Liverpool John Moores University

UNIVERSITY MODULAR FRAMEWORK

Volume 1

Modular Framework and Regulations 2010/2011

Comprising:

- **Structural regulations**
- **Award regulations**
- **Assessment regulations**

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Modular Framework and Regulations 2010/2011

The University Modular Framework Documentation

The University Modular Framework documentation comprises three volumes, as follows:

- Volume 1 - Modular Framework and Regulations
- Volume 2 - Accreditation of Prior (Experiential) Learning and Credit Transfer
- Volume 3 - A Framework for Professional Doctorates

This document (Volume 1) outlines the regulatory requirements underpinning the University Modular Framework. Information on Programme Approval and Review, Programme Self Assessment and Quality Assurance is available from the Quality Support team or website, http://www.ljmu.ac.uk/quality/ ; information on Collaborative Provision from the Partnerships and Widening Participation team, http://www.ljmu.ac.uk/partnership/ and information about aspects of learning and assessment from the Learning Development Unit, or website. http://www.ljmu.ac.uk/lid/ltweb/

UMF Documentation Volume 1

For ease of use, the document is divided into the following three sections:

- Section A: Structural Regulations
- Section B: Awards
- Section C: Assessment Regulations

These regulations apply to all modular programmes. Where different regulations apply to undergraduate and postgraduate programmes, this is indicated within the text. Guidance notes are presented in shaded boxes beneath the relevant regulation.

Publication of the UMF Documentation

Volume 1 is updated and published annually. Volumes 2 & 3 are maintained on http://www.ljmu.ac.uk/umf/ and are updated as required. A Word-file copy of Volumes 1 and 3 are availablefrom Academic Planning & Information (to obtain a Word-file copy contact Rose Green r.m.green@ljmu.ac.uk ext. 3749) and of Volume 2 from Pat Eastwood (p.eastwood@ljmu.ac.uk, ext 8676).

The University Modular Framework is managed by the Learning, Teaching and Assessment Panel acting under the authority of the Academic Board. Working Groups are convened to consider aspects of UMF regulations which report to the UMF Management Group and LTA Panel at least annually.

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July 2010

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Section A
UMF structural regulations

A1: Aims and Features of the UMF

A1.1 The Aims, Purpose and Core Values of the University

A1.1.1 Liverpool John Moores University (LJMU) is a well-established, enterprising University committed to continuous quality development. Our mission is to serve and enrich our students, clients and communities by providing opportunities for advancement through education, training, research and the transfer of knowledge.

A1.1.2 The purpose of Liverpool John Moores University as perceived by its members and stakeholders can be summarised as follows:

- To create appropriate high quality opportunities that enable learning, advancement, development, and employment, and that are open to as many individuals and communities as is achievable and sustainable
- To create and support opportunities for successful participation by under-represented groups, as well as for continuing personal, professional and skills development for all members of the University
- To create an environment in which staff and students can engage in research that is innovative; that contributes to knowledge or to professional practice; that encourages personal and professional development; that enhances learning; or that is of social or economic importance to communities
- To reinforce the entire range of activities with a culture of scholarship, and with a growing body of specific research that is consistently of national and international standing and benefit
- To endeavour through partnership and enterprise to impact upon economic development and regeneration, as well as social and cultural advancement, whether at local, national or international levels

A1.1.3 **The Core Values of the University**
Full realisation of the Mission can only be achieved by a collaborative approach on the part of everyone in the organisation, so that individual attitudes and behaviour are key to success. The values and conduct to which staff aspire, and wish to foster and sustain, can be summarised as follows:

- We put students and clients first.
- We are committed to excellence in everything we do.
- We respect and trust each other.
- We work as one team.
- We lead rather than follow; and defend independence of thought.
- We recognise and celebrate success.
- We take our work seriously, not ourselves.

A1.1.4 In following these principles, the University confirms:

- that it is committed to a modular course structure which facilitates flexibility and choice;
- support for informed choice, which requires the provision of accurate and timely information and the availability of appropriate academic counselling, both of which it aims to improve;
- that internal structures will allow students to pursue courses which allow progression and

coherence, fitted to their individual needs, whether leading to Certificate, Diploma, Degree or postgraduate awards;

- that it will support the needs of mature students entering higher education and encourage their recruitment to all its courses;
- that the devolution of executive responsibility and accountability should continue to be pushed as close to the delivery of services as possible;
- that the basic unit of organisation for the provision of academic programmes is the School, organised around a field of practice or a grouping of academic subjects;
- that research and scholarship is seen as the process whereby academic staff refresh their unique contributions to the learning environment and, through the exploration of the frontiers of their discipline or field, are able to sustain innovative and challenging opportunities for their students. All staff should have opportunities for personal development, which should be recognised as the basis of a rich learning environment;
- it will be seeking to create focused areas of 'research excellence' relevant to key areas of the developing postgraduate and undergraduate curriculum;
- it will give most students the opportunity within their courses to have accredited work-based experience and to acquire work related, as well as a subject knowledge and research, skills;
- that resource management in the pursuit of the principle of learner-centred choice must be realistic and geared to continuous improvement in the effectiveness of delivery.

A1.2 The University Modular Framework

A1.2.1 The University constantly reviews the efficiency and efficacy of its University Modular Framework (UMF) regulations and permits minor modifications on an annual basis. A full review of the UMF is normally undertaken on a quinquennial basis. The UMF is designed to be sufficiently flexible to meet the challenges and needs of a diverse range of learners. As such, academic programmes should:

- be subject to a Quality Assurance system whose aim is to set and maintain high standards that are benchmarked against the academic infrastructure;
- comprise a clearly defined curriculum described via learning outcomes and assessment criteria;
- be credit-based, with a quantified means of expressing equivalence of learning (1 credit = 10 learning activity hours);
- calibrate credit at distinct levels of study, as an indicator of the relative demand, complexity and depth of learning;
- be modular and ensure that marks awarded to students should reflect student attainment within each module studied;
- facilitate flexible ways of gaining credit, such as prior learning, concurrent work based learning, independent study;
- seek to facilitate flexible modes of study and timing of attendance;
- offer appropriate levels of student choice;
- feature regular monitoring of, and timely feedback upon, performance to enable students to demonstrate mastery of subject;
- seek to incorporate work-related learning opportunities and career orientation, with a clear definition of transferable skills (see A4.3.4);
- ensure appropriate levels of student guidance and support;
- facilitate student-friendly ways of dealing with failure, including alternative target awards.

A1.2.2 All programmes leading to LJMU Awards are expected to operate within the University Modular Framework. Exceptionally, where a LJMU Award programme is unable to operate within the University Modular Framework, the programme team (prior to validation / PPA) may apply to the Planning and Programme Development Committee to permit such an Award to operate outside of the UMF. The programme team shall first consider whether exceptions to the UMF regulations are covered by the agreed variance criteria.

The Planning and Programme Development Committee will consider such applications against the following agreed criteria:

- that the UMF imposes restrictions upon the design / operation of the programme which would result in the withdrawal / refusal of professional accreditation;
- that the learning outcomes of the programme cannot be achieved by operation within the UMF;
- that comparable programmes in comparable HEIs also function outside of a modular format and without reference to level or credit.

If either the first criterion, or the simultaneous application of the second and third criteria are met, the Committee may determine that the programme may operate outside of the UMF.

Should the Committee determine that a programme can operate outside of the UMF, the programme team and Faculty Quality Committee shall be informed of this decision. Subsequent programme documentation shall publish specific structural and assessment regulations clearly identifying, with reference to the UMF documentation, where these depart from those of the UMF.

Should the Committee determine that a programme shall operate within the UMF, the programme team and Faculty Quality Committee shall be informed of this decision. The Committee may advise that an application for variance from the UMF be considered.

A1.2.3 Any programme team **unable** to construct a programme within the UMF regulations may submit a variance application which will be considered against agreed criteria (that the variance is a nationally published condition of an accrediting / professional body, without which the programme could not be accredited). There is an opportunity for teams unhappy with the outcome of the variance application process to request a reconsideration of the decision by the Learning, Teaching and Assessment Panel. Applications for variance must be submitted before validation (for further information see the Validation Handbook).

A2: Credit

A2.1 Principles of credit

A2.1.1 All awards within the UMF must be defined in terms of credit volume and levels.

The principles of credit are:

- credit is an educational currency, enabling quantification of learning achieved at a given level;
- credit is awarded for the achievement of specified learning outcomes at a threshold pass standard. No additional credit is awarded for achievement above this threshold pass standard;
- credit can be calibrated to a specific amount of notional learning activity;
- credit is awarded for learning achieved and verified through reliable and valid assessment;
- credit is capable of being transferred within and between Institutions.

A2.1.2 **A credit tariff** provides a quantitative relationship between:
(a) the amount of credit associated with the achievement of learning outcomes at a specified level, and
(b) a specified notional student learning time.

Notional learning time is the notional average time which a learner in Higher Education is estimated to need in order to acquire the specified learning outcomes. The curriculum determines the credit rating and the module size within the constraints of any structural regulations (see A4).

A2.2 Features of Credit

A2.2.1 LJMU operates a credit structure which is similar to that adopted by most UK HEIs. The structure promotes a consistent approach to credit rating and inter-institutional credit transfer.

Features of the credit scheme are that it:

- enables individual learning to be recognised and quantified in a consistent manner, wherever it occurs and however expressed;
- enables individuals, public bodies, employers and others to assess the value of modules in terms of size and level;
- enables the transfer of credit in a consistent manner between different learning contexts and within and across different award frameworks;
- uses the same tariff for undergraduate and postgraduate programmes, enabling programme teams to use undergraduate modules on postgraduate programmes, and *vice versa*, more easily; and
- uses a tariff of 10 hours of notional learning time per credit, a figure which easily articulates with a 30 hour credit used in FE and is an appropriate size tariff to use for the accreditation of short courses.

A2.2.2 Award programmes seek to establish a clear link between student inputs in terms of learning activity, and student achievements in terms of learning outcomes. Thus, learning activity is defined as the amount of time needed for the average student to achieve the defined learning outcomes for a module. In defining credit in terms of (full-time) learning activity, the longer academic year undertaken by postgraduates (between 45 and 48 weeks) as compared to undergraduates (30 weeks) has been taken into account.

A2.2.3.1 **Undergraduate programmes:**

In terms of notional learning hours one full time undergraduate academic year is deemed to involve 1200 hours of notional learning. One full time week involves 40 hours of notional learning time at a specified level.

A2.2.3.2 **Postgraduate programmes:**

The taught masters structure provides an equal weighting between the Postgraduate Certificate, the Postgraduate Diploma, and the Master's award, 60, 120 and 180 credits respectively. The Professional Doctorate structure requires the completion of 540 credits at appropriate levels. Postgraduate programmes relate to 1800 hours of notional learning per full time year of study.

A2.3 Credit: regulations

A2.3.1 The curriculum within the UMF is divided into modules, defined by learning outcomes, which are related to credit at a particular level. Credit is calibrated against a benchmark of 10 hours of learning activity per credit.

A2.3.2 To be eligible for a particular named award, students must satisfy not only the overall minimum credit requirements for the award (see B4-B6) but also the minimum credit requirements specified for the particular named award.

A2.3.3 Credit is awarded for those modules in which a pass has been achieved. The pass mark for modules is 40% or a 'Pass' grade; however, where 'competency thresholds' are included, 'fitness to practise' must be demonstrated for credit to be released (see A2.3.4). Additionally, credit may be awarded by compensation (see A6.4) or for the demonstration of relevant, up to date prior learning, whether certificated or uncertificated (see A2.5).

A2.3.4 **Fitness to practise**

'Fitness to practise' thresholds in modules require the demonstration of competency in

professional practice to be satisfied before credit may be released (the following table, assuming a 50:50 weighting between exam and coursework refers).

Competent?	No	Yes	Yes	Yes	Yes
C/W Mark	50	10	50	40	60
Exam Mark	50	40	20	40	20
Module Mark	50	25	35	40	40
Action	Suspend competency	Refer	Refer	Credit released	Credit released

Such modules are only permitted where the demonstration of competency in these modules is required as a condition of professional accreditation of the award. This requirement shall be evidenced by a written statement from the professional institute or equivalent body.

A2.4 Use of credit / prior learning achieved outside the programme on which a student is registered

LJMU permits the transfer of credit gained from UK higher education institutions, including LJMU, to LJMU programmes subject to the principles identified below. Where it is not possible to transfer credit, new LJMU credit may be awarded using the School/Faculty Accreditation Committees (see A2.5).

Credit may be also awarded for the demonstration of relevant, up-to-date prior learning, whether certificated or uncertificated. For most forms of certificated learning the credit will be transferred to the student's record and LJMU credit is not awarded in such cases. Where credit transfer is not possible, LJMU credit may be awarded. Claims for credit via experiential learning, or a mixture of experiential and certificated learning shall involve a case-by-case consideration involving the School/Faculty AP(E)L Co-ordinator and the School/Faculty Accreditation Committee.

Principles involved in the use of credit transfer and AP(E)L

The following principles are applied to both credit transfer and the award of new LJMU credit through AP(E)L:

- The credit must be for learning that it is up to date, normally within 5 years of the start of the student beginning study on the programme to which the student is applying.
- The credit must be for learning that is relevant to the student's new programme and which can be demonstrated as equivalent to the learning outcomes of the module, group of modules or level that it replaces.
- The credit involved must match, or exceed, the level and volume of the learning that it replaces.
- The principle of **progression in award** should underpin the re-use of credit, in which new learning should normally be at a level higher than any credit gained from prior learning.

A2.5 Regulations involving the award of credit

A2.5.1 The normal maximum amount of credit from prior learning / credit transfer that may count toward an **undergraduate** award is 75%. Any additional limitation on the amount of credit which may be derived from prior learning must be explicitly stated in the documentation for validation and/or review.

There are, however, five exceptions to this rule, which are:

- where a student has obtained a DipHE or equivalent and wishes to obtain a Degree in a cognate area, a minimum of 60 additional credits must be gained from modules at the appropriate level within LJMU's UMF scheme to achieve an unclassified Degree (i.e. a maximum of 80% from AP(E)L);
- where a non-LJMU student has obtained a Degree and wishes to obtain a Degree with Honours, a minimum of 60 additional credits must be gained from modules at the appropriate level within LJMU's UMF scheme (i.e. a maximum of 83.3% from AP(E)L);
- a LJMU student registering on an honours 'top up' programme in the same subject area

must register for the necessary amount of credit needed to achieve the full complement of credits required for the award of an honours degree. Thus, for example, a LJMU student who has already gained 336 credits need register for a further 24 credits only to gain an Honours Degree in the same subject area (i.e. in this example a maximum of 94.33% from AP(E)L).

- where an LJMU target award contains learning that is identical to learning offered within smaller LJMU awards, a student who has accumulated credit for this learning from smaller awards must enrol for at least one module on their new target award, thereby potentially breaching the standard 75% AP(E)L threshold.
- where a student is studying on a Learning at Work programme LaWP rules state that at least 20% of new learning must be 'formally taught', i.e. not gained independently in the workplace. 'New learning' refers to credit not achieved via credit transfer or the accreditation of prior certificated or experiential learning.

A2.5.2 The regulations for the amount of credit from prior learning / credit transfer that may count toward the various **postgraduate** awards distinguish between the type of prior learning and the size of the award.

- Postgraduate Diploma and smaller awards: up to 75% of the credit may be contributed by certificated prior learning. Where the learning is uncertificated, no more than half of the amount allowed for certificated learning may contribute toward these awards.
- Masters Awards: up to two thirds of the credit may be contributed by certificated prior learning. Where the learning is uncertificated, no more than half of the amount allowed for certificated learning may contribute toward these awards. Credit for either type of prior learning may not contribute toward the Masters stage of the award.

The maximum amount of postgraduate credit that may be incorporated in a programme of study from prior learning, therefore, is as follows:

Target Award	Certificated Prior Learning	Uncertificated (Experiential) Prior Learning
Masters	120c	60c
PG Diploma	90c	45c
PG Certificate	45c	20c

Please note that these credit totals are not cumulative and the totals for certificated learning are the maximum prior learning credit totals available, e.g. Masters students may claim up to 120c, not 120c plus 60c. Specific AP(E)L arrangements have been negotiated for the Learning at Work Framework.

Credit from prior learning may <u>not</u> be used to replace the credit gained from successfully completing the 60 credit **final stage** of the Masters programmes nor toward stage 3 of the Doctoral phase of the Professional Doctorate. That is, regardless of prior learning achieved elsewhere, all students undertaking postgraduate award programmes at LJMU must undertake new learning within the Masters stage of the award (see A4.2.5).

A2.5.3 **The use of Credit Transfer and AP(E)L in Professional Doctorates (PD)**

UMF regulations state that up to 75% of a postgraduate award may be achieved through the accreditation of prior learning, provided that evidence of that learning is recent, reliable and relevant. While wishing to facilitate credit transfer from learning achieved at other institutions, the following specific regulations will apply to this process with PDs:

(a) For candidates starting their PD with **Graduate entry** both prior learning that is certificated (APL) and prior learning that is experiential (APEL) may be claimed, according to standard UMF regulations outlined in A2.5.2.

(b) For candidates entering the PD programme with **Masters entry**, up to the whole of the Masters award can be counted as certificated prior learning for the PD, provided the learning was appropriate to the objectives of the Doctoral Phase. Credit from prior

experiential learning may not contribute towards the Doctoral Phase of the PD.

In addition, up to 30 credits from certificated prior learning at Level 8 can be counted towards the learning within Stage 1 (usually from supervised prior learning in investigative techniques).

Exceptionally, learning achieved under supervision elsewhere may be transferred into the projects within Stage 2 of the Doctoral Phase of the LJMU PD and the outcomes of such prior learning presented as part of the evidence for assessment. The amount of such 'learning transfer' is at the discretion of the Faculty Programme Approval grouping, and must not be of such volume as to mask the focus on achieving Level 8 learning at LJMU. Credit from any type of prior learning cannot contribute towards Stage 3 of the Doctoral Phase of the PD.

A3: Level

A3.1 Features of levels:

- a level is an indicator of the relative demand, complexity, depth of learning and learner autonomy (levels are not threshold standards);
- each level is located within a hierarchy of levels;
- level is not intrinsically related to full time years of study (although there may be a correlation);
- learning at each level is described by means of Level Descriptors which provide a textual description of the expected achievement within learning outcomes set at that level; (see A3.2)
- only one level can be attributed to each module in a learning programme and modules are assigned to their correct level wherever they appear in the programme;
- it is noted that postgraduate in time is not the same as postgraduate in level, and that post-experience learning can be at any level within the hierarchy of levels.

A3.2 Level Descriptors

The following summary of generic Level Descriptors is based on documentation produced by the Northern Ireland Credit Accumulation and Transfer System (NICATS) and adopted within the "Higher Education Credit Framework for England: Guidelines on academic credit arrangements in Higher Education for England (2008)". These level descriptors can be mapped against, but do not equate to, the levels within the QAA Qualification descriptors (see B1.8) http://www.ljmu.ac.uk/lid/ltweb/84021.htm

Level 3 or Foundation level acts as a preparation for higher education study.
Learners at this level are able to:

- apply knowledge and skills in a broad range of complex activities with relevant theoretical understanding;
- make informed judgements, selecting from a considerable choice of procedures, in familiar and unfamiliar contexts;
- direct their own activities, with some responsibility for the output of others.

Level 4: Learners at this level are able to:

- apply a broad knowledge base, incorporating theoretical concepts and employing a wide range of specialised skills;
- evaluate information using it to plan and develop investigative strategies and to determine solutions to a wide range of unpredictable problems;
- operate in a range of varied and highly specific contexts, taking responsibility for the nature and quality of outputs.

Level 5: Learners at this level are able to:

- generate ideas through the analysis of concepts at an abstract level, with a command of

highly specialised skills and the formulation of responses to concrete and abstract problems;
- analyse and evaluate information;
- exercise significant judgement across a broad range of functions;
- accept responsibility for determining and achieving personal and/or group outcomes.

Level 6: Learners at this level are able to:
- critically review, consolidate and extend a systematic and coherent body of knowledge, utilising highly specialised skills across a major discipline;
- critically evaluate and integrate new concepts and evidence from range of sources;
- transfer and apply creative skills and exercise significant judgement in a range of situations;
- accept complete accountability for determining and achieving personal and/or group outcomes.

Level 7: Learners at this level are able to:
- display mastery of a complex and specialised area of knowledge and skills;
- conduct research, or advanced technical or professional activity;
- accept accountability in related decision making including use of supervision;
- demonstrate expertise in highly specialised and advanced technical, professional and / or research skills;
- design and apply appropriate research methodologies;
- communicate results of research topics.

Level 8: Learners at this level are able to:
- make a significant and original contribution to a specialised field of enquiry
- command highly specialised and advanced technical, professional and/or research skills
- demonstrate command of methodological issues
- communicate results of research to peers and engage in critical dialogue
- accept accountability in related decision making including use of supervision.

There is, therefore, progression from the acquisition of basic skills and knowledge through to more skills and knowledge and increased application at level 5, to critical evaluation, analysis, synthesis, and greater independence at level 6 through to in depth independent study and analysis at levels 7 and 8.

A3.3 Incorporation of new undergraduate study within Modular Masters Awards

A3.3.1 In many Modular Masters programmes the curriculum is designed to extend or broaden the existing knowledge base and all (or most of) the modules are at postgraduate level 7. Within some awards, however, it may be highly appropriate to develop a structure which positively acknowledges the existence of undergraduate-level material within postgraduate programmes **where this is required by the curriculum,** rather than inventing an artificial means of re-classifying the material as being at postgraduate level.

A3.3.2 The Masters element of postgraduate programmes, specifically the 60 credits in addition to the 120 credits in the PG Diploma programme, shall contain study that fulfils the University requirement for advanced, independent work. It is not appropriate, therefore, that the Masters element should normally be substituted by credits gained at the undergraduate level (see A2.5.2).

A3.3.3 New undergraduate learning at Levels 4, 5 and 6, (but not Level 3) may be incorporated into postgraduate programmes in two ways:

(a) as modified undergraduate modules where the learning outcomes, assessment and delivery of the module are enhanced to bring them to postgraduate level. Successful learning on such modified modules will earn level 7 credits. The amended modules

would require the approval of the relevant Faculty Quality Committee.

(b) as unmodified undergraduate modules carrying their existing credit and level ratings. In such cases rules apply as to how much undergraduate credit may be incorporated into the postgraduate programme, as follows:
PG Certificate programmes: (total of 60 credits) must contain at least 20 level 7 credits. Thus up to 40 undergraduate credits may be incorporated.
PG Diploma programmes: (total of 120 credits) must contain at least 80 level 7 credits. Thus up to 40 undergraduate credits may be incorporated.
Masters programmes: (total of 180 credits) must contain at least 140 level 7 credits. The 60 credits specifically related to the Masters programme must all be at level 7.

A4: Modules

A4.1 Features of Modules

A4.1.1 Every module is defined by its learning outcomes which are related to credit at a particular level. Learning outcomes will reflect the required knowledge, both theoretical and applied, the judgements and the applied skills required of students, including their technical and practical abilities and their transferable skills.

A4.1.2 Each module must be ascribed to a particular level. However, it is possible that the same curriculum content could be offered in modules with differing levels provided that the learning outcomes and assessment criteria relate to the defined levels of the modules.

A4.1.3 Every module passed accumulates credit that can usually contribute towards completion of a level, and completion of a programme of study. Regulations determining the maximum and minimum size of modules may be found in sections A4.3.1 & A4.3.2.

A4.1.4 The pass mark for modules is 40%, and credit is normally awarded for those modules in which a mark of at least 40%, or a pass grade, has been achieved (see A2.3.3).

A4.2 Module Designation

A4.2.1 Each module is defined by its learning outcomes and quantified by credit rating at a specific level. The learning outcomes mould the syllabus, the teaching and the assessment of the module. A module may serve as core or option for different awards.

A4.2.2 **Core modules** are those which are a compulsory component of an award programme and from which credit must be gained for the award to be made. Validating a module as core to a programme version precludes any aspect of choice or variability in the provision of that module within the context of that programme version. This means that uncompensated failure in a core module cannot be disregarded when making an award. Level 4 of all undergraduate degree programmes will comprise core credit only.

A4.2.3 **Option modules** are those which must be selected from within a prescribed range as part of an award programme.

A4.2.4 **Postgraduate awards: Research Methods**

By the end of the PGDiploma stage, Masters awards must contain a suitable study of Research Methods in preparation for the Masters element, provided candidates are likely to progress to the Masters stage. Where candidates are likely to complete their studies at the Diploma stage, programme teams may wish to provide an alternative module to substitute for the Research Methods element.

A4.2.5 **Postgraduate awards: Masters Module**

With the exception of the Masters in Teaching and Learning (see B5.2), the final stage of the taught Masters award structure will consist entirely of a single Masters Module worth 60 credits:

- The Masters Module has Core status in a Masters programme and will enable the student to carry out an in-depth advanced study, largely independent of tutor support. The total learning activity associated with the Masters Module is as indicated by its credit rating, namely 600 hours.
- A coherent range of learning outcomes and their assessment within the Masters Module will form the basis of a Learning Agreement between the student and her/his tutor.
- The form of the assessment usually will be a single dissertation, but where appropriate to the learning outcomes of the module, other types of evidence (e.g. artefactual) can be presented. The normal length of the dissertation will be between 15000 and 25000 words but other lengths may be more appropriate to the learning undertaken. Where demonstration of learning is ephemeral (e.g. a dramatic production) there must be a record of the demonstration, such as video recording, to enable moderation of the evidence.
- All details of assessment requirements and procedures must be included in the Learning Agreement for the Masters Module.
- The Learning Agreement will also specify the tutorial support required to underpin the learning process, normally within the range 20 to 40 hours. Dissertations and any other evidence of learning on the Masters Module normally will be subject to judgement by two members of academic staff and by an External Examiner.
- The Masters Module normally will be supervised by a tutor from the Home School. Exceptionally, the tutor may be from another School in the University if the Home School cannot provide appropriate academic support for the chosen subject.
- The Masters Module code will relate to the School of the supervising tutor to ensure the correct distribution of fees.

A4.3 Module Delivery

A4.3.1 Undergraduate module size and delivery

Module size is equated with credit rating. Undergraduate modules have credit ratings of 12, 24 or 36 credits, however:

- where a module is individually negotiated and requires a learning agreement it may comprise 48 or 60 credits
- the minimum size of a module validated within the context of a CPD award (see B6.2) is 4 credits

Each award programme must enable students to accumulate the exact target number of credits per level. The modular shape of a programme is determined by the programme team.

This may include year-long modules, half-year modules or a combination of both. Where CPD programme teams are using module sizes of less than the standard, they would be required to use one or more sizes that fit together to achieve exactly the overall volume of the CPD award. Where they intend the CPD modules to be integrated within awards larger than CPDs, programme designers should ensure that the CPD award modules could be built up into the standard module sizes for UG and PG awards.

A4.3.2 Postgraduate module size and delivery:

Modules shall normally be in multiples of 10 (no greater than 60c). Where the programme is likely to be shared by other parts of the University, programme teams are encouraged to ensure that module sizes shall be complementary to facilitate aggregation. The timing of module teaching will depend upon the student demand. Thus the postgraduate teaching year may be structured differently than the typical undergraduate year and the teaching term structure adopted for the undergraduate programmes need not be employed. Wherever possible, however, standard academic periods should be used to deliver postgraduate programmes particularly where modules may be shared between different programmes. Modules requiring much student-directed learning (such as projects and dissertations) may be undertaken over a long time period whose maximum duration should, however, be

carefully defined within the documentation.

A4.3.3 **Independent Study**

A4.3.3.1 Independent study is defined as a module(s) in which the learning outcomes, content, credit rating, level, method of study and the method of assessment are proposed by the student. It is not a project or dissertation where module leaders have defined these elements.

A4.3.3.2 The regulations governing Independent Study are as follows:

- Independent study modules cannot be core modules for an award;
- Independent Study modules are normally available at levels 5, 6 and 7 only;
- Independent Study cannot replace the 'Masters' module;
- Independent Study will not account for more than 50% of the credits awarded at a given level;
- the study programme and assessment methodology must be approved by the programme team / designated module tutor and ratified by the School.

Students may influence their own study programme by designing an Independent Study module in which they are required to define the learning outcomes of the module, negotiate the credits to be awarded, the content, the method of study and the mode of assessment. It is the responsibility of the student to construct proposals for one or more Independent Study modules where s/he would like these within the award programme and to find a supervisor for each Independent Study module. However, there is no compulsion for students to undertake one or more Independent Study modules. There is also no requirement for a School to provide such opportunities although it is hoped that they will be made available in the normal course of events.

A4.3.3.3 Once a module is approved the student's record must be amended in order that the assessment details are correct.

A4.3.4 Work Related Learning (WRL)

The Academic Board in June 2006 agreed that WRL and Graduate Skills should be encouraged in all LJMU programmes of whatever kind and wherever delivered. However, a clearly definable core WRL element (a minimum of 12 credits) and Graduate Skills listed below are required in all LJMU-delivered undergraduate programmes of at least 240 credits.

WRL is defined as involving students learning about themselves and the world of work in order to empower them to enter and succeed in the world of work and their wider lives, via:

1. Learning about oneself
2. Learning and practising skills
3. Experiencing the world of work
4. Experiencing and learning how to learn and manage oneself in a range of situations

Elements 1, 2 and 4 can be addressed through the development of Graduate Skills and Personal Development Planning (PDP). Element 3 has specific requirements relating to how students will experience the world of work and may be expressed within the curriculum either as a work-based placement or as campus-based work-related learning.

For further information about Work Related Learning, please refer to http://www.ljmu.ac.uk/WoW/staff/96475.htm

A4.3.5 Graduate Skills

Where meeting the criteria outlined in A4.3.4, programmes will include the following Graduate Skills:

A: Analysing and Solving Problems
B: Teamworking and Interpersonal Skills
C: Verbal Communication
D: Written Communication
E: Personal Planning and Organising

F: Initiative
G: Numerical Reasoning
H: Information Literacy and ICT Skills

For further information about Graduate Skills, please refer to
http://www.ljmu.ac.uk/WoW/students/99436.htm

A4.4 Module Functions

A4.4.1 **A pre-requisite** is learning activity, usually a module, which must have been completed successfully before beginning another module. The successful completion of any pre-requisite module or equivalent learning activity is an absolute requirement for entry into the new module. Here successful completion of the module is defined as having gained a pass mark or grade without any compensation.

A4.4.2 **Recommended prior study** is a second category of prior learning activity. Modules forming recommended prior study are not compulsory, nor do they have to be passed. However, students who have not undertaken such prior learning activity can only embark upon the new module after careful counselling, which may involve further directed study.

A4.4.3 **A co-requisite** is a programme of learning activity, usually a module, which must normally be undertaken at the same time as the module specifying the co-requisite.

A4.4.4 **Barred combinations** are pairs or groups of modules whose objectives overlap to an unacceptable extent. Not more than one module from any such group may be included in a student's programme of study. Barred combinations can also include reference to other forms of prior study, e.g., an orientation module designed for students deficient in a certain subject area may be a barred combination for a student holding an 'A' level in that subject.

A4.4.5 Every module must be described using the University's standard module proforma which includes a unique code. Module proformas are stored in a publicly accessible electronic database, the Module Catalogue, available on the intranet, and new modules should be entered directly onto this database (http://activeweb.ljmu.ac.uk/modcat).

A5 Programme Management

A5.1 Given the fluid nature of many award programmes and the recruitment of part-time students, the support of students (for example, the provision of learning resource materials) is viewed as a critical matter to be addressed by the University. Each student will be managed by a **Home School** that has overall responsibility for:

- agreeing the programme of study;
- providing pastoral support;
- general management of student data, including assessment data.

A5.2 Schools wishing to enrol students on programmes must set out proposals for the **structure and management** of the award. Approval of award proposals will be judged against the following operational criteria:

- that appropriate staff within the School for the pastoral, academic and administrative support of students have been identified;
- that appropriate resources to underpin the new award programme have been identified;
- that appropriate External Examiners for the programme have been identified;
- that membership for the relevant Programme Board of Study has been identified;
- that the frequency of meetings of the Programme Assessment Boards has been established;
- that the Faculty has set up robust procedures for accrediting prior certificated and

uncertificated learning, involving a School/Faculty Accreditation Committee;

- that approval has been granted for any variance in the structures and regulations governing proposed programmes.

A5.3 **Tutors** in the Home School will be responsible for ensuring that each student embarking on the proposed programme is registering for a suitable programme of study and approval must be gained for the final choice of modules making up the programme. The Director of the student's Home School must agree to the proposed use of human and other resources to support the study programme. As well as ensuring a suitable academic package, the tutor will have the right to bar combinations of modules where there are similar learning outcomes, even where this is not explicitly stated in the module proformas. Such judgements would be taken in consultation with staff in the relevant schools. Responsibility for the delivery and assessment of each module will be the responsibility of the School owning that module.

A5.4 Moderated marks from the **Module Assessment Board** (see C4.4) of a non-Home School will be transmitted to the Home School. **Programme Assessment Boards** (see C4.5) may meet more frequently for postgraduate programmes than with undergraduate programmes and often as frequently as the MAB cycle to facilitate award completion. Thus students beginning after Christmas may gain their award in the (following) New Year rather than just in the summer. The precise timing of such meetings must be identified within each School and communicated to students.

A5.5 Awards will be overseen by Programme **Boards of Study** which will be School-based and may be subsumed within another Board of Study, if appropriate.

A6 Facilitating Progression

A6.1 Progression through stages of an undergraduate Award

A student will normally register for the highest award to which s/he aspires and which his/her entry qualifications permit. Progression through levels of an undergraduate award will be overseen by the Programme Assessment Board meeting annually. Students have a right to progress to the next Level if all required credit has been gained at the previous Level. A range of intermediate / staged awards is available for students seeking to complete their studies before undertaking the full complement of credits for which they have been registered (see B4.4 - B4.12).

A6.2 Moving from a Degree to a Degree with Honours

A student registered on a Degree who is awarded a Degree may, at the discretion of the School, be immediately admitted on an Honours top-up programme. A LJMU student registering on an Honours top-up programme must register for the amount of credit needed to achieve the full complement of the Honours award (see A2.5.1). A non-LJMU student registering for an Honours top-up programme must register for 60 credits.

A6.3 Progression through stages of a Masters Award

A common set of regulations governing progression to target awards will be used for all Modular Masters awards, namely;

- Students normally will register for the highest award to which they aspire and which their entry qualifications permit. Full time students normally will be required to register for the full amount of credit for their target award at the start of their studies.
- Progression from one stage of the award to the next will be regulated as follows:

(a) Those students registered for PG Diploma or MA/MSc award programmes (whether titled or untitled) may progress from modules in the PG Certificate stage to modules in the Diploma stage without gaining the full complement of 60 credits for the PG Certificate. In order to achieve the Certificate and Diploma awards, however, the full complement of credit must be gained for each.

(b) Students who have achieved the 120 credits from the Diploma stage and who are registered on a Masters target Award may proceed to the final stage. In some programmes it may be appropriate for students to embark on their Masters element before completing the full credit requirements of the Diploma stage. However, progression to Masters will normally not occur until successful completion of the Research Methods module.

A6.4 The award of credit by Compensation

Failure within a level may be compensated in the light of overall performance at that level (see A3). Normally, no more than 20% of the total credits required for level completion may be awarded by compensation at Levels 3 - 7 (see C6.7).

Within undergraduate programmes**, this is:**

Target Award	**Max no. credits by compensation**
Certificate of Higher Education	24
Diploma of Higher Education	48
Degree with Honours	72

Within **postgraduate programmes**, compensation credit may **not** be awarded for:

- The 60 credits contributing towards the Masters Module element of the programme;
- Modules undertaken at the undergraduate level as part of the postgraduate programme;
- Level 8 modules

The amount of compensation credit that can be awarded within taught masters programmes is linked to the stage within Level 7, i.e.:

Target Award	**Max no. credits by compensation**
PG Certificate	12
PG Diploma	24
MA/MSc/MBA *etc.*	24

A6.5 Referrals

A single referral opportunity following failure in a module will be offered and must be taken when the module is next assessed (this will normally be in the same year as the initial failure, see C6).

A6.6 'Trailing'

Programme Assessment Boards have the discretion to allow a student to be able to continue onto the next level of study on the same programme without having completed the earlier level, provided s/he has satisfactorily completed all prerequisite modules for her/his programme of study at the higher level.

An undergraduate student may register for a maximum of 144 credits per session, of which no more than 120 credits may be from modules not previously undertaken (save for the proviso outlined in C6.8.1vi).

A6.7 Module Re-registration

Students who have failed the single referral opportunity may apply to re-register once more on the same module. Such re-registration (where permitted within the programme regulations) is at the discretion of the PAB following recommendations from the appropriate MAB(s). The maximum mark that may be gained from such re-registration is 40% or a pass grade. (see C6.8.3)

A re-assessment fee is levied for each re-registered module.

A6.8 Registering for replacement modules

Different modules may be selected only after failure (both the initial and referral attempts), up

to a maximum of a further 48 credits, no more than 24 of which can be taken at any one level (see A6.6). The full mark or grade may be gained from the first attempt at a new module (see C6.7.2).

A6.9 The arrangements for the completion and **submission of coursework** must be made explicit to students. These arrangements and deadline dates must be given to students well in advance of the completion date, preferably at the start of each module. Late coursework (without a previously agreed extension) will be given a mark of 0%.

Section B
Awards

B1 Award principles

B1.1 The **principles** governing the provision of awards within the UMF are as follows:

- To offer nationally recognised awards, some of which will be unique to LJMU;
- To provide awards that are comparable in standard to those of other higher education institutions;
- To provide an interlocking set of awards enabling multi-entry and multi-exit points, with defined level outcomes so that intermediate awards may be used to indicate particular levels of achievement and level outcomes may act as entry criteria for the next level;
- To specify all awards in terms of credits to be gained at one or more levels;
- To make intermediate awards available to students who have not achieved their target award but who have satisfied the criteria for an intermediate award.

B1.2 The LJMU Awards terminology is as follows:

Common term	Occasional terminology	Agreed terminology
e.g. Honours Degree	Award	Qualification
e.g. Bachelor of Arts	Title	Award
e.g. Media Studies	Name	Title
e.g. BA in Media Studies	Award Programme	Award Title
e.g. Total core and option modules	Programme	Programme
e.g. Individual's module choice	Programme of Study	Programme of Study

A **programme of study** is the approved curriculum followed by an individual student comprising each individual's module choice. The **programme** comprises the total core and option modules contained within the award for which the student is registered. Each programme is expressed in terms of a fixed and finite number of credits at each level, specifying the status of each module in relation to the programme. The **qualification** (e.g. Degree with Honours) is defined in terms of credit and level. The **award** (e.g. Bachelor of Arts) is the specific name given to the target upon which the student is registered and is defined in terms of both credit content and programme outcomes. The **title** of the Award (e.g. Media Studies) describes the subject studied by the student. The **award title** (e.g. BA in Media Studies) represents a single, validated entity which covers both the target award and the specific curricular content. The **Programme Specification** identifies potential stopping off points and gives the intended outcomes of the programme that a student will be expected to have upon completion, in terms of the knowledge and understanding, transferable skills, cognitive skills and subject-specific skills.

B1.3 All award programmes are subject to regulations approved by the University through its validation process.

B1.4 The range of awards available in a particular subject area is to be laid down in programme documentation. Programme teams are encouraged to offer the complete range of awards within a subject area, where this is appropriate. In appropriate situations a student failing to gain sufficient credits towards the award for which s/he is registered may be offered, by the PAB, a validated 'fallback' award requiring fewer credits. The graphic below outlines the range of undergraduate 'fallback' awards available (with example subject):

Module content prescription

High → Low

Credit value achieved or aimed at: High ↓ Low

Overview of LJMU Awards	Target Award Module Content: Prescribed (minimum 80%)	Generic Titled Award Module Content: From stipulated range	Titled Combined Studies Award Module Content: Minimum 50%	Untitled Combined Studies Award Module Content: Unprescribed minimum
Minimum 360c	Degree with Honours in Comparative Religion	Degree with Honours in Religious Studies	Degree with Honours in Religious Studies and Combined Studies	Degree with Honours in Combined Studies
Minimum 300c	Degree in Comparative Religion	Degree in Religious Studies	Degree in Religious Studies and Combined Studies	Degree in Combined Studies
Minimum 240c	DipHE in Comparative Religion	DipHE in Religious Studies	DipHE in Religious Studies and Combined Studies	DipHE in Combined Studies
Minimum 120c	CertHE in Comparative Religion	CertHE in Religious Studies	CertHE in Religious Studies and Combined Studies	CertHE in Combined Studies

B1.5 Each approved award programme is governed by written statements, available to students, as a student handbook (see C1.5), which set out as a minimum:

- The title of the award programme, if any, and the award(s) to which it leads;
- The planned duration and possible modes of study of the programme;
- The aims, objectives, and learning outcomes, including transferable skills, of the programme;
- The curriculum and structure of the programme;
- Regulations on the admission, progression and assessment of students;
- The grievance procedure.

B1.6 These specifications may change over time in the light of outcomes from the University's procedures for monitoring and review. Changes may be made to certain aspects of a programme in advance of the next formal review. UMF regulations stipulate that no such interim changes will be made to regulations on the progression or assessment of students without formal consultation with the students on the award programme who may be affected by the proposed change.

B1.7 All amendments made to an award programme are kept on file, as part of the definitive programme documentation.

B1.8 The Quality Assurance Agency for Higher Education has published a Framework for Higher Education Qualifications (2008), with generic 'Qualification Descriptors' at five levels, three of which are undergraduate and two are postgraduate. These are numbered 4-8, and succeed levels 1-3 of *The National Qualifications Framework* and *The Qualifications and Credit Framework* (NQF/QCF).

These frameworks for higher education qualifications throughout the UK are designed to meet the expectations of the Bologna Declaration and thus align with *The Framework for Qualifications of the European Higher Education Area* (FQ-EHEA).

Level 4
The holder of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately, and will have the qualities needed for employment requiring the exercise of some personal responsibility.

The Certificate of Higher Education may be a first step towards obtaining higher level qualifications. HNCs are positioned at this level.

Level 5
Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example, HNDs, enabling them to perform effectively in their chosen field.

They will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

The foundation degree level includes the Foundation Degree, the Diploma of Higher Education and Higher National Diplomas.

Level 6
An Honours graduate will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the graduate will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The graduate will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

An Honours graduate should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

Honours degrees form the largest group of higher education qualifications. Typical courses last for three years (if taken full-time) and lead to a Bachelor's degree with Honours, having a title such as Bachelor of Arts (BA(Hons)) or Bachelor of Science (BSc(Hons)). Also at this level are bachelor's degrees – (This is a change made in the revised framework of 2008; previously Bachelor's degrees were at level 5.) short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to Graduate Certificates or Graduate Diplomas.

Level 7
Much of the study undertaken at Masters level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems.

They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative, in complex and unpredictable professional environments.

Master's degrees are often distinguished from other qualifications at this level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees - in comparison to postgraduate certificates and postgraduate diplomas - typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.

Some master's degrees, for example in science, engineering and mathematics, comprise an integrated programme of study spanning several levels where the outcomes are normally achieved through study equivalent to four full-time academic years. While the final outcomes of the qualifications themselves meet the expectations of the descriptor for a higher education qualification at level 7 in full, such qualifications are often termed 'integrated master's' as an acknowledgement of the additional period of study at lower levels (which typically meets the expectations of the descriptor for a higher education qualification at level 6).

Masters degrees are awarded after completion of taught courses, programmes of research, or a mixture of both. Longer, research-based programmes often lead to the degree of MPhil. Most Masters courses last at least one year (if taken full-time), and are taken by persons with Honours degrees (or equivalent achievement). Also at this level are advanced short courses, often forming parts of Continuing Professional Development programmes, leading to Postgraduate Certificates and Postgraduate Diplomas.
(Note: the MAs granted by the Universities of Oxford and Cambridge are not academic qualifications.)

Level 8
Doctoral degrees are awarded for the creation and interpretation, construction and/or exposition of knowledge, which extends the forefront of a discipline, usually through original research. Holders of doctoral degrees will be able to conceptualise, design and implement projects for the generation of significant new knowledge and/or understanding.

Holders of doctoral degrees will have the qualities needed for employment that require both the ability to make informed judgements on complex issues in specialist fields and an innovative approach to tackling and solving problems.

The titles PhD and DPhil are commonly used for doctoral degrees awarded on the basis of original research. Doctoral programmes, that may include a research component, but which have a substantial taught element (e.g. professional doctorates) lead usually to awards which include the name of the discipline in their title (eg EdD for Doctor of Education). Professional doctorates aim to develop an individual's professional practice and to support them in producing a contribution to (professional) knowledge. A doctorate normally requires the equivalent of three calendar years' full-time study.

Higher doctorates may be awarded in recognition of a substantial body of original research undertaken over the course of many years. Typically a portfolio of work which has been previously published in a peer-refereed context is submitted for assessment.

Further information available from
http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp

B2 The title of the award

B2.1 The title of an award (e.g. Applied Biology) should be simple and accurate and accord as a description of contents, with the normal expectations of higher education bodies, relevant professional bodies, students and employers about the level of knowledge and skills to be expected from a person holding such an award.

B2.2 The award(s) to which the programme leads must be among the existing awards of the University and the programme must conform to the requirements for the award(s). The University will, however, consider proposals for new awards (see B3).

B3 Approval of new awards

B3.1 Proposals for new **awards**, within the UMF, e.g., MSoc (Master of Sociology) or MNurse (Master of Nursing), are considered by the Learning, Teaching & Assessment Panel and then by the Programme Planning & Development Committee on behalf of Academic Board.

B3.2 Proposals for new **programmes** are considered by each Faculty Management Team. New proposals will be considered in the context of the University's academic plan, the number of students to be recruited, the range of the University's existing programmes, their relationship to each other and to the awards of other bodies.

B3.3 Any programme team unable to construct a programme within the UMF regulations may

submit an application for variance (see A1.2.3).

B4 Undergraduate Qualifications (i.e. those containing learning at Levels 4, 5 or 6 only)

Bachelor's Degrees with Honours (see B4.2 below) are classified. All other undergraduate qualifications are graded.

B4.1 Combined Studies Programmes:

Titled Combined Studies Award

Titled generic awards of 'Combined Studies in x' or 'x and Combined Studies' may be separately validated but shall not normally be an initial award. Such awards are regarded as alternative exits / progression routes for students unable or unwilling to accumulate specific credits for their target award. Exceptionally, students from other HEIs may register on such an award when admitted with credit achieved from prior learning.

Untitled Combined Studies Awards

A Combined Studies award is awarded when sufficient credits, at appropriate levels, have been gained for the award of Degree with Honours, Degree, Advanced Diploma, DipHE, Advanced Certificate, CertHE or Certificate, where the distribution of credits from the various subject areas does not conform to any titled award.

B4.2 Bachelor's Degree with Honours

360 credits: 120 at level 4, 120 at level 5, 120 at level 6. All modules at Level 4 shall be designated as core (see A4.2.2). Where such programmes are delivered within LJMU, they must comprise a clearly definable core work-related learning element (see A.4.3.4). Sandwich honours degrees require, in addition, a further 120 credits, (60 per six month placement) and/or a certificate of professional training and practice-based honours degrees may require satisfactory completion of additional learning for which credit is not awarded. Bachelors Degrees with honours are classified.

Awards associated with a Bachelor's Degree with Honours*:*

- The **Bachelor of Arts with Honours (BA Hons)** is a titled award traditionally used in art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate. Normally at least 70% of the programme credits will be in these subject areas.
- The **Bachelor of Design with Honours (BDes Hons)** is a titled award used to describe programmes of study of established Design theory and context developed within a practical and applied framework. At least 70% of the programme credits will be in the area of design.
- The **Bachelor of Education with Honours (BEd Hons)** is a titled award reserved for programmes focused on education and professional practice in teaching.
- The **Bachelor of Engineering with Honours (BEng Hons)** is a titled award reserved for programmes which provide a technologically broad education with an emphasis on engineering applications, primarily those programmes that may lead to registration with the Engineering Council. At least 70% of the programme credits will be in the area of engineering.
- The **Bachelor of Laws with Honours (LLB Hons)** can be either an untitled or titled award reserved for programmes of specialised study in law and law-related subjects, which enable their graduates to acquire a degree which is recognised by the relevant professional bodies as satisfying the requirements of the academic stage of training for entry into the legal profession. At least 240 of the programme credits will normally be in an area of law and law-related subjects.
- The **Bachelor of Science with Honours (BSc Hons)** is a titled award traditionally used where studies are substantially based on science or mathematics and their applications. Normally at least 70% of the programme credits will be in these subject areas and never less than 50%.

B4.3 Bachelor's Degree

300 credits: 120 credits at level 4, 180 at levels 5 and 6, of which at least 60 must be at level 6. All modules at Level 4 shall be designated as core (see A4.2.2). Where programmes are validated with an initial target award of Bachelors Degree for delivery within LJMU, they must comprise a clearly definable core work-related learning element (see A.4.3.4). Sandwich degrees require, in addition, 120 credits, (60 per six month placement) and/or a certificate of professional training and practice-based degrees may require satisfactory completion of additional learning for which credit is not awarded. Bachelors Degrees are unclassified.

Awards associated with a Bachelor's Degree:

- The **Bachelor of Arts (BA)** is a titled award traditionally used in art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate. Normally at least 70% of the programme credits will be in these subject areas.
- The **Bachelor of Design (BDes)** is a titled award used to describe programmes of study of established Design theory and context developed within a practical and applied framework. At least 70% of the programme credits will be in the area of design.
- The **Bachelor of Education (BEd)** is a titled award reserved for candidates who have narrowly missed the requirements of a B.Ed (Hons).
- The **Bachelor of Engineering (BEng)** is a titled award reserved for programmes which provide a technologically broad education with an emphasis on engineering applications, primarily those programmes that may lead to registration with the Engineering Council. At least 70% of the programme credits will be in the area of engineering.
- The **Bachelor of Laws (LLB)** can be either an untitled or titled award reserved for programmes of specialised study in law and law-related subjects, which enable their graduates to acquire a degree which is recognised by the relevant professional bodies as satisfying the requirements of the academic stage of training for entry into the legal profession. At least 240 of the programme credits will normally be in an area of law and law-related subjects.
- The **Bachelor of Science (BSc)** is a titled award traditionally used where studies are substantially based on science or mathematics and their applications. Normally at least 70% of the programme credits will be in these subject areas and never less than 50%.
- The **Bachelor of Technology (BTech)** is a titled award reserved for programmes which provide a technologically specific education with an emphasis on the maintenance and management of existing technology. Such programmes may lead to registration with the Engineering Council. At least 70% of the programme credits will be in the area of technology.

B4.4 Advanced Diploma (AdvDip)

240 credits, including credit from each of levels 4, 5 & 6.
Where programmes are validated with an initial target award of Advanced Diploma for delivery within LJMU, they must comprise a clearly definable core work-related learning element (see A.4.3.4). The Advanced Diploma is unclassified and may be offered where a candidate is unable to achieve an initial target award.

B4.5 Foundation Degree

240 credits, 120 at Level 4 and 120 at Level 5.
Where such programmes are delivered within LJMU, they must comprise a clearly definable core work-related learning element (see A.4.3.4). The Foundation Degree is unclassified.

Awards associated with Foundation Degrees:

- The **Foundation Degree in Arts (FDA)** is a titled award traditionally used in art and design, the arts and humanities, combined studies in the arts and social studies, and in areas of social or business studies where it is appropriate. Normally at least 70% of the programme credits will be in these subject areas.
- The **Foundation Degree in Engineering (FDEng)** is a titled award reserved for programmes which provide a technologically broad education with an emphasis on engineering applications. At least 70% of the programme credits will be in the area of engineering.
- The **Foundation Degree in Science (FDSc)** is a titled award traditionally used where studies are substantially based on science or mathematics and their applications. Normally at least 70% of the programme credits will be in these subject areas and never less than 50%.

B4.6 Diploma of Higher Education (DipHE)

240 credits, 120 at Level 4 and 120 at Level 5.
Where programmes are validated with an initial target award of Diploma of Higher Education for delivery within LJMU, they must comprise a clearly definable core work-related learning element (see A.4.3.4). The DipHE is unclassified.

B4.7 Higher National Diploma (HND)

240 credits, of which between 60-120 credits are at Level 5.
The HND is a titled award, the general criteria of which are determined by EdExcel. The award is vocational in nature, with an emphasis upon skills development. Where such programmes are delivered within LJMU, they must comprise a clearly definable core work-related learning element (see A.4.3.4). The HND is unclassified.

B4.8 Higher National Certificate (HNC)

144 credits - 180 credits, of which a maximum of 50% of the credit may be at Level 5 and a minimum of 24 credits shall be at Level 5.
The HNC is a titled award, the general criteria of which are determined by EdExcel. The award is vocational in nature, with an emphasis upon skills development. The HNC is unclassified.

B4.9 Advanced Certificate / Graduate Diploma

120 credits from levels 4, 5 or 6 but with no more than 108 at level 4 (the Graduate Diploma is at Level 6 only).
The Advanced Certificate is unclassified. Where such a programme of study is undertaken by a graduate, this may lead to the award of Graduate Diploma, also unclassified.
Where students are considered to have graduated from a sub-degree programme leading to professional registration, such as DipHE in Nursing, it is possible for such students to be registered upon a Graduate Diploma programme.

B4.10 Certificate of Higher Education (CertHE)

120 credits at level 4.
The CertHE is unclassified.

B4.11 Certificate

72 - 96 credits at level 4, 5 or 6.
The Certificate is unclassified.

B4.12 Certificate of Academic Development (CAD)

Minimum of 12 credits to a maximum of 36 credits at levels 4 or 5.
The award is untitled, reserved for programmes of study unrelated to specific professional areas and is designed to enable people to sample higher education or to be awarded as a general fallback. The CAD is unclassified.

B5 Postgraduate Qualifications

The significant modular elements within the postgraduate awards operating within the University Modular Framework clearly distinguishes them from those gained by research alone (e.g. MPhil & PhD). Untitled Modular Masters awards are those which are subject-specific awards (e.g. MBA) where the award itself indicates its discipline-specific purpose.

B5.1 Professional Doctorates:

540 credits, 180 credits at level 7 (which may incorporate up to 30 undergraduate credits at level 6) and 360 credits at level 8.

B5.1.1 Professional Doctorate awards may be developed, which will be untitled and reserved for programmes where students have made a significant contribution to the enhancement of an occupational or professional area through the application, development and testing of theoretical frameworks.

B5.1.2 **Awards associated with Professional Doctorates:**

- The **Doctor of Biomedical Science (DBiomedSci)** is an untitled award reserved for programmes focused on professional development of those involved in the practice and delivery of biomedical science. At least 80% of the programme credits will be gained from study in the area of biomedical science.
- The **Doctor of Business Administration (DBA)** is an untitled award and is reserved for programmes focused on professional development of those involved in the practice and delivery of business administration. At least 70% of the programme credits will be gained from study in the area of business administration.
- The **Doctor of Consumer Sciences (DConsumSci)** is an untitled award for programmes focused on professional development of those involved with consumer sciences. At least 70% of the programme credits will be gained from study in the area of consumer sciences.
- The **Doctor of Education (EdD)** is an untitled award for programmes focused on professional development of those involved with education. At least 70% of the programme credits will be gained from study in the area of education.
- The **Doctor of Health Sciences (DHeaSci)** is a titled award normally used where studies are substantially based in the area of health and its applications. Normally, at least 70% of the programme credits will be gained from study in the specific area of the titled award, but not less than 50%.
- The **Doctor of Midwifery (DMidw)** is an untitled award for programmes focused on professional development of those involved with midwifery. At least 70% of the programme credits will be gained from study in the area of midwifery.
- The **Doctor of Nursing (DNurs)** is an untitled award for programmes focused on professional development of those involved with nursing. At least 70% of the programme credits will be gained from study in the area of nursing.
- The **Doctor of Pharmacy (DPharm)** is an untitled award for programmes focused on the professional development of those involved in Pharmacy. At least 70% of the programme credits will be gained from study in the area of Pharmacy.
- The **Doctor of Physical Education (DPhysEd)** is an untitled award for programmes focused on professional development of those involved with physical education. At least 70% of the programme credits will be gained from study in the area of physical education.
- The **Doctor of Public Health (DPH)** is an untitled award for programmes focused on

professional development of those involved with public health. At least 70% of the programme credits will be gained from study in the area of public health.

- The **Doctor of Social Work (DSW)** is an untitled award for programmes focused on professional development of those involved with social work. At least 70% of the programme credits will be gained from study in the area of social work.

B5.2 Taught Master's Degrees:

180 credits at level 7. Up to 40 undergraduate credits, at Levels 4, 5 or 6 may be incorporated. However, the 60 credits of advanced independent work undertaken at the final 'Masters' stage and normally gained by a dissertation, must all be at Level 7. Taught Masters Awards are graded.

Awards associated with Taught Masters Degrees:

The standard of the taught Master's degree is that expected of an honours graduate or equivalent, who has successfully completed a further programme of study in an area for which prior knowledge and skills have provided an appropriate foundation, at a level demanding more advanced and intensive study than a first degree. Moreover the Master's programme shall include a compulsory element of advanced independent work.

- The **Master of Arts (MA)** is a titled award normally used in art and design, the arts and humanities and in other areas of study where a more specialised title is not appropriate. Normally, at least 70% of the programme credits will be in these subject areas.
- The **Master of Education (MEd)** is a titled award reserved for programmes focused on education and professional practice in teaching. At least 70% of the programme credits will be in the area of Education.
- The **Masters in Teaching and Learning (MTL)** is an untitled award reserved for a programme explicitly targeted at practising teachers in English schools with target groups specified by the Department for Children, Schools and Families and targets allocated via the specialist funding agency (Training and Development agency for Schools). At least 80% of the programme credits will be in the area of teaching and learning in schools. In addition, it differs from the Master of Education (MEd) award in terms of structure and output in that the final 60 credits for the award shall consist of two 30 credit modules with a number of assessment components which are equivalent to a dissertation in terms of both workload and intellectual demands.
- The **Master of Public Administration (MPA)** is an untitled award. It is designed to prepare people for careers in public service leadership and management and/or to help people to accelerate their careers if they are already in leadership and management positions. MPA graduates will be more effective in evidence-based decision making, interpreting and applying policy agendas, anticipating future trends in public services, and adapting actions and activities to suit specific public services contexts to support government at all levels in the development and delivery of policy goals. At least 80% of the programme credits will be in the area of Public Administration and Management.
- The **Master of Research (MRes)** is a titled award, reserved for programmes which require the demonstration of the achievement of a range of personal skills, generic and discipline based research methods commensurate with a professional research career and research skills compatible with training for the conduct of a doctoral thesis. At least 70% of the programme credits will be in the area of Research.
- The **Master of Science (MSc)** is a titled award normally used where studies are substantially based on science or mathematics and their applications. Normally at least 70% of the programme credits will be in these subjects.
- The **Master of Business Administration (MBA)** can be either an untitled or titled award and is designed to meet the needs of business administrators, by enabling them to continue their personal and academic development after graduation. MBA graduates will have demonstrated appropriate knowledge and skills in the area of business administration, in order that they may master the concept of the strategic management of organisations. At least 80% of the programme credits will be in the area of Business Administration.
- The **Master of Business Studies (MBS)** is an untitled award designed to meet the needs of recent graduates, by preparing them for work in business and to enable them to continue their personal and academic development after graduation. MBS graduates will have demonstrated appropriate knowledge and skills to gain entry to a wide range of

business and management careers. At least 80% of the programme credits will be in the area of Business Studies.

- The **Master of Laws (LLM)** can be either an untitled **or** titled award reserved for programmes consisting of specialised study in law. At least 80% of the programme credits will be in the area of Law.

B5.3 Integrated Masters Degrees:

480 credits: 120 at each of levels 4, 5, 6 and 7. Sandwich Integrated Masters Degrees require, in addition, a further 120 credits (60 per 6 month placement) and/or a certificate of professional training. Integrated Masters Degrees may be classified or graded.

Awards associated with Integrated Masters Degrees:

- The **Master of Chemistry (MChem)** is a titled award reserved for programmes of study in chemistry, which extend the depth and breadth of programmes leading to the BSc in Chemistry with honours. This award is classified.
- The **Master of Engineering (MEng)** is an award reserved for programmes of study in engineering which extend the depth and breadth of programmes leading to the award of BEng with honours. The MEng may be a titled award and may be classified.
- The **Master of Pharmacy (MPharm)** is an untitled award reserved for programmes of study in pharmacy. This award is classified.
- The **Master of Physics (MPhys)** is a titled award reserved for programmes of study in physics, which extend the depth and breadth of programmes leading to the BSc in Physics with honours. This award is graded.

B5.4 Postgraduate Diploma (or equivalent)

Postgraduate Diplomas are graded.

B5.4.1 **Postgraduate Diploma (PGDip)**

120 credits at level 7. Up to 40 undergraduate credits, at levels 4, 5 or 6, may be incorporated.

B5.4.2 **Postgraduate Diploma of Research PGDip(Res)**

120 credits at level 7. Up to 40 undergraduate credits, at levels 4, 5 or 6, may be incorporated.

B5.4.3 The **Postgraduate Diploma of Enterprise PGDip(Ent)**

120 credits at level 7. Up to 40 undergraduate credits, at levels 4, 5 or 6, may be incorporated.

B5.5 Postgraduate Certificate (or equivalent)

Postgraduate Certificates are graded.

B5.5.1 **Postgraduate Certificate (PGCert)**

60 credits at level 7. Up to 40 undergraduate credits, at levels 4, 5 or 6, may be incorporated.

B5.5.2 **Postgraduate Certificate of Research PGCert(Res)**

60 credits at level 7. Up to 40 undergraduate credits, at levels 4, 5 or 6, may be incorporated.

B5.5.3 **Postgraduate Certificate of Enterprise PGCert(Ent)**

60 credits at level 7. Up to 40 undergraduate credits, at levels 4, 5 or 6, may be incorporated.

B6 Other Awards

These Awards are graded.

B6.1 Foundation Certificate

120 credits at level 3.

B6.2 Certificate of Professional Development (CPD) / Graduate Certificate

4 to 60 credits, at levels 4, 5, 6 and/or 7 (the Graduate Certificate is at Level(s) 6 and/or 7 only).

The award is a titled award, reserved for validated programmes of study related to professional areas. Where such a programme of study comprises 60 credits (drawn from levels 6 and/or 7) and is undertaken by a graduate, this may lead to the award of a Graduate Certificate.

Where students are considered to have graduated from a sub-degree programme leading to professional registration, such as DipHE in Nursing, it is possible for such students to be registered upon a Graduate Certificate programme.

Section C
University Modular Framework Assessment Regulations and Notes for Guidance

Liverpool John Moores University undertakes to take all reasonable steps to provide the teaching, examination, assessment and other educational services set out in its prospectus and course information leaflets, etc. It does not, however, guarantee the provision of such services. Should industrial action or other circumstances beyond the reasonable control of the University interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services. These regulations apply to all students studying within the University Modular Framework with effect from September 2010.

This document contains the University Modular Framework Assessment Regulations which were approved by the Learning, Teaching and Assessment Panel on behalf of the Academic Board of the University in March 2010. These regulations are applicable to all programmes of study within the University Modular Framework (UMF). Assessment regulations for programmes of study outside the UMF are contained within each individual programme document and separate procedures will apply to other non credit-bearing assessments. The regulations are listed and guidance notes are provided, where appropriate, beneath the text *shaded and in italics* to elaborate the way in which the regulations are intended to be applied. Appendices A, B, C, D and E form part of the regulatory framework and have the status of regulations.

This is an important document for both STAFF and STUDENTS and is designed to serve the needs of both within a single document. It contains specific details of your responsibilities and rights with regard to assessment. Please read this document carefully and retain it for future reference.

All assessment is to be conducted in accordance with the University Modular Framework assessment regulations. Detailed advice on the implementation of good assessment practice may be found via http://www.ljmu.ac.uk/lid/ltweb/84069.htm

UNIVERSITY MODULAR FRAMEWORK ASSESSMENT REGULATIONS

C1 General Principles of Assessment

C1.1 Fulfilment of Programme Objectives

The purpose of summative assessment is to enable students to demonstrate that they have fulfilled the objectives of the programme of study and achieved the standard required for the award they seek. The University's programmes of study are subject to specific regulations which relate the assessment requirements of the programme to its objectives, and it is within these specific assessment regulations that examiners make their judgements on student performance.

C1.2 Confirmation of Standard

Assessment reflects the achievement of the individual student in fulfilling programme objectives, and at the same time relates that achievement to a consistent national standard of awards. It is therefore carried out by competent and impartial examiners, by methods which enable them to assess students fairly. In order to achieve this end, the University requires external examiners to be associated with final assessments which may count towards an award; their particular role is to ensure that justice is done to the individual student and that the standard of the University's awards is maintained.

C1.3 Examiners and Examiners' judgement

All members of the full-time and part-time teaching staff of the University are examiners of the

University. University examiners are not eligible to be considered as External Examiners for any Liverpool John Moores University programme of study.

(i) Assessment is a matter of judgement, not simply of computation. Marks, grades and percentages are not absolute values, but symbols used by examiners to communicate their judgement of different aspects of a student's work, in order to provide information on which the final decision on a student's fulfilment of programme objectives may be based. It is particularly important for students to understand the nature of examiners' discretion and judgement when details of individual marks are available to them.
Dissertations or their equivalents which have a value of least 24 credits should be unsighted double marked. Unsighted double marking should be considered for modules where there is a single assessment task. Sample unsighted double marking could be considered. Marking and moderation procedures (excluding automated assessment processes) at levels 5, 6, 7 & 8 should include sighted double marking of 10% of scripts (or 10 pieces, whichever is the greater) and for all assessments for modules of less than 10 students. Where double marking does not already take place Module Assessment Boards should review the policy regularly.

(ii) Within the constraints imposed by the requirements of these regulations, examiners have discretion in reaching decisions on the awards to be recommended for individual candidates. They are responsible for applying the assessment regulations for the programme. Where permissible within these regulations, examiners may exercise discretion in reaching decisions. In exercising such discretion, academic judgement in itself cannot be questioned or overturned.

C1.4 **Modifications to the University Modular Framework Assessment Regulations**

These require the approval of the Learning, Teaching and Assessment Panel acting on behalf of the Academic Board. Major changes which are intended to apply to students who are already enrolled on programmes of study should not be introduced without formal consultation with the students who may be directly affected by the proposed change, and the External Examiners. Once approved, all such changes must be communicated to students in advance of their implementation.

C1.5 **Basic Requirements of Assessment Regulations for Programmes of Study**

Assessment Regulations appropriate to the programme of study must be described in the definitive programme documentation of the programme of study and its Student Handbook. These regulations must:

(i) identify all the elements that will be assessed, including any assessed supervised work experience;
(ii) specify when and how each of these elements will be assessed by internal and external examiners;
(iii) specify which or how many elements must be passed in order to gain progression or obtain an award, and the weighting each element carries in the assessment;
(iv) identify any elements which in no circumstances may be the subject of compensation for failure;
(v) specify the minimum and maximum number of elements to be attempted;
(vi) specify, where appropriate, the maximum duration of the programme;
(vii) state the criteria for the recommendation of each award or level of award to which the academic programme may lead;
Provision for the recommendation of a Distinction and a Merit may be made in the regulations for all taught awards except the Degree with Honours. The Degree with Honours is classified (First Class, Upper Second Class, Lower Second Class, Third Class).
(viii) specify the provisions that will be made in order to enable students to make good an initial failure.

In addition, the definitive programme documentation must set out the composition and terms of reference of the Assessment Board(s) and any assessment sub-committees thereof.

C1.6 **Modifications to individual programme assessment regulations**

Any minor changes in the approved assessment regulations for a specific programme of study

must be approved by the appropriate Faculty Quality Committee. Any other changes are subject to the procedures outlined in section C1.4.

C1.7 When changes are introduced, the timing of their introduction should be made clear in the documentation (as detailed in sections C1.4 and C1.6 above). All such changes must be communicated to the students, well in advance of their implementation.

C2 Application of the Regulations

C2.1 These regulations apply to assessment on all programmes of study within the University Modular Framework. All regulations for programmes of study leading to an award must be consistent with them except when the University regulations conflict with the regulations of an external awarding body, in which case the regulations of the external body shall apply (see A1.2). Students should have access to a copy of these regulations (see Appendix B, section 1) and of the detailed assessment arrangements applying to their own programmes of study. The UMF Regulations are available for reference on-line at http://www.ljmu.ac.uk/umf/ .

It is important that students are made aware that there may be differences between these general regulations and the regulations laid down for their own specific programmes of study, and that the latter are accorded priority.
It is the responsibility of students and staff to read and be aware of these regulations.

C2.2 For the purposes of these regulations an assessment is any examination paper, oral examination, project, essay or any other assignment by means of which the attainment of a student is examined and graded in some way.

C2.3 These regulations apply only to those assessments conducted for the purposes of establishing credit or the right to progress, or of determining a final award.

C2.4 Throughout these regulations the use of the words "programme of study" refers to all programmes which lead to an award.

C2.5 Where programmes and/or modules are “owned” by Faculties rather than Schools, references in these regulations to “Director of School” or “School” should be read as “Dean of Faculty” or “Faculty”.

C3 Publication of the Regulations

C3.1 Each programme of study must provide a scheme detailing how assessments are to be conducted within the framework of the UMF Assessment Regulations.

C3.2 It shall be incumbent upon Schools to ensure that students are aware of the regulations and how to access them on the intranet and that they are provided with details of the assessment arrangements applicable to their own programme of study. The University's expectations of both its Schools and its students are elaborated in Appendix A.

C4 Assessment Boards

C4.1 Within the constraints imposed by the requirements of Assessment Boards, examiners have discretion in reaching decisions on the awards to be recommended for individual candidates. They are responsible for applying the assessment regulations for the programme. Where permissible within these regulations, examiners may exercise discretion in reaching decisions. In exercising such discretion, academic judgement in itself cannot be questioned or overturned.

C4.2 For each programme of study, the Academic Board shall require the appropriate Faculty Quality Committee to ensure the establishment of Assessment Boards to conduct assessments according to the officially approved assessment regulations. These regulations shall identify

the prescribed meetings of Assessment Boards. The responsibility for establishing the University Cross-Programme Assessment Board rests with the Quality and Standards Committee.

Directors of School are responsible for the proper conduct of all Module and Programme Assessment Boards within their School.

C4.3 Assessment is managed through a two tier structure of assessment boards:

(i) Module Assessment Boards (MABs) are responsible to the Academic Board through the Director of School;

(ii) Programme Assessment Boards (PABs) are responsible to the Academic Board through the Director of School, and the University Cross-Programme Assessment Board (CPAB) which is responsible to the Academic Board through the Quality and Standards Committee.

Certain key roles will be performed by sub-committees of Programme Assessment Boards (see section C4.5.2 below)

Dates of Assessment Board meetings must be set before the end of the preceding academic year.

C4.4 **<u>Specific Responsibilities and Operation of Module Assessment Boards</u>**

C4.4.1 The functions and terms of reference of a Module Assessment Board are:

(i) to oversee assessment procedures for a module or a cluster of modules. This involves consideration and approval of the form and content of all examination papers and other equivalent assessments that count towards the assessment of the module(s).

(ii) to complete the moderation process and finalise module marks achieved by students.

(iii) to determine:

(a) any requirements for deferred assessment(s)

(b) any referral requirements for all students failing a module(s), including potentially compensatable failures.

Module Leaders are required to supply full details of further assessment to the MAB Secretary within five working days of the meeting of the Board. The full details of all deferred/referred work are required including, for example, essay titles and deadlines for submission. Referrals need not be in the same format as the original assessment and opportunities may be given to retrieve a failure before the meeting of the Programme Assessment Board.

(iv) to consider any recommendations from the School PMC Committee.

(v) to forward assessment marks and module outcomes (see (iii) above) to the relevant Programme Assessment Board(s).

(vi) to consider any recommendations from School Academic Misconduct Panels and apply any penalty / penalties or forward where appropriate to the PAB (Appendix C 5).

MABs are not concerned with overall student profiles. To assist MABs in their key role of moderating marks MABs should be provided with appropriate statistical data (e.g. mean marks and standard deviation).

C4.4.2 Module Assessment Boards will meet as required within the timeframe published by the University. Module Assessment Boards are the responsibility of the Schools owning individual modules and normally will consider clusters of modules within a general subject or route framework.

C4.4.3 The Module Assessment Boards will provide the first point of contact for the assessment of students, and will interact with Programme Assessment Boards in the co-ordination of students' overall assessment.

C4.4.4 The proceedings of Module Assessment Boards must be minuted formally. The minutes shall contain:

(i) a complete list of moderated marks or grades;

The post-moderation Module Assessment Board report may be appended for this

purpose.

(ii) a record of the names of students for whom mitigating circumstances were considered and the decisions taken as a result;

It is the responsibility of the student to inform the Board, in advance of its meeting, of any illness or other circumstances which may have adversely affected his/her performance (see also section C4.7). It is the responsibility of the Board to take due consideration of such matters. The discussions of an Assessment Board are confidential to that Board. Discussions of students' Personal Mitigating Circumstances need not be minuted, simply that a claim was considered and acted upon. The minutes should record with whom the relevant documentary evidence has been lodged.

(iii) a record of any deferral or referral requirements and when the next opportunity for assessment will occur;

The information regarding deferral and referral opportunities for every module owned by the School should be held in the School/Faculty Office. Whenever students with a different Home School appear on a MAB deferral/referral list, the list should be copied to the School Office concerned who would retain the information until needed. If any of the recommendations involve assessment opportunities prior to the meeting of the PAB, it is the responsibility of the Director of the student's Home School to ensure that this information is communicated to students in adequate time before the assessment (normally four weeks in advance).

(iv) any issue of principle requiring further consideration by the Programme Assessment Board.

It is the responsibility of the Module Assessment Board to discuss any issues of principle arising from assessment and to forward any unresolved matters to the relevant Programme Assessment Board(s).

(v) the exercise of discretion in the light of recommendations from School Academic Misconduct Panels (see Appendix C 5.5).

A copy of the minutes must be available at the request of the Head of Student Policy and Regulation within 4 weeks of the meeting.

C4.4.5 Procedures for appeals arising from Module Assessment Board decisions are described in Appendix D.

C4.5 Specific Responsibilities and Operation of Programme Assessment Boards

C4.5.1 The functions and terms of reference of a Programme Assessment Board are:

(i) to oversee assessment procedures in designated programmes and to maintain standards of assessment;

(ii) to examine individual student assessment profiles. PABs cannot change marks, alter or determine any module outcomes;

Credit, once awarded by the MAB, cannot be revoked by a subsequent PAB, subject to the regulations governing Academic Misconduct. Students cannot re-take successfully attained modules.

(iii) to make decisions on level completion and referral in the light of overall performance;

Following the PAB each School/Faculty Office should have complete details of all further assessment requirements for its own students. The Home School will then inform its students of the exact details of all such requirements (including those for modules owned by other Schools) in a notification of results letter.

(iv) to review progress of students who have not yet attempted level completion;

(v) to make recommendations on awards;

(vi) to note the exercise of discretion of Module Assessment Boards in response to recommendations from School Academic Misconduct Panels (Appendix C 5.5);

(vii) to exercise its discretion in the light of recommendations from School Academic Misconduct Panels (Appendix C 5.6).

To assist Programme Assessment Boards to deal with recommendations for awards, the Programme Assessment Board may set up and operate a sub-committee to review the profiles of students and make recommendations to the Programme Assessment Board regarding the exercise of discretion in respect of the students for whom the route examiners were either fully

or jointly responsible. The use of such sub-committees will be optional. Wherever used the sub-committees should be formally minuted. PAB members should receive profiles in time to facilitate review activity (looking at scripts of borderline students, vivas etc.).

C4.5.2 Programme Assessment Boards will take the form of a single board or a collection of sub-boards. These will normally meet annually at the end of the University scheduled assessment period and in September following referrals.

If the Chair of a Programme or University Cross-Programme Assessment Board decides to reconvene an Assessment Board he/she must inform the Head of Student Policy and Regulation of the decision to reconvene.

All Programme Assessment Boards should have available to them the outcomes of the relevant preceding Module Assessment Board meetings.
An assessment board may be reconvened when the Chair learns of some irregularity which may have affected previously moderated assessments. Assessment boards should not consider appeal cases until after the outcome of the associated appeal hearing has been announced.

C4.5.3 The proceedings of the Programme Assessment Board must be minuted formally. The minutes shall contain:

(i) the progression status of each student;
In addition, the post-moderation Programme Assessment Board report should be appended.
(ii) a record of the names of students claiming mitigating circumstances and not previously dealt with by any Module Assessment Board;
(iii) a record of any exceptional compensation awarded, a copy of which must be forwarded to the Quality and Standards Committee;
Exceptional additional compensation credits may be applied at each stage of the award programme (see section C6.7.4).
(iv) any issue of principle requiring further consideration by the Quality and Standards Committee.

A copy of the minutes must be available at the request of the Head of Student Policy and Regulation within 4 weeks of the meeting.

C4.5.4 Each Programme Assessment Board shall forward assessment marks and recommendations, where appropriate, to the University Cross Programme Assessment Board.

C4.5.5 Procedures for appeals arising from Programme Assessment Board decisions are described in Appendix D.

C4.6 <u>Specific Responsibilities and Operation of the University Cross-Programme Assessment Board</u>

C4.6.1 The terms of reference of the University Cross-Programme Assessment Board are:

(i) to make recommendations on final awards for students cutting across the jurisdiction of individual Programme Assessment Boards and where these have not been dealt with by Faculty Programme Assessment Boards;
(ii) exceptionally, to act as a point of referral for any student whose award cannot be resolved by the Programme Assessment Board.

C4.6.2 This Board will normally take the form of a single Board and will meet after Programme Assessment Boards have met, and, if necessary, in September. Exceptionally, this Board may delegate decisions to sub-boards on the condition that relevant External Examiners are present at these sub-boards to deal with business items.

All University Cross-Programme Assessment Board meetings should have available to them the recommendations of the relevant preceding Programme Assessment Boards. The University Cross-Programme Assessment Board may need to refer to the minutes of Module Assessment Boards, though this is unlikely to be necessary for more than a very small minority of cases.

C4.6.3 The proceedings of the University Cross-Programme Assessment Board must be minuted formally. The minutes shall contain:

(i) the progression status of each student;

In addition, the post-moderation Programme Assessment Board report should be appended.

(ii) a record of the names of students claiming mitigating circumstances and not previously dealt with by any Module Assessment Board;

(iii) a record of any exceptional compensation awarded, a copy of which must be forwarded to the Quality and Standards Committee;

Exceptional additional compensation credits may be applied at each stage of the award programme (see C6.7.4).

(iv) any issue of principle requiring further consideration by the Quality and Standards Committee.

A copy of the minutes must be available at the request of the Head of Student Policy and Regulation within 4 weeks of the meeting.

C4.6.4 Procedures for appeals arising from University Cross-Programme Assessment Boards are described in Appendix D.

C4.7 **Assessment - Mitigation, Illness and Absence**

Students with long term illness or disability should refer to Appendix B where different procedures will apply.

C4.7.1 Where illness or other verifiable cause is likely to prevent a student from attempting coursework assessments, s/he should contact the Module Leader at the earliest opportunity. The Module Leader may, on receipt of appropriate evidence, agree one or more of the following actions:

(i) extend a coursework deadline,

(ii) set an alternative coursework assignment,

(iii) waive an assessed coursework item provided the marks allocated to such items constitute in total no more than 20% of the module mark.

Students are advised to contact the Module Leader prior to the coursework deadline and must provide appropriate evidence to corroborate their circumstances. Post-dated medical certificates will not normally be accepted. Students are strongly urged to visit a doctor at the time of any illness, not after the event. Module Leaders are required to report to the MAB all such actions so that the relevant assessment board may take an informed view in the light of any subsequent PMC application (see C4.4.4).

Exceptionally, if a scheduled event will prevent a student from attempting a module assessment event, the student may request that consideration of their performance is deferred until the subsequent assessment opportunity. An evidenced application will be submitted to the module leader normally no later than two weeks prior to the assessment event. The module leader will liaise with the MAB Chair and relevant Academic Manager to determine whether reasonable grounds have been presented. If accepted, the MAB will be advised that consideration of that student's module attempt is to be deferred until the next assessment opportunity. If not accepted, the student will be advised that the module assessment will not be deferred.

Details of these processes are available from
http://www.ljmu.ac.uk/corporate/SPR/60399.htm

C4.7.2 Where actions described in C4.7.1 are not appropriate or cannot resolve the matter, then the student should submit a formal Personal Mitigating Circumstances application. Forms are submitted to the School PMC Committee.

Details of the PMC process, including the procedure for consideration of Late PMC applications, application forms and guidance notes are available from the Student Policy and

Regulation web pages - http://www.ljmu.ac.uk/corporate/SPR/67600.htm

(i) A PMC form should be submitted where a student requests the Module Assessment Board (MAB) to give consideration to timely, severe, acute **and** unexpected circumstances which have significantly affected their performance in module assessment(s) and where the possibility of alternative mitigation is inapplicable or inappropriate. It is the responsibility of the student to submit PMC applications within the required timescale and to provide appropriate supporting documentation.

(ii) Notification of mitigating circumstances normally may only be made within the five working day period immediately following completion of delivery of the module or final coursework deadline, or, where the circumstances relate to a post-delivery assessment event, within five working days of that assessment.

(iii) After this time and prior to the publication of the outcomes of the relevant MAB any PMC submitted in relation to the module will be deemed to be 'LATE' (see procedure for consideration of Late PMC applications C4.8). PMC applications will not be considered after the publication of results.

The submission of a PMC for consideration, even within the required timescale is not in itself a guarantee that the PMC will be accepted. Consideration is given to a full range of factors including, the nature of the circumstance, the proximity to the assessment and any prior mitigation that may have been given.

C4.7.3 Formal consideration of PMC applications is undertaken by a School PMC Committee reporting to the Module Assessment Board (see Appendix E, section 7). Where it can be formally established that a student's performance in assessment has been unduly influenced by illness, unavoidable absence, or any other verifiable circumstances, then Module Assessment Boards, advised by the PMC Committee, may

Either: (i) defer assessment to the next appropriate opportunity, but only when a pass mark or grade for the module overall has not been achieved. Where the student achieves a pass mark or grade, then the mark will stand. A student may be deferred once only per module attempt, save for exceptional circumstances in which case the MAB may exercise a reserve power to award a subsequent deferral, provided the minutes record the justification for such exceptional action.

Deferral of assessment is only offered when a pass mark or grade has not been achieved. The offer of a deferral ends consideration of the PMC. The discussions of an Assessment Board are confidential to that Board. Claims of mitigating circumstances shall be treated with due sensitivity and confidentiality.

Or: (ii) refer the case to the appropriate level Programme Assessment Board where it accepts that Personal Mitigating Circumstances have severely affected a student's performance and where other mitigation has not dealt fully with the case.

Claims should be passed to a Programme Assessment Board only when both criteria have been met, i.e. that the interruption to study or assessment has been severe and when any previous mitigation (e.g. extensions to coursework deadlines or alternative assignments) has not dealt adequately with the case.

C4.7.4 Programme Assessment Boards and the University Cross Programme Assessment Board must be informed of all cases where mitigating circumstances have been referred by a Module Assessment Board for their general consideration. Boards may wish to take such circumstances into consideration when reviewing student profiles or determining awards, but they are not empowered to alter module marks agreed by Module Assessment Boards. Boards should ensure that students do not benefit unduly from secondary mitigation (i.e. having mitigating circumstances taken into consideration at each stage in the assessment process).

C4.7.5 The Programme Assessment Board may wish to review any instances of unequal or

inconsistent treatment of Personal Mitigating Circumstances across different Module Assessment Boards.

Where the Programme Assessment Board concludes that unequal or inconsistent treatment is evident such a conclusion should be reported to the Chairs of the relevant Module Assessment Boards for further consideration.

C4.7.6 Exceptionally, Programme Assessment Boards and the University Cross-Programme Assessment Board may award additional compensatory credit (see C6.7.4) provided there is sufficient evidence of performance to support its judgements. Where evidence is lacking the Board may seek it by means of a viva voce examination or by any other means which are appropriate.

C4.8 Consideration of Late PMCs

C4.8.1 The PMC procedure operates within deadlines that are driven by the formal assessment and moderation process. This is to enable appropriate consideration by the School PMC committee and subsequent assessment boards in a timely manner – to ensure that the criteria for progression are applied consistently and fairly to all students.

C4.8.2 All PMC applications made after the deadlines in C4.7.2 (ii) are deemed to be late and must be submitted to the School PMC committee with a justification for the inability of the student to submit within the established timeframe.

Justification for lateness [such as medical reasons or similar] should be corroborated by objective, impartial sources.

C4.8.3 The School PMC Committee will determine whether the justification for late submission is valid or not. If the reason for late submission is accepted as valid, then the standard PMC process will apply (see C4.7.2). Following acceptance of a late PMC, the timing of any subsequent consideration may be dependant upon the scheduling of the relevant assessment board(s).

C4.8.4 Where the School does not accept the justification for late submission, the student may either:

(i) accept the decision [thereby ending consideration of the claim], or
(ii) re-submit the original application to the University Late PMC Panel (see Appendix E, section 7)

*The University Late PMC Panel exists to monitor the PMC process and to ensure that the regulations are properly and consistently applied. Applications to the University Late PMC Panel, must be submitted with the appropriate pro-forma [available from Student Policy and Regulation web pages - http://www.ljmu.ac.uk/corporate/SPR/67600.htm]. The documentation shall only include the original PMC application [as submitted to the School – the Panel will **only** accept the documentation as it was submitted to the School], a copy of the School's response and a statement from the student as to why the School's response was inappropriate.*

C4.8.5 The University Late PMC Panel will consider the justification for late submission provided by the student and determine whether or not to accept the application on that basis. Should this be accepted, the standard PMC process (see C4.7.2) shall apply. Should this not be accepted, no further action will be taken and a reasoned response made to the student.

C5 External Examiners

C5.1 An External Examiner appointment is required for all or part of each programme of study which leads to a University Award.

C5.2 Faculty Quality Committees shall nominate External Examiner(s) to be recommended for appointment by the Quality and Standards Committee on behalf of the Academic Board. Faculty Quality Committees shall seek the prior approval of the appointment by the appropriate

external awarding body where this is required.

Directors of Schools are responsible for the nominations of External Examiners using "Criteria for Appointment", as detailed in Appendix F. Nominations will be considered by the Faculty Quality Committee and the Quality and Standards Committee on behalf of the Academic Board. All nominations for appointment should be submitted to the Faculty Quality Officer before the beginning of the academic year in which the first assessments the External Examiner will be involved in, take place. Any exceptions to this must be advised to the Faculty Quality Officer, in writing, at the earliest opportunity.

C5.3 External Examiners of programmes of study must not be members of the teaching staff of the University.

External Examiners should not normally hold more than the equivalent of two substantial undergraduate appointments at the same time.

C5.4 External Examiners must be suitably qualified and should normally have had recent experience of examining at the appropriate level. They should be impartial in judgement and properly briefed on their role.

C5.5 Where an External Examiner has not had recent and appropriate examining experience, s/he should usually be associated with a suitably experienced External Examiner. External Examiners should be appointed in sufficient time for them to contribute to the design of the assessments with which they will be concerned.

C5.6 The period of appointment of an External Examiner should not normally exceed four years. In cases where a Director of School wishes to propose an extension of an appointment s/he must seek approval from the Faculty Quality Committee using an 'Extension to Duties' nomination form.

C5.7 The period of tenure of an External Examiner shall normally commence at the beginning of September.

The External Examiner will have responsibilities in respect of referrals assessed during August/September at the end of his/her final year in office.

C5.8 External Examiners must be associated with all major assessments and module results that contribute to the final level of any target award. The programme regulations shall describe where it is essential for External Examiners to be associated with other assessments.

For fall-back awards of sub-degree level, the presence of an External Examiner at the Programme Assessment Board is not mandatory, unless specified in the individual programme regulations. However, the agreement of the Chief External Examiner must be obtained, if necessary by post, following the meeting.

C5.9 Where there is more than one External Examiner associated with the work of an Assessment Board, a Chief External Examiner must be appointed to act as the representative of the External Examiners for designated purposes (see Appendix F). The nomination of one External Examiner as the chief examiner shall not limit the rights or duties of the others.

C5.10 All External Examiners shall be adequately briefed and supplied with the following:

- a copy of the UMF Assessment Regulations;
- a copy of the approved programme or programmes of study together with any relevant documents;
- minutes of the relevant Assessment Boards;
- dates of Assessment Board meetings;
- information about the External Examiner's role in relation to the examining team as a whole;
- relevant documents from the validating body (if applicable);
- a copy of predecessors' report (if applicable);
- a copy of the annual monitoring report of the relevant programme of study/route; and any other relevant documents.

The Faculty Quality Officer will write to all new External Examiners on appointment advising them of the tenure of the appointment, the fees and expenses payable and will provide a copy

of the UMF Assessment Regulations.

The Director of School must ensure that the Examiner is briefed on the relevant programme of study. Specific points to cover are the objectives of the programme of study, syllabus and teaching methods, methods of assessment and marking schemes, assessment regulations including those concerned with compensation for failure and opportunities for further assessment, the extent of examiners' discretion and the role of the Chief External Examiner where appropriate. Wherever possible, examiners should visit the University as soon as possible after their appointment, in order to meet staff.

C6 **Progression, Level Completion, Failure and Referral**

C6.1 All students of the University who by the given dates have satisfied the University requirements with regard to registration and all formal course requirements shall be eligible for assessment. *Where a student has not satisfied University requirements with reference to registration and all formal course requirements the School may deny that student access to assessment.*

C6.2 A student shall present him/herself at the time appointed for any formal assessment which is a component of a programme of study. Failure to do so shall normally be deemed by the Assessment Board to constitute failure in that assessment unless there is some cause found valid on production of acceptable evidence in accordance with regulation C4.7, Assessment – Mitigation, Illness and Absence. (see also Appendix B).

C6.3 Students are required to submit course work for assessment by the appointed time. Failure to do so will normally be deemed by the Assessment Board to constitute failure in that assessment unless there is some cause found valid on production of acceptable evidence in accordance with regulation C4.7 (See also Appendix B).

C6.4 Where a student considers s/he has good reasons for requesting the postponement of the date for completion or handing in of assessed work it shall be his/her responsibility to follow the procedures detailed in regulation C4.7.

C6.5 It is the responsibility of the School to ensure that students are advised of assessment requirements as detailed in Appendix B.

C6.6 The progress of each student will be considered by a Programme Assessment Board at least once per academic session.
Normally this is at the end of the academic year.

C6.7 **Level Completion, Compensation**

C6.7.1 Credits are normally awarded for those modules in which a mark of at least 40%, or a pass grade, has been achieved, however see A2. Additionally, credits may be awarded by compensation (see section C6.7.3). or by the accreditation of prior (experiential) learning (see section A2.5)

C6.7.2 Level completion is achieved when a student has gained the number of credits required at that level. Performance at that level is indicated by the Level Mark. The level mark is calculated as follows:

- Marks from the core modules, and
- Marks from the best of the option modules not exceeding the total option credits required

The designation of the module is that defined by the target award. Each module mark is weighted for the credit rating of the module.

C6.7.3 Failure within a level may be compensated in the light of overall performance at that level according to the following criteria:

(i) the “qualifying Level Mark” (the credit weighted average of the level inclusive of the true value of assessments undertaken at referral prior to the capping of the module mark) must be at least 45%

and

(ii) a mark of at least 30% or other compensatable grades must have been achieved in failed modules. In cases where compensation is applied, credits will be awarded to eligible modules but the mark/grade for such modules will not be changed.

and

(iii) either 40% of the target credit at the level must have been passed, in which case up to 10% of the target credit may be compensated or:
80% of the target credit at the level must have been passed, in which case up to 20% of the target credit may be compensated.

Credits may be awarded by compensation when at least half the target credits at the level have been completed.

Compensation credit will be awarded by the PAB, noting the following:

(a) The award of credit by compensation may not result in a credit total exceeding that required for completion of the level.
(b) Compensation is applied to core, as well as option modules.
(c) Individual programme regulations may preclude the award of credit by compensation in some, or all, modules (see A2.3 and C6.7.5).
(d) Students should be advised of the implications of compensation for progression.

C6.7.4 Normally, no more than 20% of the total credits required for level completion (see section C6.7.3) may be awarded by compensation. Exceptionally, where the criteria outlined in C6.7.3(i) and (ii) are satisfied, additional compensation credits which exceed the limit outlined in C6.7.3 (iii) may be awarded in the light of mitigating circumstances (see section C4.7.4). Where a Programme Assessment Board or the University Cross Programme Assessment Board decides to award exceptional compensation credits it must record in the minutes the reason for doing so.

C6.7.5 Specific award programme regulations may, exceptionally, modify the requirements for, or exclude, compensation as defined in section C6.7.3.

C6.7.6 Credits must be achieved in modules required at all levels for the registered award programme.

Compensation may be applied when the compensatory failure has occurred in a core module. However, <u>students must be made aware</u> that failure in core modules, which are pre-requisites for certain named programmes, will have to be retrieved before a student commences the next level of such a programme.

C6.7.7 Compensation credit, once awarded, cannot be revoked by the student except in the circumstances specified in regulation C6.8.2(ii)

C6.8 <u>Progression, Failure and Referral</u>

C6.8.1 (i) Students who fail one or more modules have the right to be referred in the(se) module(s). Normally, they will have the opportunity to retrieve their failure by resitting or resubmitting the required element of the assessment.

The referral may be in all or some of the components of assessment of an individual module. The requirements of the referral will be determined by the relevant Assessment Board.

(ii) Exceptionally, the Module Assessment Board may require students to undertake certain modules again as part of a referral opportunity.

This provision should only be used where successful referral requires participation in one or more elements of the module. Examples may include cases where the module includes laboratory or studio work, field work, team work or other class activities, which are an essential prerequisite of assessment. Where the nature of the module is such that a referral is likely to take this form, it is the responsibility of the student to be aware of the consequences of failure.
The Module Assessment Board may wish to be flexible in the case of deferrals.

(iii) The form of assessment for referral may be different from the original form of assessment.

(iv) The pass mark for the referral attempt is the same as the pass mark for the initial attempt, except where the pass mark for the subsequent attempt is different as a consequence of

referral in a new module or module version. The maximum module mark achievable from referrals is 40% or the bare minimum pass mark for the module, which ever is the higher; the maximum module grade achievable is pass.

The actual mark achieved is to be reported to the Module Assessment Board. The maximum mark used in calculation will be 40% or the bare minimum pass mark for the module, whichever is the higher.

(v) If the mark/grade achieved at referral is below that achieved previously then the earlier mark/grade will be considered by the Programme Assessment Board.

(vi) Wherever possible, the University will provide referral opportunities in modules which are no longer current, but cannot guarantee this as a right. The Programme Assessment Board must make such special arrangements as it deems appropriate in cases where it is not practicable for students to be referred in the same module or module component.

(vii) Any student who has exhausted the referral opportunities offered by the regulations has no right to continue as a student of that programme of study.

C6.8.2 Students will be given a single opportunity of referral in failed modules as follows:

(i) The referral opportunity will normally be offered before the September meeting of the Programme Assessment Board at the end of the academic year in which the module was first attempted subject to the Module Assessment Board discretion contained in regulation C6.8.1(ii).

The requirements for, and the timing of, the referral opportunity will be identified by the relevant Module Assessment Board(s), which may exercise its discretion under section C6.8.1(ii).

(ii) A student has the right to a referral opportunity in failed modules whose credits have subsequently been awarded by compensation only when:

a) her/his opportunities for referral have not been exhausted,

and

b) the failed module is a pre-requisite on her/his target award programme

and / or

the module carries professionally exempting status

and

c) s/he notifies the Chair of the PAB of her/his wish to take a referral

Where a Module Assessment Board recommends that course work be redone, or an examination paper be reworked in the student's own time, it may be preferable (despite the possibility of compensation when the PAB meets) for these tasks to be done as soon as practicable, because:

- *the material will still be fresh in the student's mind;*
- *equipment or facilities may be more easily available; and*
- *the student may retrieve "lost" credits during the year.*

Any further failures at that level, may (on successful completion of the tasks noted above) be open to compensation, whereas at an early date, the student may have been ineligible for compensation and might also be faced with a considerable burden of further assessment in a short time in order to satisfactorily complete the level.

Decisions regarding the timing of the referral opportunity will be made within the parameters set by the Academic Board.

It is the responsibility of the student to be available for referral if required.

(iii) Where a student has achieved the final award for which he/she is registered and this includes a number of credits awarded by compensation, a student does not have the right of referral in these modules.

C6.8.3 Students who have failed the single referral opportunity may apply to re-register once more on the same module at any level, provided that:

a) places on the module are available, and

b) regulations relating to professional or other external validating bodies permit, and

c) counselling from academic staff is offered, and
d) the approval of the School is given.

Any previous successful elements (marks or submitted materials) of a module will not be carried forward upon re-registration. The maximum mark that may be gained from re-registration is 40% or the bare minimum pass mark for the module, whichever is the higher. *Such approval will be given by the PAB on behalf of the School that is responsible for the module. (See A6.6, A6.7 & A6.8).*

C7 **Award and Classification for Degree with Honours**

Final award students who have financial obligations to the University will not be included in the Awards Ceremony.

C7.1 Minimum credit requirements for the award of Degree with Honours are specified in the University Modular Framework Regulations and in the definitive programme documentation for the award programme.

C7.2 The classification of a Degree with Honours will include marks from the best 108 credits from 120 credits achieved at level 6 and from the best 108 credits from 120 credits achieved at level 5. Where marks from fewer than 108 Level 5 credits are available the average from those mark bearing credits at level 5 that are available becomes the level mark unless marks from fewer than 60 Level 5 credits are available, in which case the Award mark is based upon Level 6 alone. Only modules carrying a numerical mark (i.e. not a pass/fail grade) may contribute towards the classification. (See C7.3)

Calculating the Level 5 and Level 6 marks using the best 108 credits from each level, will usually involve discounting the lowest 12-credit module mark. Where the lowest mark does not relate to a single 12 credit module, the relevant proportion of the lowest module mark will be discounted.

C7.3 Students who only study level 6 of their programme at the University will be judged on their performance on modules taken here. However, due consideration may be given by the Programme Assessment Board or University Cross Programme Assessment Board to authoritative marks gained elsewhere, where such marks are available. All level 6 credits contributing to an award whether gained from the University or from prior learning must be mark bearing. (See C7.2)

C7.4 The class of degree will be based upon the Award Mark. In the normal circumstances described in C7.2, the award mark is the weighted average of Level 5 and Level 6 marks. The weightings are by credit value and by level. Normally, the marks achieved at Level 5 will be weighted at 25%, and those at Level 6 by 75%.

C7.4.1 The class of degree will be at least that indicated by the award mark, according to the established percentage band equivalents rounded to the nearest whole integer, viz:

<40% = fail
40 – 49% = third class
50 – 59% = lower second class
60 – 69% = upper second class
=>70% = first class

C7.4.2 A candidate will be awarded the higher classification of degree where
(i) the Award Mark is 1% below the classification boundary
and
(ii) more than half of the 108 contributing credits at Level 6 are in a class above that indicated by the Award Mark.

C7.5 **Borderline candidates with PMC issues referred by the MAB to the PAB**

Only candidates with PMC issues referred by the MAB to the PAB for action will be considered as borderline.

A candidate may be considered by the Board for an award higher than that indicated by their award mark if either one of two circumstances apply:

(i) the Award Mark is 1% below the classification boundary

or

(ii) more than half of the 108 contributing credits at Level 6 are in a class above that indicated by the Award Mark.

If either of these trigger criteria i) or ii) apply, a higher degree of classification may be awarded if sufficient supplementary evidence is available to the Board. Such evidence might include:

(a) Where 120 or more credits at Levels 5 and 6 are in a class above that indicated by the award mark;

or

(b) Where overall performance at Level 6 is much better than that at Level 5;

or

(c) Such other evidence as is deemed by the Programme Assessment Board to be appropriate.

C7.6 Students failing to achieve the credits required for an Honours award may be offered alternative awards requiring fewer credits, providing all necessary conditions for such awards have been fulfilled.

Acceptance of an alternative award removes the right to referral in failed modules.

Candidates may, however, refuse the fallback award and exercise their right to be referred in failed modules with a view to obtaining an Honours award.

C8 Award and Classification of Integrated Masters Degrees (where appropriate)

Final award students who have financial obligations to the University will not be included in the Awards Ceremony.

C8.1 Minimum credit requirements for the award of Integrated Masters Degrees are specified in the University Modular Framework Regulations and in the definitive programme documentation for the award programme.

C8.2 The classification of an Integrated Masters Degree will include marks from the best 108 credits from 120 credits achieved at level 7, from the best 108 credits from 120 credits achieved at level 6 and from the best 108 credits from 120 credits achieved at level 5. Where marks from fewer than 108 Level 5 credits are available the average from those mark bearing credits at level 5 that are available becomes the level mark unless marks from fewer than 60 Level 5 credits are available, in which case Level 5 is discounted and the Award Mark is calculated on the basis of a 1:2 ratio from levels 6 and 7 respectively (see C8.4).

Calculating the Level 5, Level 6 and Level 7 marks using the best 108 credits from each level, will usually involve discounting the lowest 12-credit module mark. Where the lowest mark does not relate to a single 12 credit module, the relevant proportion of the lowest module mark will be discounted.

C8.3 Only modules carrying a numerical mark (i.e. not a pass/fail grade) may contribute towards the classification. All level 6 and level 7 credits contributing to an award whether gained from the University or from prior learning must be mark bearing.

C8.4 The class of degree will be based upon the Award Mark. In the normal circumstances described in C8.2, the Award Mark is the weighted average of Level 5, Level 6 & Level 7 marks. The weightings are by credit value and by level. Marks achieved at Level 5 will be weighted at 10%, from Level 6 at 30% and those at Level 7 at 60%.

The class of degree will be at least that indicated by the Award Mark, according to the established percentage band equivalents for Honours Degrees (see C7.4).

C8.5 Candidates will be awarded the higher classification of degree where the Award Mark is 1% below the higher classification boundary AND the majority of credits at Level 7 are in a class above that indicated by the Award Mark.

If only one of these borderline criteria apply and where a student has a PMC not previously dealt with by a MAB, a higher class of degree may be awarded if sufficient supplementary evidence, as specified in relevant programme documentation, of a higher class of performance is available to the Board. Such evidence might include:

(a) Where 120 or more credits at Levels 6 and 7 are in a class above that indicated by the award mark;

or

(b) Where overall performance at Level 7is much better than that at Level 6;

or

(c) Such other evidence as is deemed by the Programme Assessment Board to be appropriate.

C8.6 Exceptionally, the Board may make an award at a grade above that indicated under section C8.4, in which case the minutes must record why an exception has been made.

C8.7 Students failing to achieve the credits required for an Integrated Masters award may be offered alternative awards requiring fewer credits, providing all necessary conditions for such awards have been fulfilled.

Acceptance of an alternative award removes the right to referral in failed modules.

Candidates may, however, refuse the fallback award and exercise their right to be referred in failed modules with a view to obtaining an Integrated Masters award.

C9 Grading of non-honours awards

Final award students who have financial obligations to the University will not be included in the Awards Ceremony.

C9.1 Minimum credit requirements for non-honours awards are specified in the University Modular Framework Regulations and in the definitive programme documentation for the award programme. The grading of a non-honours award will include marks from all credits achieved within the programme. Only modules carrying a numerical mark (i.e. not a pass/fail grade) may contribute towards the grading and the divisor is amended to accommodate non mark-bearing credit. Students who study only part of their programme at the University will be graded on their performance on modules taken here.

C9.2 For all such awards the grade is based upon the award mark, as follows:

a) a Distinction grade is awarded when a candidate achieves an award mark of at least 70%
b) a Merit grade is awarded when a candidate achieves an award mark of at least 60%

C10 <u>Aegrotat and Posthumous Awards</u>

C10.1 <u>Aegrotat Awards</u>

C10.1.1 Where there is insufficient evidence to determine the recommendation of an award but the Programme Assessment Board or University Cross-Programme Assessment Board is nevertheless satisfied that the student would have qualified for the award for which s/he was a candidate had it not been for illness or other valid cause, an Aegrotat award may be

recommended (see C4.7, C6.2, Appendix B, section 1.2).
Aegrotat awards do not carry any classification, distinction or merit. The Aegrotat degree is an unclassified degree.

C10.1.2 Aegrotat awards are not available to candidates registered for the following awards: Certificate in Education, Certificate in Education (Further Education), BSc (Pharmacy), MPharm, Postgraduate Certificate, Postgraduate Diploma, MA, MBA, MEd, MSc, MTL and all research awards.

C10.1.3 The award of an aegrotat removes the right of any further assessment opportunity for the registered final award. The student must have signified that s/he is willing to accept the award under this condition.

C10.2 **Posthumous Awards**

Where the normal conditions of any award of the University have been satisfied, that award may be accepted posthumously on the student's behalf by a parent, partner or other appropriate individual.

APPENDIX A

ASSESSMENT PROCEDURES (INVIGILATED EXAMINATIONS)

Responsibilities of the Student

Prior to the examination

1. It is the responsibility of the student to be aware of the UMF Assessment Regulations.

2. It is the responsibility of the student to ensure that they are registered correctly for all modules in which they are to be assessed. Failure to do so could preclude a student from assessment.

3. Factors such as scheduling, accommodation and the module combinations of each student may require students to sit up to six hours of formal assessment in any one day.

4. Disabled students who require special arrangements (e.g. additional time or special equipment) for examinations should refer to Appendix B and http://www.ljmu.ac.uk/studentservices/exam/67634.htm.

5. It is the responsibility of the student to check the examination timetable and report any clashes immediately. The University defines a clash as two examinations at the same time. When the final timetable is published, the student must ensure that s/he is aware of the date, time and location of all his/her examinations.

6. The module leader will give four weeks notice of what materials may be taken into the examination, including what websites may be accessed, where appropriate. It is the responsibility of the student to ensure that s/he is equipped with the appropriate permitted materials or equipment. Students are responsible for providing their own copies of particular texts which are allowed into the examination but are not provided by the School.

During the examination

7. Candidates must display their University identification cards throughout all examinations. Where a student does not have an LJMU card or other appropriate identification, the Chief Invigilator shall annotate the examination script to that effect. Candidates should be aware this may be subject to investigation after the examination.

8. The student is required to complete and sign an attendance slip at each examination, ensuring that his/her name and registration number are shown clearly on the form. The attendance slip will be collected by the invigilator during the early part of the examination.

9. Candidates must ensure that all personal belongings, bags and materials not specified for the examination are left in a designated area and that they take to their desks only the materials specified for the examination. Candidates who have unauthorised materials on or near their desk may be considered to be in breach of discipline [see also Paragraph 16 below].

10. Candidates are permitted to bring a bottle of still water into the examination room. Other than this, no food or drink is permitted in the examination room.

11. A candidate may be admitted after the start of the examination if no unaccompanied candidate has, by that time, left the examination room. No additional time will be allowed for a late candidate, and s/he will be required to finish the examination at the same time as all other candidates. The late candidate must complete an attendance

slip prior to commencing the examination. The invigilator will note the time of arrival and the reasons for lateness on the candidate's script.

12. All candidates are required to remain in the examination room until the end of the examination and must remain seated and in silence until authorised to leave by the invigilator. A candidate may leave the examination room temporarily for sickness or other valid reasons provided that s/he is accompanied by an invigilator or member of the University staff.

13. A candidate who wishes to ask a question or requires extra paper must not leave his/her seat. S/he must attract the attention of the invigilator by raising his/her hand.

14. Where an invigilator believes that a candidate is attempting to communicate with another candidate or is thought to be using unfair means, his/her script will be clearly marked at that point with the time, and signed by the invigilator. A full report together with any evidence of unfair means will be submitted by the Chief Invigilator to the Director of School or nominee for further investigation. The candidate will be permitted to continue the examination.

15. Candidates must not distract other candidates in any way. If an invigilator believes that a candidate is causing a disturbance to other candidates in the room, s/he has the authority to require that candidate to leave the examination. Normally one warning will be issued and a record of the warning made. If this is not heeded, the candidate will be instructed to leave the examination [see also Paragraph 16 below].

16. Any candidate who refuses to obey the instructions of an invigilator shall be deemed guilty of a breach of discipline. The matter will be reported immediately to the Vice Chancellor or his/her nominated deputy. The Vice Chancellor / nominated deputy will determine the course of action.
Such action may include suspension of the student from the University pending further investigation and sanctions may include expulsion from the University. It is the responsibility of the student to obey the instructions of invigilators.

17. If, during the examination, the fire alarm is sounded, candidates will be instructed by the Chief Invigilator to vacate the room as quickly as possible. The candidates should leave their scripts on the desk for collection by the invigilators after the all clear. The examination will not be resumed.

18. Information regarding procedures for mitigation, illness and absence is contained in Section C4.7.

Requirements for examinations

19. Directors of School are responsible for ensuring the security of all examination papers and scripts.
Every assessed programme of study must have a designated assessment officer who is responsible to the Director of School. The assessment officer may be responsible for more than one programme of study. The assessment officer is responsible for ensuring that all assessments are conducted in an effective and proper manner. This includes responsibility for the production, security and final checking of all examination papers. The procedure for the production and security of examination papers is detailed separately for issue to appropriate University staff. Copies can be obtained from Academic Planning & Information. If a breach of security of examination papers is suspected or discovered, the Director of School and the Head of Student Policy & Regulation must be notified immediately.

20. A timetable will be published normally four calendar weeks before the first examination. The timetable will list each examination to be held, the location, the starting times and the duration. All examinations in one room must normally be of the same duration and have the same starting time.

It may be necessary in exceptional circumstances to hold examinations of different durations in the same room. The starting time of all examinations in the room must be the same. Before the start of the examination the Chief Invigilator must announce that some candidates will be continuing after others have ended and that students leaving the room must show due consideration for those remaining.

21. The module leader will specify, when necessary, any materials, in addition to normal writing and drawing implements and an electronic calculator, which may be taken into the examination. Items which may not be taken into the examination room may also be specified. Schools may specify any special expertise required for recognising banned materials. The Director of School will ensure that students are informed at least one month before the examination of which materials, apart from electronic calculators and normal writing and drawing implements, may be taken into the examination and which items, if any, are banned. The list of additional and banned materials will be included in the examination paper rubric. Students are responsible for ensuring that the material they take into the examination complies with the list of permitted items.
The module leader normally will specify what materials may be taken into the examination. Such materials may include, but are not limited to, notes, dictionaries, texts and specified electronic calculators. It is the responsibility of the students to ensure that they are equipped with the appropriate permitted materials or equipment. For example, if calculators capable of storing text are not permitted, the student must supply themselves with suitable alternatives. The onus for supplying any special expertise required to recognise specific banned materials (e.g. a particular specification of electronic calculator) will rest with the School owning the module concerned. Similarly, students are responsible for providing their own copies of particular texts, which are allowed into the examination but are not provided by the School.

22. Directors of School will nominate for invigilation duties members of the academic staff or appropriate substitutes.

23. The minimum number of invigilators that should be present in any examination room is two (except where the number of candidates is no more than sixteen, in which case one invigilator is acceptable provided s/he has the facilities to summon assistance if necessary).

24. In the case of a number of Schools using the same room, each Director of School will nominate two invigilators who will be present at the start and finish of each examination. These invigilators may, before the start of the examination, arrange a rota of attendance for the intervening periods by mutual agreement.

25. For each examination room, one invigilator will be nominated to be Chief Invigilator. Where a number of Schools are using the same room, the invigilator whose School has the greatest number of candidates in the room normally shall be the Chief Invigilator.
The academic member of staff nominated as Chief Invigilator should be sufficiently experienced to deal with any unexpected or unusual circumstances which may arise.

26. For practical and computer based assessments relevant support should be available to address any technical issues.

<u>Responsibilities of Invigilators,</u>

27. The Chief Invigilator will be responsible for ensuring that the examination is conducted in a proper manner and in accordance with these rules, a copy of which shall be available in the examination room. Invigilators are expected to give the examination their undivided attention and professional commitment.

28. Except in an emergency, no persons other than candidates and invigilators may be present in the examination room between the starting and finishing times.

29. Invigilators should be present in the examination room twenty minutes before the beginning of the examination.

30. The Chief Invigilator will check that all question papers and all other examination materials have been supplied, and if not, will take steps to redeem the situation (see paragraph 46).

31. Candidates will be admitted to the examination room ten minutes before the beginning of the examination.

32. Invigilators must ensure that all brief cases, bags and materials not specified for the examination are left in a designated area and that candidates take to their desks only the materials specified for the examination (see paragraph 9 above). In addition, candidates are permitted to take one bottle of still water to their desks.
Failure to obey instructions of invigilators constitutes a breach of discipline (see paragraph 49, below).

33. The invigilators will distribute the question papers, finishing no later than the published starting time of the examination. Questions may not be read until the Chief Invigilator instructs candidates to start. The Chief Invigilator, having ensured that all question papers and materials have been distributed, will instruct candidates to start. No additional reading time will be allowed. Details on the front of the answer book should be filled in while the invigilators distribute question papers.

34. The Chief Invigilator must ensure that each examination is of the correct duration. When starting the examination s/he will announce the finishing time.
All queries about the examination paper should be directed to the Chief Invigilator.

35. A candidate who wishes to ask a question or needs extra paper must not leave his/her seat. S/he should, by raising his/her hand, attract the attention of the invigilator.

36. Any question raised by a candidate on the validity, accuracy or consistency of a question or paper must be noted by the Chief Invigilator and notified to the Module Leader and appropriate Module Assessment Board. Candidates should be advised that their query will be forwarded to the examiners.
Queries as to the accuracy of a question or of the question paper must be carefully and accurately logged and a copy of the query sent to the examiners. Such queries will subsequently be considered by the Module Assessment Board which will carry out any moderation considered appropriate. In extreme cases the MAB may declare the examination void and arrange an alternative assessment.

37. All students are required to display their University card at every examination.
If a student arrives at an examination venue and does not have his/her University card, an alternative form of identification must be produced. Where a student does not have an LJMU card or other appropriate identification, the Chief Invigilator shall annotate the examination script to that effect.

38. The invigilator will collect from each candidate, early during the examination, a signed attendance slip. This should be signed before the start of the examination and the candidate's Person Number entered on the attendance slip and on the examination answer book(s).

39. No announcement may be made nor any material distributed which is not strictly related to the examination(s).

40. All candidates are required to remain in the examination room until the end of the examination and must remain seated and in silence until authorised to leave by the invigilator. A candidate may leave the examination room temporarily for sickness or other valid reasons provided that s/he is accompanied by an invigilator or member of University staff.

41. When the Chief Invigilator closes the examination s/he will instruct the candidates to remain silent and stay in their seats.

42. The invigilators will collect the scripts, and when the Chief Invigilator is satisfied that the number of scripts collected corresponds with the number of attendance slips s/he will dismiss the candidates.

43. The Chief Invigilator is responsible for handing over each complete set of scripts to the appropriate School Assessment Officer or his/her nominee at the end of the examination, in accordance with the arrangements prescribed by the Director of School.

Late Candidates

44. A candidate may be admitted after the start of the examination if no unaccompanied candidate has by that time left the examination room. A candidate who is late for an examination will not normally be permitted extra time in which to finish the paper. i.e., s/he will be required to finish the examination at the same time as all other candidates.

45. A latecomer must complete an attendance slip before commencing the examination. The time of arrival of a latecomer will be recorded on his/her script, and a note of the reason for lateness made by the Chief Invigilator.

Untoward Circumstances

46. If there is a material defect in the examination paper the Chief Invigilator may delay the start of the examination. If a delay is not possible or is not adequate to solve the problem, then the Chief Invigilator may render the examination null and void. S/he should immediately inform the Director of the appropriate School.
The Chief Invigilator should announce the decision to all candidates. Candidates should also be advised that they will be formally notified by the School of any alternative arrangements for assessment. If the assessment is to be re-scheduled, candidates will be given appropriate notice.

47. Where an invigilator believes that a candidate is attempting to communicate with another candidate or is thought to be using unfair means, his/her script will be clearly marked at that point with the time, and signed by the invigilator. A full report together with any evidence of unfair means, will be submitted by the Chief Invigilator to the Director of School. The candidate will be permitted to continue the examination.

48. If the invigilator believes that a candidate is causing a disturbance to other candidates in the room, s/he has the authority to require that candidate to leave the examination room. Normally, one warning should be issued and a record of the warning made, if this is not heeded, then the candidate should be instructed to leave. A note of the time of departure of the candidate should be recorded on his/her script (if applicable) by the Chief Invigilator and a report of the incident should be submitted to the Director of School.

49. A candidate who refuses to obey the instructions of an invigilator shall be deemed guilty of a breach of discipline. The matter shall be reported to the Vice Chancellor, or his/her nominated deputy, before the paper is marked and the candidate takes any further examinations. The Vice Chancellor/nominated deputy will determine the course of action.

50. If in the opinion of the Chief Invigilator there is a serious disturbance affecting the examination or there is insufficient light to continue during a failure in electricity supply or other conditions which seriously affect the conduct of assessment, s/he will declare the examination closed and the invigilators will collect the scripts (see paragraph 42 above). The Chief Invigilator shall make a record of any adverse circumstances

affecting, or likely to have an effect on, the outcome of the examination and submit a report to the Chair of the Module Assessment Board.

51. In the event of an examination being terminated prematurely in the circumstances described in paragraph 50, the Module Assessment Board shall decide whether or not any further examination is necessary.

APPENDIX B

ASSESSMENT ARRANGEMENTS

1 CONDUCT OF ASSESSMENTS

It is the responsibility of the Director of School to ensure that the assessment regulations for each programme within the School are made known to the students. If the assessment scheme of any particular programme of study or module departs from the UMF Assessment Regulations because of requirements of an external body, the Director of School within which the programme resides must ensure that the students are made aware of the detailed requirements.

The UMF Assessment Regulations are available on the intranet via http://www.ljmu.ac.uk/umf. The regulations for specific programmes of study should be distributed at enrolment to all new students (and amended versions to continuing students). It is recommended that this is in the form of a student handbook. It is also a requirement that student handbooks provide supplementary guidance for each programme of study on the following areas:

a) students should be advised of the existence of the full UMF regulations and how they may be accessed;
b) preparation for assessments including written examinations;
c) preparation, presentation and submission of course work including any procedures for extension of deadline and penalties for late submission (also see Appendix B 1.3);
d) institutional and local arrangements for the notification of absence and/or illness (see also section C4.7);
e) the likely consequences, both internally and professionally, of proven cases of cheating, plagiarism and collusion in examinations and coursework;
f) rules for the conduct and invigilation of examinations.

Copies of such Handbooks should be lodged in Student Zones.
Each member of the teaching staff of the School should also be given a copy of the relevant Handbook for students on the programmes of study offered by the School. Students should be reminded of such regulations, relating to the above, in advance of all forms of assessment that contribute to the determination of student progression or award. In particular, Programme Leaders must ensure that all students are aware of the manner in which they are to be assessed, and the consequences stemming from that assessment. Thereafter, it is the responsibility of the student to be aware of, and understand, assessment regulations.

1.1 At the beginning of each academic year students should be provided with the configuration of assessment for the session. The information must include the number of assessments, relative weighting, the method of assessment and the anticipated timing of each assessment. Detailed timetables of assessment will normally be provided not less than four calendar weeks before specific items of assessment.

The University will endeavour to publish detailed timetables four weeks prior to assessment. Minor departures from this schedule of events will not invalidate the assessment. It is the responsibility of the student to be aware of the timetables for assessment.

1.2 The Director of School will take appropriate measures to ensure that the students are aware of their responsibility to attend examinations and submit work for assessment as required and are made aware of the procedures relating to mitigation, illness and absence (see C4.7).

Appropriate measures may, for example, consist of use of notices on course notice boards and near to examination rooms, which highlight key features of assessment regulations, and the provision of lectures/tutorials drawing the attention of students to both their rights and their responsibilities in assessment. Staff should reinforce the need for students to read the Handbook for their programme of study.

1.3 At the beginning of each academic year students should be provided with full details of the consequences of late or non-submission of work (see Section A, A6.9) and the name of the individual, nominated by the Director of School, to whom requests for the postponement of the deadline for completion or handing-in of an assignment might be made.

Directors of Schools should ensure that there is a clear system for collection of course work, which should be logged in and receipted. Where possible, students should retain a copy of submitted work. All members of office and teaching staff must be aware of and abide by the procedures regarding late submission of work.

1.4 If a student fails to present her/himself for an assessment or hand in an assessment on the due date without having requested and obtained permission for postponement s/he shall normally be deemed to have failed the assessment. In such cases a 'null value' shall be recorded against the student's module assessment attempt. Late submission of coursework without a previously agreed extension will be given a mark of 0% (see A6.9).

2 SPECIAL ASSESSMENT ARRANGEMENTS

2.1 Assessment of disabled students

These regulations are in compliance with the requirements of the Disability Discrimination Act 1995 and 2005 and the Special Educational Needs and Disability Act (SENDA) 2001.

2.1.1 Disabled students will have provisions put in place dependant on individual need (which will be determined using a relevant needs and/or medical assessment) and in discussion with relevant staff within the University.

2.1.2 For sudden illness or disability, the following must be observed:

a) If there is time prior to the assessment taking place, every attempt will be made to make reasonable adjustment. (Time limits are detailed in the Special Assessment Arrangements Procedure).

b) If there is insufficient time available to make adjustments, students should refer to the regulations detailed in Section C4.7, (Mitigation, Illness and Absence).

c) If the illness or disability occurs during the assessment, a PMC should be submitted and full consideration will be given to the circumstances.

Where sudden illness or disability occurs immediately prior to or during the assessment period, medical certificates must be provided. Candidates will be counselled about the options open to them in the event of sudden illness or disability. Appropriate details must be presented to the Assessment Board with full consideration given to the case and to the options available to the Board.

For details of the procedure for arranging Special Assessment provisions, see http://www.ljmu.ac.uk/studentservices/exam/67634.htm

2.2 Religious observances

Students whose religious observances clash with scheduled assessments may request special arrangements. Students should submit a written request which will be considered by the Director of School (or nominee). Normally the student must submit this request within one week of the publication of the examination timetable. Appropriate supporting evidence may be required.

While every effort will be made to meet the particular needs of students' religious devotions, it must be noted that support may be constrained by such factors as scheduling, staffing and the timing of assessment boards. Due consideration should be given to the programme level of the student. Suggested arrangements could include deferral to the next available opportunity or alternative forms of assessment. It is

suggested that arrangements are made locally with the agreement of the School and the student. Further advice may be sought from the Head of Student Policy and Regulation.

APPENDIX C

ACADEMIC MISCONDUCT

General principles

Academic Misconduct is deemed to cover cheating, attempts to cheat, plagiarism, collusion and any other attempts to gain an unfair advantage in assessments. Assessment includes all forms of written work (including in-class tests), e-assessments, presentations, demonstrations, viva voces, accreditation of prior learning portfolios and all forms of examination.

It is the responsibility of the School to provide students with clear guidance and instruction early in the programme, on the appropriate preparation and presentation of work. Guidance should include the University's definition of academic misconduct, with examples. Guidance on how to approach coursework should be included, with particular reference to the incorporation and use of source material e.g. information sourced from the WWW, the appropriate use of quotations, references, bibliography etc.

Students should also be provided with clear information about approved group work, so that there is no ambiguity between group work and collusion.

The guidance must clearly indicate that all types of academic misconduct are considered to be serious, noting that plagiarism and collusion are considered to be no less serious than cheating in a conventional examination. The guidance should also indicate the likely consequence of, and penalties associated with, academic misconduct. Penalties can range from the reduction of module marks to expulsion from the University.

It is the responsibility of the student to take reasonable precautions to guard against unauthorised access by others to his/her work, both before and after assessment.

The following definitions are presented for guidance, but should not be considered exhaustive:

1. <u>Cheating Includes</u>

1.1 any form of communication with or copying from any other source during an examination.

1.2 communicating during an examination with any person other than an authorised member of staff.

1.3 introducing any written, printed or other material into an examination (including electronically stored information) other than that specified in the rubric of the examination paper.

Any additional written or printed material allowed to be taken into the examination room must be specified in the rubric of the examination paper in a manner which is clear to a non-specialist invigilator.

The use of calculators with text storage capabilities may be permitted where the use is explicitly agreed by the module leader AND printed on the examination paper rubric. Where such calculators, or calculators with other specialist facilities, are banned from an examination the rubric shall indicate the excluded items in terms that can be interpreted by a non-specialist invigilator.

1.4 gaining access to unauthorised material in any way during or before an assessment.

1.5 the use of mobile telephones, pagers or any other communication device during an assessment or examination.

1.6 the submission of false claims of previously gained qualifications, research or experience in order to gain credit for prior learning.

1.7 the falsification of research data, the presentation of another's data as one's own, and any other forms of misrepresentation in order to gain advantage.

1.8 the submission of work for assessment that has already been submitted as all or part of the assessment for another module without the prior knowledge and consent of the module leader for subsequent assessments.

2 Plagiarism Includes

The representation of the work, written or otherwise, of any other person, from any source whatsoever, as the candidate's own. Examples of plagiarism may be as follows:

2.1 the verbatim copying of another's work without clear identification and acknowledgement including the downloading of materials from the Internet without proper referencing of materials.

2.2 the paraphrasing of another's work by simply changing a few words or altering the order of presentation, without clear identification and acknowledgement.

2.3 the unidentified and unacknowledged quotation of phrases from another's work.

2.4 the deliberate and detailed presentation of another's concept as one's own.

3 Collusion Includes

The conscious collaboration, without official approval, between two or more students in the preparation and production of work which is ultimately submitted by each in an identical or substantially similar form and/or is represented by each to be the product of his or her individual efforts.

Collusion also occurs where there is unauthorised co-operation between a student and another person in the preparation and production of work which is presented as the student's own.

4. **Procedures to be followed in cases of suspected Academic Misconduct**

Where the suspected academic misconduct takes place in an invigilated examination:

- any member of staff suspecting a student or students of cheating or attempting to gain an unfair advantage in an invigilated examination must report his/her suspicion to the Chief Invigilator
- the Chief Invigilator must make a note of the name(s) of the student(s), registration number(s), module number(s) and desk number(s)
- the Chief Invigilator must clearly annotate the examination script of the suspected student(s) at the point when the alleged misconduct is noticed
- the annotation of the examination script should include the time and the signature of the invigilator
- if the allegation is that the student(s) has/have unauthorised material in their possession, then the material should be removed by the invigilator
- the student(s) will be permitted to continue the examination
- at the end of the examination, the invigilator must make a full report of the circumstances on the Invigilators Report Form, which is forwarded by the Examinations Officer to the Director of School [or nominee] responsible for the module

Where the suspected academic misconduct takes place in another form of assessment:

- any member of staff suspecting a student or students of academic misconduct in an assessment must report his/her suspicions to the Director of School [or nominee] responsible for the module
- this should take the form of a written report of the relevant circumstances and include any supporting evidence

All cases of suspected Academic Misconduct as defined in sections 1 – 3 must be referred to the Director of School or nominee.

If there is sufficient evidence to support the finding of a prima facie case of academic misconduct, the School Director [or nominee] will initiate further investigation which may include an Academic Misconduct Panel.

It is the responsibility of the Academic Misconduct Panel to investigate the allegation.

It is the responsibility of the Module Assessment Board to determine an appropriate penalty.

Assessments that are subject to Academic Misconduct investigation should still be marked, pending the outcome of any investigation but the Module Assessment Board will not consider the marks until it has been adjudged whether or not an offence has been committed.

5. **Academic Misconduct Panels [AMPs]**
The Academic Misconduct Panel must be comprised of three members of academic staff, two of whom including the Chair must not be significantly associated with the student. The third panel member may be a member of the programme team. The member of staff making the allegation of academic misconduct cannot be a member of the Academic Misconduct Panel. Any potential conflict of interest between a proposed member of the AMP, the presenting officer and the student(s), should be determined prior to the AMP by the Director of School.

In establishing a timetable for the work of the panel, the Director of School, or nominee, must be attentive to the students' overall assessment programme.

The Chair of the AMP must inform the suspected student(s) of its investigation and of the nature of the allegation and give the student the opportunity to state his/her case orally and/or in writing, at the student's choice, to the panel. The student must be told to make all evidence available to the panel. If the student chooses to present his/her case orally s/he must be given the opportunity to do so in the presence of a friend. The student may choose not to attend a hearing.

5.1 The AMP must decide whether the academic misconduct is proven or not and submit a written report to the Chair of the Module Assessment Board and copied to the student(s). The report must indicate whether the decision was unanimous, note any mitigating circumstances presented by the student(s) and must advise the Module Assessment Board on the seriousness of the incident.

Where the allegation of academic misconduct has been proven, the student must be informed that s/he has an opportunity to make a written statement to the Module Assessment Board. The student(s) must be given a reasonable time in which to do this, normally 5 working days.

5.2 The AMP, if it finds the breach of assessment regulations involves a breach of the University's disciplinary code, will report the matter to the Director of Corporate Services who may initiate disciplinary proceedings.

5.3 The AMP must normally be established and have reported prior to the meeting of the Module Assessment Board. Where investigations and any associated procedures are

not completed in time for the meeting of the Module Assessment Board, consideration of the student(s) must be deferred pending completion of the investigations.

5.4 Where evidence of academic misconduct becomes available subsequent to a meeting of an Assessment Board, the University has the right to investigate/reopen the matter and to determine the outcome(s) according to the evidence.

5.5 <u>The role of the MAB</u>

5.5.1 The Module Assessment Board must accept the AMP's decision relating to the suspected academic misconduct. It is, however, the Board's responsibility to decide what penalty, if any, should be imposed and what marks, if any, be given to the student, i.e., where it is established that a student has cheated or has otherwise sought to gain an unfair advantage, the Module Assessment Board shall consider the matter and exercise discretion in a manner appropriate to the case. This discretion shall include power to deem that student to have failed part or all of the module assessment concerned and to determine whether or not the student should be allowed a further assessment opportunity.

5.5.2 In all cases the Module Assessment Board shall fully minute relevant discussions and the chair of the MAB shall report all cases of academic misconduct considered by that MAB to the relevant Programme Assessment Board. If the incident is deemed by the Module Assessment Board to require more wide ranging action, the matter must be reported to the Programme Assessment Board which may undertake appropriate action.

See guidance to 5.6 below.

5.6 <u>The Role of the PAB [University XPAB]</u>

5.6.1 The discretion available to the Programme Assessment Board (or University Cross-Programme Assessment Board) shall include:

- suspension of the student's registration upon their programme of study for a defined period of time,
- exclusion of the student from her/his target award,
- the right to recommend to the Vice Chancellor that the student's programme of study be terminated and that s/he is expelled from the University (see section 6 below).

In all cases the PAB/University XPAB shall fully minute relevant discussions.

PABs should not engage in secondary punitive action, unless there is evidence of academic misconduct reported by more than one MAB.

<u>Note of guidance to 5.5 and 5.6</u>:
Every case is different; the Assessment Board should consider all factors relating to a particular case and attempt to arrive at a judgement that is both fair to the individual and also fair to his/her peer group. It is not possible to establish mandatory sanctions, but the exercise of discretion may be based upon consideration of the following factors:

- *Cases of ineptitude (e.g. not making appropriate use of referencing) should not result in punitive sanctions. However, clear evidence of dishonesty should be taken seriously and students should not receive any credit for work resulting from dishonest practice.*
- *A distinction should be drawn between an individual isolated case of malpractice and evidence of consistent dishonesty over a period of time or in relation to multiple offences at one time.*
- *For individual instances of malpractice (e.g. plagiarism in a single piece of written work), the sanction should be applied to the individual module.*
- *Sanctions may be more severe if the student has sought to gain unfair advantage via intentionally committing a dishonest act, as opposed to an example of carelessness or ineptitude.*
- *In considering cases of plagiarism, attention may be given to the year of study of the student and the proportion of the module mark that may be at stake.*

- *In all cases the board may wish to consider pertinent mitigatory evidence.*

5.6.2 The final outcome of all cases should be reported to the Head of Student Policy & Regulation who shall report annually to the Academic Board through the Quality and Standards Committee. The report will be confined to a list of cases, the decisions made and to making any observations and/or recommendations that may assist the University to develop good practice in the management of assessment processes.

6 Appeal Procedures

A student has the right to appeal against the decision of the Assessment Board in accordance with Appendix D, except where the recommendation of the PAB is that the student should be expelled from the University. Where a student has been notified of the decision to expel, the student has a right of appeal to the Board of Governors. The request for such an appeal must be made in writing, giving full supporting evidence, to the Pro-Vice Chancellor (Administration) & University Secretary within 10 working days of receipt of the decision and giving grounds for appeal – see http://www.ljmu.ac.uk/corporate/68195.htm.

APPENDIX D

ACADEMIC APPEALS

1 An Assessment Board may be required to reconsider its decision(s) if a candidate or any other person establishes that there has been a material administrative error, or that any assessment, in whatever format, was not conducted in accordance with current regulations or that some other material irregularity has occurred.

Students must be aware that Appeals may only be accepted under the circumstances outlined above. Where the material irregularity has occurred in relation to a School Academic Misconduct Panel [AMP] students should clearly state the nature of the irregularity. Students should be aware that informal reconciliation, at School level, to resolve issue(s) of material irregularity is advised prior to use of the formal appeals stages, where the irregularity is, for example, a simple transcription error or a missing mark.

2 Responsibility for hearing the initial stage of appeals is vested in Directors of School (or their nominee). The University Academic Appeals Panel is responsible for all other stages of appeals.

3 Disagreement with the academic judgement of an Assessment Board in assessing an individual piece of work or in reaching a decision on a candidate's progression or on the final level of award, based on the marks, grades and other information relating to a candidate's performance, cannot in itself constitute grounds for a request for reconsideration by a candidate.

4 Students who wish to apply for reconsideration of a decision of an Assessment Board should do so in accordance with paragraph 1 above.

5 Students studying in Franchise Institutions and/or via Distance Learning are covered by these regulations, excepting that:

- For Franchise students, the partner institution will identify a senior staff member to deal with 'Stage 1' appeals. Appeal outcomes should be sent to the Head of Student Policy & Regulation. Guidance and advice may be obtained from the Head of Student Policy & Regulation, or nominee.
- For Franchise and Distance Learning students, where attending an 'oral hearing' is not possible, the University will make arrangements for ensuring alternative forms of communication between parties.

6 The acceptance of an award does not limit the student's right to pursue an appeal within the provisions of these regulations.

7 Procedure for appeals

7.1 **Initial (Stage 1) Appeals against Module Assessment Board (MAB) and Programme Assessment Board (PAB) decisions**

Where a student wishes to appeal against an assessment decision made by a Module or Programme Assessment Board, s/he must lodge the appeal with the Office of Student Policy & Regulation**,** using the University's current 'Notification of Academic Appeal form', within ten working days of the release of relevant results. Only in exceptional circumstances will appeals be accepted after this date and then only to an absolute deadline of four months after the release or posting of results.

Appeals in respect of (a) module(s) will be determined by the Director of School (or his/her nominee) responsible for providing that/those module(s).

Where an appeal is being made in respect of PAB decisions or modules from more than one School the Director (or nominee) of the appellant's Home School will determine the appeal, taking into account evidence from any other Schools involved.

The Director (or nominee) will report the outcome of the appeal to the appellant and to the Head of Student Policy & Regulation within 21 days.

7.1.1 **If the appeal is upheld** the School must formally notify the student and a copy must be sent to the Head of Student Policy & Regulation giving the grounds on which the appeal has been upheld.

(i) The Director (or nominee) of the School responsible for determining the appeal may require the Module and/or Programme Assessment Board(s) or School Academic Misconduct Panel involved to reconvene to reconsider its (their) decision(s).

(ii) Where a decision of a School Academic Misconduct Panel is modified, the Module Assessment Board shall be required to reconsider its decision(s) in the light of this change.

(iii) Where the decision(s) of the Module Assessment Board(s) is/are modified, the Programme Assessment Board shall be required to reconsider the student's profile in the light of the change(s) made by the Module Assessment Board. The response will clearly state the action to be taken, when and by whom. The Head of Student Policy & Regulation or nominee will normally attend the reconvened Assessment Board. The Chair of the Assessment Board must provide a full rationale of the decision of the Board in writing to the student [and copied to the Head of Student Policy & Regulation].
If the student is dissatisfied with the decision of the reconvened Board then s/he may make representations as at Stage Three.

7.1.2 **If the appeal is not upheld** the School must formally notify the student. The response must include a full detailed rationale of the decision, and a copy must be sent to the Head of Student Policy & Regulation. If the Director (or nominee) decides that there is insufficient evidence to warrant the reconvening of the Module or Programme Assessment Board(s) or the School Academic Misconduct Panel, the appellant has the right to lodge a further appeal to the Academic Appeals Panel, by submitting an application in writing to the Head of Student Policy & Regulation (see 7.2 below).
Appeal forms may be obtained from all School/Faculty Offices, Campus Centres, the Office of Student Policy & Regulation and via the intranet. Students must ensure that the completed appeal form (which should include full details of the appeal) is submitted by the published deadline. If any relevant supporting documentation is not available at this time, this should be indicated on the form and supplied within a maximum of ten working days. Students should be aware that after this time, their appeal will be considered without reference to outstanding supplementary evidence.
Directors of School are required to ensure neutrality in the consideration of appeals. It would not normally be appropriate for the Chair of a MAB or PAB who has had a significant personal input in an original decision to also consider the subsequent appeal. Guidance on individual cases is available from the Head of Student Policy & Regulation or nominee.
All references in 7.1 to Programme Assessment Boards, include the University Cross Programme Assessment Board. Any appeal against the decision(s) of the University Cross Programme Assessment Board is determined initially by the Director (or nominee) of the student's Home School. The Director (or nominee) in determining the appeal will consult with all relevant staff including, where appropriate, the Chair of the University Cross Programme Assessment Board.

7. 2 **Stage 2 Appeals**

If the appeal is not upheld (see 7.1.2), the appellant has a further opportunity of appeal to the Academic Appeals Panel (AAP). The appellant must exercise this further appeal within 10 working days of the notification of the outcome of the Stage 1 Appeal. The student must submit to the AAP a full statement detailing why they consider the Stage 1 Appeal was determined incorrectly. The AAP will then consider:

- the student's original appeal,
- the School's response to the student, and
- the student's supplementary statement to the AAP.

All meetings will be formally minuted and the Secretary to the AAP will convey the outcome in writing to the student, the Director of School (or nominee) and the Chair of the Assessment Board.

On the basis of this consideration, the AAP will decide one of the following:

(i) The School has acted appropriately and the appeal is **not upheld**.

(ii) The School has not acted appropriately or not in accordance with the Regulations. The AAP will request that the Assessment Board should reconvene (or other appropriate action be taken) and will inform the student accordingly.

The Head of Student Policy & Regulation, or nominee, will normally attend the reconvened Board. The Chair of the Assessment Board will write to the student with the outcome, and a copy must be sent to the Head of Student Policy & Regulation.

(iii) An Oral Hearing will be conducted.

If there is ambiguity/uncertainty regarding the appeal, the AAP will convene an oral hearing. The proceedings will be minuted formally. The decision of the AAP will be conveyed in writing to the student and to the Director of School (or nominee) and the Chair of the Assessment Board.

7.3 Stage 3 Appeals

If a student is dissatisfied with the outcome of the Stage 2 Appeal or the decision of a reconvened Assessment Board following a Stage 1 Appeal, **and** believes that the appeals procedures have been conducted improperly or that the decision is unreasonable, then s/he has a right to draw this to the attention of the Academic Board. [Except in those cases where the recommendation of the board is to expel the student - see 7.3.1 below].

Stage 3 appeals must be made within ten working days of the written notification of the decision of the reconvened Assessment Board, or Academic Appeals Panel. The student must be advised that this is not a re-opening of the appeal and that s/he must provide reasonable evidence of procedural impropriety or supporting statement detailing why s/he believes the decision is unreasonable.

The student will be formally notified in writing of the decision of the Academic Board and issued with a Completion of Procedures letter.

Students who are dissatisfied with the final outcome of the Appeal and believe that the University has failed to follow this procedure correctly, may take their case to the Officer of the Independent Adjudicator for Higher Education. Further information can be found at http://www.oiahe.org.uk/.

7.3.1 Appeal against the recommendation of expulsion from the University

Where a student has been notified that the Vice Chancellor has approved the recommendation of the Assessment Board to expel, the student has a right of appeal to the Board of Governors. This appeal must be made in writing, giving full supporting evidence, to the Pro-Vice Chancellor (Administration) & University Secretary within 10 working days of receipt of the decision and giving grounds for appeal – see http://www.ljmu.ac.uk/corporate/68195.htm.

8 Academic Appeals Panel: Membership

8.1 An Academic Appeals Panel is established by the Academic Board as a sub-committee of the Board.

8.2 The membership of the panel is:

(i) a Chair, normally drawn from the senior management of the University

(ii) at least five members of the academic staff of each Faculty

(iii) at least five members of the School / Faculty management team from each Faculty [who may be non teaching staff]

(iv) at least five members of staff drawn from other areas of the University

It is expected that members of the Panel who are not teaching staff will have experience of assessment procedures and assessment boards at an appropriate level.

(v) two students appointed by the Students' Union;

8.3 No member shall take part in an AAP meeting if s/he is substantially connected with the School/programme which is the subject of the appeal, or with the appellant.

8.4 The quorum for a meeting of the Academic Appeals Panel is the Chair, at least one member of the academic representation and any two other members of the AAP.

8.5 The Academic Appeals Panel will be serviced by the Office of Student Policy & Regulation subject to the method of operation outlined in section 8.6.

8.6 **Academic Appeals Panel: Method of Operation**

8.6.1 The normal procedures outlined here indicate the manner in which most appeals will be conducted by the Academic Appeals Panel. These procedures shall not be considered binding upon the Academic Appeals Panel which reserves the right to adopt such procedures as appear to it to be fair to all parties and appropriate to the circumstances of the particular case.

8.6.2 The Academic Appeals Panel is empowered to hear appeals only in the circumstances specified in Regulation 7.2 (above).

8.6.3 Upon receipt by the Head of Student Policy & Regulation of an application under regulation 7.2 (above) the normal procedure shall be as follows:

(i) the Head of Student Policy & Regulation will submit a letter to the appellant enclosing copies of the standard forms in current use, will suggest to the appellant from whom s/he may receive advice as to his/her appeal, and will request the student's supplementary statement;

(ii) the Head of Student Policy & Regulation will ensure that the AAP has copies of the student's original appeal, and a copy of the school's response to the student.

8.6.4 (i) The Academic Appeals Panel will examine the documents submitted by the appellant and by the Director of School or nominee and decide whether, on this and any other available evidence:

- the appeal should be upheld and the Assessment Board be requested to reconvene (or other appropriate action be taken);

or

- the appeal should go to an oral hearing by the Academic Appeals Panel (see 8.6.5 below);

or

- the appeal should be rejected.

(ii) In making decisions they will be advised by the Head of Student Policy & Regulation or nominee. All decisions will be fully minuted.

(iii) The Secretary of the Academic Appeals Panel will convey, in writing, the outcome to the appellant, the Director of School (or nominee) and to the Chair

of the relevant Assessment Board, and will indicate the reasons for the decision.

8.6.5 Any oral hearing of an appeal will be before the Academic Appeals Panel and will be convened as soon as reasonably possible. The procedure at an oral hearing will normally be as follows:

(i) the appellant will normally be present throughout the entire oral hearing, accompanied if so desired by one friend (should the appellant wish to call upon a witness, then he/she should make it known to the Panel before the meeting and the Chair of the Panel will have sole discretion as to whether to allow the witness to attend).

(ii) the School involved in the appeal has the right to have at least one member of staff present while the appellant has the right to ask the Chair of the Academic Appeals Panel to exclude any particular member(s) of the school whilst s/he presents his/her case (subject to the School's right to have one staff member present). The Chair of the Academic Appeals Panel will have sole discretion as to whether to exclude staff or not.
It is expected that the member of School staff present will be the Chair of the Assessment Board. The Secretary of the Academic Appeals Panel will advise the appellant before the hearing of the members of School staff expected to be present.

(iii) the Academic Appeals Panel has the right to ask the appellant and/or, if present the friend, the Chair of Assessment Board and other staff from the School to withdraw at any stage, e.g. when confidential matters need to be discussed.

(iv) after the appellant has made his/her statement concerning the grounds of the appeal and the Academic Appeals Panel has asked such questions as it feels appropriate, the Chair of the Assessment Board and other persons where deemed appropriate will be asked to make their statements and may then be questioned by the Academic Appeals Panel.

(v) the appellant shall then have a right to make a final statement before the Academic Appeals Panel considers its decision.

(vi) the Academic Appeals Panel shall be free to seek documentary evidence or to interview witnesses in order to enable it to reach a decision. At any stage the Academic Appeals Panel may request further information or documents or that further witnesses attend. The appellant shall be informed of any such documentary evidence and shall normally be present at any interviewing of witnesses.

(vii) the Academic Appeals Panel may decide at any stage during the hearing that, subject to a final statement from the candidate, it does not require further information and may at that stage determine its decision.

(viii) the Academic Appeals Panel may adjourn an oral hearing if it requires further information or evidence.

(ix) all members of the Academic Appeals Panel shall have one vote and the Panel shall determine its decision by a majority vote. In the event of a tied vote the Chair shall not have a casting vote and the appeal will be upheld.

8.7 The proceedings of the Academic Appeals Panel will be minuted formally. The decisions and the grounds for any decision made by the Academic Appeals Panel will be conveyed in writing by the Secretary to the appellant and to the Chair of the relevant Assessment Board.

8.8 A staff member of the Academic Appeals Panel, normally the Head of Student Policy & Regulation or nominee, will be expected to attend the meeting(s) of any Assessment Board that is required to reconvene. The Chair of the Assessment Board must advise the Secretary of the Academic Appeals Panel of the date of the reconvened Board at his/her earliest opportunity.

The date of a reconvened Assessment Board should normally be arranged within three calendar weeks of receipt of an instruction from the Academic Appeals Panel unless the Chair of the Academic Appeals Panel agrees on a later date for valid and exceptional reason(s).

8.9 Any Assessment Board that is required by the Academic Appeals Panel to reconvene must report the outcome of the reconvened Board to the Academic Appeals Panel. This report should take the form of draft minutes and supplementary information from the Chair of the Assessment Board and must demonstrate that due and proper account had been taken of the factors causing the appeal to be upheld.

8.10 Where it is not possible to reconvene an Assessment Board, or where an appeal has been lodged and upheld (see paragraph 7.3), the Academic Board has the power to annul a decision of the Assessment Board without making prior request for consideration. If an error or irregularity is found to have affected more than one candidate, the Academic Board may annul the whole assessment or any part of it. When a decision has been annulled it is the responsibility of the Academic Board to take action, including, if necessary, the appointment of new External Examiners in order to make revised decisions.

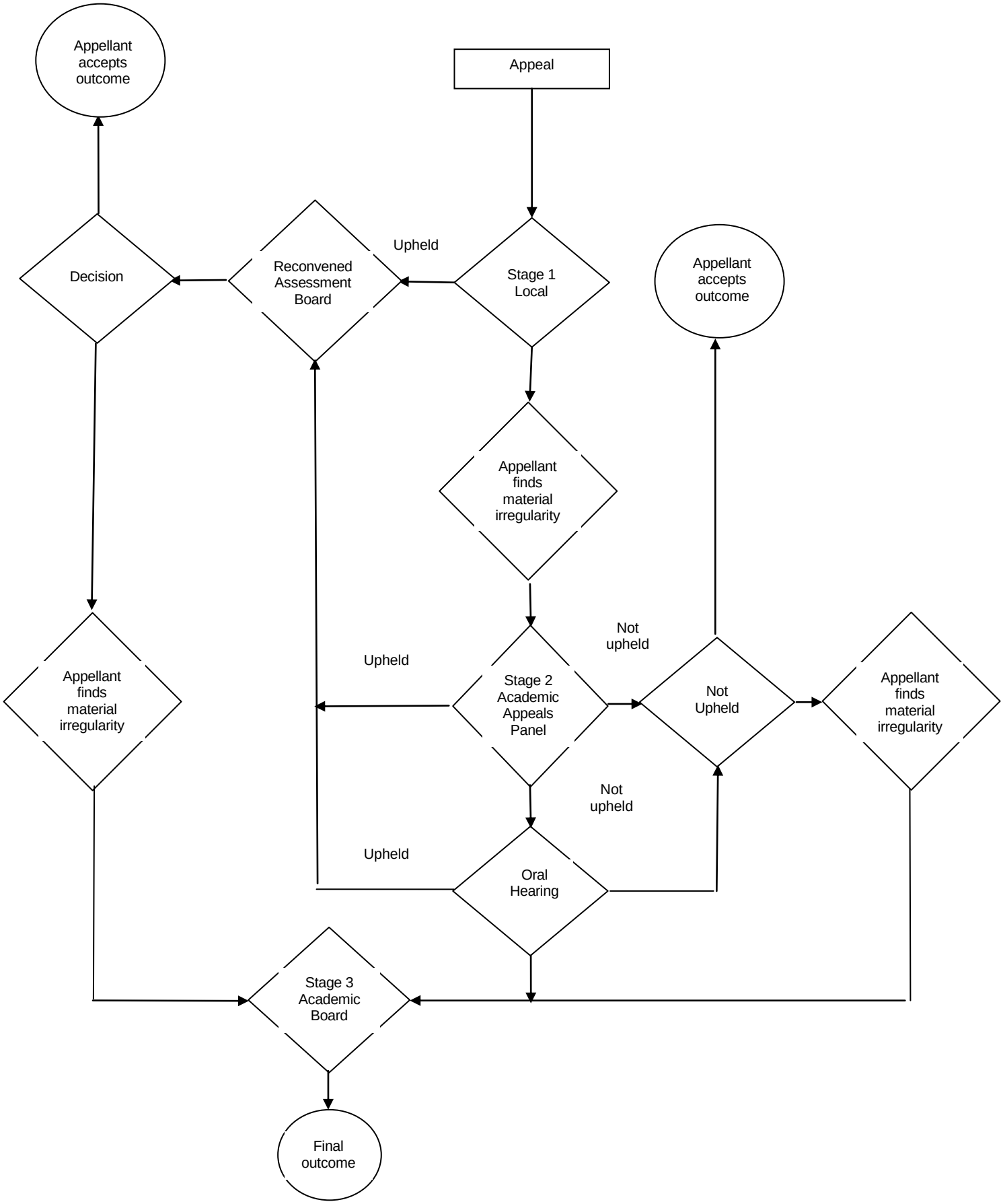
8.11 When an appeal has been lodged and upheld (see paragraph 7.3), the Academic Board ultimately has the power to annul a decision of the reconvened Assessment Board without making prior request for reconsideration.

8.12 The Academic Appeals Panel will report annually to the Academic Board through the Quality and Standards Committee. The report will be confined to a list of appeals, the decisions made and the dates of those decisions, and to making any observations and/or recommendations that may assist the University to develop good practice in the management of assessment processes.

8.13.1 An Assessment Board reconvened under paragraph 1 shall exercise its discretion as to the appropriate decision in the individual circumstances, but must consider as established the facts on the basis of which the Director of School (or nominee) or the Academic Appeals Panel has required it to be reconvened.

8.13.2 Where the reconvened Assessment Board agrees to amend its original decision, but is uncertain as to the most appropriate alternative recommendation, it may seek additional evidence of the candidate's performance, either through further assessment at the next normal opportunity, or through a viva voce examination, or through another form of assessment appropriate to the candidate's circumstances and the requirements of the programme of study.

Appeals Process flowchart



APPENDIX E

MEMBERSHIP AND GENERAL RESPONSIBILITIES OF ASSESSMENT BOARDS

1 **Membership of Assessment Boards**

1.1 Module Assessment Boards

Membership shall normally comprise:

- Chair: the Director of School responsible for the modules or his/her nominee;
- the Programme Leader(s) of those programmes which include the modules moderated by the MAB;
- all University teaching staff and any other persons who are associated with the assessments which are the responsibility of the Board;
- the External Examiner(s).

Each Module Assessment Board shall be advised by a PMC Committee, which will review all applications for mitigation and make appropriate recommendations to the MAB. The membership of the PMC Committee normally shall comprise:

- Chair: the Director of School responsible for the modules under consideration or his/her nominee;
- MAB Chair(s) / Programme Leader(s) for the modules under consideration;
- At least three other academic staff from the School.

1.2 Programme Assessment Boards

Membership shall normally comprise:

- Chair: the Director of School responsible for the programme of study or his/her nominee;
- the Programme Leader(s) for those students being considered by the PAB;
- all University teaching staff, and any other persons, who are associated with the assessments which are the responsibility of the Board;
- the External Examiner(s).

1.3 University Cross-Programme Assessment Boards.

Membership shall normally comprise:

- Chair;
- Programme Leader (or appropriate nominee) for each student programme to be considered;
- one External Examiner from each Programme Assessment Board with responsibility for Routes contributing towards such programmes.

2 Module and Programme Assessment Boards will be serviced by the appropriate School Office. API staff will service the University Cross-Programme Assessment Board.
Guidance on the role of the Secretary to Assessment Boards is contained in the Handbook for Chairs and Secretaries, available from the Office of the Head of Student Policy and Regulation.

3.1 A personal tutor, if not a member of the Board, may attend any meeting of the Board considering his/her tutee's performance, but shall not be a member.

3.2 Module Tutors who have a personal interest in, or relationship with a student being assessed, must declare an interest to the chair of the MAB and ensure that, wherever possible, other members of the team mark and moderate the relevant work. Where the assessment contributes to the final award it should be moderated by the External Examiner.

3.3 Members of assessment boards who have a personal interest in, or relationship with a student being assessed, must declare an interest to the chair and withdraw from the board for the duration of the discussion regarding said student.

4 The Vice Chancellor (or his/her nominee) and the Head of Student Policy and Regulation shall have the right to attend all meetings of Assessment Boards, but shall not be members.

5 Quorums

5.1 Module Assessment Boards

- The Chair
- Module Leaders or Nominees
- At least **two** other members of University teaching staff who are associated with the assessments which are the responsibility of the Board.

The PMC Committee, reporting to the MAB, shall be quorate when the PMC Committee Chair and at least two other members are present.

5.2 Programme Assessment Boards

- The Chair
- Two teaching staff associated with the programme(s) of study
- One External Examiner where the Board is recommending an award
- At least one experienced External Examiner must attend all Level 6, 7 & 8 Programme Assessment Boards (or the Level at which final awards are made on a programme of study). For the purposes of quoracy, a CPD PAB does not require the presence of an External Examiner, however a CPD External Examiner should have had full input into the process.

This means that at least one External Examiner must attend each Programme or University Cross-Programme Assessment Board at which registered final awards are to be made. Where, in an emergency situation, no External Examiner can be present, the approval of the Vice Chancellor, or his/her nominee, for suitable alternative arrangements shall be required. All such arrangements must be made via Academic Planning and Information. In the case of fall-back awards (for example, if a DipHE is recommended at a Level 5 Programme Assessment Board for a student originally registered on a Degree-level programme) the agreement of the "experienced" external examiner must be obtained, if necessary by post, following the meeting.

5.3 University Cross Programme Assessment Board

- Chair
- One member from each named component

  A named component is a subject named in the title of the award.
- One External Examiner
- At least one experienced External Examiner must attend all Level 6 or Level 7 University Cross-Programme Assessment Boards.

Assessment Boards must be properly constituted and quorate. It is the responsibility of Chairs of Assessment Boards to ensure that all examiners having a major input into a programme are represented at meetings.

6 General Responsibilities of Assessment Boards

The discussions of an Assessment Board are confidential to that Board. However, Chairs of Assessment Boards must remind the Board, that in the event of a formal written request, students will be given access to extracts of the minutes pertaining to themselves.

A number of general responsibilities are shared by Module Assessment Boards, Programme Assessment Boards and University Cross-Programme Assessment Boards. These Assessment Boards have the responsibility and authority delegated to them from the Academic Board to discharge the following duties:

6.1 To ensure the maintenance of appropriate standards of assessment.

6.2 To ensure that candidates are assessed in accordance with the approved regulations and procedures.

The Director of School must ensure that Assessment Boards have available the current UMF Assessment Regulations and the regulations of the specific programme of study and that members are aware of the regulations under which decisions are to be made. Special assessment arrangements may be available for disabled students.

6.3 To ensure that the rubric of, and any special arrangements for, assessment are communicated to candidates.

6.4 To determine each candidate's progress in the stage under consideration from marks and other assessments supplied, including, where appropriate, reports on professional training.

6.5 To determine the appropriate penalty, if any, to be imposed on a candidate where it has been established, under the agreed University procedures, that a candidate has been guilty of misconduct during assessment. The Board may decide that a candidate shall be deemed to have failed all or some of the assessments for that stage of the programme of study.

See Appendix C for full details of the University's procedures.

6.6 In determining results the Assessment Board may interview or form a sub-committee to interview a(ny) candidate. It may call for a written report on any candidate whose performance in any assessment(s) may have been adversely affected by non-academic circumstances. It must consider any written representation from, or on behalf of, a candidate on his/her performance in the assessments.

It is the <u>responsibility of the student</u> to inform the Assessment Board, in advance of its meeting, via the School PMC Committee of any serious circumstances which have adversely affected his/her performance. Appropriate medical certificates or any documentary evidence must be provided. The responsibilities of Assessment Boards with respect to Personal Mitigating Circumstances are detailed in section C4.7.

6.7 It is the responsibility of the student's Home School to ensure marks are disclosed to individual students following a Programme Assessment Board meeting and would therefore be a disclosure of agreed moderated marks. Care must be taken to ensure that the confidentiality of individual students' marks is maintained.

Any marks disclosed to students prior to a Module Assessment Board are unmoderated marks and are therefore subject to modification by the Board. Students, if given marks prior to Module Assessment Boards, must be made aware that such marks are provisional. Marks must not be disclosed by telephone to students or any representative of them by any member of staff.

6.8 In addition it is the responsibility of the School to inform candidates of their personal assessment marks and progress, at least once per academic year. This disclosure should normally follow a Programme Assessment Board meeting. Disclosure should be in writing to the individual candidate and care must be taken to ensure that the confidentiality of other marks is maintained. The written notification should normally be posted no later than one week after the publication of results.

<u>Directors of School must ensure</u> that all students who have been referred or have failed are informed, in writing, of: the consequences for progression; their rights of referral; the date, time and place of the referral opportunity. All students should have the opportunity to seek guidance from teaching staff.

6.9 All decisions/recommendations of Assessment Boards on individual candidates within its terms of reference are final, except in the case of appeals (see Appendix D, paragraph 1) and/or 'late' PMC applications (see C4.8). The decisions of the Board may be reported to the Academic Board, on the request of the Head of Student Policy

and Regulation. The Assessment Board may be reconvened only by the Chair, who may be required to take this action by the Academic Board acting under Appendix D of the regulations.

6.10 The Assessment Boards shall meet as often as is necessary to carry out the above duties and may form sub-committees as required. The constitution and terms of reference of each sub-committee must be approved and recorded by the Assessment Board. Programme Assessment Boards dealing with recommendations for awards may set up and operate a sub-committee to facilitate review activity prior to the meeting of the full Board (see section C4.5.2).

If programmes of study wish to hold meetings of internal examiners prior to an Assessment Board at which External Examiners are not present this should be described in the course document. There must not be any intention of excluding External Examiners from any information relevant to a student's final assessment. External Examiners must be informed of such meetings and allowed to take part if they wish. Similarly any information about a candidate's performance that is relevant and discussed at any internal meeting must be disclosed and minuted at the formal meeting of the Assessment Board

7 General responsibilities of committees considering applications for mitigation

7.1 School PMC Committees

Terms of reference

- To consider all PMC applications (including late PMC applications) submitted by all students in relation to assessments which are the responsibility of the MAB(s) within the School
- To make recommendations to the relevant MAB(s) on the validity, or otherwise, of PMC Claims
- To determine whether adequate prior mitigation of a PMC claim has been made
- To recommend to the relevant MAB(s) whether the PMC claim has severely affected performance and should be forwarded to the appropriate PAB
- To ensure that any PMC claim(s) which relate to modules which are the responsibility of a different MAB are forwarded to the appropriate PMC Committee
- To recommend, exceptionally, that a MAB defers a decision until further evidence or information can be obtained.

Mode of operation

- To be convened, normally, on three occasions per year:
  - Prior to January MAB (if appropriate)
  - Prior to June MAB
  - Prior to August / referral MAB
- To record fully the decisions reached and the reason for the decision in respect of each PMC claim (including Late PMCs)
- To provide a written record of all recommendations to the Chair(s) of the MAB(s).

7.2 University Late PMC Panel

Membership

- Chair
- Twelve academic staff (normally 2 per Faculty)
- Five members of staff drawn from other areas of the University

  It is expected that members of the Panel who are not teaching staff will have experience of assessment procedures and assessment boards at an appropriate level.
- LSU representative

The Panel shall be quorate when the Chair and at least three members of the Panel are present.

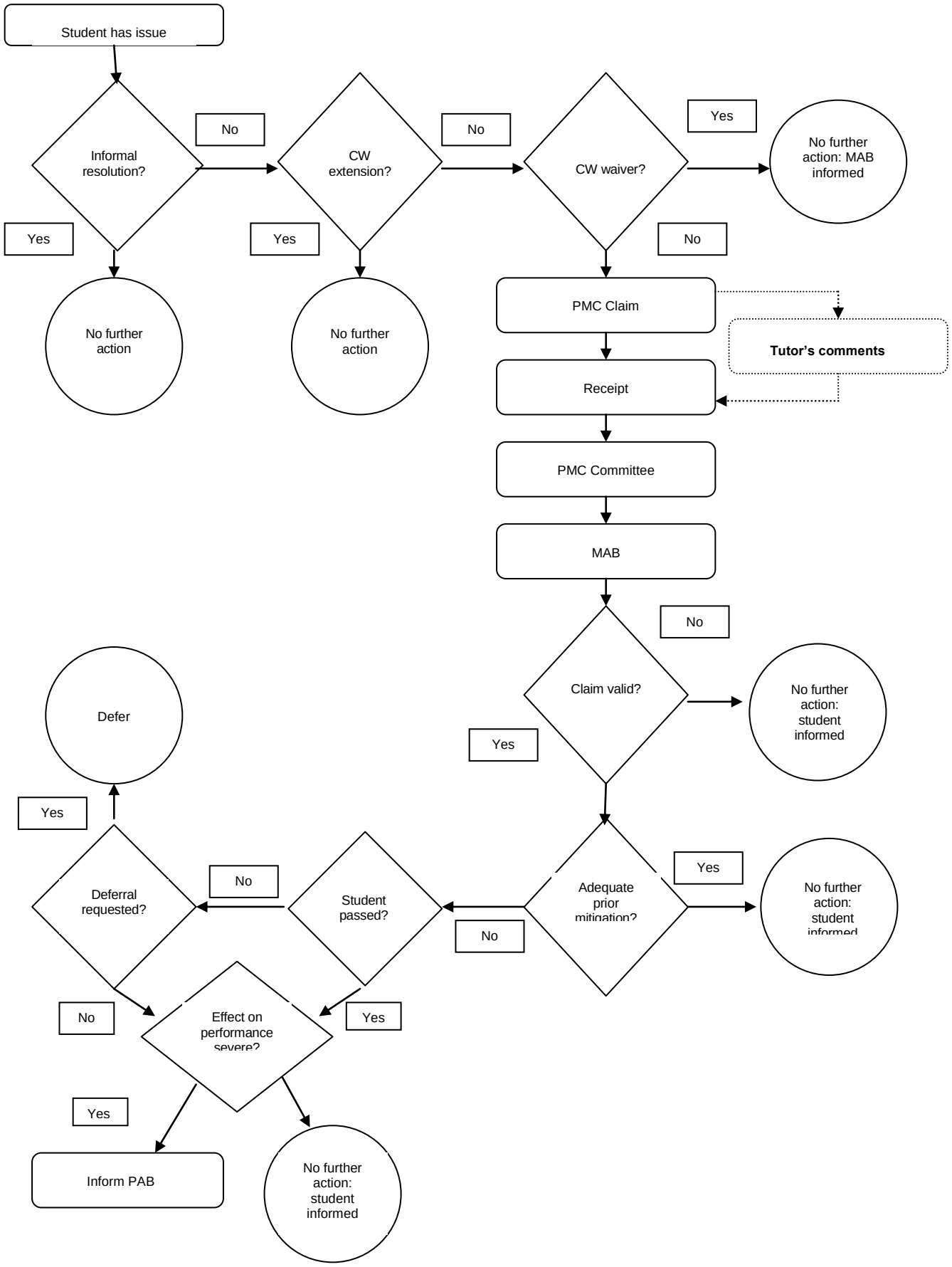
Terms of reference

- To consider those ‘Late’ PMC applications which have not been accepted by the School PMC committee and where the student has chosen to re-submit the original application to the University Late PMC Panel.
- To consider whether or not there are exceptional reasons for the late submission of PMCs.
- To record the reason(s) why there were, or were not, exceptional reasons for the late submission, and to notify the PMC Committee(s) in the relevant School(s) of these reasons.
- To produce an annual report, which should provide, inter alia, a qualitative and quantitative analysis of late PMC claims, decision, nature of exceptional reasons etc.

Mode of operation

- To be convened, normally, on three occasions per year, in May, August and October
- To record fully the decisions reached and the reason for the decision in respect of each claim, based upon the justification for lateness, and to provide a written record of all recommendations to the Chair(s) of the School PMC Committees.
- In making decisions, the Panel will be advised by the Head of Student Policy & Regulation (or nominee). All decisions will be fully minuted.

PMC Process flowchart



APPENDIX F

EXTERNAL EXAMINERS

Terms of Reference:

1 External Examiners must:

(i) ensure that justice is done to the individual student and that the standard of the award is maintained;

(ii) ensure that the assessments are conducted within the approved regulations;

(iii) approve the form and content of major assessments (see C5.8), in order to ensure that all candidates will be assessed fairly. An External Examiner must be able to judge whether the candidates have fulfilled the objectives of the programme and reached the required standard;

(iv) have access to all assessed work and judge each candidate impartially on the basis of the work submitted for assessment and moderate the marks of internal examiners accordingly;

External Examiners must be given access to scripts (and, where appropriate, other material) of students covering a range of abilities in adequate time in which to examine them prior to the meeting of the Assessment Board. Given the relationship between Module Assessment Boards and Programme Assessment Boards, External Examiners can no longer be expected to see all the assessed work of proposed firsts, fails and borderline candidates. External Examiners should be consulted about which samples are selected, whether a range of model answers should be provided, and whether the comments of internal examiners should be annotated on the scripts.

(v) be able to compare the performance of candidates with that of their peers on comparable programmes elsewhere;

(vi) be consulted about and agree to any proposed changes to the approved progression and assessment regulations which will directly affect candidates currently enrolled;

(vii) attend at least one Module Assessment Board at the final level of a programme of study which contributes to the final award, per academic year;

For most Degree-level programmes of study this means one Module Assessment Board at Level 6 per academic cycle. Externals may be involved in the work of additional MABs either by attending or by submitting views by post or phone. In order to avoid two visits within a short space of time Externals may be advised either to carry out their MAB role at a distance, leaving them free to attend the University for the PAB or to attend the MAB as appropriate.

(viii) maintain close contact with the academic staff contributing to the programme. External Examiners may visit the University by arrangement to discuss any matter of mutual interest;

(ix) participate as required in any reconsideration of decisions about individual candidates made during the External Examiner's period of office;

(x) report annually to the University on the effectiveness of the assessments and any lessons to be drawn from them. The report should be submitted within one month of an Assessment Board at which awards are made. The report must be submitted to the Faculty Quality Officer for transmission as appropriate. The External Examiner must inform the University, through the Director of Quality Support, of any matters of serious concern arising from the assessments, which put at risk the standard of the award.

2 For each programme of study an experienced External Examiner will be designated as being responsible for:

(i) attending the meeting of the Programme or University Cross-Programme Assessment Board at which decisions on recommendations for awards are made. This examiner will ensure that those recommendations have been reached by means according with the University's requirements and, where

appropriate, the external body's requirements and normal practice in higher education;

Other External Examiners who wish to involve themselves more extensively in their role by attending Programme Assessment Boards will be strongly encouraged to do so.

(ii) signing a Conferment Recommendation List jointly with the Chair of the Programme or University Cross-Programme Assessment Board, and when necessary an officer of the University, for all final awards with which s/he is concerned. The External Examiner has the right to withhold his/her signature. If this right is exercised s/he must state whether or not s/he agrees that the results list is a correct list reflecting the decision of the Assessment Board and, if not, what the discrepancy is. S/he must state the reasons for withholding his/her signature and these statements must be recorded in the minutes.

3 An External Examiner has the following rights:

(i) to conduct a viva voce examination of any candidate;

Viva voce examinations may be used to determine difficult or borderline cases. Such additional assessment is used where there is a possibility of raising a student's grade and are not to be used for the purposes of lowering a student's grade. All students must be informed of viva voce examinations. However, it is not expected that more than a minority of students will be asked to take such examinations, unless a viva is specified in the assessment regulations pertaining to their own programme of study. All students chosen for such an assessment must be given adequate notice.

(ii) to submit to the awarding body (if appropriate), through the Director of Quality Support, a report or other communication about the assessments for which s/he is responsible;

This is in addition to the annual report which is required by the University on the conduct of assessments just concluded and related issues.

(iii) to have access to records of students' performance in earlier assessments;

(iv) to declare any matter a matter of principle. In such instances the decision of the External Examiner(s) shall either be accepted as final by the Assessment Board or shall be referred to the Academic Board. The University expects such referrals to be exceptional. Where there is a disagreement within a group of External Examiners on any matter which is declared to be a matter of principle, and this cannot be resolved within the group, the dispute must be referred to the Academic Board;

(v) to attend any Module, Programme or University Cross-Programme Assessment Board. External Examiners are not expected to attend all Module Assessment Boards. It is expected, however, that each External Examiner will moderate a sample of assessed material from a selection of modules for which s/he is responsible, where the modules contribute towards the final award.

4 **Criteria for appointment of External Examiners**

The following criteria are adopted by the Academic Board during consideration of proposed external examiners; the notes beneath each criterion provide a check-list of issues that will be considered.

(i) An external examiner's academic/professional qualifications should be appropriate to the programme to be examined. Both the *level and the subject* of the examiner's qualifications should generally match what is to be examined in the programme.

(ii) An external examiner should have appropriate standing, expertise and experience to maintain comparability of standards. Standing, expertise and breadth of experience may be indicated by:

- the present (or last, if retired) post and place of work;
- the range and scope of experience across Higher Education/professions;

- the current and recent active involvement in research/scholarly/professional activities in a relevant field of study.

(iii) An external examiner should have enough recent external examining or comparable related experience to indicate competence in assessing students in the subject area. If the proposed examiner has no previous external examiner experience at the appropriate level, the application can be supported by either:

- other external examining experience;
- extensive internal examining experience;
- other relevant and recent experience likely to support the external examiner role.

However, consideration will be given in those exceptional situations where the pool of potential external examiners is especially limited. This is most likely where provision of the subject is particularly limited across the HE sector. Proposed examiners without experience as externals should, where possible, join an experienced team of externals or, where there is only one external, work initially alongside an experienced currently-appointed external, perhaps on a related programme.

(iv) External examiners should be drawn from a wide variety of institutional/professional contexts and traditions in order that the programme benefits from wide-ranging external scrutiny. There will not be:

- more than one examiner from the same institution in the team of external examiners, except in a complex programme, involving a very large number of discrete subject areas;
- reciprocal external examining between programmes or departments in the University and another institution;
- replacement of an external examiner by an individual from the same institution;
- an external examiner from an institution which has been the source of examiners in the recent past (normally five years).

(v) Examiners should not be over-extended by their external examining duties. The examiner may not currently hold more than the equivalent of two substantial undergraduate external examiner appointments. If the appointments held by the examiner appear to exceed this norm, the Faculty Quality Committee must be provided with supporting arguments (for example that the phasing of examinations alleviates the workload during an academic session).

(vi) There must be an appropriate balance and expertise in the team of external examiners. The proposed examiner must complement the external examining team in terms of expertise and examining experience. There must be an appropriate balance between academic and professional practitioners. The range of academic perspectives necessary to the programme should be represented in the external examining team. If the programme is associated with or may lead to a professional award at least one practitioner with appropriate experience should be in the team. The external examining experience in the team as a whole must be sufficient and wide ranging. If the team of external examiners is large, a chief external examiner may be appointed. Where the University has identified a chief examiner, he or she must have sufficient external examining experience to take an overview of the programme of study and ensure that a consistent standard is maintained across subjects. The phasing of appointments to the team should be structured to ensure continuity.

(vii) External examiners must be impartial in judgement and must not have previous close involvement with the University or its academic staff which might compromise objectivity. Over the last five years, the proposed examiner must not have been:

- a member of staff, a governor, a student, or a near relative of a member of staff in relation to the programme of study;
- an examiner on a cognate programme in the University where this appointment would extend the overall period of tenure beyond the

maximum permitted length (normally 4 years) and/or result in an excessive workload;

- involved as external examiner for the programme of study when it was approved by another validating body;
- employed at the same institution as the leader of the programme of study.

The proposed examiner must not be;

- personally associated with the sponsorship of students;
- required to assess colleagues who are recruited as students to the programme;
- in a position to influence significantly the future employment of students on the programme;
- likely to be involved with student placements or training in the examiner's organisation.

5 External Examiners' Reports

External examiners are required to report annually on the conduct of the assessments just concluded and on issues related to assessment. The purpose of the report is to enable the Academic Board to judge whether the programme is meeting its stated objectives and to make any necessary improvements, either immediately or at the next review as appropriate. The external examiners have authority to report directly to the Chair of the Academic Board if they are concerned about standards of assessment and performance, particularly where they consider that assessments are being conducted in a way that jeopardises either the fair treatment of individual students or the standard of the University's awards.

6 The place of External Examiners in validation and review

External examining is a vital means of maintaining standards and providing information on outcomes for use in programme review; it is, however, a separate process from review and it is important that there should be no confusion or role conflict between the two.

The role of the external examiner is to report back to the Academic Board on student outcomes as shown through assessment. The report may have implications for the way in which the programme is designed and delivered, but it is for the Academic Board rather than the external examiner to consider what changes should be made as a result.

External examiners' annual reports will always form part of the documentation used in programme review, and the review panel will scrutinise both the reports and the records of the programme team's or Academic Board's responses.

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