



Senate Handbook

Undergraduate Awards Handbook

This Handbook supplements Regulations governed by Senate.

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

Please note that this Handbook contains important information for all undergraduate students who are registered on or after 1 August 2024.

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Changes to this document since version 1.4 August 2024:

- Amendment that lower awards may be offered to apprentice students who have already achieved the necessary requirements (8.1, 8.2, 9, 13.2).

PART A GENERAL MATTERS

1 Introduction

This Handbook outlines the University's undergraduate assessment rules and the expectations placed on students. Staff and students should read this Handbook carefully in order to familiarise themselves with these rules and their rights and responsibilities. If you have any questions about these rules, you should seek further guidance or clarity from your Course Lead, Coach or SAS Lead.¹ For apprenticeship students, these rules govern the academic aspect of your apprenticeship.

All undergraduate students registered for a course with MK:U are registered students of Cranfield University, and all academic credit and undergraduate awards are awarded by Cranfield University as the awarding body. The term 'University', used throughout this Handbook, refers to Cranfield University.

The rules in this Handbook apply to all undergraduate courses, which include:

- Bachelor of Arts BA
- Bachelor of Science BSc
- Bachelor of Business Administration BBA
- Bachelor of Engineering BEng
- Diploma of Higher Education DipHE
- Certificate of Higher Education CertHE
- Accredited short courses

This Handbook supplements University Regulations 91-99 and is designed to provide you with transparent, clear and essential information on assessment rules and progression and award criteria 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 Canvas site;
- the [Senate Undergraduate Students' Handbook](#);
- the [Senate Handbook on Academic Misconduct](#);
- the [Senate Handbook on Managing Undergraduate Courses](#);
- the [Senate Handbook on Changes to Registration](#);
- the [Senate Handbook on Academic Appeals](#);
- the [Senate Handbook on Student Complaints](#);

The University also has an [Apprenticeship Employer Complaints Policy](#) which can be found on the University website..

This Handbook includes assessment criteria for the award of undergraduate degrees from August 2024 onwards.

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.

A separate Handbook, the Senate Handbook on Postgraduate Assessment Rules, exists for postgraduate students.

¹ The Student and Academic Support Lead or 'SAS Lead' is a professional member of staff in Education Services.

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.

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).

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;
- meeting the stated dates of assessment (either deadlines for the submission of work for assessment or examination dates) - all submission times are based on the UK time zone, and
- meeting the requirements of the University's Undergraduate Attendance and Engagement policy².

These responsibilities are outlined in documentation provided to you through the website or virtual learning environment (Canvas).

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 assessments; or
- late submission of work for assessment; or
- failure to submit work for assessment.

2.1 Participating in scheduled assessments – the concept of 'fit to sit'

In submitting work for assessment or attending an examination, you are declaring yourself as 'fit to sit' (i.e. that you are capable and competent to undertake the assessment and therefore that you have determined that any relevant exceptional circumstances will not adversely impact on your ability to undertake the assessment).

If you do not feel able to attend an examination or complete an assessment for whatever reason, you must raise this in advance through the exceptional circumstances procedure.

Exceptionally, the University will consider requests after examination dates or submission dates (see section 21.3) 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 E 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 <40% for any assessment, including where a mark of 0% has been awarded for non-submission, 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 20 (i.e. deferrals and extensions) but you should also consider options detailed in the Student Handbook on Changes to Registration, including:

² This can be found in full in the [Undergraduate Students' Handbook](#).

- suspension of studies;
- switching from full-time to part-time registration; *
- switching to an alternative award (e.g. changing from an intention to receive a Bachelor's award to a Diploma or Certificate of Higher Education).*

* Please note apprentice students are not permitted to change their mode of attendance or to an alternative award whilst remaining on an apprenticeship programme.

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. If you are studying as part of an apprenticeship, you should discuss any changes to your registration with the Apprenticeships Office **before** submitting a formal request, as a change to your registration may impact on your eligibility for the apprenticeship programme.

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

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

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

2.3 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 in the course of your studies, are assigned to you, except where this has been specifically agreed otherwise in writing.³ Further details can be found in the Undergraduate 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. Plagiarism is a form of academic misconduct and is not acceptable, and will normally result in failure of the work by the examiners and disciplinary action. Plagiarism is defined as 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.

Guidance on the use of AI-generated text in any assessed work can be found in the Undergraduate Students' Handbook and Senate Handbook on Academic Misconduct.

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.

³ This includes instances where work is completed as part of a company project or through sponsorship by or collaboration with a partner organisation.

PART B INDIVIDUAL ASSESSMENTS

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 the pass criteria.

3 Definition of assessment types

“Assessment” is the generic term for all student work that contributes formally toward undergraduate awards⁴. Your course will be made up of both formative assessments, which are intended to help develop your skills and understanding through assessment and feedback, and summative assessments, which contribute marks towards the credit needed for your final degree award.

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
- a **time-compressed assignment** is a time-limited assessment which does not take place in controlled conditions, but is set and must be completed within a defined timeframe (usually not more than 24 hours). These assessments are usually open-book, and will assess your skills, understanding and/or knowledge; or
- an **examination** is a time-limited, real-time assessment under controlled conditions which will assess your skills, understanding and/or knowledge. Examinations 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
- a **remote examination** is a time-limited, real-time assessment taken either away from a university site or away from a designated examination room. Remote 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 assignment** 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 **in-person assessment** is any assessment that requires you to attend, either physically or remotely (as per the assessment instructions) at a fixed time/date to present your work, either individually or as part of a group. This may include, for example, presentations, viva voce, group assessments, examinations, laboratory assessments.

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. For apprenticeship students, formative assignments may be used as part of your evidence for your End-point Assessment in relation to evidencing your specific Knowledge, Skills and Behaviors (KSBs) and, as such, should be engaged with in light of this potential requirement. In addition, not all course or module Intended Learning Outcomes will be assessed summatively, some may be assessed formatively.

⁴ Please note, the terms ‘assessment’ and ‘assignment’ are used interchangeably throughout your course.

4 Pass criteria for individual assessments

The pass mark for all undergraduate assessments is $\geq 40\%$.

You are required to complete and attain the pass mark for all of the summative assessments associated with your course.

All undergraduate assessments are designed as independent assessments, where the final mark for that assessment is made up of a single assessed piece of work. Each module that you undertake will usually have one or more individual summative assessments associated with it.

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). Assessment marks are recorded either as integers or to one decimal place, but the final module grade will be rounded and recorded as an integer on transcripts. The convention of rounding up the decimal place digit of ≥ 5 will apply. For example, 57.4 will be rounded to 57, 57.5 will be rounded to 58.

Students who fail to attain the pass mark for an assessment will be allowed one attempt to retake or resubmit that assessment (see section 5). Separate rules may apply for apprenticeship End-point Assessment modules; these are specific to each Apprenticeship Standard, please contact your course team or SAS team for more details.

5 Failure to complete (submit or attend) an assessment

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

Failure to submit an assignment by the specified deadline (without prior approval) will result in the mark being capped at 40% if submitted within one week of the specified deadline⁵. Thereafter the assessment will be formally recorded as you failing to be awarded the learning credits associated with the assignment. You will normally be permitted one further assessment opportunity, which must be submitted by the stated deadline provided by the course lead, with your mark capped at 40%.⁵ Any late submission will result in an outright fail of the assessment - there is no grace period for resubmissions.

Failure to submit a time-compressed assignment by the specified deadline (without prior approval) will result in the mark being capped at 40% if submitted within 24 hours of the specified deadline. Thereafter, the assessment will be formally recorded as you failing to be awarded the learning credits associated with the time-compressed assignment. You will normally be permitted one further assessment opportunity, which must be submitted by the stated deadline provided by the course lead, with your mark capped at 40%. Any late submission will result in an outright fail of the assessment - there is no grace period for resubmissions.

Failure to attend an in-person assessment, examination, or remote examination (without prior approval), or failure to attend, attempt 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 40%.⁶

You are only afforded **one** failure to submit an assessment per level of study. Subsequent failures to attend examinations or to submit assignments (without prior approval) will automatically result in the loss of learning credits, and accordingly will result in the failure of your intended award.⁷

⁵ The one-week grace period allows students to submit by the same day/time the following week (i.e. for an original submission date of 17:00 Monday, the grace period ends at 17:00 the following Monday).

⁶ An additional assessment opportunity **will not** be awarded if you fail to attend a resit examination/in-person assessment, or fail to submit a second attempt assignment.

⁷ Where a module has multiple assessments, failure to submit any number of those assessments will count as one failure to submit

6 Retake opportunities for assessments

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 Lead 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. Your SAS Lead or Course Lead may recommend that you withdraw from the course. Further information on withdrawal is available in the Student Handbook on Changes to Registration.

Re-sat assessments will be marked using the assessment type and rules in place when the module was originally attended.

6.1 Retake criteria

You will normally only be offered to re-sit an assessment, module or learning credits associated with one or more modules where at the first attempt you have not achieved the pass mark (40%) in a module.

You may re-sit no more than 60 credits of assessment during any level of study. You may re-sit an assessment once only.

You may not re-sit learning credits associated with modules where the pass mark has been achieved.

Where a module contains multiple assessments, you only need to re-sit those assessments that have been failed, with the weighted number of credits counting towards the 60-credit permissible total.

Where you are required to re-sit all learning credits associated with a module, the overall module mark will be capped at 40%. Where you re-sit some of the learning credits associated with a module, the assessment mark for those credits only shall be capped at 40%.

Students are expected to take reassessments at the first available opportunity, to ensure they have the ability to progress to the next level of their study.

6.2 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'. Students are permitted to fail to complete only one assessment per level of study.

'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 40%. If you subsequently 'fail to complete the same assessment' on a second occasion, you will not receive the learning credits and accordingly will not be eligible for your intended award.

6.3 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. 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.

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 re-sit due to exceptional circumstances, this will be classed as a further first attempt.

6.4 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 40% (i.e. in essence, the second attempt is restricted to a pass/fail outcome).

Boards of Examiners reserve the right to award >40% 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 taught assessment, the final mark obtained will always be the higher of the two assessment opportunities (subject to any cap).

7 Feedback

7.1 Formative Feedback

Formative assessment is a core principle of the University to enable you to evaluate your own progress and understanding of a particular topic as you progress through your learning journey.

The feedback you receive on formative assessments will vary, but may include individual written feedback, written feedback for the whole cohort and a group debrief after a class-based activity. Your course team should provide you with details of when you will receive formative feedback, and it should be provided to you in good time to allow you to incorporate this feedback into your learning and understanding prior to any summative assessment.

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.

7.2 Feedback on Summative Assessments

You should receive your marks for all summative assessments within 20 working days of the submission date/date of assessment⁸. Marks received are provisional until confirmed by a Board of Examiners. You will also receive formal feedback on all of your summative assessments in a format appropriate to the assignment. This feedback should reflect on your performance in that assessment and promote learning and facilitate improvement for your future assessments.

The type of feedback you will receive will depend on the type of assessment and will be defined by your course team. Formal feedback can include:

- **marks for the work**, providing an overall grade for the piece of work, this will be formally recorded in EVE;
- **rubric grading**, provided in accordance with the marking rubric for the assessment; this will be provided via the VLE;
- **individual feedback**, outlining strengths and weaknesses of the assessed work; this will be provided via the VLE;
- **group feedback**, outlining strengths and weaknesses of the assessed work; this will be provided via the VLE.

In addition, you may receive informal feedback via:

- **individual oral feedback**, particularly for small cohorts or individual presentations;
- **group oral feedback**, such as revision lectures or post-assessment workshops.

7.3 After the formal end of the course

Once your formal course has been completed and all work submitted, a decision on the outcome of your award is confirmed by the Board of Examiners. For apprentice students, your final award will only be confirmed once you have completed all aspects of your apprenticeship, including the End-point Assessment⁹. Your final award outcome will be confirmed to you within 20 working days of the Board of Examiners decision (for non-apprentice students) or within 20 working days of the Board of Examiners decision following the completion of your apprenticeship (for apprenticeship students).

⁸ 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 revised submission date.

⁹ Except where the End-point Assessment requires confirmation of the award prior to completing Gateway.

PART C PROGRESSION, AWARDS AND CLASSIFICATION

8 Progression criteria

You are required to meet set criteria in order to progress between levels of study. If you are studying on courses which feature progression from one level to the next (usually all Level 5 and Level 6 courses) you must satisfy the Board of Examiners that you meet the University's requirements for progression.

8.1 Progression between levels

You may progress between levels where:

- 1) you have attained 120 credits at the level you wish to progress from
or
- 2) you have attained at least 90 credits at the level you wish to progress from, and have so far been unable to re-sit a failed assessment associated with a module (either due to personal circumstances or circumstances beyond your control). Should you wish to progress under these circumstances you do so 'at risk' (see 9.2 below), with no guarantee that you will subsequently complete the level you wish to progress from (and so fail your intended award) should you fail to achieve the credits for carried over modules;
or
- 3) you have attained at least 90 credits and deferred an assessment/module. This is only by exception at the recommendation of the MK:U Director of Education. Should you wish to progress under these circumstances you do so 'at risk', with no guarantee that you will subsequently complete the level you wish to progress from (and so fail your intended award) should you fail to achieve the credits for carried over modules.

The decisions open to a Board of Examiners in respect of the progression of individual students are:

- progress to the next level of study; or
- progress to the next level of study at risk; or
- fail to progress to the next level of study.

Should you fail to progress to the next level of study, having exhausted any reassessment opportunities, and not be eligible to repeat a level of study (see section 12 of this Handbook) you will normally be considered to have failed your intended award. Students who have completed a full level of study previously (those who fail to progress from Level 5 to Level 6) may be considered for a lower Level 4 exit award by a Board of Examiners where such an award is available. There is no specific appeals process for failure to progress between levels, but students are able to use the Academic Appeals process (see section 15 of this Handbook) to appeal the failure of their award (providing they have sufficient grounds for appeal).

8.2 Progressing 'at risk'

You may be permitted to progress between levels of study 'at risk' as detailed above. This means that your progression is not confirmed, but that you may undertake modules and assessments at the next level of study whilst awaiting the outcome of your lower-level assessments.

Where you chose to progress 'at risk' you do so aware that you may subsequently fail to achieve the credits required to progress to next level of study. Where you do subsequently fail to achieve the required credits for the progression, you will:

- be considered to have failed to progress; and
- be unable to complete the level which you progressed to 'at risk'; and
- be considered to have failed your intended award.

You must have achieved 90 credits in fully completed modules in order to progress 'at risk'.

As above, students who have completed a full level of study previously (those who fail to progress from Level 5 to Level 6) may be considered for a lower Level 4 exit award by a Board of Examiners where such an award is available.

When progressing 'at risk', you do so agreeing and accepting that:

- your progression is not confirmed;
- you may undertake assessments at the higher level without these counting towards an award;
- you may pay fees for modules sat at the higher level without these being refundable.

Where you do progress 'at risk' and complete assessments that make up a full module at the higher level, these may not count towards an award if you subsequently fail to progress from the lower level¹⁰. You will however be awarded any fully completed credits, which will be included in your transcript of results. You must complete any credits carried 'at risk' before you can progress to any subsequent level of study.

If you are unable to progress due to not having achieved 120 credits, you may choose not to progress 'at risk', and undertake the study/assessments for the missing credits at the next available opportunity without undertaking any study at the higher level. This will, however, usually mean that you are transferred to a later cohort of study and will not achieve your award within the originally expected timeframe. For apprenticeship students, permission must be gained from your employer and the Apprenticeship Office prior to this decision.

¹⁰ A student who progresses 'at risk' (having completed 90 credits of a level) may, should they subsequently fail to achieve the remaining lower-level credits, use any credits they achieve at the level they progressed at risk into towards a lower award (Certificate or Diploma of Higher Education) where available to them. They may not continue to study towards further modules once their failure to attain sufficient credits to satisfactorily progress from the lower level has been confirmed.

9 Award criteria

In order to qualify for your intended award you need to:

- attain the minimum number of credits needed for that award; and
- achieve an average mark of $\geq 40\%$ per cent across your entire course.

You will be awarded credit for modules which you have passed outright (with a mark of $\geq 40\%$).

The minimum credits required for each undergraduate award are:

	Level 4	Level 5	Level 6	Total
Honours degree	120	120	120	360
Non-honours degree	120	120	60	300
Diploma of Higher Education	120	120		240
Certificate of Higher Education	120			120

You may be awarded a non-honours (ordinary) degree if you have attained 120 Level 4, 120 Level 5 and at least 60 Level 6 credits).

Awards are conferred by a Board of Examiners on students who have met all requirements for an award.

In the consideration of each individual candidate for awards, Boards of Examiners choose either to:

- a) confer a candidate's intended academic distinction (Honours Degree, Diploma or Certificate of Higher Education); or
- b) confer a lower academic distinction (Ordinary Degree, Diploma or Certificate of Higher Education – see section 13 of this Handbook)
- c) defer a decision on the outcome of assessment, requiring the candidate to undertake further work to demonstrate that they have met the intended learning outcomes of the course; or
- d) fail the candidate (see below).

A Board of Examiners will usually fail a student who fails to achieve sufficient marks and credits to qualify for any exit award (i.e. failed to progress from Level 4 or failed to complete an award where no lower exit award is available).

10 Classification of Honours degrees (Level 6)

Honours degrees are classified according to each student's level of achievement.

Classification of awards is an automatic process based on the banding and formulas described below. There is no formal appeal process for students who are dissatisfied with their overall award classification (they do, however, retain the right to appeal the outcome of their award using the University's formal appeals process, which may result in a change to their overall mark portfolio, resulting in a change to their classification).

Your Honours degree will be classified based on your performance across Level 5 and Level 6 of your award. Grades obtained at Level 4 are not used to calculate a final degree classification, although you will need to have achieved sufficient credits at Level 4 in order to be eligible for your award.

For classification purposes, your Level 6 grades are weighted in a ratio of 3:1 compared to your Level 5 grades. This will give you an overall classification score. The level-weighting ratio is used to determine your classification only, not your overall percentage mark to determine your eligibility for an award.

In order to determine your final classification, your classification score will be calculated as per the example below (the total number of modules completed at each level may vary from course to course):

Level 6

Module 1 - Grade x module credit level +
Module 2 - Grade x module credit level +
Module 3 - Grade x module credit level +
Module 4 - Grade x module credit level +
Module 5 - Grade x module credit level +
Module 6 - Grade x module credit level +
Module 7 - Grade x module credit level

Total multiplied by 3 +

Level 5

Module 1 - Grade x module credit level +
Module 2 - Grade x module credit level +
Module 3 - Grade x module credit level +
Module 4 - Grade x module credit level +
Module 5 - Grade x module credit level +
Module 6 - Grade x module credit level +
Module 7 - Grade x module credit level +
Module 8 - Grade x module credit level

This total figure is divided by 480 (120 Level 5 credits plus 120 Level 6 credits (triple-weighted)). This figure is then rounded to produce an integer using the standard rounding rules (≥ 0.5 rounded up, < 0.5 rounded down).

Where a student use accredited prior learning (APL) towards their award the classification calculation may differ (see section 14 of this Handbook).

This final classification mark is used to assign your degree classification as per the table below:

Classification	Classification band	Borderline range
First class honours	70% and above	68-69%
Upper second (2:1)	60-69%	58-59%
Lower second (2:2)	50-59%	48-49%
Third class honours	40-49%	-

There is no classification for a Level 6 non-honours degree.

11 Borderline classifications – Honours degrees

Where your final, rounded classification mark falls within a borderline range (as defined below), the University will consider whether a higher classification should be awarded based on your performance across the final level of your study. This acknowledges where demonstration of your abilities has improved across the life of your course (sometimes referred to as exit velocity).

Where your final classification mark (using the classification mark formula in section 11 of this Handbook) is within the borderline range, a further check will be undertaken to determine if your Level 6 grades would qualify you to receive that higher classification. For this, your overall average mark for Level 6 only will be considered.

If your classification score is within the borderline range and your Level 6 average is within the higher classification band, you will be considered to have met the requirements of that higher band and will be awarded the higher classification.

Exceptionally¹¹, a Board of Examiners has the discretion to award a higher classification to a student whose overall classification score falls within the borderline range, but whose Level 6 average does not fall within the higher classification.

Classification	Borderline range	Required Level 6 average
First class honours	68-69%	70% and above
Upper second (2:1)	58-59%	60-69%
Lower second (2:2)	48-49%	50-59%
Third class honours	-	40-49%

There is no borderline range for Third class honours degrees – a student must achieve at least 40% in order to qualify for their award.

Consideration of borderline classifications of awards is an automatic process based on the banding and formulas described above. There is no formal appeal process for students who are dissatisfied with their overall award classification (whether the classification is awarded outright or as a borderline classification). Students do, however, retain the right to appeal the outcome of their award using the University's formal appeals process, which may result in a change to their overall mark portfolio, resulting in a change to their classification.

¹¹ Such action by a Board of Examiners would only normally be permitted in cases where exceptional circumstances had arisen during a student's study (either personal to the student or which are the University's responsibility).

12 Repeating a level of study

You are expected to achieve at least 120 credits during each level of study in order to progress to the next level as set out in section 8 of this Handbook. The rules set out in section 8 allow, in certain circumstances, students who have successfully achieved at least 90 credits at a level to progress to the next level 'at risk'.

The University recognises that adapting to degree-level study can be challenging, and therefore has mechanisms in place to permit, in certain circumstances, students to repeat Level 4 of a degree course. Students on apprenticeship courses are not normally able to repeat a level of study due to the apprenticeship funding arrangements.

Should you fail to progress from Level 4, having taken all assessment (and re-assessment) opportunities open to you, you may be permitted to repeat Level 4 of your award by the Board of Examiners, providing that:

- you have passed ($\geq 40\%$) at least 60 credits of your Level 4 study;
- you have exhausted any reassessment opportunities open to you; and
- you have not already repeated that Level.

You may only repeat Level 4 of your course of study once (apart from where a Board of Examiners has considered and accepted exceptional circumstances for one of the failed attempts at a level).

Where a Board of Examiners permits you to repeat a level of study you must repeat that level in full, with none of your module marks from your previous attempt at that level carried forward. You are unable to resubmit work previously assessed when repeating a level.

If you progress to a Level 'at risk' and complete any of the higher level assessments whilst 'at risk', the marks from these higher level assessments would be retained should you be required to repeat the lower level (with no marks retained for the lower level as above). There is no automatic right to repeat Level 4 without having achieved at least 60 credits at that level. In addition, repeating Level 5 or Level 6 of a degree course is not normally permitted. Exceptionally, a Board of Examiners may permit a student to do so following presentation of exceptional circumstances.

For apprentices the Apprenticeship Office will be able to offer advice regarding repeating levels of study, in liaison with your employer.

13 Other awards

13.1 Level 4 and Level 5 entry awards

In addition to offering Level 6 Bachelor's degrees, the University may also offer admission to students for a Level 4 (Certificate of Higher Education) or Level 5 (Diploma of Higher Education) award.

The assessment rules and progression criteria detailed elsewhere in this Handbook are standard for all undergraduate courses, and cover students studying towards a Level 4 or Level 5 award as well as those studying towards a Level 6 Bachelor's degree.

Level 4 and Level 5 awards may not be available for all courses as an entry route (i.e. where students sign up for that award as their intended award).

13.2 Lower exit awards

The University's Senate Regulations contain the provision for the awarding of lower exit awards at undergraduate level for students who do not achieve the required number of credits for their intended award.

Lower undergraduate exit awards are:

Award	Minimum required credits
Non-honours degree	300 credits (120 at Level 4, 120 at Level 5, 60 at Level 6)
Diploma of Higher Education	240 credits (120 at Level 4, 120 at Levels 5 or 6)
Certificate of Higher Education	120 credits at Level 4

Where a student leaves the University without having gained enough credits to be given an award, they will be provided with a formal record of the credits they have passed (achieved a grade of $\geq 40\%$) only.

13.3 Classification of lower awards

Level 4 (Certificate of Higher Education) and Level 5 (Diploma of Higher Education) awards are classified based on your performance across your course. Non-honours degrees at Level 6 are not classified.

Classification of awards is an automatic process based on the banding and formulas described below. There is no formal appeal process for students who are dissatisfied with their overall award classification (they do, however, retain the right to appeal the outcome of their award using the University's formal appeals process, which may result in a change to their overall mark portfolio, resulting in a change to their classification).

This classification applies to Level 4 and Level 5 awards only, and apply whether you are receiving your intended award or a lower exit award.

Classification	Classification band
Distinction	70% and above
Merit	60-69%
Pass	40-59%

The classification of lower awards will be calculated using the student's average mark for all modules across the entire length of that award. No level-weighting is applied to individual module marks for lower awards.

Where you are receiving a lower award as an exit award, only the marks gained in modules which make up the award being classified (i.e. only Level 4 for a CertHE and Levels 4 and 5 for a DipHE) will be used to calculate the classification of that award. Any modules taken at a higher level than the award being made (i.e. where you have also completed some Level 6 modules) will not be taken into account when determining your overall classification¹².

There is no borderline consideration range for the classification of lower awards.

¹² The exception to this rule is where a higher-level module is used as part of the award as described in footnote 12.

14 Accredited Prior Learning

Accredited prior learning (APL) is a mechanism for recognising learning credits that a student has achieved prior to joining their current award course. This may be with another institution, as part of another award of the University or obtained during a short course. Students who wish to use APL towards their final award must request this as part of their initial application to a course.

APL can only be used towards the credits required for any award providing that:

- you have achieved the pass mark of the institution awarding the credit outright, and at least $\geq 40\%$ - compensated or condoned modules are not eligible to be used as APL;
- the previously earned credits substitute for whole modules of your course of study;
- the previously earned credits can be mapped to demonstrate that you have met the ILOs, and for apprenticeship students the KSBs, of the modules they are seeking exemption for;
- the previously earned credits to be used were awarded within five years of your date of application;
- the previous achievement of the credits was not already the result of prior credit accumulation (i.e. the achievement to be recognised is the result of direct learning and assessment and not through a previous recognition scheme);
- the use of APL is not precluded by a body which externally recognises the award (i.e. a professional body accreditation).

The below maximum limits exist for the accreditation of prior learning towards a Cranfield University undergraduate award.

Award	Maximum APL credit towards intended award	Minimum Cranfield University Credits
Honours degree (360 credits)	120 Level 5 credits 120 Level 4 credits	120 Level 6 credits
Non-honours degree* (300 credits)	90 Level 5 credits 120 Level 4 credits	60 Level 6 credits plus 30 additional Level 5 or Level 6 credits
Diploma of Higher Education (240 credits)	120 Level 4 credits	120 Level 5 credits
Certificate of Higher Education (120 credits)	30 Level 4 credits	90 Level 4 credits

* The non-honours degree is an exit award only – applicants who join Level 6 of an award may use up to 240 credits (120 L4 credits and 120 L5 credits) as APL, however should that student fail to achieve all of the credits required for a Level 6 honours degree (120 further credits, towards a total of 360 credits) they will only receive a non-honours degree providing that they have achieved at least 90 credits validated by Cranfield University.

Different rules apply to the inclusion of any modules used as APL in the calculation of a student's final award outcome and classification depending on the type of APL credit used:

- Where a student uses study at an external institution to exempt themselves from completing either modules or whole levels of a Cranfield award, this APL will be recorded as module/credit exemption, without any marks associated with that APL recorded. Such APL will be excluded from any calculation to determine a student's eligibility for an award or their final award classification.
- Where a student uses as APL credit previously awarded by Cranfield, the marks associated with this APL will be recorded, and those marks will be included in any calculation to determine a student's eligibility for an award or their final award classification, providing that these credits have not previously been used towards a previous award of the same level (i.e. it is permissible to use the marks achieved as part of a completed CertHE or DipHE towards a higher award).

- Where a student uses as APL credit previously awarded by Cranfield, which has been used previously towards a different award of the same level (i.e. using credit from a previously awarded BSc award towards a different BSc award), this APL will be recorded as module/credit exemption, without any marks associated with that APL recorded. Such APL will be excluded from any calculation to determine a student's eligibility for an award or their final award classification.

15 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. For more information on both processes please see the Senate Handbook on Academic Appeals and the Senate Handbook on Student Complaints.

15.1 Appeals against individual marks

You may appeal against an individual mark you have received for an assessment only on specific grounds, being:

- A. that there were administrative errors in one or more parts of the assessment process, to the extent where the assessment outcome would have been different;¹³
- B. that the assessment of the taught programme of study was not carried out in accordance with the relevant regulations or published programme material;¹⁴
- C. that your assessment was incomplete, resulting in an absence of marks¹⁵;
- D. that there was prejudice or bias against you by one or more examiners.

Appeals made on any other grounds will not be considered. Should you wish to make an appeal on one or more of the grounds specified above you must provide a written statement within 20 working days of the notification of the result, emailed to appeals@cranfield.ac.uk (or posted to the Academic Registrar, Building 45, Cranfield campus) outlining the reasons you believe the assessment process has not been appropriate, and clearly stating which grounds your appeal relates to.

For appeals against individual marks, an initial Stage 1 investigation will be conducted into the appeal – for further details please see the Senate Handbook on Academic Appeals. If the matter is unresolved following a Stage 1 investigation students are advised that they may not submit a request for a more detailed Stage 2 investigation until the outcome of their award or progression has been confirmed by a Board of Examiners.

15.2 Appeals against your overall award or progression outcome

Failure to achieve your intended academic award or failure to progress between levels of study does not grant you an automatic right to appeal – appeals are only permitted on specific grounds, which are the same as those given in section 15.1 of this Handbook.

Appeals made on any other grounds will not be considered. Should you wish to make an appeal on one or more of the grounds specified above you must provide a written statement within 20 working days of the notification of the result, emailed to 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.

If you wish to make a Stage 2 appeal following a Stage 1 investigation into the outcome of an individual assessment this must also be submitted within 20 working days of the notification of the outcome of your award (following either course completion or non-progression).

¹³ This may include errors on the examination paper, inaccurate or unexpected marks (with no explanation or feedback), missing pieces of assessment.

¹⁴ Examples may include where the assessment requirements did not match those on the course/module VLE page, or the published pass criteria (unless clear notification had been provided during the course).

¹⁵ Ground C refers to the assessment of your work by the markers being incomplete, not that you did not complete all of the assessment.

Full details of the procedure for making a formal academic appeal against the outcome of your award or progression, and details of support available to you, can be found in the Senate Handbook on Academic Appeals.

15.3 Non-progression and award classifications

As stated elsewhere in this Handbook, there are no specific mechanisms to allow students to make an appeal against their non-progression from a level, or specific mechanisms to allow students to appeal the classification of their award.

Students may, however, use the appeals process described at 16.2 and in more detail in the Senate Handbook on Academic Appeals to appeal against the outcome of their award, providing that they meet one of the specific grounds of appeal. The outcome of such an appeal, if successful, may result in you being allowed a further attempt to progress to the next level of study or the opportunity to improve a particular grade for a module, which may result in a revised classification.

PART D ASSESSMENT PROCESSES

16 Assessment conventions and standards

16.1 Anonymity

Where practicable, the University implements mechanisms to allow for the anonymity of candidates during the marking process. This anonymity may not be extended to consideration at Boards of Examiners (where exceptional circumstances recommendations may be considered). Please note, anonymity is not always possible in some assessment types, for example in group presentations or video blogs.

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.

16.2 Moderation of marking

All elements of summative 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 42% 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 normally for individual assessments worth ≥ 30 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. All elements of the final output of the Level 6 Professional Project will be double marked¹⁶.

Further details of the University's approach to moderation, including appropriate uses for each type of moderation can be found in section 10.2 of the Senate Handbook on Managing Undergraduate Courses.

16.3 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. External Examiners review all assessments prior to them being provided to students to ensure that the assessment in question meets the relevant standards. In the course of the assessment, students may be asked to meet the External Examiners, to help them understand both the individual's performance and the provision as a whole. External Examiners have the right to see all completed assessments and will be provided with a representative sample

¹⁶ Except where the Professional Project forms part of an End-point Assessment (EPA) and the EPA guidelines differ.

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. These reports are available on request to students from the Course Lead or from 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.

16.4 Alternative assessments

Assessments are generally prepared for cohorts of students. Alternative assessments (e.g. coursework instead of an examination) can only be approved in exceptional circumstances, including (but not limited to):

- **learning support reasons** following 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;
- **assignment deferrals** where the module assessment structure has undergone a significant change.

A case for alternative assessments for individual students should be made by the relevant Course Lead to the MK:U Director of Education. The MK:U Director of Education will then either forward the request to Senate's Education Committee for formal approval, or reject the request.

17 Assignment procedures

The majority of your summative assessments will be assignments or projects that you are required to submit by a specified deadline. This section provides details of the procedures for managing such assessments.

17.1 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 activity, 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 or module VLE sites.

17.2 Turnitin and assignment submission

You are expected to submit written assignments 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 students are expected to submit to Turnitin UK.

Multiple submissions of assessments 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. Please note, Turnitin will only generate three Overall Similarity Index reports per 24 hours.

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.

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 passed¹⁷.

Please note, multiple submissions of time-compressed assignments will be accepted up to the deadline (regardless of whether they are to be submitted through Turnitin UK or not). Students may submit remote examinations as many times as they wish up to the deadline.

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 on your course VLE site or from your course team.

¹⁷ 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 E of this Handbook

17.3 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 to be awarded the credit in order for your marks to be compensated by marks in other modules. Failure to follow assessment instructions is not eligible grounds for an academic appeal.

17.4 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 E 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 their Learning Support Officer in the first instance in advance of the assessment to ensure that sufficient time is available to make the appropriate modifications.

17.5 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.

18 Examination procedures¹⁸

The majority of your assessments will not be formal examinations, however the University has formal procedures for the management of examinations should they be required during your course.

Examination dates are set in advance and published in your course/module site on the VLE.

It is your responsibility to check the timetable and ensure that you are aware of any examination dates and locations for any examinations scheduled for your course.

Your examinations are likely to be undertaken online - the below guidance is applicable to all examinations, regardless of if taken in person or remotely.

18.1 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.

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.

18.2 Calculators in examinations

The use of programmable calculators in formal examinations is not permitted. You are advised to buy the University-recommended calculator, Casio FX 83 or Casio FX 85 range for any examination where a calculator will be required. Mobile phones, or other smart devices, should not be used as calculators.

18.3 Use of dictionaries

The use of printed non-specialist English and/or foreign language dictionaries is permitted. Electronic dictionaries or devices containing a dictionary (whether they have internet connectivity or not) will not be permitted.

For in-person examinations, dictionaries, pencil cases and calculators will be subject to spot checks by the invigilator and/or the examination administrator. Unless otherwise advised, no personal electronic devices (including mobile phones and other smart devices) will be allowed into the examination room.

18.4 Arrival at an examination - in person examinations

- 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.

¹⁸ These procedures will also apply where an examination forms part of the apprenticeship End-point Assessment requirements.

- 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, briefcases and other bags must be left at the place set aside for that purpose.

18.5 During an examination - in person examinations

- Smoking or vaping is not allowed in the examination room. You may bring a small tube or packet of sweets, and a small transparent bottle of water, but no other food or drink, into the examination room.
- The following will be supplied: question paper, answer book(s), graph paper and scrap paper (if required) 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 each answer book 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.
- If you become unwell, you should notify the invigilator by raising your hand.
- 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.

18.6 At the end of an examination - in person examinations

- 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 Examiners¹⁹. 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 re-sit 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.

18.7 Failure to follow assessment instructions - all examinations

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.

Failure to follow assessment instructions is not eligible grounds for an academic appeal.

18.8 Academic misconduct in examinations - all 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 and the matter will be reported to the Course Lead and to the Chair of the Board of Examiners. You will normally be allowed to continue with the examination, but the matter will be reported to the Examiners and to the relevant Academic Conduct Officer. Disciplinary action may subsequently be taken in accordance with the Senate Handbook on Academic Misconduct.

18.9 Exceptional circumstances and alternative arrangements in examinations - all examinations

- If you are absent from an examination due to illness you must follow the exceptional circumstances procedure detailed in Part E of this Handbook.
- 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 their Learning Support Officer in the first instance, normally 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.

¹⁹ Assessments on courses accredited by the Engineering Council may not be condoned.

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. Further advice is available from Student Wellbeing and Disability Support.*

18.10 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 will be provided with the comments and marks of the Examiners²⁰. Such comments will normally be communicated through your course team. Access to, or return of copies of, examination scripts to students is at the discretion of individual course teams, taking into account the potential formative learning opportunities this may provide.

²⁰ Except where prevented from doing so by external requirements such as examinations forming part of the End-point Assessment.

PART E 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 19) 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 21.

In all cases, you should complete an **exceptional circumstances form** available on the VLE and intranet or from your SAS Lead.

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

Assessment Type	May be deferred?	Students may request an extension?
Assignment	Yes, with evidence of exceptional circumstances	Yes, with evidence of exceptional circumstances
Time-compressed assignment	Yes, with evidence of exceptional circumstances	No (but students may present evidence of exceptional circumstances which arise during any time-compressed assignment)
Examination	Yes, with evidence of exceptional circumstances	No (but students may present evidence of exceptional circumstances which arise during any examination)
Remote examination	Yes, with evidence of exceptional circumstances	No (but students may present evidence of exceptional circumstances which arise during any remote examination)
Group project	Yes, for individual students, with evidence of exceptional circumstances	Yes, as a group, with evidence of exceptional circumstances

19 Definition of exceptional circumstances

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 an extension or you being able to retake the form of assessment again as a first attempt 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):

- serious 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;
- 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;
- legal proceedings which require a student to be present at the time of the assessment (including jury duty);
- for part-time students, significant and unexpected pressure from your employer;
- for remote time-compressed assessments or 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 requirements/dates or University regulations; not checking your Cranfield email account or VLE; personal computer/printer problems including loss of computer data, submitting the wrong work (or version of the work));
- 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));
- minor illnesses, injuries, or ailments (e.g. colds, headaches, hay fever) or normal examination/assessment anxiety;
- financial issues;
- poor time management;
- foreseeable or minor travel disruption (e.g. short train delays, travel strikes, road-works etc);
- plagiarism or any other form of Academic Misconduct;
- 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);
- any circumstance already supported through a Student Support Plan;
- 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;
- the evidence does not support the suggested impact of the circumstances;
- the evidence does not support your claim.

20 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 assessment 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, and post-assessment presentation of circumstances which prevented you from completing an assessment on time).

20.1 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. If you have attended the related module, you may request that the related assessment is deferred until the next opportunity (which may be in the following academic year). **Deferral of modules and assessments may delay your progression to the next level of study or achievement of your award.**

Requests will only be accepted if all three of the criteria for exceptional circumstances are met (as outlined in Section 19 above – i.e. relevant, unexpected and external), and supported with relevant third party evidence.

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 to support the circumstances behind your request, which must meet the definition of 'exceptional circumstances' as set out in section 19. 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 19). 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 20.2).

Deferral requests are considered against the following criteria:

- whether the circumstances meet the criteria set out in Section 19, and
- the impact on your ability to complete the award including, but not restricted to, consideration of:
 - whether the module and related assessments will continue in their current format;
 - whether the deferral dates will impact on other taught modules;
 - 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.

You should note that if the next opportunity is outside of your registration period, this may incur an additional tuition fee or have implications for your visa and, for apprentices, may require the permission of your employer.

20.2 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). In all cases, evidence from a third party should normally be provided to support the exceptional circumstances described, 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 19 above – i.e. relevant, unexpected and external), and supported with relevant evidence.

You may not submit exceptional circumstances on the grounds of poor performance. In attending an in-person assessment or submitting work you are declaring yourself fit to sit. Further details of the University's fit to sit policy can be found in section 2.1 of this Handbook.

Some examples of exceptional circumstances, and the evidence required are:

Exceptional circumstance	Example of Evidence
Serious unexpected illness or injury (usually a short-term condition or accident)	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/place of employment	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/apprenticeship students, significant and unexpected pressure from your employer	Letter of support from current employer (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

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

- **in-person assessment 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 MK:U 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).

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.²¹

Evidence must be original.²² 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.

20.3 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 and intranet.

Appendix A provides a summary of how requests are considered.

Requests made prior to in-person assessment 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 Lead. 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.

²¹ Exceptionally, where employers will not provide evidence in writing, Education Services will contact the employer to obtain verbal confirmation of the circumstances described.

²² 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.

The SAS Lead in agreement with the Course Lead will review the form and submitted evidence and will:

Deferrals	Exceptional Circumstances (short extension request)
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 equivalent to the period of exceptional circumstances, and of normally 10 working days 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.

In considering an extension request, the SAS Lead and Course Lead will consider:

- number of previous requests at that level of study (Levels 4, 5 and 6);
- the length of the request;
- the nature of request and the evidence provided.

For the first requested extension at each level, provided with uncontentious evidence and for a period of 1-10 days, these are usually approved by your SAS Lead, or rejected after consultation with your Course Lead.

For subsequent requested extensions at each level, and/or for extensions where the reasons and/or evidence provided is not clear, and/or extension requests for a period of 11-15 days, these extensions can only be approved or rejected by your Course Lead²³.

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 Leads, 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 approved²⁴. 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 after the examination date or assignment submission deadline

All requests should be submitted by you to your SAS Lead and include in the subject heading: ExCircs and your name. Your SAS Lead will liaise with you and your Course Lead in order for all documentation to be completed and submitted to the Student Casework Team.

Your Course Lead will be asked to provide a statement (to support your request or otherwise). This will be provided to you.

Cases must be submitted with:

- third party corroborative evidence, as outlined in Section 19 and provided by you;

²³ You may be informed of the outcome by your SAS Lead.

²⁴ Please note, the marks on the Virtual Learning Environment will not reflect any capping and your recorded marks are on Eve which will show any applied caps.

- 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. 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.

21 Possible outcomes of exceptional circumstances requests

21.1 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
<p>Deferral of examination</p> <p>Retrospectively- authorised absence from examination</p>	<p>You would attend the next scheduled sitting of the examination.</p> <p>Your rescheduled examination would be treated as a first attempt unless the examination in question was already deemed a second attempt.</p>	<p>A failure to complete the assessment would be recorded.</p> <p>A retake capped at 40% would only be permitted for the first instance of failure to complete the assessment at each level. Subsequent instances at the same level would result in the credits not being awarded and award failure.</p>
<p>Deferral of an assignment</p> <p>Retrospectively- authorised failure to submit the assignment</p>	<p>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.</p>	<p>A failure to complete the assessment would be recorded.</p> <p>A retake capped at 40% would only be permitted for the first instance of failure to complete the assessment at each level. Subsequent instances at the same level would result in the credits not being awarded and award failure.</p>
<p>Extension of assignment submission deadline</p> <p>Retrospectively- authorised late submission of assignment</p>	<p>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).</p> <p>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).</p>	<p>If the work was submitted within a week of the deadline, the mark would be capped at 40%.</p> <p>If the work was submitted after the one-week grace period, a mark of zero would be recorded.</p> <p>If the work was not submitted, a failure to complete the assessment and mark of zero would be recorded.</p> <p>A retake capped at 40% would only be permitted for the first instance of failure to complete the assessment at each level. Subsequent instances at the same level would result in the credits not being awarded and award failure.</p> <p>There is no grace period for the submission of retake assessments.</p>

Where it is agreed that you can take the assessment at the next available occasion, this could be at the next scheduled retake opportunity or 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 Lead may also be required to request an extension to registration which may result in an additional tuition fee and, for apprentices, may require the permission of your employer.

21.2 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 his or her or 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 claim 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, 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 rejected 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).

22 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:

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

The following may also be consulted by the Course Lead:

- 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 made after the assessment deadline or date 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.

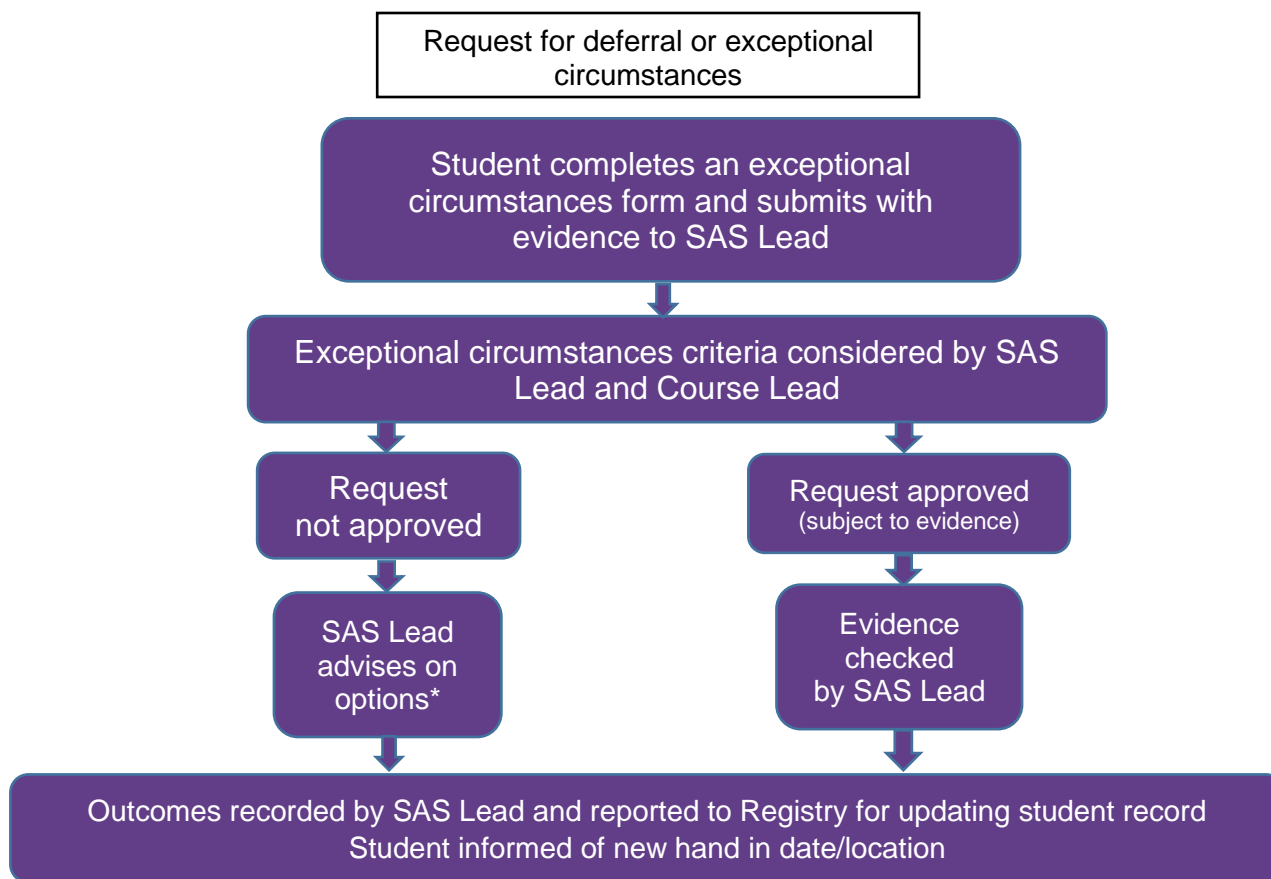
Your exceptional circumstances, deferral or extension form and evidence will be retained by the University for your period of registration to enable the outcome to be implemented.

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.

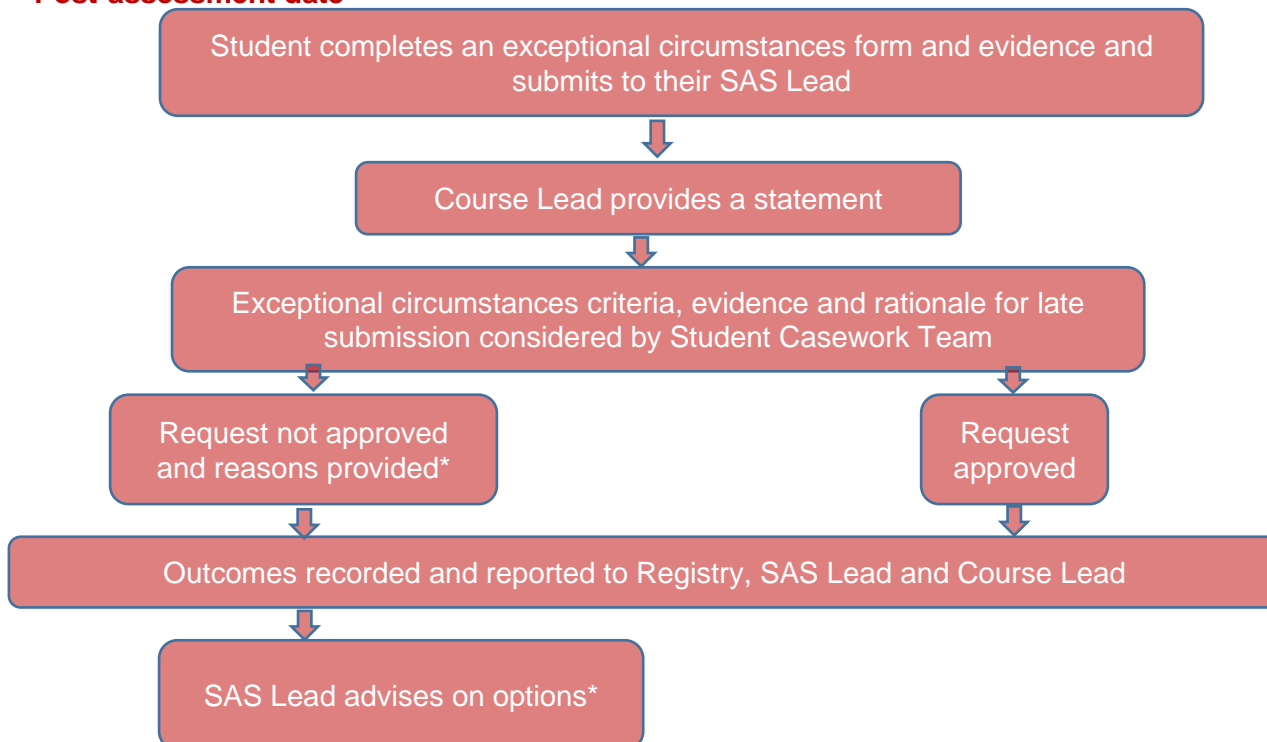
The Student Casework Team retain a secure database of requests, outcomes and a brief outline of cases submitted to them in line with the University's Data Retention Schedule.

APPENDIX A: Flow diagram: assessment adjustment requests

Pre-assessment date



Post-assessment date



*Including the right to appeal to Education Committee

Owner	Academic Registrar
Department	Education Services
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