2026/27 Academic Framework Regulations for Undergraduate Programmes

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RELEVANT DOCUMENTS

QAA UK Quality Code
Competition Markets Authority Guidance

RELATED POLICIES & DOCUMENTS

Student Handbooks
Programme Specifications
Programme Guides

Liverpool John Moores University

2026/27 Academic Framework Regulations for Undergraduate Programmes

These regulations apply to all LJMU taught undergraduate programmes and Integrated Master's degrees that lead to a validated award, wherever delivered. Any exceptions to the regulations must comply with sections UG.A1.5-UG.A1.8 or A1.10.

Where 'Director' appears in the text this means the Director of School or an equivalent post holder who will be responsible for ensuring the School, Department, Centre or Institute's compliance with the regulations.

The Academic Framework regulations should be read in conjunction with the relevant academic policies:
https://www.ljmu.ac.uk/academic-registry/staff/policies
For further information please contact your Associate Academic Registrar.

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Section A Structural Regulations

UG.A1 Introduction

UG.A1.1 The purpose of the Academic Framework is to ensure equity of treatment for students. This is achieved by ensuring that academic judgement operates within clearly defined parameters and that student-facing processes are transparent.

UG.A1.2 The University operates a credit-based Academic Framework applicable to all taught LJMU programmes that lead to a validated award, wherever delivered, subject to the proviso outlined in UG.A1.10. The Academic Board, or its delegated authority, approves all programmes of study and modules, including any subsequent amendments.

UG.A1.3 The University may make changes to a programme of study or module where such changes are deemed to be beneficial to students, or are minor in nature and unlikely to impact negatively upon students or become necessary due to circumstances beyond the control of the University. Such events are rare, but where this does happen the University operates a policy of consultation, advice and support to all enrolled students affected by a proposed change to their programme or module. Where changes are proposed which will affect existing students, programme teams must ensure that those students will not be disadvantaged by the change. Examples of essential change include: changes enabling new research to be brought into the curriculum, or changes that are subsequently agreed in response to concerns expressed by students, external examiners or professional, statutory and regulatory bodies (PSRBs). Oversight and approval of changes through review and minor change processes provide an additional safeguard to the student experience of continuing students.

UG.A1.4 Award programmes establish a clear link between student input, in terms of learning activity, and student achievement, in terms of learning outcomes. Thus, learning activity is defined as the amount of time needed for a student to achieve the defined learning outcomes for a module. To be eligible for a named award students must satisfy the credit requirements for that award (see UG.B2-UG.B4).

UG.A1.5 Subject to UG.A1.6 and A1.10 all programmes leading to LJMU awards are expected to operate within the Academic Framework.

UG.A1.6 A programme operating within the Framework may be unable to comply with all the requirements of the Framework. In these circumstances the programme team may apply to the PSRB Oversight Panel for a programme variance. Applications for variance will be considered against agreed criteria that the variance is a nationally published condition of a statutory body, agency or accrediting / professional body, without which the programme could not be accredited. Applications for variance from the regulations governing module size and/or delivery may also cite specific academic conditions, such as subject or disciplinary sector practice. All applications for variance require full details on the alternative arrangements, a clear rationale for the variance and full supporting evidence.

UG.A1.7 Applications for variance must be submitted before validation and resubmitted prior to subsequent validations.

UG.A1.8 Modification to the Academic Framework regulations requires the approval of the Academic Board. Programme rules are an additional requirement of the University's Academic Framework regulations. Programme rules are detailed in the programme specification and include requirements for admission, progression and award. When changes are introduced, the timing of their introduction should be made clear in the documentation. All such changes must be communicated to the students, well in advance of implementation.

UG.A1.9 Dual Awards: where the University, together with one or more degree-awarding bodies, provides a programme leading to separate awards and certificates being granted by all the awarding bodies. Each partner is responsible for their own assessment and quality assurance. Each Dual award arrangement is unique and will need to take account of the requirements and expectations of Liverpool John Moores University and the partner institution. Agreement on regulation, policies and processes, within which the award(s) will operate, will be recorded within an Operational Framework thus ensuring that Liverpool John Moores University and other degree awarding bodies are assured of the standards of these awards.

UG.A1.10 Joint Awards: where the University, together with one or more degree-awarding bodies, provides a jointly developed and delivered programme, leading to a single award made jointly by all the awarding bodies. A single certificate is produced. Each joint award arrangement is unique and will need to take account of the requirements and expectations of Liverpool John Moores University and the partner institution. Agreement on regulation, policies and processes, within which the award(s) will operate, will be recorded within an Operational Framework thus ensuring that Liverpool John Moores University and other degree awarding bodies are assured of the standards of these awards. The Academic Board may agree that joint awards are allowed to operate regulations that differ from the Academic Framework.

UG.A1.11 All programmes must be taught and assessed in English.

UG.A2 Credit

UG.A2.1 One credit equates to ten notional hours of learning. The standard academic year for a full-time student studying an undergraduate programme equates to 120 credits and 1200 notional hours of learning.

UG.A2.2 The maximum amount of credit from prior learning and/or credit transfer that may count toward a target undergraduate award is 67%. Any alternative limitation on the amount of credit which may be derived from prior learning and/or credit transfer must be explicitly stated, and approved, in the documentation for validation. Any alternatives are likely to be exceptional and must be supported by clear evidence of the requirement for alternative credit amounts.

UG.A2.3 The maximum amount of credit from prior learning and/or credit transfer that may count toward an Integrated Master's award is 50%. Any alternative limitation on the amount of credit which may be derived from prior learning and/or credit transfer, must be explicitly stated, and approved in the documentation for validation. Any alternatives are likely to be exceptional and must be supported by clear evidence of the requirement for alternative credit amounts.

UG.A2.4 Within the constraints outlined in UG.C8.1 and UG.C8.5.2, the University Recognition Group will determine whether credit is to be recognised or awarded in respect of prior learning and whether that credit will be mark-bearing. Mark-bearing credit will only be approved if it has been awarded as part of a Liverpool John Moores University programme of study. All other credit will be considered for non-mark bearing credit.

UG.A3 Modules

UG.A3.1 The module pro-forma is the validated source of information about the module. It includes the level, credit rating, aims, learning outcomes, the assessment components and weightings, learning activities and outline syllabus.

UG.A3.2 Modules at Level 3 and Level 4 comprise 10, 20 or 30 credits. Modules at all other levels comprise 10 or 20 credits except for a research project/dissertation or work related/based learning module at Level 6 which may comprise 30 or 40 credits. At Level 7 in Integrated Master's programmes the research project/dissertation module will comprise 40, 50 or 60 credits.

UG.A4 Programmes

UG.A4.1 The programme title must be clear, unambiguous and accurately represent the nature and field(s) of study undertaken. Every validated University award must have a programme specification. A programme specification is a concise description of the intended learning outcomes of a programme and how these outcomes can be achieved and demonstrated. Programme and module rules must align with these University Academic Framework Regulations, except and unless Academic Board, or its delegated authority, has agreed to a variance (see UG.A1.6 and A1.10).

UG.A4.2 In undergraduate programmes of greater than 240 credits:

UG.A4.2.1 Academic delivery is normally semesterised. A semester is defined as a period of study of up to 15 weeks. The distribution of credit within a level will normally be balanced between semesters.

UG.A4.2.2 Any year-long delivery will only be permitted following approval at validation or programme review.

UG.A4.2.3 At Levels 4, 5 and 6 the maximum number of modules permitted per level per individual student is seven and per individual student per programme is 20.

UG.A4.2.4 At Level 7 of an integrated Master's programme the maximum number of modules permitted per individual student is five.

UG.A4.2.5 Opportunities for study abroad will be provided in full-time programmes delivered at LJMU, either for an academic year, or for a semester, at Level 5.

UG.A4.2.6 All Level 3 and Level 4 modules are designated as core.

UG.A4.2.7 Employability-themed learning must be embedded at Level 4. The employability assignment will not be the only assessment task in the module associated with the learning outcome that is related to self-awareness and /or personal development and/or professional planning. Collaborative undergraduate and apprenticeship programmes are exempt from this requirement.

UG.A5 The programme duration will be approved by the Academic Quality and Portfolio Committee. The maximum duration that a student can take to complete their programme of study will normally be the approved duration plus two calendar years, unless an accrediting organisation or Professional Statutory and Regulatory Body stipulates otherwise.

Section B Award Regulations

UG.B1 Introduction

UG.B1.1 All awards offered by LJMU should be consistent and comparable in standards with awards granted and conferred throughout Higher Education in the UK. The University's awards adhere to the criteria and qualification descriptors of *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies* (2014).

UG.B1.2 The Framework for Higher Education qualifications is designed to meet the expectations of the Bologna Declaration and thus aligns with *The Framework for Qualifications of the European Higher Education Area* (FQ-EHEA).

UG.B1.3 The European Credit Transfer and Accumulation System (ECTS) is based on the principle that 60 ECTS credits are equivalent to the learning outcomes and associated workload of a typical full-time academic year of formal learning. Two LJMU credits are equivalent to one ECTS credit.

UG.B1.4 Proposals for new awards, within the Academic Framework, e.g., BNur (Bachelor of Nursing) are considered by the Academic Quality and Portfolio Committee on behalf of the Academic Board.

UG.B1.5 Proposals for new programmes are proposed by each Faculty Management Team and considered by the Academic Quality and Portfolio Committee on behalf of the Academic Board. New proposals will be considered in the context of the University's strategic 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. It is only possible to award a qualification as an alternative exit award when the award has been validated as part of the programme's list of exit awards.

UG.B2 Undergraduate Awards

UG.B2.1 Bachelor's degrees with honours and integrated Master's degrees are classified (see UG.C8). All other undergraduate qualifications are graded.

UG.B2.2.1 **Bachelor's degree with honours**
360 credits: 120 at Level 4, 120 at Level 5, 120 at Level 6.

UG.B2.2.2 **Bachelor's degree with honours including a sandwich placement year or additional study abroad year**
480 credits: 120 at Level 4, 240 at Level 5, 120 at Level 6. Students take a 120 credit Level 5 placement module or study aboard module.

UG.B2.2.3 **Bachelor's degree**
300 credits: 120 at Level 4, 180 at Levels 5 and 6, of which at least 60 must be at Level 6.

UG.B2.2.4 **Bachelor's degree including a sandwich placement year or additional study abroad year**
420 credits: 120 at Level 4, 300 at Levels 5 and 6, of which at least 60 must be at Level 6. Students take a 120 credit Level 5 placement module or study abroad module.

UG.B2.3 **Awards associated with Bachelor's degrees and with Bachelor's degrees with honours**
Bachelor of Arts with honours, BA (Hons); Bachelor of Arts, BA; Bachelor of Business with honours, BBA (Hons); Bachelor of Business; Bachelor of Engineering with honours, BEng (Hons); Bachelor of Engineering, Beng; Bachelor of Laws with honours, LLB (Hons); Bachelor of Laws, LLB; Bachelor of Science with honours, BSc (Hons); Bachelor of Science, BSc.

UG.B2.4 **Foundation degree**
240 credits, 120 at Level 4 and 120 at Level 5.
Awards associated with Foundation degrees: The Foundation degree in Arts (FdA); the Foundation degree in Engineering (FdEng); the

Foundation degree in Science (FdSc). A Foundation degree must have an identified progression route onto at least one named honours degree programme.

UG.B2.5.1 **Diploma of Higher Education (DipHE)**
240 credits, 120 at Level 4 and 120 at Level 5.

UG.B2.5.2 **Diploma of Higher Education (DipHE)** including a sandwich placement year or additional study abroad year
360 credits: 120 at Level 4 and 240 at Level 5.
Students take a 120 credit Level 5 placement module or study abroad module.

UG.B2.6 **Higher Diploma (HD)**
240 credits, 120 at Level 4 and 120 at Level 5.

UG.B2.7 **Higher National Certificate (HNC)**
120 credits - 180 credits, of which a minimum of 100 credits must be at Level 4; the remaining credits may be taken at Levels 4, 5 or 6.
The HNC is a titled award. The award is vocational in nature, with an emphasis upon skills development.

UG.B2.8 **Graduate Diploma**
120 credits at Level 6 (for programmes with graduate entry only).

UG.B2.9 **Professional Diploma (PD)**
120 credits at Level 5.

UG.B2.10 **Certificate of Higher Education (CertHE)**
120 credits at Level 4.

UG.B3.1 Integrated Master's degrees
480 credits: 120 at each of Levels 4, 5, 6 and 7.

UG.B3.2 Integrated Master's degrees including a sandwich placement year or additional study abroad year
600 credits: 120 at Level 4, 240 at Level 5, 120 at Level 6, 120 at Level 7. Students take a 120 credit Level 5 placement module or study abroad module. The sandwich placement or study abroad year may take place following Level 5 or following Level 6 but the credit is designated at Level 5.

UG.B3.3 **Awards associated with Integrated Master's degrees**
Master in Arts (MArts)
Master of Chemistry (MChem)
Master of Computing (MComp)
Master of Engineering (MEng)
Master of Mathematics (MMath)
Master of Osteopathy (MOst)
Master of Nursing (MNurs)
Master of Pharmacy (MPharm)
Master of Physics (MPhys)

UG.B4 Other Awards
These awards are graded (see UG.C8.6.1-2).

UG.B4.2 **Certificate of Professional Development (CPD)**
10 to 60 credits, at Levels 4, 5, 6 and/or 7.
CPDs must comprise modules that are in multiples of 10 credits. The award is a titled award, reserved for validated programmes of study related to professional areas. Each CPD must be clearly identified with the majority of credit at a single level.

Section C Assessment Regulations

UG.C1 Introduction

UG.C1.1 These regulations apply only to summative assessments conducted for the purposes of awarding credit or of the right to progress, or of determining a final award. The purpose of summative assessment is to enable students to demonstrate that they have achieved module learning outcomes.

UG.C1.2 These regulations apply to assessment on all programmes within the University's Academic Framework, wherever delivered. All rules for programmes leading to an award must be consistent with the Academic Framework except where a programme has been granted a variance by the PSRB Oversight Panel (see UG.A1.6 and A1.10). Assessment information must be described in the definitive programme specification and in the module specification(s).

UG.C1.3 The summative assessment tasks for an individual module must be:

(i) aligned with the module learning outcomes;
(ii) aligned with LJMU grade descriptors;
(iii) specified on the module proforma.

UG.C1.4 Every learning outcome must be assessed summatively. The number and type of assessments on a module will be approved at programme validation or periodic programme review.

UG.C2 Marking and Moderation

UG.C2.1 There must be marking and moderation procedures at all Levels, consistent with the University's policy. All members of the teaching staff of the University are examiners of the University. The Director has responsibility for ensuring that the processes of marking and moderation operate in accordance with the University regulations. Coursework and written examinations must be anonymised prior to marking, in accordance with the University's policy: https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-policy

UG.C2.2 Staff who have a personal interest in, or relationship with a student being assessed, must declare an interest to the Director and they must ensure that, where the marking of anonymised coursework and written examinations policy does not apply, other members of the wider team mark and moderate the relevant work.

UG.C2.3 Coursework, which is submitted up to 5 working days late (except where there is an agreed extension) will be capped at the pass mark for the module. Coursework submitted after this period (except where there is an agreed extension) will be recorded as a non-submission. This applies to the first submission attempt only at the module. Late submissions at all referral attempts will be recorded as a non-submission.

UG.C2.4.1 Credit is awarded for those modules in which a pass mark or grade has been achieved except where:

(i) 'competency thresholds' are included and the student is not yet competent (UG.C2.5);
(ii) a student has been granted a deferral as a result of a valid personal circumstances/special mitigation application (UG.C4.6 and C4.7.3).

UG.C2.4.2 The pass mark for modules at Level 3 – 6 is 40% or a 'Pass' grade. The pass mark for Level 7 modules in Integrated Master's programmes is 50% or a 'pass' grade.

UG.C2.4.3 Additionally, credits may be awarded by compensation (see UG.C7.8) or by the Recognition of Prior (Experiential) Learning (see UG.A2.2).

UG.C2.4 Competency thresholds in modules require the demonstration of competency in professional practice to be satisfied before credit may be released. This will only be permitted following approval at validation or programme review.

UG.C3 External Examiners

UG.C3.1 Programme teams will nominate an External Examiner(s) for approval by, or on behalf of, the university's quality committee and seek the prior approval of the engagement by the appropriate external professional body where this is required.

UG.C3.2 External Examiners must be associated with all summative assessments and module results. External Examiners must have full input into the moderation process and will be expected to confirm their involvement in the moderation process. They are entitled to attend the Board of Examiners (UG.C6.5) and have the right to declare any matter a matter of principle.

UG.C3.3 External Examiners will in addition:

(i) ensure consistency and fairness in the consideration of all students 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 all summative assessments in order to ensure that all students will be assessed fairly;
(iv) judge whether the students have fulfilled the objectives of the programme, the learning outcomes of the modules and reached the required standard;
(v) have access to all assessed work and judge students impartially on the basis of the work submitted for assessment and moderate the marks of internal examiners accordingly;
(vi) be able to compare the performance of students with that of their peers on comparable programmes elsewhere;
(vii) participate in the work of the Board of Examiners;
(viii) report annually to the University on the effectiveness of the assessments and any lessons to be drawn from them.

UG.C3.4 The purpose of the External Examiner's 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. External Examiners have authority to report concerns 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.

UG.C4 Illness, Absence and Personal Circumstances

Procedure notes on the operation of Personal Circumstances and Special Mitigation are available https://www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process

UG.C4.1 Students with long-term illness or disability who require ongoing support should contact Student Advice and Wellbeing, or the equivalent services at a partner institution as appropriate. Disabled students and any other students with agreed assessment requirements formally documented in an Individual Student Learning Plan will have provisions put in place dependent on individual need (which will be determined via a Needs Assessment and in discussion with the student and relevant staff within the University).

UG.C4.2 Where illness or other cause will prevent a student from completing an assessment, they should contact the Module Leader as soon as possible. Evidence for extensions or alternative assessments is not normally required but a Module Leader may require evidence to be submitted to support any such request. The Module Leader will, when possible, take one or both actions listed below.

(i) extend an assessment deadline;
(ii) set an alternative assessment, provided the alternative task meets the learning outcomes of the original assessment task.

Any extension deadline / alternative assessment must allow all processes, such as moderation and mark verification, to be completed prior to the Board Reporting Deadline (BRD). It is also recommended that the student is directed to Student Advice and Wellbeing who may be able to provide other appropriate support for the student.

UG.C4.3 **Personal Circumstances**

UG.C4.3.1 A student may make an application for personal circumstances where serious and exceptional factors outside a student's control, which adversely affected their performance during their study and not already taken account by an Individual Student Learning Plan (ISLP) prevent them from attempting a summative assessment task(s), and where the possibility of alternative actions as described in UG.C4.2 are not possible or are inappropriate.

UG.C4.3.2 Personal Circumstances requests may normally only be made no later than five working days after the affected assessment event. This is to enable appropriate consideration by the Faculty Approval Panel in a timely manner and to ensure that the criteria for progression are applied consistently and fairly to all students.

UG.C4.3.3 **Fit to Attempt**
Students who attempt a summative assessment task declare themselves 'fit to attempt' that assessment task and claims for personal circumstances are not permitted for that assessment task except in the circumstances outlined in UG.C4.6.1 or UG.C4.6.3

UG.C4.4 The Personal Circumstances Panel (see also UG.C6.9) will consider the personal circumstances application presented by the student. The decision will be reported to the Board of Examiners.

UG.C4.5 In the case of a valid personal circumstance non-attempt at assessment application, the assessment is deferred to the next appropriate opportunity.

UG.C4.6.1 A student who declares themselves 'fit to attempt' at the start of a time-limited summative assessment item but whose performance was adversely and seriously affected by circumstances that occurred during the assessment to such an extent that the assessment item could not be completed, may submit a claim for 'special mitigation'.

UG.C4.6.2 The Personal Circumstances Panel (see also UG.C6.9) will consider the special mitigation claim presented by the student. The decision will be reported to the Board of Examiners.

UG.C4.6.3 In the case of a valid special mitigation application, the assessment item attempt is either:

(i) declared null and void, deferred to the next appropriate opportunity and reported to the Board of Examiners **or**

(ii) the module leader will assign a mark for the assessment item where there is sufficient evidence to do so and where this is approved by the Chair of the Board of Examiners.

UG.C4.6.4 A student who has declared themselves 'fit to attempt' a summative assessment item may request that a Personal Circumstances Panel withdraws their declaration if there is clear evidence that the student was not in a fit state to decide whether they were fit to submit/sit the assessment concerned.

UG.C4.7.1 Where the Personal Circumstances Panel does not accept that the student has experienced serious and exceptional factors outside of their control that adversely affected their performance during their study and which are not already taken into account by an Individual Student Learning Plan (ISLP), this ends consideration of the personal circumstances non attempt at assessment application.

UG.C4.7.2 Where the Personal Circumstances Panel does not accept that the student's performance was adversely and seriously affected by circumstances that occurred during a time-limited assessment to such an extent that the assessment item could not be completed this ends consideration of 'special mitigation'.

UG.C4.7.3 Where the Personal Circumstances Panel does not accept that there is clear evidence that the student was not in a fit state to decide whether they were fit to submit/sit the assessment concerned, this ends consideration of 'special mitigation'.

UG.C4.8 A student may be unable to make a personal circumstances or special mitigation application within the five working days' time frame. All applications made after this deadline are deemed to be late. Late applications must be submitted with a justification for the inability of the student to submit within the established timeframe.

UG.C4.9 The Personal Circumstances Panel 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 personal circumstances/special mitigation process will apply. Where the Personal Circumstances Panel does not accept the justification for late submission this ends consideration of the application.

UG.C4.10 Late applications will not be considered after the Board Reporting Deadline (BRD) relevant to the module affected by the claim except in the circumstances outlined in UG.C4.11

UG.C4.11 In exceptional circumstances, where a student can demonstrate, with the support of independent documentary evidence, that they could not have reasonably been expected to have complied with the University's regulations owing to the specific nature of the issues involved, an application submitted beyond this timeframe may be considered. Where appropriate, if the late application is upheld after the relevant Board of Examiners has met, the Chair of the Board will be notified and the student's academic profile will be reconsidered.

UG.C4.12 In extreme circumstances, the University reserves the right to apply Special Mitigation following a students' attempt at any assessment item.

UG.C4.13 Students have the right to appeal against the decision of the Personal Circumstances Panel in accordance with the procedures outlined in UG.C9.

UG.C5 Academic Misconduct

Procedure notes on the operation of Academic Misconduct Panels are available at https://www.ljmu.ac.uk/about-us/public-information/student-regulations/academic-misconduct

UG.C5.1 Academic Misconduct is deemed to cover all deliberate attempt(s) to gain an unfair advantage in assessments. This includes cheating, plagiarism, unauthorised collusion or any other deliberate attempt to gain an unfair advantage in summatively assessed work. Summative assessment includes all forms of written work (including in-class tests), e-assessments, presentations, demonstrations, viva voces, recognition of prior learning portfolios and all forms of examination.

UG.C5.2 It is the responsibility of the Programme Leader to provide students with clear guidance and instruction early in the programme, on the appropriate preparation for and presentation of work, including writing and citation requirements. This guidance must clearly indicate that all types of academic misconduct are considered to be serious. The guidance must also indicate the consequence of, and penalties associated with, academic misconduct (see UG.C5.5.7).

UG.C5.3 It is the responsibility of the student to take reasonable precautions to guard against unauthorised access by others to their work, however stored in whatever format, both before and after assessment.

UG.C5.4.1 Cheating includes:

(i) any form of communication with, or copying from, any other source during an in-person examination;
(ii) communicating during an in-person examination with any person other than an authorised member of staff;
(iii) 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;
(iv) gaining access to unauthorised material in any way during or before an assessment;

(v) the unauthorised use of mobile phones or any other communication device during an assessment or examination;
(vi) the submission of false claims of previously gained qualifications, research or experience in order to gain credit for prior learning;
(vii) 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;
(viii) 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 the subsequent assessments;
(ix) the submission of material purchased or commissioned from a third party, such as an essay-writing service, as one's own;
(x) the use of artificial intelligence (AI) software to gain an unfair advantage in assessment.

UG.C5.4.2 Plagiarism is defined as the representation of the work, artefacts or designs, written or otherwise, of any other person, from any source whatsoever, as the student's own. Examples of plagiarism may be as follows:
(i) 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;
(ii) the paraphrasing of another's work by simply changing a few words or altering the order of presentation, without clear identification and acknowledgement;
(iii) the unidentified and unacknowledged quotation of phrases from another's work;
(iv) the deliberate and detailed presentation of another's concept as one's own.

UG.C5.4.3 Collusion includes:
(i) 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;
(ii) 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.

UG.C5.5.1 All cases of suspected Academic Misconduct as defined above must be referred to the nominated Faculty Approver. If there is sufficient evidence to support the finding of a prima facie case of Academic Misconduct, the nominated Faculty Approver will initiate an Academic Misconduct Panel (AMP). The type of assessment and the alleged academic misconduct may prohibit the marking of the assessment and any subsequent feedback to the student, pending the outcome of the investigation. Where the decision of the AMP is that the allegation is not proven, then the work should be assessed and feedback provided to the student within 15 working days from the date of the AMP.

UG.C5.5.2 Terms of reference and operation of Academic Misconduct Panels:
(i) to consider allegations of academic misconduct;
(ii) to determine whether an allegation of academic misconduct is proven or not proven based on the evidence presented;
(iii) where a case is proven, to apply the penalty in accordance with the University penalty tariff;
(iv) to notify the student(s) of the outcome in writing;
(v) to report all proven decisions and the penalties applied to the relevant Board of Examiners;
(vi) the proceedings of the AMP will be formally minuted.

UG.C5.5.3 Membership of the AMP or a process for determining the membership of an AMP will be approved by the Director of School (or nominee) prior to the AMP. The Panel will comprise three members of academic staff, two of whom, including the Chair, must not be significantly associated with the student. The nominated Faculty Approver should not be a member of the AMP. At least one member will be independent of the programme team.

UG.C5.5.4 It is the responsibility of the AMP to consider the allegation and the evidence presented. Where any academic misconduct (as defined in UG.C5.1) is proven, the AMP will apply the penalty in accordance with the University's agreed penalty scheme (see UG.C5.5.7). Where evidence of academic misconduct becomes available subsequent to a meeting of a Board of Examiners, the University has the right to investigate/reopen the matter and to determine the outcome(s) according to the circumstances.

UG.C5.5.5 In the event of a student being suspected of cheating in more than one examination during the same examination period all suspected cases will be considered at the same AMP. If the cheating is proven in relation to more than one examination the penalty points for prior offences will be applied.

UGC5.5.6 In cases of alleged collusion all suspected students will be called to an AMP. In the event that one or more students is deemed to have given their work to one or more other students the former students will be subject to disciplinary procedures and the latter students will be subject to the AMP penalty tariff, if the misconduct is proven.

UG.C5.5.7 Academic Misconduct penalties are calculated on a points-based tariff as follows:

Banding	Points	Penalty
AMP1	Up to 39	Zero for assessment component
AMP2	40 - 69	Zero for assessment component and module mark capped
AMP3	70 - 89	Zero for all module assessment components
AMP4	90 - 99	Zero for all module assessment components and no referral allowed
AMP5	100+	Recommend expulsion

UG.C5.5.8 The Board of Examiners will implement the penalty and consider its recommendations thereafter. Where the penalty tariff permits re-submission of work, the Board of Examiners must ensure that the student is made aware of the assignment or re-examination requirements and the relevant submission date(s). If the tariff indicates that no referral is allowed, this also applies to all referral attempts.

UG.C5.5.9 If the AMP finds the breach of assessment regulations may involve a breach of the University's disciplinary code, it will refer the matter to the Student Governance Office for consideration under the Disciplinary Procedure.

UG.C5.5.10 Students have the right to appeal against the decision of an AMP in accordance with the procedures outlined in UG.C9.

UG.C5.6 Further details about AMP procedures and the penalty tariff can be found here https://www.ljmu.ac.uk/about-us/public-information/student-regulations/academic-misconduct

UG.C6 Boards of Examiners

UG.C6.1.1 For each programme leading to a validated award of the University, the Academic Board establishes Boards of Examiners according to the approved assessment regulations. Boards of Examiners receive reports listing the awards to which students are entitled and the class / grade. Additionally, a Board will consider recommending exit awards to students unable to complete their target award. The Board will formally agree the awards to be recommended. Students will be advised of the awards recommended by the Board of Examiners in line with the published deadline.

UG.C6.1.2 Where a student has been recommended for expulsion as a consequence of disciplinary procedures or academic misconduct the Board of Examiners will receive and consider a recommendation as to whether an award should be withheld. In exceptional circumstances and subject to verifiable evidence, a Board may consider recommending that an award of the University is not conferred upon a student where the student's behaviour represents a serious breach of the University's Code of Behaviour.

UG.C6.1.3 All recommended awards are subject to the conferral of the Academic Board, on a monthly basis. Awards completed on the student record system in any month will be formally conferred on the 1st of the following month and will carry a conferral date of the month in which the award was completed.

UG.C6.1.4 The Academic Board of the University confers awards upon students as they complete their programmes of study, not retrospectively for credit gained by former students in previous years.

UG.C6.2 Prior to a Board of Examiners, the Director is responsible for ensuring:

(i) that procedures are followed with regard to the consideration and approval of the form and content of all summative assessments that count towards the assessment of the programme and its module(s);
(ii) the completion of the moderation process;
(iii) that marks achieved by students for each summative assessment task are finalised by the deadline;
(iv) the involvement of the External Examiners in the moderation process.

UG.C6.3.1 The moderation process

In relation to summative assessment moderation is a process to ensure that marking is consistent, fair and upholds academic standards. In ensuring consistency, fairness and maintenance of academic standards module and programme teams must follow the University moderation procedures as described in University policy.

UG.C6.3.2 The module leader must complete the module mark verification interface to:

(i) confirm the accuracy of marks for all module assessments;
(ii) confirm that moderation has taken place in line with the moderation policy, including the involvement of the External Examiner;
(iii) confirm that module assessments, including approved alternative assessments, have provided students with the opportunity to achieve all module learning outcomes.

UG.C6.4.1 The functions and terms of reference of a Board of Examiners are to:

(i) confirm that moderation has taken place in line with the moderation policy;
(ii) ensure that students are assessed in accordance with the approved regulations and procedures;
(iii) formally record the marks of all students;
(iv) ensure the maintenance of appropriate standards of assessment;
(v) agree and implement the decisions of the Personal Circumstances Panel regarding personal circumstances / special mitigation claims and confirm any requirements for deferred assessment(s);
(vi) implement the decisions from Academic Misconduct Panels;
(vii) reconsider an earlier decision if required following an Academic Appeal;
(viii) determine any referral requirements for all students failing (a) module(s);
(ix) make decisions on level completion and progression;
(x) make recommendations to Academic Board on the award, and category of award, to be conferred upon individual students;
(xi) agree alternative exit awards where students are eligible (making decisions about students who have exhausted their entitlement to re-assessment);
(xii) review and comment on any variation in student work;
(xiii) review and comment on any variation in marks between assessment items within the module;
(xiv) review the effectiveness of the module assessment criteria and marking scheme;
(xv) make any recommendations for the improvement of modules and programmes in terms of supporting student engagement with the academic discipline that they are studying;
(xvi) analyse module performance on a longitudinal basis, where such data are available;
(xvii) compare module outcomes against other modules on a programme(s).

UG.C6.5 Membership of Boards of Examiners

Boards of Examiners will comprise:

(i) Chair, the School Director responsible for the programme(s) or another School Director or a person from a list of approved nominees ;
(ii) Secretary;
(iii) the Programme Leader/Subject Leader(s) of those programmes under discussion;
(iv) all leaders of modules which contribute to the programme(s) which are to be considered at the Board;
(v) Associate Academic Registrar or alternative representative from Academic Registry staff;
(vi) An External Examiner(s) for each of the programmes under consideration;
(vii) Administration Support Manager or nominated alternate;
(viii) Staff, including the link tutor where relevant, from the wider teaching and administrative teams associated with the programmes under discussion.

UG.C6.6 Members of Boards of Examiners who have a 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.

UG.C6.7 The Vice Chancellor or their nominee will have the right to attend all meetings of Boards of Examiners, but will not be members. At the discretion of the Chair a non-member of the Board may be permitted to attend a meeting of the Board but will not be a member of the Board.

UG.C6.8 The following are required for Boards of Examiners to be quorate:

(i) Chair, the School Director responsible for the programme(s) under consideration or another School Director or a person from a list of approved nominees;
(ii) Secretary;
(iii) the Programme Leader/Subject Leader(s) of those programmes under discussion. Alternates in attendance must be approved by the Chair prior to the Board;
(iv) at least one External Examiner from any of the programmes being considered, on the proviso that all External Examiners have carried out their role in accordance with UG.C3.

If the Board is inquorate the Registrar may agree to a waiver to the requirement for a member's attendance at a Board provided that formal arrangements are made to ensure that the decision-making process can proceed to completion.

UG.C6.9 Each Board of Examiners is advised by a Personal Circumstances Panel, whose role is to review applications for personal circumstances/special mitigation and to make appropriate decisions that are reported to the Board of Examiners (see UG.C4.3). The Personal Circumstances Panel is quorate when the Chair and at least two other members of academic staff are present.

UG.C6.10 The discussions of a Board of Examiners are confidential. Claims of personal circumstances and special mitigation must be treated with due sensitivity and confidentiality.

UG.C6.11 The Board of Examiners must be minuted formally and minutes must be available within one week of the meeting. The minutes must contain:

(i) a formal record of the completion of moderation of all modules attempted by students that were considered by the Board;
(ii) the progression status of each student;
(iii) a record of the names of students for whom personal circumstances or special mitigation were considered by the Personal Circumstances Panel and the decisions taken as a result;
(iv) a record of the decisions taken by the Academic Misconduct Panels;
(v) a record of any academic appeals that have been referred back to the Board;

(vi) a record of any deferral or referral requirements and when the next opportunity for assessment will occur;
(vii) confirmation of awards recommended to the Academic Board for conferral;
(viii) a record of any prizes awarded;
(ix) any recommendations for the improvement of modules and programmes;
(x) analysis of module performance;
(xi) comments from External Examiners.

UG.C6.12 All decisions/recommendations of Boards of Examiners on individual students within its terms of reference are final, except in the case of appeals (see UG.C9). The Board may be reconvened if required to by the Academic Board.

UG.C7 Managing Student Progression

UG.C7.1 The marks of the assessment items within each module are aggregated and a module mark produced for notification to the Board of Examiners. The progress of each student will be considered by a Board at least once per academic year.

UG.C7.2 Assessment periods are scheduled at the end of each semester with referred and deferred assessment from both semesters taking place in a referral period at the end of the academic year.

UG.C7.3 Level completion is achieved when a student has gained the number of credits required at that level. Credit must be achieved in modules required at all levels for the registered award programme. Students cannot retake successfully attained modules.

UG.C7.4 All students have the right to two referral opportunities in any failed module(s). No further attempts are permitted.

UG.C7.5 For full-time students level completion and progression are synonymous. In order to progress from one level to the next a full-time undergraduate student must:

(i) have 120 credits at the level under consideration; or
(ii) be granted an Exceptional Second Referral in no more than 30 credits at Level 3 and Level 4 or 20 credits at all other levels or
(iii) be granted a module deferral(s) in no more than 30 credits at Level 3 and Level 4 or 20 credits at all other levels (see UG.C4.8).

Students who have not achieved at least 90 credits at Level 3 and Level 4 or 100 credits at all other levels will not be allowed to progress to the next level. Such students will be counselled by the Programme Leader or nominated deputy, as to the options available to them. This may include an opportunity to re-register for a final referral at a module or module(s) (see UG.C7.16).

UG.C7.6 Performance at a level is indicated by the Level Mark. The Level Mark is calculated as follows:
(i) Marks from the core modules, and
(ii) Marks from any option modules.
The designation of the module is that defined by the programme specification. Each module mark is weighted by the credit rating of the module.

UG.C7.7 Failure within a level will be compensated in the light of overall performance at that level according to the following criteria:
(i) a mark of at least 30% at levels 3-6, 40% at level 7 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
(ii) At least 90 credits at Level 3 and Level 4 or 100 credits at all other levels at the level must have been passed, in which case up to 30 credits at Level 3 and Level 4 or 20 credits at all other levels of the target credit may be compensated.
(iii) Compensation is only applied following the student being given the opportunity for a referral attempt at the module.
(iv) Compensation can then be applied to any attempt at the module.

(v) Modules that contribute to an apprenticeship programme are not eligible for compensation.

UG.C7.8 Compensation credit, once awarded, cannot be revoked by the student.

UG.C7.9 Students retrieve their failure by resitting or resubmitting the required element of the assessment (referral or deferral). The content and form of the referral/deferral are determined by the Module Leader, approved by the External Examiner and reported to the relevant Board of Examiners. The form of assessment for referral may be different from the original assessment task and any previously successful elements (marks or submitted materials) of a module will be carried forward to count toward a referral attempt.

UG.C7.10 A referral opportunity is normally scheduled within the academic year of the first sitting of the assessment. An Exceptional Second Referral or Final Referral opportunity is normally scheduled in the subsequent academic year. The Board of Examiners may require students to undertake certain modules again, with attendance, as part of a referral / deferral opportunity.

UG.C7.11 The pass mark for all the referral attempts 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 a referral attempt is 40% or the minimum pass mark for the module, whichever is the higher; the maximum module grade achievable is pass.

UG.C7.12 The actual mark achieved is reported to the Board of Examiners. The maximum mark used in calculation for the Level Mark is 40% or the minimum pass mark for the module, whichever is the higher.

UG.C7.13 Wherever possible, the University will provide referral opportunities in modules which are no longer current, but under exceptional circumstances may be unable to guarantee this as a right. The Programme Leader must make such special arrangements, in consultation with the External Examiner, as appropriate in cases where it is not practicable for students to be referred in the same module or module component.

UG.C7.14 Any student who has exhausted the referral opportunities offered by the regulations will be withdrawn from that programme of study if they can no longer achieve their target award.

UG.C7.15 Students who have failed the first referral opportunity will be allowed an Exceptional Second Referral on the same module(s), up to 30 credits at Level 3 and Level 4 or 20 credits at all other levels, provided that 90 credits at Level 3 and Level 4 or 100 credits at all other levels at that level have been achieved and the module failure(s) are not eligible for compensation. Students who have failed the first referral in more than 30 credits at Level 3 and Level 4 or 20 credits at all other levels will be offered the opportunity to register for a Final Referral. Exceptional Second Referrals and Final Referrals will be a final single attempt (therefore there can be no subsequent referral) and marks can be carried forward from previous attempts. Final Referrals will require attendance.

UG.C7.16 It is the responsibility of the Director to ensure results are disclosed confidentially to individual students following a Board of Examiners meeting. The written notification shall be issued in accordance with the published results release date. Results must not be disclosed to students or any representative of them by any member of staff outside of this formal process. Directors must ensure that all students who have been referred or have failed are informed, in writing, of their rights of referral and the consequences for progression. All students must have the opportunity to seek appropriate and timely guidance from teaching staff.

UG.C8 Classification and Grading of Awards

UG.C8.1 The class of degree will be based upon the Award Mark. The weightings are by credit value and by level. The marks achieved at

Level 5 will be weighted at 25%, and those at Level 6 by 75%. The Award Mark is calculated as follows:

(i) marks from 120 credits achieved at Level 6 and from 120 credits, or 240 credits where students have completed a sandwich placement or additional study abroad year, achieved at Level 5;

(ii) where marks from fewer than 120 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 (see UG.A2.4);

(iii) only modules carrying a numerical mark (i.e. not a pass/fail grade) may contribute towards the classification. All Level 6 credits contributing to an award must be mark bearing.

UG.C8.2 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:

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

UG.C8.3 A student 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 mark-bearing credits at Level 6 are in a class above that indicated by the Award Mark.

UG.C8.4 Students failing to achieve the credits required for a target award may be awarded an alternative award requiring fewer credits, providing:

(i) all necessary conditions for such awards have been fulfilled **and**

(ii) referral opportunities have been exhausted.

UG.C8.5.1 The classification of an Integrated Master's degree will include marks from the 120 credits achieved at Level 7, from 120 credits achieved at Level 6 and from 120 credits, or 240 credits where students have completed a sandwich placement or additional study abroad year, achieved at Level 5. Where marks from fewer than 120 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 UG.A2.4).

UG.C8.5.2 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 must be mark bearing.

UG.C8.5.3 The class of degree will be based upon the Award Mark which is the weighted average of Level 5, Level 6 and 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%. Students will be awarded the higher classification of degree where the Award Mark is 1% below the higher classification boundary and the majority of the 120 credits at Level 7 are in a class above that indicated by the Award Mark.

UG.C8.6.1 The grading of a non-honours award includes 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.

UG.C8.6.2 For all such awards the grade is based upon the Award Mark, as follows:

(i) a Distinction grade is awarded when a student achieves an Award Mark of at least 70%;

(ii) a Merit grade is awarded when a student achieves an Award Mark of between 60 and 69%.

UG.C8.7 Where there is insufficient evidence to determine the recommendation of an award but the Board of Examiners is nevertheless satisfied that the student would have qualified for the award had it not been for death, permanent incapacity, illness or other

valid cause, an aegrotat award may be recommended. Aegrotat awards do not carry any classification, distinction or merit. The aegrotat degree is an unclassified degree. The award of an aegrotat removes the right of any further assessment opportunity for the registered final award. Other than in cases of death or permanent incapacity, the student must have signified that they are willing to accept the award under this condition.

UG.C8.8 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.

UG.C9 Academic Appeals and Academic Misconduct Appeals

Appeal forms and further guidance on the Appeals procedure can be found at: https://www.ljmu.ac.uk/about-us/public-information/student-regulations/student-appeals

UG.C9.1 Grounds for Appeal: Students may appeal the decision of a Board of Examiners*, Academic Misconduct Panel or Personal Circumstances Panel, where it can be demonstrated:

(i) that there has been a material administrative error or
(ii) that the assessment, in whatever format, was not conducted in accordance with these regulations or
(iii) that some other material irregularity has occurred or
(iv) that the decision of a Personal Circumstance Panel in considering a personal circumstances claim was unreasonable.

*Exceptionally, students may also appeal where marks / grades have been formally finalised but have not yet been approved by a Board of Examiners.

UG.C9.2 Disagreement with the academic judgement of a Board of Examiners in assessing an individual piece of work or in reaching a decision on a student's progression or on the final level of award, based on the marks, grades and other information relating to a student's performance, cannot in itself constitute grounds for an Academic Appeal. Students must be aware that appeals will only be accepted under the circumstances outlined above. Appeals that do not meet the criteria will be deemed ineligible.

UG.C9.3 Submission Deadlines: There are strict deadlines for the submission of an Academic Appeal, Academic Misconduct Appeal or Personal Circumstances Panel Appeal. Students must lodge the appeal with the Student Governance Office, using the current form, within 10 working days of the formal release of the relevant results or notification of the outcome of the Academic Misconduct Panel / Personal Circumstances Panel. Stage 2 submissions must be submitted within 10 working days of the notification of the outcome of the Stage 1 appeal. The University reserves the right to reject appeals if they are submitted outside the specified deadline.

UG.C9.4 Process Summary: The University operates a two stage appeal procedure. Students will be formally notified of the outcome of each stage of the appeal process, the reason for the decision and any action to be taken, as appropriate. Where an appeal is upheld, then the matter will be:

(i) Referred back to the Director of School for modules where marks have been finalised but not yet considered by the Board of Examiners or
(ii) Referred back to the relevant Board of Examiners for re-consideration in light of the findings or
(iii) Referred to a new Academic Misconduct Panel or
(iv) Referred back to the Personal Circumstances Panel.

Where the appeal is not upheld, students will be advised of the procedure to progress to the next stage.

UG.C9.5 Stage 1: Consideration of Appeal by a nominated respondent.
A nominated respondent is responsible for ensuring that consideration of Stage 1 Academic Appeals, Academic Misconduct-Appeals and Personal Circumstances Appeals is conducted fairly and within the appropriate timescales, normally within 15 working days of the receipt

of the appeal. Where an appeal is being made in respect of modules from more than one School the nominated respondent of the appellant's Home School will consider the appeal, taking into account evidence from any other School(s) involved. The nominated respondent should not be substantially associated with the student and should not have chaired the meeting of the Board of Examiners, Academic Misconduct Panel or Personal Circumstances Panel in which the original decision was made.

UG.C9.6 The response to the Stage 1 Appeal must include an explanation in support of the decision.

UG.C9.7 The nominated respondent will respond to the appeal with the outcome reported to the Student Governance Office within the timescales outlined in UG.C9.5.

UG.C9.8 Stage 2: Final Review Stage
Where an appeal about either a Board of Examiners' decision, an Academic Misconduct Panel decision or a Personal Circumstances Panel decision is not upheld at Stage 1 and the student believes that the appeals procedures have not been conducted properly then s/he they have the right to proceed to Stage 2 of the procedure. Stage 2 is not a re-opening of the appeal and the student must provide evidence of procedural irregularity and/or a supporting statement detailing why they believe the decision is incorrect.

UG.C9.10 A Completion of Procedures letter will be issued to the student when all internal procedures are exhausted. All internal procedures will normally be completed within 60 calendar days of the start of the formal stage (stage 1 appeal).

UG.C9.11 Students who are dissatisfied with the final outcome of their appeal and believe that the University has failed to follow this procedure correctly, may take their case to the Office of the Independent Adjudicator for Higher Education. Further information about the OIA can be found at: http://www.oiahe.org.uk/

UG.C9.13 Appeals against Expulsion: Where a student has been notified of the decision to expel them from the University, 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 University Secretary within 10 working days of receipt of the decision and giving grounds for appeal - see https://www.ljmu.ac.uk/about-us/public-information/student-regulations/guidance-policy-and-process