in the first instance, normally

<sup>24</sup> Assessments on courses accredited by the Engineering Council may not be condoned.

at least two months in advance of the examination (unless exceptional medical circumstances prevent such prior notice) to ensure that sufficient time is available to make the appropriate modifications. Exam modifications may not be actioned by Registry if received within the 10 working days before an examination.

NOTE: It is University policy that students with dyslexia shall be given 25% additional time in formal examinations i.e. an extra 15 minutes per hour in addition to any other recommendations made by an appropriately qualified educational psychologist or medical/professional report.

## 9.10 Retention of examination scripts

Examination scripts will be retained for at least the duration of your period of registration in line with the University's Data Retention Schedule. Examination scripts will not be returned to you but you can request access to the comments and marks of the examiners. Such comments will normally be communicated through your course team. Access to examination scripts for students is at the discretion of individual course teams, taking into account the potential formative learning opportunities this may provide.

# 10 Assignment procedures

## 10.1 Assignment specifications and deadlines

Your course team will provide you with a coursework or assignment specification for each piece of assessed work which will outline the assignment question, deadline date and mark scheme and will also outline the method of submission and reassessment. You are required to ensure that the assignment is submitted in accordance with the requirements of the assignment specification by the deadline date or to submit an exceptional circumstances request.

Assignment dates will normally be published in advance in your course handbooks.

## 10.2 Turnitin and assignment submission

You are expected to submit written assessments through a non-originality detection system called Turnitin UK, except where expressly advised otherwise by staff. The extent to which Turnitin UK should be used will vary from course to course, and staff will confirm how many pieces of work prior to the individual project students are expected to submit to Turnitin UK.

**Note:** In exceptional cases, for example if public access to a individual project is restricted, an assessment may be exempt from submission to Turnitin UK. Staff will instead check for occurrences of academic misconduct manually. All work based project reports completed as part of an apprenticeship will be classed as restricted.

Multiple submissions of assessments and individual projects can be made to Turnitin UK. On each occasion staff and students both have the opportunity to view a report that provides an Overall Similarity Index (OSI) and shows where similarities to other texts appear in the written work. Some staff may limit the number of submissions you can make per assessment.

Turnitin UK will remain open after the deadline for an assignment has passed, therefore even though a student submitting after the deadline will receive notification that they have successfully submitted to Turnitin, any work submitted after the deadline has passed will be recorded as late, with any relevant penalty applied.

**Please note, Turnitin will only generate three Overall Similarity Index reports per 24 hours. Students are permitted to make as many submissions to Turnitin as they wish up to the submission deadline. Where no submission has been made prior to the submission deadline the first submission received after the deadline will be considered the final, submitted assignment and classed as a late submission. Where a submission has been received prior to the deadline, students are not permitted to submit further versions of an assignment after the deadline has passed<sup>25</sup>.**

**Please note, multiple submissions of digital examinations will be accepted up to the deadline (regardless of whether they are to be submitted through Turnitin UK or not).**

You will usually be required to submit your work through the VLE, which in most cases will involve a submission to Turnitin UK. Full details will be available in your course handbook or from your course team.

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<sup>25</sup> Any cases where a student submitted a draft prior to the deadline intending to submit a further version prior to the deadline, but was prevented from doing so through exceptional circumstances would be considered under the exceptional circumstances process set out in Part C of this Handbook

## **10.3 Failure to follow assessment instructions**

If you fail to follow the instructions for a piece of work submitted for assessment, the board of examiners may at its discretion award a mark of zero, or apply any penalty outlined by the course team in advance.

In order to receive the credits for an assessment, you will be required to demonstrate that you have made an attempt to follow the assignment specification. The board of examiners may at its discretion award a mark of zero or apply any penalty outlined by the course team in advance. The examiners will use their academic judgment to determine whether you have made sufficient attempt at any examination. Failure to follow assessment instructions is not eligible grounds for an academic appeal.

## **10.4 Exceptional circumstances and alternative arrangements for assignments**

If you are unable to submit an assessment you must follow the exceptional circumstances procedure detailed in Part C of this Handbook.

The examiners have full discretion to modify the usual arrangements for assessment to take account of a candidate's particular requirements (e.g. additional time, requiring a personal scribe (amanuensis) etc.). Any candidate wishing to seek approval for such an arrangement should contact a Learning Support Officer in the first instance in advance of the assessment to ensure that sufficient time is available to make the appropriate modifications.

## **10.5 Retention of assignments**

Assignments will be returned to students with feedback either through the VLE or in hard copy. Copies of assignments submitted electronically will be retained in line with the University's Retention Schedule.

# 11 Individual project procedures

## 11.1 Format and layout

The University provides guidance on the format and layout of Master's theses [here](#). There are very few mandatory requirements regarding the layout, but it is strongly recommended that you use the University's thesis templates so that your thesis will be formatted correctly. For other types of individual project the assignment brief should provide details of the format and layout required.

## 11.2 Individual project supervision

All students completing an individual project will be assigned a Supervisor<sup>26</sup>. Details of the responsibilities and expectations of both students and supervisors during the individual project are set out in Appendix D of this Handbook.

Supervisors may advise on the quality of early drafts of your work but may not assist to the extent that the work becomes at least in part, that of the supervisor. The supervisor is not in a position to give a definitive judgment on the overall acceptability of a project, as the project will be subject to the University's double marking procedures and the final mark will be agreed by the examiners.

## 11.3 Help with your individual project

Your supervisor is normally expected to read and review draft chapters or extracts of your individual project, to help guide you to the standards required for your intended award. Your supervisor will:

- give general guidance on the nature and standard of the project required and discuss the analysis of results, details of methodology and outcomes of study;
- agree with you:
  - the aims and objectives of the project
  - the methodology, resource needs and safety risk assessment
  - the structure and any contents list

Your Supervisor cannot extensively proof-read your individual project nor write the individual project on your behalf.

Library staff offer training sessions in a range of project topics, including referencing and plagiarism and writing conventions such as structure, style and format. If you are unable to attend one of these sessions they will also provide one-to-one support.

The Library Service recommends you seek permission to use visual works that may be protected by copyright, this includes images, photographs, diagrams or other reproductions.

Your individual project must be your own work. You may not employ or engage someone else to write your project on your behalf, even if your first language is not English. Guidance on the use of AI-generated material in all assessed work (including individual projects) can be found in the [Senate Handbook on Academic Misconduct](#), as well as on the MyCranfield portal under [Generative AI – guidance](#).

You may, however seek editorial help from other students, friends or academic advisers to review your work and provide advice and guidance on its improvement. This advice and guidance should be limited to advice on:

- spelling, punctuation, grammar and syntax;

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<sup>26</sup> Some end-point assessments for apprentices must be completed unaided without assistance of a supervisor.

- formatting the document for consistency (e.g. numbering of footnotes, headings, references, page numbers; consistent font and text sizes; use of passive or active tenses);
- pointing out where plagiarism might exist;
- improving the layout of the project (e.g. moving tables and illustrations).

Advice and guidance should not include making or suggesting changes on your behalf in any of the following areas:

- major structural changes to the individual project;
- changes to the text that amend or edit ideas, arguments or discussion points;
- removal of plagiarism, or the development of better academic referencing;
- translation of passages into English;
- correction of information or data;
- reductions to the length of the project to meet any prescribed form.

Students must ensure that any third party proof-reading does not compromise their authorship of the work submitted, and, in particular, that the substance of the work remains their own. Only final versions of any work should be submitted for proof-reading. Students are responsible for the work which they submit, and the use of a third party will not be accepted in mitigation of any deficiencies or misconduct identified in the work.

The University does not prohibit the use of commercial proof-reading services, however students are advised to be particularly vigilant if engaging such services to ensure that the academic integrity of their work is maintained, in particular ensuring that any suggested edits made by a proof-reader fall only within the remit outlined above.

Where you do seek advice and support in the permissible areas outlined above, it is best practice to ask for such advice in notes or using “tracked changes” in documents. This will ensure that you retain responsibility for choosing what advice and guidance you accept and incorporate into your final project.

You should retain all versions of your draft individual project, and notes and advice provided to you. These can then be used to demonstrate that the individual project is your own work, in the event you are accused of academic misconduct.

## 11.4 Individual Project submission

All individual projects must be submitted on the VLE and through Turnitin, except for those classified as official-sensitive or above and for some students studying with academic partners.

If following the examination of your individual project you are required to make corrections, the revised individual project must be resubmitted on the VLE

Commercially sensitive individual projects (and such revised individual projects) should be submitted on the VLE, but through a non-repository link. Students whose individual projects are classified as official-sensitive or Secret should usually submit their individual projects on an appropriate Protectively Marked CD to the SAS team, but should seek advice from their SAS Lead regarding appropriate submission methods.

If your individual project requires restricted access, you should also complete the template form to request restriction of access to the project, available on the MyCranfield student portal.

As with assignments, you will be given a deadline for submission of your individual project. Should you require an extension to this deadline you should request an extension using the Exceptional Circumstances form available on the [Education Services section of the intranet](#). Any extension will only be approved if the grounds for the extension meet the University’s definition of exceptional

circumstances as detailed in Part C of this Handbook, and should be applied for no later than 2 weeks prior to the submission deadline.

Course Directors may approve requests to extend the deadline for individual project submission, provided that<sup>27</sup>:

- The extension is for **two weeks or less**
- The request is supported by your supervisor
- The request was submitted to your supervisor or SAS Lead **two weeks, or more, prior to your submission date**, using the correct Exceptional Circumstances form
- The grounds for the request meet the University's definition of exceptional circumstances as detailed in section 12

The Student Casework Team will consider extension requests in all other circumstances, namely:

- The extension is for more than two weeks, and / or
- The request was submitted to your supervisor less than two weeks prior to your submission date

For extension requests of longer than 2 weeks, the University has fixed extension durations for Master's individual projects. These extension durations, which can only be approved by the Student Casework Team, are; 2 weeks, 1 month, 3 months, 6 months or 12 months.

In all cases, you must provide the rationale for the request, with supporting evidence.

## 11.5 Ethical approval of research

To ensure our research conforms with appropriate ethical principles and standards you will need to submit your research proposals for ethical approval through the University's online research ethics approval system (CURES)<sup>28</sup>: The University's policy is that all research projects must get ethical approval before you start to collect data.

You must complete an application for ethical approval prior to undertaking any research to make sure your proposed research conforms with ethical principles and standards. **Evidence of your ethical approval must be submitted with your individual project**. Any individual project submitted without evidence of ethical approval will not be examined.

Where evidence of ethical approval is not submitted with your individual project the following procedure will be followed:

- The University's records of ethical approval will be checked to determine if ethical approval has been obtained for your research;
- Where ethical approval has not been obtained by the individual project submission deadline, your individual project submission will be considered incomplete, and therefore late, with your individual project capped at 50%;
- Where a individual project is considered late through you not applying for or receiving ethical approval for your research, you will be required to submit your ethical approval application

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<sup>27</sup> This does not apply to end-point assessments, where any such requests are managed by the End-point Assessment Office.

<sup>28</sup> An alternative system may be used for students studying with a partner organisation.

within the one-week grace period in line with other late submissions<sup>29</sup>. The one-week grace period will begin at the point you are notified that ethical approval is missing from the submitted work - your individual project will not be examined without it.

- If you fail to submit an application for ethical approval retrospectively, having been notified of the need to do so, you will be considered to have failed to submit all elements of your individual project and will therefore be considered to have failed your individual project module and award.
- In addition, if ethical approval is not granted or refused your individual project will not be marked, and you will be considered to have failed your individual project module and award.

## 11.6 Retention of individual projects

Boards of Examiners will identify the top 10% of individual project submissions and course teams will nominate other important works to be included in the online Masters Thesis Archive (MTA). Students whose work has been identified/nominated will be contacted with a request for them to upload their work to the archive. Funded Individual Research Projects (including those funded by the MOD and UKRI) will be added to the archive if required. Works that have been nominated for inclusion will remain public for seven years, unless otherwise noted by the academic staff. Inclusion of the work individual projects will be optional, as they will need to comply with certain GDPR and IP terms. Work-based projects completed as part of an integrated apprenticeship will not be included in the Archive.

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<sup>29</sup> You are required to submit the application within the one-week grace period, not for the application to be considered or approved in that period.

## PART C EXCEPTIONAL CIRCUMSTANCES

The University encourages you to take full responsibility for your learning and permits you to take control of your studies and assessment in advance. This Part of the Handbook outlines the processes and procedures you need to follow to:

- (a) request a 'deferral' of an assessment due to exceptional circumstances (i.e. to sit an examination or to request the completion of a different assignment at the next available opportunity);
- (b) request a short extension to the submission deadline of a current assignment, in advance of the scheduled date;
- (c) present 'exceptional circumstances' to explain your failure to attend an examination;
- (d) present 'exceptional circumstances' to explain your failure to submit an assignment on the scheduled deadline (including either a late submission or a failure to submit).

In all of the situations outlined above ((a) to (d)) the University requires you to provide evidence of 'exceptional circumstances' (as defined in section 12) to explain your inability to complete the assessment(s) at the scheduled time: failure to provide acceptable exceptional circumstances and/or supporting evidence will result in academic penalties being applied as outlined in Section 14.

In all cases, you should complete an exceptional circumstances form available on the VLE.

The table below details which types of assignments students may request an extension or deferral for.

<b>Assessment Type</b>	<b>May be deferred?</b>	<b>Students may request an extension?</b>
<b>Assignment</b>	Yes, with evidence of exceptional circumstances	Yes, with evidence of exceptional circumstances
<b>Assignment with a submission window of 5 working days or less</b>	Yes, with evidence of exceptional circumstances	No (but students may present evidence of exceptional circumstances which arise during any such assignment)
<b>Examination</b>	Yes, with evidence of exceptional circumstances	No (but students may present evidence of exceptional circumstances which arise during any examination)
<b>Off-campus examination</b>	Yes, with evidence of exceptional circumstances	No (but students may present evidence of exceptional circumstances which arise during any off-campus examination)
<b>Group project</b>	Yes, for individual students, with evidence of exceptional circumstances	Yes, as a group, with evidence of exceptional circumstances
<b>Dissertation</b>	Yes, with evidence of exceptional circumstances	Yes, with evidence of exceptional circumstances
<b>Individual project</b>	Not once individual project module has commenced	Yes, with evidence of exceptional circumstances - see section 11.4

## 12 Definition of exceptional circumstances

Exceptional circumstances relate to events beyond a student's control, which significantly impact their ability to engage with learning or complete assessments within a specific timeframe. A guide to Exceptional Circumstances for students can be found on the [MyCranfield portal](#).

Exceptional circumstances are different to reasonable adjustments, which are proactive, personalised measures put in place to remove or reduce barriers to learning for students with disabilities, learning difference, or long-term health conditions. These are documented in a personalised Student Support Plan (SSP). Where a student with an SSP feels that their disability or health condition has impacted their ability to complete their assessments they are required to submit an exceptional circumstances request, but do not normally need to submit repeated evidence for their documented ongoing condition(s).

Exceptional circumstances are defined as those which are:

- **Relevant:** the circumstances directly affect the learning and or preparation for the assessment (i.e. occur within the timeframe of the assessment); **and**
- **Unexpected:** the circumstances were unforeseen prior to the request (i.e. the circumstances should be submitted as soon as they are known); **and**
- **External:** the circumstances were outside of your control and that you could not have reasonably been expected to take action to mitigate the impact of the circumstances.

**Exceptional circumstances cannot be used to replace or invalidate academic performance. Acceptance of exceptional circumstances may result in a deferral, an extension or you being able to retake the form of assessment again but will not result in individual marks being raised.**

Third party corroborative evidence should be provided to support extension requests and deferrals. Acceptable exceptional circumstances include (but are not necessarily limited to):

- unexpected illness (including mental health difficulty) or injury (usually a short-term condition or accident);
- death or serious illness of a close relative or significant other person (which in an employment context would have led to a period of compassionate leave);
- deterioration of a long-term illness, disability, or health condition<sup>30</sup>;
- significant and unexpected adverse personal or family circumstances, including (but not limited to) being a victim of crime, or having to travel away from the University (e.g. for unexpected caring responsibilities or for jury service);
- unexpected travel disruption (e.g. major public transport incidents, cancelled flights);
- for examinations, religious commitments or observances.
- for assessments which require attendance (either in person or remotely), legal proceedings which require a student to be present at the time of the assessment;
- for part-time students, significant and unexpected pressure from your employer;
- for remote examinations only, loss of internet connection for a significant period (evidence must be provided).

Examples of circumstances which would not be considered exceptional include (but are not limited to):

- Aspects of the learning environment which you have reasonable control over (e.g. availability of learning resources, deadline conflicts, misreading or misunderstanding assessment

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<sup>30</sup> For students with a Student Support Plan evidence may not be required if the request is related to a condition covered in the Support Plan.

requirements/dates or University regulations; not checking your Cranfield email account or VLE; personal computer/printer problems including loss of computer data, internet connectivity issues, submitting the wrong work (or version of the work); not checking that the submitted assignment was uploaded correctly and without errors (e.g. has not become corrupt));

- Aspects of your personal life which are not short-term or unexpected (e.g. change of address or employment, personal holidays or travel plans, self-inflicted illnesses (e.g. from substance abuse or sleep deprivation), weddings or similar family events, long-term conditions not supported through a Student Support Plan (except in cases of deterioration));
- Financial issues;
- Poor time management;
- Foreseeable or minor travel disruption (e.g. short train delays, travel strikes, road-works etc.);
- Routine full- or part-time employment activities;
- Personal conditions that were not disclosed in time for special examination arrangements to be made, but could have been;
- Circumstances where it is more appropriate to consider a suspension from studies (e.g. long-term illness, maternity/paternity leave, major changes in personal or financial circumstances);
- Circumstances where reasonable adjustments are already in place through a Student Support Plan, with no additional exceptional circumstances;
- Any circumstance already addressed through an approved extension or deferral;
- Any circumstance arising from a misconduct or disciplinary proceeding (such as restriction of access to University facilities), unless the restriction is rescinded retrospectively following any investigation or review.

Claims may not be accepted if:

- The circumstances described are not deemed exceptional as outlined above
- The evidence does not cover the relevant period
- The evidence is not supplied by an independent third party<sup>31</sup>
- The evidence does not support the suggested impact of the circumstances
- The evidence does not support your claim.

Please note that not completing the Exceptional Circumstances form correctly or not providing the correct evidence may delay consideration of your request.

## 12.1 Self-certification as evidence of exceptional circumstances

All exceptional circumstances requests must meet the criteria set out above. Independent third-party evidence is normally required to support an exceptional circumstances request. Students may, however be permitted the opportunity to self-certify their personal health-related exceptional circumstances subject to the limits agreed by Senate's Education Committee. Where permitted, self-certification replaces the need for third-party evidence in the exceptional circumstances request process.

### 12.1.1 Limits on use of self-certification

Students may self-certify an exceptional circumstance (for medical reasons) subject to the limitations below:

**Full-time, one-year courses (Master's, PgDip, PgCert etc.)**

**Part-time course lasting less than 12 months**

Once per course.

**Full- and part-time students on courses lasting over 12 months**

Once per year, calculated to the anniversary of student's registration date (e.g. 1<sup>st</sup> October – 30<sup>th</sup> September each year for a student starting on 1<sup>st</sup> October).

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<sup>31</sup> A spouse, family member or friend would not normally be considered an independent third party.

Students may self-certify for a period of up to 7 calendar days only. Any circumstances which affect a student for longer than 7 calendar days which require an exceptional circumstances request should be supported by third-party evidence. Students may use self-certification to support exceptional circumstances requests for any assessment that is affected by the issue within that 7-calendar day period (e.g. two submission points that fall within the 7-calendar day period or a submission point and an examination that fall within the 7-calendar day period).

For assignments, students can use self-certification to apply for an extension of up to 5 working days (weekends, bank holidays and dates that University is officially closed are not considered working days). Should a student wish to request an extension of more than 5 working days (students may apply for a maximum of 15 working days extension from the original submission deadline) appropriate third-party evidence will be required. As with all extensions agreed as a result of an approved exceptional circumstances request, the number of working days granted as an extension will be commensurate with the number of days a student was affected by the circumstances which are being self-certified.

For examinations (or assignments with a submission window of 5 working days or less), an exceptional circumstances request supported by self-certification will normally result in a deferral of that examination.

Self-certification can be used for exceptional circumstances requests relating to most assessment types and for both pre-assessment and post-assessment requests, but cannot be used to support extensions to individual projects, which have a fixed duration that is longer than the self-certification period.

### **12.1.2 Self-certification process**

The use of self-certification replaces the need for third-party evidence in the exceptional circumstances process, subject to the above limitations. Any student who wishes to use self-certification as evidence of their circumstances should follow the process set out in section 13 of the Senate Handbook: Assessment Rules for Postgraduate Taught Courses.

Where a student wishes to self-certify their circumstances, they should complete the self-certification form and submit it with the exceptional circumstances request form.

Any exceptional circumstances request submitted with self-certification must meet the criteria for exceptional circumstances as set out in Section 12 of the Senate Handbook: Assessment Rules for Postgraduate Taught Courses and may be rejected if it does not. However, subject to the limits on the use of self-certification set out above, an exceptional circumstances request will not be rejected only on the basis that a student has self-certified their circumstances.

The SAS team (pre-assessment) and Student Casework Team (post-assessment) will monitor the use of self-certification and ensure that requests are permissible within the set limitations. Where a student who has used self-certification in a previous exceptional circumstances request within their permitted limit as set out above submits a subsequent request for self-certification, they will be asked to provide independent third-party evidence instead.

Where a student uses self-certification as the evidence for an extension of up to 5 working days, but subsequently requires additional time, independent third-party evidence will be required for the period not covered by the self-certification and for up to a maximum of 15 days in total from the original deadline. In such cases where third-party evidence is later supplied to cover the entire period which the request relates to the student will not be considered to have used their permitted self-certification.

Where a student has exceptional circumstances approved using self-certification but chooses to submit the piece of work by the deadline or attend the assessment anyway, they will be considered to have used their permitted self-certification set out above.

Where a student's request for exceptional circumstances using self-certification is not approved they will not be considered to have used their permitted self-certification as set out above, and may use self-certification in another exceptional circumstances request.

# 13 Requests for adjustments to assessment scheduling due to exceptional circumstances

Requests should be made in advance of the assessment date and you may request:

- (a) a **deferral** of an examination or an assignment due to exceptional circumstances (i.e. sit an examination or complete a different assignment at the next available opportunity);
- (b) **exceptional circumstances** to be taken into account, to modify your completion of an existing assessment (including pre-submission requests for short extensions, extensions to individual project submission deadlines and post-assessment presentation of circumstances which prevented you from completing an assessment on time).

## 13.1 Deferral requests due to exceptional circumstances

For all modules, if you have not attended the module, you may request that you defer attendance and assessment until the next opportunity. For Taught and Substantial pieces of assessment, if you have attended the related module, you may request that the related assessment is deferred until the next available opportunity (which may be in the following academic year). Students may not defer a individual project or dissertation assessment once they have commenced the related module.

Requests will only be accepted if all three of the criteria for exceptional circumstances are met (as outlined in Section 12 above – i.e. relevant, unexpected and external), and supported with relevant third party evidence (or self-certification).

For each individual piece of assessment you are only permitted one deferral opportunity. If a deferral is permitted, you will normally be expected to take that piece of assessment at the next available opportunity.

In both cases, a deferral results in the re-scheduled assessment being considered as your first attempt (unless you are already taking the assessment as a second attempt).

Requests for deferrals require the provision of third party evidence (or self-certification) to support the circumstances behind your request, which must meet the definition of 'exceptional circumstances' as set out in section 12. **All requests must be made prior to the examination date or assignment submission date.** You should not assume at the point of the request that a deferral will be approved, as there may be circumstances where the University cannot practically accommodate the request or where the request does not meet the University's definition of 'exceptional circumstances' (see section 12). Deferred assessments will be marked using the marking criteria in place when the module was originally attended.

Deferral requests should clearly state:

- whether the module or the assessment or both are being deferred
- which assessments the request relates to
- confirmation of the dates for deferral and confirmation of understanding of the impact on registration period
- The exceptional circumstances related to the request, and the evidence to support these (examples of possible evidence for a number of exceptional circumstances requests is given at 13.2)

Deferral requests are considered against the following criteria:

- Whether the circumstances meet the criteria set out in Section 12, and

- The impact on your ability to complete the award including, but not restricted to, consideration of:
  - whether the module will continue in its current format;
  - whether the deferral dates will impact on other taught modules;
  - whether deferral will impact on the individual project;
  - whether deferral will impact on your registration period;
  - whether a suspension is more appropriate, given your personal circumstances;
  - whether the module is a pre-requisite;
  - whether there have been any previous deferrals;
  - for apprentices, whether a deferral will impact on the apprentice's progression to gateway or their end-point assessment.

You should note that if the next opportunity is outside of your registration period, this may incur an additional tuition fee (extension fee) or have implications for your visa.

## 13.2 Exceptional circumstances requests: criteria, evidence and eligibility

Requests to have exceptional circumstances taken into consideration should clearly state:

- which assessments the request relates to. It is expected that exceptional circumstances will be short-term and as such the requests will only apply to specified assessments. If future assessments are affected, a new request should be submitted.
- a description of the circumstances and (ideally) which category it fits into (see table below).
- evidence to support the circumstances you are describing (see table below) or self-certification as described in section 12). Where evidence from a third party is required to support the exceptional circumstances described, this should be provided taking into account where necessary the ability of the culture, systems and infrastructure in other countries to provide such evidence.

Requests will only be accepted if all three of the criteria for exceptional circumstances are met (as outlined in Section 12 above – i.e. relevant, unexpected and external), and supported with relevant evidence (self-certification or third-party).

**You may not submit exceptional circumstances on the grounds of poor performance.**

Some examples of exceptional circumstances, and acceptable types of evidence are:

Exceptional circumstance	Example of Evidence
Serious unexpected illness or injury (usually a short-term condition or accident)	Self-certification Doctor or hospital note Police incident record University or company health and safety incident form
Death or serious illness of a close relative or significant other person	Death certificate Doctor or hospital note Explanatory note of relationship to student
Long-term illness or health condition worsening	Doctor or hospital note Letter from employer confirming sick leave dates
Significant and unexpected adverse personal or family circumstances, including (but not limited to) being a victim of crime, or having to travel away from the University	Police incident record Letter of support from third party Court documentation

Unexpected carer requirements	Letter or email from third party provider confirming new arrangement or end of existing arrangement
Unexpected travel disruption (e.g. road traffic/rail accident)	News report Police incident record
For part-time students, significant and unexpected pressure from your employer	Letter from current employer confirming the unexpected pressure and duration (where this cannot be provided, the contact details of the employer should be provided to enable the University to establish contact)
Religious commitments or observances	Letter of support from religious leader
For individual project projects – lack of access to equipment or labs	Email trails with person(s) responsible for those facilities
For individual project, dissertation, or group projects – period without supervision	Supervisor or supervisors' line manager confirmation of dates of absence Course Director confirmation of period unsupervised

There are circumstances, however, where the University will take action to accommodate examination incidents and irregularities without your intervention, including:

- **Examination incident** – e.g. you are taken ill during an examination (this will be reported through the Invigilator report or Examinations Team);
- **Shortcomings in provision and/or assessment** – e.g. sub-standard teaching and/or support for an assessment for the whole cohort (this is raised through the Director of Education)
- **Serious long-term medical incapacity** – e.g. you have a long-term absence from the University but have not pre-arranged the implications for your assessment (this will be raised through the relevant Assistant Registrar in your Faculty).

**Otherwise, all exceptional circumstances requests should be submitted by you. You should not wait to gather your evidence in order to submit a request.** The University will consider requests, and make decisions, subject to the evidence being provided at a later date. All evidence, including subsequently requested evidence, should be provided as soon as possible, and by no later than 20 working days after the submission of your exceptional circumstances request.

It is your responsibility to ensure that the evidence is provided as soon as possible: the University will not normally obtain evidence on your behalf.<sup>32</sup>

Evidence must be original.<sup>33</sup> Electronic evidence will be accepted but the original must be available on request. Evidence must be in English. Where evidence is not in English it must be accompanied by a translation certified by a Public Notary, accredited translator (member of the Association of Translation Companies) or a member of Cranfield University Staff (as approved by the Student Casework Team or the Head of Registry Services).

You may make exceptional circumstances requests after the deadline date but should be aware that the barrier for accepting circumstances after the assessment date is higher and you will be required to provide a full explanation as to why the circumstances were not raised before. Cases relating to poor time management will not be accepted. You are therefore encouraged to ensure that exceptional circumstances requests are made before the assessment date.

<sup>32</sup> Exceptionally, where employers will not provide evidence in writing, Education Services will contact the employer to obtain verbal confirmation of the circumstances described.

<sup>33</sup> Submitting a false claim or fraudulent evidence is a serious matter and will be dealt with under the procedures in the Senate Handbook on Disciplinary Procedures.

### 13.3 Deferral and exceptional circumstances requests: procedures

All requests should be submitted by you on the appropriate form, as provided by the SAS Lead or available on the VLE.

Appendix A provides a summary of how requests are considered.

#### **Requests made prior to examination date or assignment submission deadline**

All requests prior to the assessment date must be submitted through the SAS Lead. The SAS Lead will coordinate the consideration of requests with the Course Director. Once a decision has been made, the SAS Lead will liaise with Registry to ensure that the request and outcome are recorded. Failure to make requests through the SAS Lead may result in your assessment record being incorrect.

The SAS Lead in agreement with the Course Director will review the form and submitted evidence (or self-certification) and will:

<b>Deferrals</b>	<b>Exceptional Circumstances (short extension request)</b>
a) approve a module deferral; or b) approve an assessment deferral; or c) return the form where the impact of deferral would not enable you to successfully complete your award and provide advice on options available.	a) approve an extension of normally no more than 10 working days, and up to a maximum of 15 working days, depending on the schedule for the return of marked work; or b) return the form where the grounds for exceptional circumstances have not been met.

The appropriate staff in Education Services will be advised of the outcome, to ensure your student record is kept up to date. SAS Leads, in agreement with Course Directors, can at their discretion approve extension requests pending receipt of evidence and in all cases, the SAS Lead will check that evidence has been received and that it confirms the impact and timeliness of the circumstances on your studies. Decisions can be reversed if evidence is insufficient.

Until such evidence is received, your marks will reflect the fact that exceptional circumstances have not yet been approved. This evidence should be provided as soon as possible, and by no later than 20 working days after the submission of your exceptional circumstances request. If evidence has not been received at this point or is insufficient then the mark penalties shall stand and your exceptional circumstances will be rejected.

#### **Requests made prior to individual project submission deadline**

All requests submitted prior to the original individual project deadline must be submitted through your SAS Lead. The SAS Lead will coordinate the consideration of requests as below.

Requests made at least 2 weeks prior to the original deadline and for no more than 2 weeks occurring immediately after the original deadline will be considered by the SAS Lead and Course Director. Once a decision has been made, the SAS Lead will liaise with Registry to ensure that the request and outcome are recorded.

Requests made within 2 weeks prior to the original deadline and/or for more than 2 weeks will be submitted to the Student Casework team for a decision. Further extension requests made prior to

an extended deadline will be submitted to the Student Casework team for a decision. Your Course Director will be asked to provide a statement (to support your request or otherwise).

### Requests made after the examination date, assignment submission deadline or individual project submission deadline

All requests should be submitted by you to your Course Director and include in the subject heading: ExCircs and your name and student number. Your Course Director will be asked to provide a statement (to support your request or otherwise). The Course Director will then forward the request to your SAS Lead who will check that all documentation is completed and submitted the form to the Student Casework Team.

Cases must be submitted with:

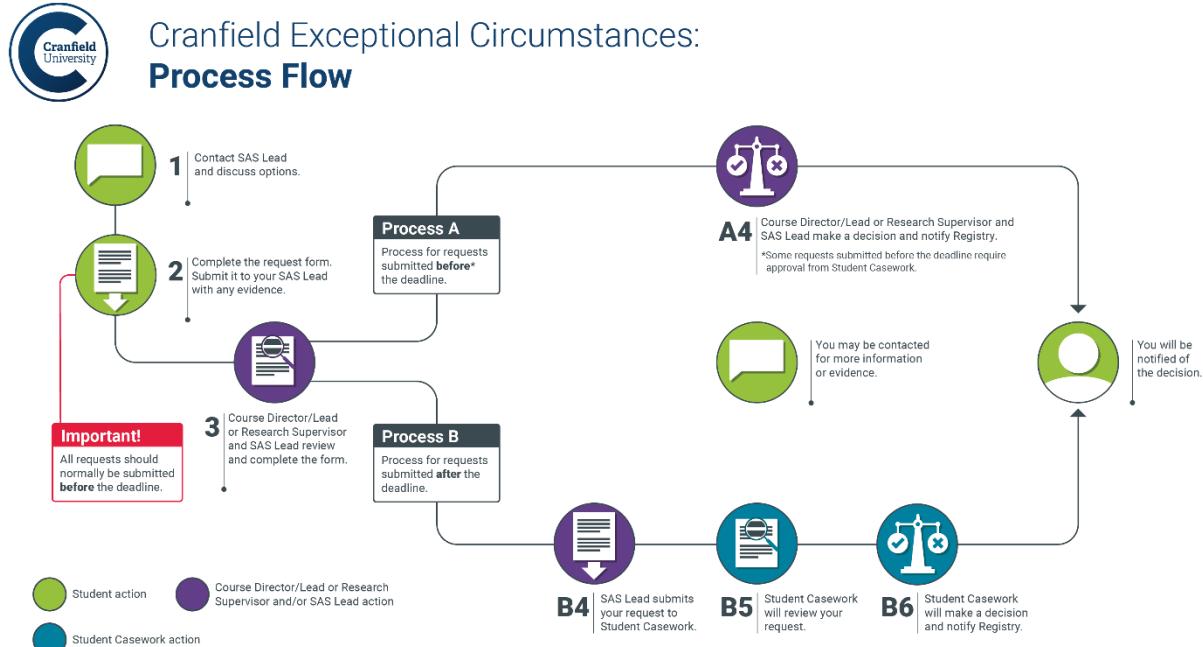
- third party corroborative evidence, as outlined in Section 12 and provided by you;
- a clear and appropriate reason why the exceptional circumstances were not submitted prior to the assessment date, provided by you.

Requests must be made prior to the release of marks for that assessment, **and** within 20 working days of the assessment date: later requests will not be considered, except in the case of serious long-term medical incapacity reported through the relevant Assistant Registrar in your Faculty. You are therefore strongly advised to submit the request as soon as possible after the assessment deadline to strengthen the case for consideration.

Where a student believes that there is further information that was not previously disclosed within 20 working days of the assessment date, that may impact the previous decision made by the Student Casework Team, they may supply this to the Student Casework Team at least 5 working days prior to the formal Board of Examiners meeting; any received thereafter will usually not be permitted.

This new evidence will be considered by the Student Casework Team alongside the original case, with a new recommendation provided to the Board of Examiners.

## 13.4 Exceptional Circumstances process overview



## 14 Possible outcomes of exceptional circumstances requests

### 14.1 Initial consideration of the request

You should not assume that exceptional circumstances requests will be accepted. Non-submission or non-attendance is at your own risk. You should not wait for a decision on your request before continuing with your work.

Formal notification of the acceptance or rejection of requests will come from staff in Education Services, and may include recommendations for you in response to the decision.

The impact of the acceptance or non-acceptance of requests for deferrals or exceptional circumstances is outlined in the table below:

Exceptional circumstance request	Result of <u>acceptance</u> of request	Result of <u>non-acceptance</u> of request
Deferral of examination  Retrospectively-authorised absence from examination	You would attend the next scheduled sitting of the examination.  Your rescheduled examination would be treated as a first attempt unless the examination in question was already deemed a second attempt.	A failure to complete the assessment would be recorded.  A retake capped at 50% would only be permitted for the first instance of failure to complete the assessment. Subsequent instances would result in the credits not being awarded and award failure.
Deferral of an assignment  Retrospectively-authorised failure to submit the assignment	You would take a new and different assessment at the next available occasion as your first attempt, unless the assignment in question was already deemed as a second attempt.	A failure to complete the assessment would be recorded.  A retake capped at 50% would only be permitted for the first instance of failure to complete the assessment. Subsequent instances would result in the credits not being awarded and award failure.
Extension of assignment submission deadline  Retrospectively-authorised late submission of assignment	For requests prior to the submission date, you would be allowed to submit the assessment up to 15 working days later (the revised deadline will be communicated to you).  For requests after the submission date, the late submission penalty would be removed. This would only apply if the work had been submitted (albeit late).	If the work was submitted within a week of the deadline, the mark would be capped at 50%.  If the work was submitted after the one-week grace period (or 24 hour grace period for assignments with a submission window of 5 working days or less), a mark of zero would be recorded.  If the work was not submitted, a failure to complete the assessment and mark of zero would be recorded.  A retake capped at 50% would only be permitted for the first instance of failure to complete the assessment. Subsequent instances would result in the credits not being awarded and award failure. There is no grace period for the submission of retake assessments.

Extension of a substantive assessment (e.g. individual project, dissertation, group project)	For requests prior to the submission date, you would be allowed to submit the assessment by the new deadline (the revised deadline will be communicated to you).  For requests after the submission date, the late submission penalty would be removed. This would only apply if the work had been submitted by the new deadline.	If the work was submitted within a grace period, the mark would be capped at 50%.  If the work was submitted after a grace period, a mark of zero would be recorded.  If the work was not submitted, a failure to complete the assessment and mark of zero would be recorded.  If granted, a retake or individual project revise and represent opportunity would be capped at 50%. There is no grace period for the submission of retake or revise and represent assessments.
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Where it is agreed that you can take the assessment at the next available occasion, this would be at the next scheduled opportunity, which may be in the following academic year. You would be expected to meet the costs of returning to the University to attend the assessment if required and to commit to the re-assessment date. Your Course Director may also be required to request an extension to registration which may result in an additional tuition fee.

## 14.2 Appeal against the initial decision

Where requests are not agreed to, you will be provided with the reasons for the decision. You have the right to appeal to Senate's Education Committee against the initial decision but only under specific circumstances. These are limited to:

- A. that the evidence you provided was incomplete or inaccurate, to the extent where it is reasonable to conclude that the outcome may have been substantially different;
- B. that the person making the initial decision had summarily dismissed significant pieces of evidence in coming to their decision;
- C. that the criteria relating to the decision were not applied correctly by the person making the decision.

You may not appeal because you do not like the outcome, or because you disagree with the reasons you were given. You may also not appeal because your exceptional circumstances request was rejected for being out of time.

Appeals must be made within 20-working days of the date of the original decision, and should be sent in writing to [appeals@cranfield.ac.uk](mailto:appeals@cranfield.ac.uk), clearly marked in the subject header as "Exceptional circumstances appeal". You should include (or attach):

- the original decision with your appeal email;
- your statement, including clearly under which reason you are appealing (A, B or C); and
- evidence to support your statement.

Failure to provide all three items above, and failure to supply any new evidence to support your appeal may result in your appeal being summarily dismissed by the Student Casework Team on Education Committee's behalf.

The decision of Education Committee will be the final decision of the University: there is no further right of appeal (although students retain the right to complain to an external body as outlined in the Student Complaints procedures).

## 15 Confidentiality of exceptional circumstances requests

By submitting an exceptional circumstances form you are agreeing to the University holding this personal data for the purposes of processing your claim. The University holds this data in accordance with its notification under the Data Protection Act.

You are not required to give detailed personal information unless you feel it is relevant to your claim. You do not for example need to provide detailed information about a medical condition and can ask your doctor to provide evidence that outlines the impact that the condition has on your ability to study rather than providing detail on the condition itself.

Your exceptional circumstances request will only be provided to a limited number of people to allow your claim to be processed.

For requests made before the assessment date or deadline (except individual project extensions for more than 2 weeks beyond the original deadline):

- your Course Director (or proxy in their absence);
- your SAS Lead and other relevant staff in Education Services (in order to record the outcome);
- the Director of Education (in an advisory capacity).

The following may also be consulted by the Course Director:

- the relevant Module Leader;
- an Assistant Registrar, or the Academic Registrar;
- the Student Casework Team
- third party evidence provider (to confirm authenticity).

In addition, requests after the assessment deadline or date and individual project extensions made within 2 weeks of the deadline will be considered by the Student Casework Team and the outcomes recorded by staff in Education Services.

The circumstances but not the evidence may be provided to the board of examiners with the Student Casework Team decision and/or recommended course of action.

For appeals against a rejected request, the full case and evidence may be submitted to Education Committee.

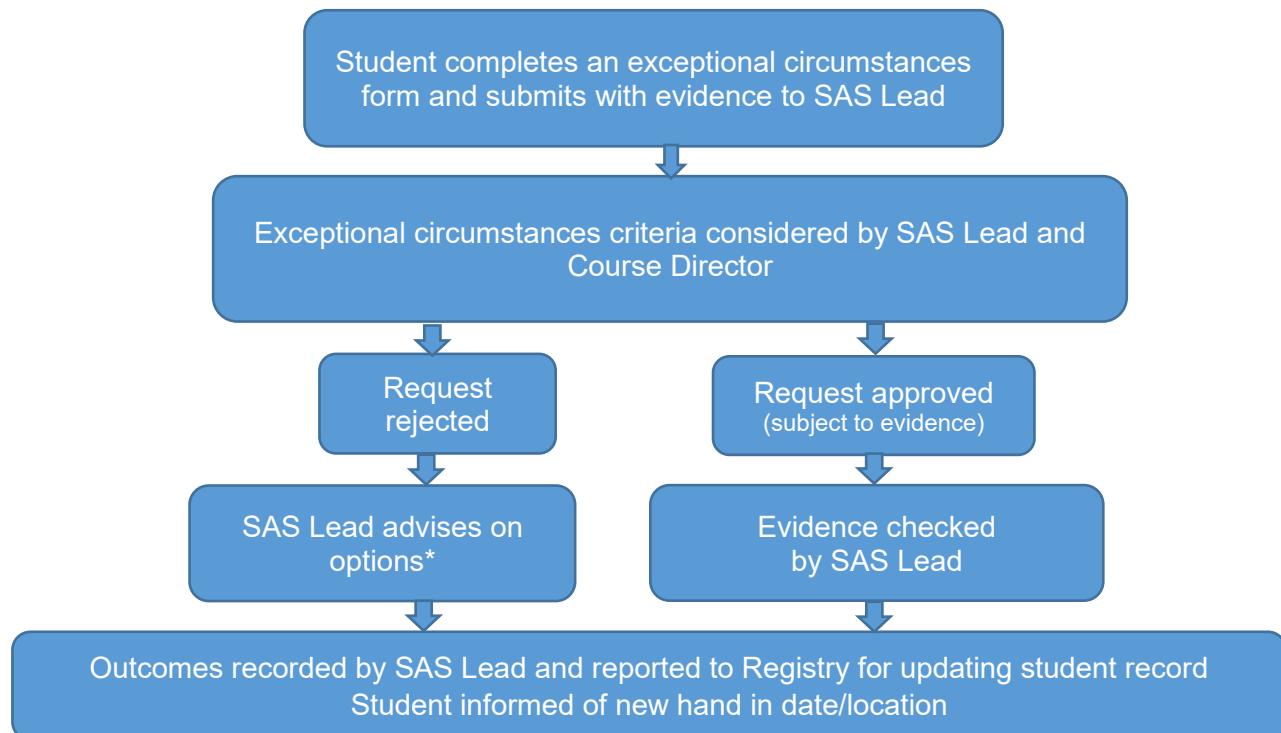
Your exceptional circumstances, deferral or extension form and evidence will be retained by the University for your period of registration to enable the outcome to be implemented.

SAS Leads may retain a skeleton database of outcomes but will not retain personal details or information relating to the exceptional circumstances once a student's period of study is complete in line with the University's Data Retention Schedule.

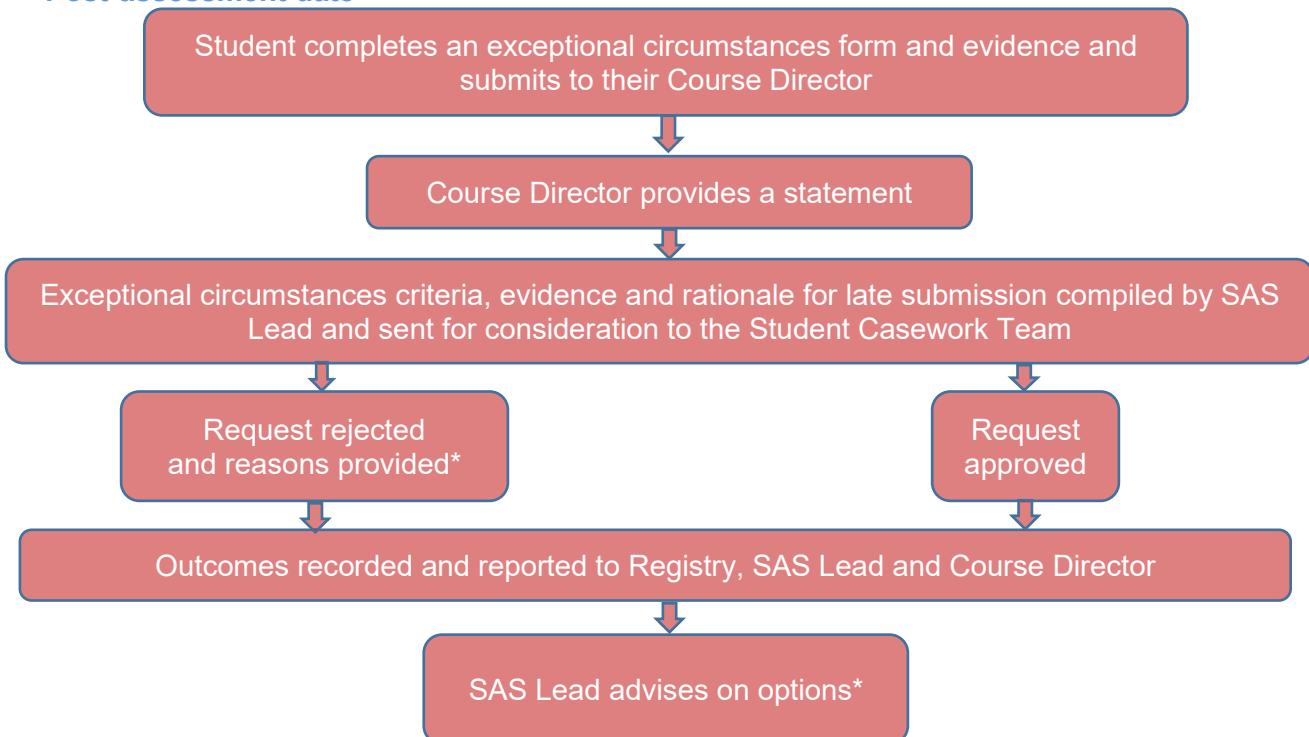
The Student Casework Team retain a secure database of requests, outcomes and a brief outline of cases submitted to them in line with the University's Data Retention Schedule.

# APPENDIX A: Flow diagram: assessment adjustment Requests for taught assessments

## Pre-assessment date



## Post-assessment date



\*Including the right to appeal to Education Committee

## APPENDIX B: Formal outcomes of examination boards

All candidates for a degree or other academic distinction of the University must have examiners formally appointed for them. A “Board of Examiners” will include internal examiners (i.e. members of academic staff) and one or more external examiners who are independent of the University. Boards of examiners approve candidates for awards providing that those students have demonstrated that they have met the associated learning outcomes, the appropriate number of learning credits and the approved requirements of the course within the University pass criteria.

Boards of examiners can choose to:

- a) confirm a relevant academic award (Master’s; Postgraduate Diploma, Certificate or Award); or
- b) defer a decision on the outcome of assessment, requiring you to undertake further work to demonstrate that you have met the learning outcomes of the course; or
- c) agree to fail you for an award.

If the board of examiners decides to defer a decision on the taught element of a course, this may result in you:

- a) retaking the necessary examination or re-submitting an assessment
- b) returning to studies, repeating the learning associated with the course.

In both cases marks would be capped at 50%

If the board of examiners decides to defer a decision on the individual project element of a course, this may result in you:

- a) completing corrections to your individual project, in which case you would be given a statement of corrections to complete within a set period of no more than 6 months. The original mark given to the individual project will stand but failure to submit your corrections by the deadline would result in a fail. In such cases, you would have continued remote access to learning facilities and it would be expected that you would require minimal guidance to be provided by your supervisor.
- b) Revising and representing your individual project, in which case you would be given a statement of deficiencies to complete within a set period of no more than 12 months. The examiners would then re-examine the individual project according to the statement of deficiencies following the revision of the individual project. The mark would be capped at 50%. In such cases you would continue to have access to learning facilities and your supervisor would provide continued supervision.

You will only be given one revise and represent opportunity in accordance with the two permissible assessment opportunities for taught modules.

## APPENDIX C: Qualitative assessment criteria

Marks for all assessments are awarded in accordance with the qualitative assessment criteria:

Mark Range & Standard	Criteria / Descriptors (N.B. not all may apply for each piece of work or type of assessment)
80% - 100% <b>Excellent Distinction</b>	<p>Demonstrating a comprehensive knowledge and understanding of the subject and subfields. All stated intended learning outcomes exceeded.</p> <p>High capacity for critical evaluation.</p> <p>Novel application of the subject matter to a specific context.</p> <p>Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken extensive further reading.</li> <li>• Produced a well-structured piece of work.</li> <li>• Demonstrated excellent communication skills.</li> <li>• Exercised a high level of original thought.</li> </ul>
70% - 79% <b>Very Good Distinction</b>	<p>Demonstrating an extensive knowledge and understanding of the subject and subfields. All stated intended learning outcomes met, with many exceeded.</p> <p>Very good capacity for critical evaluation.</p> <p>Effective application of the subject matter to a specific context.</p> <p>Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken substantial further reading.</li> <li>• Produced a well-structured piece of work.</li> <li>• Demonstrated very good communication skills.</li> <li>• Exercised a significant level of original thought.</li> </ul>
60% - 69% <b>Good Merit</b>	<p>Demonstrating a good knowledge and understanding of the subject and subfields. All stated intended learning outcomes met, with some exceeded.</p> <p>Good capacity for critical evaluation.</p> <p>Competent application of the subject matter to a specific context.</p> <p>Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken some further reading.</li> <li>• Produced a well-structured piece of work.</li> <li>• Demonstrated good communication skills.</li> </ul>
50% - 59% <b>Satisfactory Pass</b>	<p>Demonstrating a satisfactory knowledge and understanding of the subject and subfields. All stated intended learning outcomes met.</p> <p>Standard critique of the subject matter.</p> <p>Adequate application of the subject matter to a specific context.</p> <p>Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken adequate further reading.</li> <li>• Produced an adequately-structured piece of work.</li> <li>• Demonstrated basic but satisfactory communication skills.</li> </ul>
40% - 49% <b>Poor Fail</b> (substantial and individual project assessments) <b>Compensable Fail</b> (Taught Assessments only)	<p>Demonstrating an inadequate knowledge and understanding of the subject and subfields. Most stated intended learning outcomes met.</p> <p>Lacking critique of the subject matter.</p> <p>Limited application of the subject matter to a specific context.</p> <p>Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken some relevant reading.</li> <li>• Produced a piece of work with a simple structure.</li> <li>• Demonstrated marginal communication skills.</li> </ul>
0% - 39% <b>Very Poor Fail</b>	<p>Demonstrating a lack of knowledge and understanding of the subject and subfields. Many stated intended learning outcomes not met.</p> <p>Absence of critique of the subject matter.</p> <p>Lacking application of the subject matter to a specific context.</p> <p>Requiring a student to have:</p> <ul style="list-style-type: none"> <li>• Undertaken inadequate reading.</li> <li>• Produced a poorly-structured piece of work.</li> <li>• Demonstrated poor communication skills.</li> </ul>

## APPENDIX D: Responsibilities and expectations of students and individual project supervisors

The completion of a Master's degree at Cranfield usually involves a student undertaking an individual project. All students completing a Master's individual project will be assigned a Supervisor. The below sets out the various expectations and responsibilities of academic staff supervising a Master's individual project, as well as those of the student undertaking such an individual project.

At the start of the individual project, the Supervisor and student jointly agree plans to cover:

- the initial objectives of the research, taking account of any sponsor or industrial partner's requirements;
- any developmental or general educational needs of the student;
- the means by which the Supervisor and student will communicate and how they will arrange regular meetings (including who will book the meetings);
- the frequency of the meetings (which should be at least once every four weeks);
- the means of monitoring progress on the individual project (e.g. regular sharing of work, use of electronic lab book).

Students' ongoing responsibilities include:

- their own personal and professional development, including, where possible, recognising when they need help and seeking it in a timely manner;
- maintaining regular contact with the Supervisor, and preparing adequately for meetings with them;
- a commitment to understand and abide by the assessment rules for the completion and submission of their individual project, as set out in the Senate Handbook on Assessment Rules (Postgraduate Taught Courses);
- keeping to agreed timetables and deadlines (including the planning and submitting of work) and generally maintaining satisfactory progress with their individual project;
- maintaining records of research and meetings in such a way that they can be accessed and understood by anyone with a legitimate need to see them;
- raising awareness of any specific needs or circumstances likely to affect their work;
- attending any development opportunities (research-related or other) that have been identified when agreeing their development needs with their Supervisor;
- being familiar with the regulations and policies that affect them, including those relating to their award, health and safety, intellectual property, electronic repositories, data management and ethical research;
- ensuring that they complete the necessary application(s) for ethical approval of their research and submit evidence of this with their individual project.

Supervisors' ongoing responsibilities include:

- establishing and maintaining regular contact with the student;
- being reasonably accessible to the student to give advice (by whatever means is most suitable, given the student's location and mode of study);
- providing satisfactory and accurate guidance and advice;
- providing timely, constructive and effective feedback on the student's work and overall progress on their individual project;
- ensuring that the student is aware of the need to exercise probity and conduct their research according to ethical principles, including intellectual property rights, and of the implications of research misconduct;
- ensuring that the student completes the necessary application(s) for ethical approval of their research;
- ensuring that the student is aware of sources of advice and, where appropriate, referring the student to other sources of support;
- helping students understand health and safety responsibilities.



# Appendix E: Award Criteria (Awards commenced prior to 1 August 2025)

This Appendix outlines the rules observed by boards of examiners in determining whether a student qualifies for an award of the University where the student commenced their course prior to 1 August 2025.<sup>34</sup> **Where a student does not qualify for their award under these rules, but would do so under the rules introduced for students starting their course on or after 1 August 2025, their award may be considered by the Board of Examiners against the new award criteria.**

In order to achieve your award, you are required to achieve:

- An overall average mark of  $\geq 50\%$ ;
- An average mark of  $\geq 50\%$  across the taught assessment;
- Completion of all assessments with the minimum mark attained: no more than one failure to complete an assessment (as defined in Section 2.3) will be permitted throughout the course of your studies (Please note that the board of examiners does not have discretion to overrule this limit, but can refer a case to Senate's Education Committee); <sup>35</sup>
- **For Taught Assessments**<sup>36</sup>, the minimum mark for each individual taught assessment on the first attempt for the significant majority of the taught assessments, noting that:
  - if you fail to attain the minimum mark for up to 30 learning credits (up to 60 learning credits for MBA students)<sup>37</sup>,<sup>38</sup> you will be permitted to retake all of those assessments (except for circumstances where a retake mark capped at 50% would be insufficient to achieve an overall average mark of  $\geq 50\%$  across the taught assessments);
  - if, having failed to attain the minimum mark for 30 learning credits (or 60 learning credits for MBA students), you fail to obtain the minimum mark for any additional learning credits over the course of your studies you will be disqualified from the right to retake the assessments: this will normally result in intended award failure. (Please note the board of examiners may at its discretion overrule this limit, but this is not an automatic right);
  - it is not permissible for you to fail an elective module and then proceed to take a different elective module in its place.
- **For Substantial pieces of assessment** (corresponding to  $\geq 40$  credits, which are not part of the taught assessment average), the pass mark of  $\geq 50\%$  (where they exist);
- **For the thesis**, a mark of  $\geq 50\%$  in order to receive a pass (where it exists).

In all cases, the average mark is calculated by taking into account the relative weighting of the associated learning credits, and the proportionality of individual assessments within a module, as

<sup>34</sup> This section does not apply to students taking accredited short courses or stand-alone accredited modules, where the pass mark is 50%. It also does not apply to PgAwards or the Postgraduate Certificate in Academic Practice (PGCAP), where the outcome is limited to pass or fail based on the outcome of the pass/fail assessments.

<sup>35</sup> Where a minimum mark of 40 exists on a module, providing the minimum mark is met, a mark of 40-49% will be automatically compensated if a student's overall average taught assessment mark (including the failed assessment) is greater than or equal to 50%. Students are advised, however, that they retain the right to re-take an assessment with a mark of <40% (but should note that a re-take attempt will be capped at 50%), as long as they haven't failed more than 30 credits (60 credits for MBA students). At the discretion of the Board of Examiners or by Board of Examiners Chair's Actions a student may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of their other taught modules would not allow them to qualify for their award (<50%).

<sup>36</sup> The MBA is composed entirely of Taught Assessments.

<sup>37</sup> The 60-credit limit applies to the MBA only - lower exit awards from the MBA are subject to the University's standard 30-credit rule.

<sup>38</sup> Failing to attain the minimum mark includes assessments that have been given a mark of 0 due to the student either failing to attend or submit an assessment or due to a student being found guilty of academic misconduct.

outlined in the course specification. Overall taught averages and overall award marks are recorded to one decimal place and are not rounded up or down.

Where you do not qualify for an award (taking into account the discretionary powers of the board of examiners), and the board of examiners decide to support a continuation of studies in order for you to meet the required standards, exceptional permission may be granted by Senate's Education Committee (who may delegate cases to its individual members).

The required credits for the award are outlined in your course handbook.

Further information is provided in Appendix B about how boards of examiners will consider your marks and determine a final outcome.

### **MBA Chilean Collaboration**

The pass criteria is the same as for the MBA; however, a student will be regarded as having failed if they fail to achieve the minimum mark on more than 40 credits. The Chilean students join at the start of Term 2 and are awarded 80 credits for prior learning providing they pass their Master's in Global Management programme at the University of Chile (UoC). In order to meet these criteria, the students must return to the UoC, when they finish their Cranfield MBA studies.

# Appendix F: Pass criteria for individual assessments (for students commencing their course prior to 1 August 2025)

This Appendix outlines the pass criteria for individual assessments for students who commenced their course prior to 1 August 2025.

Modules commenced prior to 1 August 2025 may have had a minimum mark of 40%. For all modules commenced on or after 1 August 2025 there is no minimum mark of 40%; the pass mark of 50% must be met.

Your course handbook will detail the modules which had a 40% minimum mark. Regardless of the minimum mark, the pass mark for all pieces of assessment is 50%.

All pieces of assessed work are marked out of 100 (or are converted to marks out of 100 prior to being confirmed by the board of examiners). Marks are recorded either as integers or to one decimal place but modules will be rounded and recorded as integers on transcripts. The convention of rounding up the decimal place digits of  $\geq 5$  will apply. For example, 57.3 will be rounded down to 57, 57. will be rounded up to 58 and 57.5 will be rounded up to 58.

The mark for any retake assessment will be capped at 50%, with no candidate able to attain a higher mark for that retake assessment. Where you have made more than one attempt at the same assessment, the final mark obtained will always be the higher of the two assessment opportunities (subject to any cap). For example, a retake mark of 70% would be capped at and recorded as 50%, a retake mark of 44% would be recorded as 44%, providing it was the higher mark of the assessment attempts.

## **Taught assessments (pieces of assessment corresponding to <40 credits)**

- A mark of  $\geq 50\%$  is required to pass the assessment, however:
  - the stated minimum mark for each individual assessment must be attained (this may be 40% or in some cases will be clearly stated as 50%);
  - where the stated minimum mark is 40%, an overall mark of 40-49% for the module will be automatically compensated providing that overall your average mark for the taught phase of your course (including the failed assessment(s)) is  $\geq 50\%$ : a mark of <40% will require the assessment to be retaken (subject to the limitations outlined in Appendix E)<sup>39</sup>;
  - where the stated minimum mark is 50%, a mark of <50% will require the assessment to be retaken (subject to the limitations outlined in Appendix E);
  - Where a module has more than one assessment, the minimum mark must be met for all assessments. The overall module score (taking into account all assessments and their relative weighting) will be considered to be passed ( $\geq 50\%$ ), be compensable (40-49%, where the module has a minimum mark of 40%) or will be required to be retaken (subject to the limitations outlined in Appendix E).
- The marks of a retake (or re-submission) of an assessment will be capped at 50%. Providing the minimum mark is met, retake marks which give an overall module mark within the range of 40-49% will allow the module to be automatically compensated providing that overall your average mark for the taught phase of your course (including the failed assessment(s)) is  $\geq 50\%$ ;

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<sup>39</sup> You will not be offered the opportunity to re-take any assessment which is compensable provided you have a taught average of  $\geq 50\%$ ; At the discretion of the Board of Examiners or by BoE Chair's Action you may be permitted a re-take attempt of modules in the range of 40-49% only if the average mark of your other taught modules would not allow you to qualify for your award (<50%).

- Any compensation will only be applied if all of the credits required for an award (either the intended award or a lower exit award) are passed or compensable. Where a student exits with a lower award, compensation can only be applied based on the modules completed as part of that lower award.;
- Any retake assessment will be of the same assessment type as the original failed assessment and be either:
  - a new (and different) examination; or
    - i. a new (and different) piece of submitted work;
    - ii. a revision of the work submitted originally.
- A first instance of failure to submit or attend assessment(s) associated with a module would be permitted a further opportunity to submit or attend, but the marks obtained will be capped at 50%. Further instances of failure to attend or submit assessments for any further modules across the whole course (not just taught modules) would not entitle you to any further assessment opportunities and would normally mean that you would not gain the credits for that assessment and therefore would fail the award.<sup>40</sup>
- Failure to attain the minimum mark or failure to submit on the second attempt would normally mean that you would fail the module and the intended award.

#### **Substantial pieces of assessment (pieces of assessment corresponding to ≥40 credits)**

- A mark of  $\geq 50\%$  is required to pass the assessment. A mark of 40-49% cannot be compensated by performance in other modules.
- A mark of  $<50\%$  will normally result in an opportunity to retake the assessment or an opportunity to revise and represent the original work (this will be defined in your course handbook), in both cases with the retake mark capped at 50%. The board of examiners reserve the right to fail a mark of  $<40\%$  without a second assessment opportunity.
- A first instance of a failure to submit or attend an assessment would be permitted a further opportunity to submit or attend, but the marks obtained will be capped at 50%, providing no other failures to submit or attend had been recorded across the entire course. Further instances of failure to attend or submit across the course would not entitle you to any further assessment opportunities and would normally mean that you would not gain the credits and therefore would fail the intended award.
- Failure or failure to submit on the second attempt would normally mean that you would fail the intended award.

#### **Thesis (or other outcome from an individual research project)**

A mark of  $\geq 50\%$  is required to pass the assessment.

The possible assessment outcomes for taught course theses are:

- An outright pass ( $\geq 50\%$ )
- A pass mark subject to corrections
- An opportunity to revise and represent your thesis
- An outright fail

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<sup>40</sup> Where a module has multiple assessments, failure to submit any number of those assessments will count as one failure to submit.

## **A pass mark subject to corrections**

The board of examiners may provide a pass mark subject to corrections of the thesis to be made by you before that mark is confirmed. Any corrections will be provided in a written 'Statement of Corrections'<sup>41</sup>. A corrections outcome may only be given in situations in which a thesis has met the required standard for a Master's degree, but contains any of the below issues which must be rectified before a pass can be confirmed.

Corrections outcomes are given only where:

- amendments to a thesis are required for reasons of commercial sensitivity, security or other matters relating to restriction of information;
- a thesis contains ethical issues which require correction (e.g. relating to anonymity etc.);
- there is a significant risk that a key finding of the work may be misunderstood due to an error in presentation.

Corrections cannot be used to improve the general quality of theses which have achieved a pass mark, and the assignment of corrections is not expected to be the norm. The required work will require little or no input from the student's thesis supervisor other than to confirm the corrections have been completed satisfactorily.

## **An opportunity to revise and represent your thesis**

If not awarded a pass (either outright or subject to corrections) you will normally be offered an opportunity to revise and represent your thesis, in line with a written 'Statement of Deficiencies' provided to you. The second opportunity will be assessed in line with this Statement and the final mark capped at 50%. The board of examiners reserves the right to fail a mark of <40% without a second assessment opportunity.

## **An outright fail**

Failure to submit your thesis by the stated thesis-handing-in-date (or within a week, where the mark will be capped at 50%) will normally result in an award failure, with no opportunity for your thesis to be examined, unless you have formally requested an extension to thesis submission and are awaiting the decision.

Failure to submit corrections or revisions to your original thesis by the stated thesis-handing-in-date will also normally result in an intended award failure. There is no grace period for the submission of Corrections or theses that have been referred for Revise and Represent outcome.

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<sup>41</sup> This may be using a prescribed form or through other electronic means.

## Appendix G: Classification rules for integrated apprenticeships

The University classifies Master's, Postgraduate Diploma and Postgraduate Certificate awards using a Pass, Merit and Distinction classification system. The rules for classification are set out in Section 7 of this Handbook. Where a student is studying as an apprentice on an integrated apprenticeship (where the End-Point Assessment (EPA) forms part of their award) the following table will be used to determine a student's final classification.

EPA Outcome	Taught Module average <b>and</b> Substantial pieces of assessment	MSc Classification
Pass	70%+	Pass
Merit	70%+	Merit
Distinction	70%+	Distinction
Pass	60-69.99%	Pass
Merit	60-69.99%	Merit
Distinction	60-69.99%	Merit
Pass	50-59.99%	Pass
Merit	50-59.99%	Pass
Distinction	50-59.99%	Pass
Fail	<50%	Fail
N/A	<50%	Fail

<b>Owner</b>	Academic Registrar
<b>Department</b>	Education Services
<b>Implementation date</b>	August 2025
<b>Approval by and date</b>	Academic Registrar, August 2025
<b>Version number and date of last review</b>	Version 4.0.1, August 2025
<b>Next review by</b>	July 2026