



General and Academic Regulations for Students

For undergraduate students registered between September 2013 and September 2017

For postgraduate students registered between 2013 and August 2017

LIBF

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1. Introduction

1.1 Purpose and scope of regulations

- 1.1.1 LIBF has the power to confer academic awards and academic credit on individuals who've successfully completed programmes of study approved by LIBF. Approval of the regulations (including modifications) is the responsibility of the Academic Board. The regulations are reviewed by the Academic Standards and Quality Committee who submits recommendations for any modifications to the Academic Board.
- 1.1.2 The final responsibility for the academic standard of awards of LIBF rests with the Academic Board.
- 1.1.3 As a condition of registration, all students are expected to familiarise themselves with these General and Academic Regulations and comply with them, as they shall govern their dealings with LIBF at all times.
- 1.1.4 These regulations may be varied with the agreement of the Academic Board to meet exceptional circumstances.
- 1.1.5 The current version of these regulations shall be maintained on the LIBF website at www.libf.ac.uk. These regulations should not be read in isolation. They establish the overarching framework from which programme specifications are derived (e.g., concerning matters of progression).
- 1.1.6 Students will be informed of how to access these regulations on first registration for a relevant award. It's their responsibility to remain alert to the possibility of changes as these may impact on their award.
- 1.1.7 The academic standards for a programme leading to the conferment of an LIBF award are set at the point of validation. The validation procedures are set out in LIBF's Code of Practice for Quality Assurance, which articulates the mechanisms that exist to ensure the maintenance of academic standards and enhancement of the quality of the student learning experience.
- 1.1.8 LIBF's Student Charter sets out the mutual rights and responsibilities of students and LIBF to each other, and articulates the expectations that can be placed on both parties. In registering for LIBF courses, students are

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obliged to meet these responsibilities to ensure their learning experience is appropriate for their programme of study.

- 1.1.9 Programme and module specifications set out the intended learning outcomes of a programme / module and the means by which they'll be achieved.
- 1.1.10 LIBF reserves the right from time to time, and without notice, to amend these general regulations by resolution of the Academic Board. Such changes will come into effect at the beginning of the next appropriate academic session. However, LIBF may, at its discretion, introduce changes during a session where it's in the interests of students to do so, or necessary, for example to reflect changes in the law.
- 1.1.11 Notice of any amendments to these regulations will be published on LIBF's website and, where appropriate, advised to students.
- 1.1.12 Relevant information on each programme is contained in the separate programme specification that students are given access to on first registration for the programme. An updated version will be maintained on the website alongside the relevant module specifications and LIBF's Code of Practice for Quality Assurance.
- 1.1.13 A programme validated by a strategic partner may have different regulations to those of LIBF. Any overriding regulations by the strategic partner will be set down in the relevant programme specification.

General Regulations

2. Obligations

2.1 General conduct

- 2.1.1 Students are expected to conform to reasonable standards of behaviour, honesty, and integrity. In addition to any claims which might be brought against them in the courts, they may also be subject to disciplinary action by LIBF where they fail to do so, including where such failure brings the name of LIBF into disrepute.
- 2.1.2 Unreasonable standards of behaviour may include, but are not limited to

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- i. breach of LIBF's Equality and Diversity Policy
 - ii. alcohol or drug abuse which impacts on any activity relating to the programme of study
 - iii. theft of, or malicious damage to any property LIBF, its staff and / or collaborative partners or other students
 - iv. bringing the name of LIBF, its staff, collaborative partners, stakeholders or students into disrepute.
- 2.1.3 A disciplinary action may include the requirement for the student concerned to withdraw from a learning activity or programme of study with immediate effect. Any student withdrawn from a module or programme won't have the right to be reimbursed for any costs, including those for a course of study.
- 2.1.4 Students shall replace or repair at their own expense equipment or other LIBF property they may have destroyed or damaged.
- 2.1.5 Students are required to advise LIBF of their current contact details, including home and / or campus address where appropriate.
- 2.2 Attendance
- 2.2.1 Students are required to attend induction sessions, lectures, workshops, tutorials (online and face-to-face), and seminars where appropriate. Repeated failure to attend such sessions may result in disciplinary action, which might culminate in exclusion from the programme. Where a student can't attend a session, they should advise the programme manager.
- 2.3 Health and safety
- 2.3.1 It's LIBF policy to take all necessary steps to ensure, so far as reasonably practicable, the health, safety, and welfare of its students, employees, and visitors. Provisions within this policy are made under the Health and Safety at Work Act 1974 and all other related legislation. Students have an obligation to co-operate with LIBF on all health and safety matters, and to

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conduct themselves in a manner conducive to the safety of themselves and others when on LIBF premises or those of its collaborative partners.

- 2.3.2 Students must co-operate with, and follow, any health and safety instructions received when on LIBF premises or when working at, or visiting, other venues related to their programmes of study. Students should bring any concerns they might have in this regard to the attention of their lecturers or a member of LIBF staff.
- 2.3.3 Any act committed by a student, which would constitute, if committed by an LIBF employee, a breach of the provisions of the Health and Safety at Work Act 1974, shall be regarded also as a breach of these General and Academic Regulations.
- 2.3.4 Students are liable for any loss, damage or defacement wilfully or negligently caused by them to LIBF equipment or property and / or its staff (including its academic community), or the equipment or property of an institution under a collaborative arrangement.
- 2.3.5 Students are responsible for safeguarding their personal property while on premises used in connection with their studies and assessment, including those under a collaborative arrangement. LIBF shall have no liability in respect of loss or damage to such property.
- 2.3.6 A student using their own motor vehicle, or any other form of transport, for any activity forming part of their curriculum does so at their own risk.

3. Legal issues

- 3.1 Ownership of students' work
 - 3.1.1 It's LIBF policy that the intellectual property rights to any original work created by students as part of their programmes will automatically pass to LIBF.
 - 3.1.2 LIBF undertakes to acknowledge appropriately the authorship of such works created by students.
 - 3.1.3 If LIBF derives any income from the use of the original work, it will, by agreement, share any net income with the students concerned.

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3.2 Legalities

- 3.2.1 Any dispute, whether under these, or any other regulations or codes of conduct or any contract between LIBF and any students, shall be governed by, and construed in accordance with, English law.
- 3.2.2 LIBF undertakes to take all steps reasonably in its power to provide the teaching, assessment, and other educational services as stated in the supporting literature. However, LIBF shall not accept liability for any failure or inability to provide such services. It reserves the right, at any time and without notice, to vary the content of its programmes and syllabuses previously announced, and to modify the facilities and arrangements for students.
- 3.2.3 If the educational services provided are changed, LIBF will ensure students' best interests, and maintenance of the quality of such services, remain paramount considerations and will seek to notify all students concerned at the earliest possible opportunity of any proposed change(s). Where practicable, LIBF will canvass students' opinions concerning any proposed changes.
- 3.2.4 A student may be excluded from LIBF, either temporarily or permanently, on the authority of the Principal. Such exclusions may be sanctioned on the basis of academic or disciplinary grounds or in cases of non-payment of fees.

3.3 Copyright

- 3.3.1 Apart from any fair dealing for the purpose of research or private study, or criticism or review, as permitted under the Copyright, Designs and Patents Act 1988, material belonging to LIBF may be reproduced, stored or transmitted, in any form or by any means, only with the prior permission in writing of the publisher. In the case of reprographic reproduction, this will be in accordance with the terms and licenses issued by the Copyright Licensing Agency. All enquiries concerning reproduction outside those parameters should be addressed to LIBF.

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3.4 Data protection

3.4.1 LIBF's committed to the protection of personal information in accordance with the principles of the Data Protection Act 1998. Its Data Protection/Privacy Policy is set out in full on the website.

3.4.2 Where appropriate (for example, if a student is partly or fully funded through their studies by their employer), LIBF reserves the right to release results and details of awards achieved at the request of students' employers, tuition providers, and anyone else with a legitimate interest in students' academic progress. In addition, statistical data may be passed to government agencies and regulatory bodies, such as the Higher Education Statistics Agency.

3.5 Payment of fees

3.5.1 No person is eligible for an award unless all fees, and any other sums due, have been paid in full.

3.5.2 All fees must be paid by the due date, or otherwise on demand.

3.5.3 LIBF's normal practice is that payment of the full fee for a programme / level / module (where applicable) is required before study begins. Where, in exceptional circumstances, this isn't the case after a period of 30 days, the registration may be cancelled with the student denied access to the programme of study.

3.5.4 Thereafter, failure to pay fees and other charges in full may result in examination results being withheld, the withdrawal of LIBF's Virtual Learning Environment (VLE) facilities, and enforced withdrawal from a programme of study. In such circumstances, LIBF will also refuse to accept further applications for registration from the student concerned for any other LIBF programme of study.

3.5.5 LIBF will take such action, including recourse to legal process, as it deems necessary to recover all outstanding debt with such action extend to the recovery of all costs incurred in so doing.

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3.6 Withdrawal and cancellation

- 3.6.1 LIBF recognises that a change in circumstances can be unavoidable and that students who register for a programme and / or module may need to withdraw, cancel or change their registration(s).
- 3.6.2 The detailed procedures in this regard, including access to refunds in the case of cancellations, are set down and maintained on LIBF's website.
- 3.6.3 Students who have registered for a programme of study may change the module they are to study and / or their tuition provider, if applicable, at any time up to the course start date. To make a change, students must complete and submit the registration form for their new choice.
- 3.6.4 Students must get the permission of the designated programme leader to change their choice of module.
- 3.6.5 Students cannot defer their assessments and are advised to contact LIBF to discuss the best course of action if they are experiencing difficulties with their courses of study. Exceptionally, students undertaking a dissertation may defer their dissertation submission date under the authorisation of the designated programme manager.
- 3.6.6 A student who withdraws in good standing may subsequently be re-admitted to the same or an alternative programme.

3.7 Headings

- 3.7.1 The headings in these general regulations are included for convenience and ease of reference. They shall not affect the interpretation of these regulations.

Academic regulations

4. Awards

LIBF may confer academic awards and academic credit to those who've completed programmes of study approved by the Academic Board.

4.1 Award titles

4.1.1 The following higher education awards may be conferred:

- Awards at Level 4 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland:
Certificate of Higher Education (CertHE)
- Awards at Level 5 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland which may be conferred with the grade of Pass, Merit or Distinction:
Diploma of Higher Education (DipHE)
Foundation of Arts degree (FdA)
Foundation of Science degree (FdSc)
- Awards at Level 6 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland:
Bachelor of Arts (BA)
Bachelor of Arts with Honours (BA (Hons))
Bachelor of Science (BSc)
Bachelor of Science with Honours (BSc (Hons))
- LIBF may confer Bachelor's degrees with the following Honours classifications:
First Class Honours
Upper Second Class Honours
Lower Second Class Honours
Third Class Honours

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- Awards at Level 7 in the Framework for Higher Education Qualifications for England, Wales and Northern Ireland, which may be conferred with the grade of Pass, Merit or Distinction:

Postgraduate Certificate (PGCert)

Postgraduate Certificate in Higher Education (PGCHE)

Postgraduate Diploma (PGDip)

Master of Arts (MA)

Master of Education (MEd)

Master of Science (MSc)

4.1.2 LIBF awards professional qualifications and designations at up to and including Level 7. Details of these professional qualifications can be found on LIBF's website.

4.1.3 The programme specification shall prescribe the modules that make up that programme, the level of each module and its credit value.

4.1.4 The academic standards of the award are the same irrespective of the mode or location of the delivery.

4.2 Honorary awards

4.2.1 The Academic Board may confer honorary degrees in line with its taught degree-awarding body status.

4.3 Language

4.3.1 Unless determined otherwise by the Academic Board, English will be the language used for, and in all, tuition delivery, study materials, assessment, and administration.

4.3.2 Students are expected to have a minimum standard of English as part of the entry requirements for a programme.

4.4 Discontinuance of awards

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- 4.4.1 The Academic Board may decide to discontinue any of LIBF's higher education awards. When an award is discontinued, no further students will be enrolled for that award, but the award will be conferred onto any students who've already been enrolled and who successfully complete a programme of study approved to lead to that award. Such a decision usually reflects academic issues such as currency, progression, and retention, feedback from students or external examiners, the internal monitoring process, or external review, or the compatibility of the programme with LIBF's strategic plan.
- 4.4.2 The Principal has the authority to discontinue a programme, usually, but not invariably, on the grounds of viability or resource availability.
- 4.5 Right to revoke an award conferred on a student
- 4.5.1 LIBF reserves the right to revoke an award in exceptional circumstances, and within a reasonable timeframe, for example, where records later show that
- i. the academic record, following a correction, indicates the student failed to meet the academic requirements
 - ii. facts which, if known at the time of grant of the award, would've resulted in a decision not to grant the award.
- 4.5.2 Any student dissatisfied with the decision to revoke an award may request for their case to be considered under the process set out in LIBF's Code of Practice for Quality Assurance (Student Complaints and Academic Appeals).

5. Admissions and registration

The overarching aim of LIBF is that it admits students to its programmes in the expectation they'll complete their programme(s) successfully.

5.1 Entry requirements

5.1.1 LIBF has the discretion to decide

- i. the criteria for entry, and
- ii. the admission of applicants judged against the criteria for entry.

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- 5.1.2 In respect of criteria for entry and the admission of applicants, separate procedures may apply for different study routes.
- 5.1.3 LIBF may admit an applicant to a programme where
- i. it has a reasonable expectation that the applicant will be able to complete the programme and achieve the award, and
 - ii. he applicant is deemed to have satisfied the entry requirements for the programme.
- 5.1.4 The decision made by LIBF regarding admission to a programme is final.
- 5.1.5 All applicants for admission must, before beginning a course of study, have satisfied the entry requirements, as stipulated in the programme specification, for the programme concerned. They must also satisfy the prescribed minimum standards of proficiency in Maths and English. The minimum standards of proficiency in Maths and English are grade C or above at GCSE level or equivalent.
- 5.1.6 Applicants from outside UCAS are required to sign an accompanying declaration confirming their compliance with the published entry criteria. LIBF reserves the right, as part of the registration process, to require students to submit authenticated evidence of how they meet the entry requirements.
- 5.1.7 All students are required to have internet access and an email account at the commencement of, and throughout, their programme(s) of study.

5.2 Admissions

- 5.2.1 Applicants shall disclose to LIBF full and accurate academic and personal information as required for the admission and registration process. If, during the admission process, subsequent to registration or after commencement of study, LIBF discovers that material information has been withheld, or is inaccurate or fraudulent in any way, the applicant concerned will be dealt with under the procedures set down in LIBF Code of Practice for quality assurance (malpractice). As a result, LIBF reserves the right to cancel the application or the student registration as applicable.

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5.2.2 Every applicant for admission is expected to sign a declaration to mark formal admission to a programme of study with LIBF. Declaration carries with it the obligation to conform to the discipline and Student Charter of LIBF, and to the regulations made for this purpose from time to time by the Academic Board.

5.2.3 Where stipulated as part of entry requirements, LIBF may use additional means such as personal statements, written tasks and / or interviews, etc, to judge the eligibility of an applicant for, and suitability to, a programme.

5.3 Age limits

5.3.1 Students who have reached the age of 17 but not the age of 18 on the first day of the month in which their programmes of study commence will only be admitted with the written authorisation of an appropriate adult, normally their parent or guardian.

5.4 Registration

5.4.1 Students must apply for the programme they wish to study by completing the relevant application / UCAS form and submitting evidence, where required, that they satisfy the requisite entry criteria.

5.4.2 Students applying less than two weeks before the start of the relevant study period will be registered at the discretion of the Academic Registrar and / or the Programme Manager.

5.4.3 It's the student's responsibility to ensure their study route is manageable and valid. This includes registering for modules in a timely manner (where applicable) and ensuring that study sessions and assessment components are available and don't conflict with each other. It's also incumbent upon students to remain alert to programmes changes.

5.4.4 A student who's successfully completed the programme for which they are registered, and to whom an award is approved by the Programme Assessment Board and the Academic Board, may not register for further modules for the purposes of improving the grading, classification or division of that award (although, by agreement, additional modules may be studied and / or repeated in the context of continuing professional development).

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- 5.4.5 LIBF must be given written notification of a student's current home, campus and business addresses, where appropriate, including email contact details, at the time of registration. Any subsequent changes must be reported by the student without delay and can be updated in writing, online or by telephone.
- 5.4.6 LIBF will use email and text messaging as main forms of communication with students. It therefore becomes the student's responsibility to check their email account and text messages on a regular basis.
- 5.4.7 A student who changes their name, and wishes this change to be recorded in the records of LIBF, must provide notification supported by the relevant, authenticated documentation.

5.5 Time limits

- 5.5.1 In order to be eligible for an award, a student must complete their programme of study within a maximum time limit.
- 5.5.2 The designated period will begin from the start date of the first module contained within that level of study and will include any subsequent attempts at a failed module.
- 5.5.3 The time limit for each level of study on undergraduate programmes will be
- two years for full-time study
 - three years for part-time study
- 5.5.4 The time limit for postgraduate programmes will be:
- Programmes comprising 180 credits
- three years for full-time study
 - four years for part-time study
- Programmes comprising 120 credits
- two years for full-time study
 - three years for part-time study
- Programmes comprising 60 credits

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- one year for full-time study
- two years for part-time study

5.5.5 Cases of extenuating circumstances (section 9.5) will be regarded separately and may lead to an extension to the published time limits.

5.5.6 Modules, particularly in rapidly developing, professional subjects, may specify that the validity of credit obtained may be further restricted within the given timeframe and / or require it to be supplemented by further relevant study or continuing professional development (CPD).

5.6 Students with disabilities

5.6.1 LIBF is committed to a policy of equal opportunity for students. They aim to create an environment within which disabled students have access to both facilities and a learning environment that are, wherever possible, comparable to those experienced by their non-disabled peers. Students should refer to the LIBF Code of Practice for Quality Assurance and LIBF's Equality and Diversity Policy for more information. LIBF's policies are reviewed regularly in the light of good practice to improve the learning experience for students with disabilities.

6. Programme of Study

6.1 Approved courses of study

6.1.1 All students registered for an LIBF higher education award must follow an approved course of study. Information on courses of study can be found in the programme specification. Information on location and mode of study available for each programme can be found on the LIBF website.

6.1.2 These General and Academic Regulations apply to all students studying for an LIBF higher education award regardless of location and mode of study.

6.1.3 Students choosing to study with a collaborative partner of LIBF must comply also with the regulations, procedures and rules of the delivering institution to the extent that they form part of the collaborative agreement

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or apply generally to all students of that institution. Students will be provided with the appropriate details as part of their induction process.

6.2 LIBF Virtual Learning Environment

6.2.1 LIBF provides a Virtual Learning Environment (VLE) as part of its learning resources for all modes of study and educational programmes. Students are required to observe all regulations and user policies relating to LIBF VLE, including *KnowledgeBank* and any online communication tools, e.g., forums, blogs, etc.

6.2.2 LIBF reserves the right to withdraw the service from students in debt to it, or otherwise in breach of these regulations and/or user policies.

7. Credits within programmes

7.1 LIBF Credit Framework

7.1.1 Credit is an educational currency. It provides a way to calculate learning achieved at a given level. It's awarded to learners who've demonstrated they've attained the specified learning outcomes for a module. The LIBF Credit Framework relates to its provision at both undergraduate and postgraduate levels.

7.1.2 The size of modules is determined by their credit value. LIBF practice is to work in units of 15, 30 and 60 credits.

7.1.3 The levels and credit values of LIBF awards are set out below and are consistent with the QAA's Framework for Higher Education Qualifications in England, Wales, and Northern Ireland. Programmes may exceed the minimum credit value where there's a clear case to do so – for example, to meet professional expectations.

7.1.4 LIBF offers staged awards for some programmes where students may progress towards awards that have a higher credit value. It doesn't award interim qualifications. For example, a student registered for an honours degree won't automatically be awarded a certificate or diploma of higher education on completion of the required number of credits. However,

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students successfully completing one or more levels of an undergraduate award or stages of a postgraduate award but who, for whatever reason, don't complete the whole programme, will become eligible for an exit award such as a certificate, diploma or bachelor's degree, or postgraduate certificate / diploma, as appropriate. In the event of subsequent achievement of a higher award, then the exit award may be withdrawn.

- 7.1.5 It's recognised that the special nature of LIBF's student body has a significant bearing in the context of progression. Students may have good cause to aspire to staged awards, such as a certificate or diploma, as influenced by their career aspirations, and the time available to commit to their studies. Where students move deliberately – and successfully – through staged awards, then they'll retain the qualifications so gained.
- 7.1.6 The status of a module within a programme may be core, compulsory or optional (or specified variants). Students must abide by any pre- and co-as stipulated in programme and module specifications.
- 7.1.7 Credit may not be double counted.
- 7.1.8 Credit retains a limited currency when counted towards an award unless the learning is updated through further relevant study or continuing professional development.
- 7.1.9 Credit accumulation may include elements from modules at one level below the award level where appropriate (e.g., to accommodate specialisation), and within defined limits (see table in section 7.2). However, in terms of contribution to higher awards, a maximum credit threshold (120 credits) is set for achievement at Level 4.

7.2 LIBF Credit Framework table

- 7.2.1 Students must achieve the number of credits, as shown in the table below, to be considered for an award. This table aligns to the Quality Assurance Agency's Framework for Higher Education (FHEQ).

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	Qualification level	Minimum overall credits	Minimum number of credits at highest level
Master's	7	180	150 at Level 7
Post Grad Diploma	7	120	90 at Level 7
Post Grad Cert	7	60	40 at Level 7
Honours degree	6	360	90 at Level 6*
Bachelor's degree	6	300	90 at Level 6*
Foundation degree	5	240	90 at Level 5
Diploma of HE	5	240	90 at Level 5
Certificate of HE	4	120	90 at Level 4

7.3 External credit

7.3.1 LIBF recognises three forms of prior learning by students either as a basis for entry to its programmes or to exempt students from some of the requirements for awards. These are

- i. accreditation of prior certificated learning (APCL)
- ii. accreditation of prior experiential learning (APEL), and
- iii. accreditation of in-house corporate education programmes.

These are collectively known as accreditation of prior learning (APL). Information, including how to apply and definitions for each type of APL, can be found in LIBF Code of Practice for Quality Assurance (accreditation of prior learning).

* With a maximum of 120 credits at Level 4

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- 7.3.2 At Levels 4 and 5, at least 50% of the credit at the level of the award must be accumulated as a result of learning assessed by LIBF, unless specified otherwise in the programme specification.
- 7.3.3 APL may not be awarded at Level 6 of LIBF's Credit Framework.
- 7.3.4 Accreditation of in-house corporate education programmes is restricted to Levels 4 and 5 of LIBF's credit framework.
- 7.3.5 At postgraduate level, 50% of the credit for an award must be accumulated as a result of learning assessed in respect of the taught modules, unless otherwise specified in the programme specification.
- 7.3.6 APL may not be awarded against core modules (unless part of advanced standing or articulation arrangement which gives the student the opportunity to begin study of an LIBF programme at a higher level).
- 7.3.7 Modules for which credits have been awarded on the basis of APL are recognised simply as qualifying modules for the award and don't contribute to the award grade or classification. The marks used to calculate the grade, classification or division of any award given by LIBF shall only be those derived from modules assessed by LIBF with the basis for that calculation set down within these regulations.
- 7.3.8 Credits can't be claimed against modules that a student has already registered for or completed. Additionally, modules where credits have already been awarded can't subsequently be attempted by students in order to improve their overall grade/classification.
- 7.3.9 The decision made by LIBF regarding APL is final.

7.4 Progression

- 7.4.1 Progression means that a student may continue on an approved programme of study and may undertake work at a higher level than that previously undertaken.
- 7.4.2 The primary purpose of regulations on progression is to ensure that students are academically prepared for study at a level higher than that which has been undertaken. When considering capability of a student to

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progress to a higher level of study, a student may have valid reasons for poor performance, but these do not contribute to preparedness for study at the higher level.

7.4.3 To proceed from one level of a programme to the next, or to qualify for the award appropriate to that level, a student must complete such modules and fulfil such other requirements as detailed in the programme specification, including the accumulation of the prescribed number of credits at the appropriate level.

7.4.4 The programme specification may require that particular modules be studied and / or passed before a student may proceed to the next level of the programme concerned.

7.5 Trailing credits

7.5.1 Trailing credits is a means by which students may progress to the next level of a programme without achieving all the required credits at the former level, and in the expectation that they'll gain those credits before progressing again or completing the award.

7.5.2 Progression must be sanctioned by the designated programme manager and confirmed by the Programme Assessment Board in line with the agreed criteria. The concession may be denied where, in the opinion of the Assessment Board, the student appears to be making insufficient academic progress. In such instances, the student will be advised of their options.

7.5.3 Students are permitted to study 'trailed' modules at the next level only where consistent with any prerequisites for the study of modules at the higher level.

7.5.4 Trailed credits are allowed on the basis that they will be made good at the first opportunity by means of reassessment. At undergraduate level, students may, with the permission of the designated programme manager, make up the required credits by taking additional credits at the next level of study.

7.5.5 Where trailed credits aren't 'retrieved' at the new level of study, no further progression will be allowed.

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7.6 Compensation within a module

7.6.1 Achievement in each module is assessed so that a student gains an overall mark for that module, which is used to judge the award of credit. If the assessment of a module consists of more than one component, the overall mark is determined on the basis of the (weighted) performance across all components.

7.6.2 To achieve a pass for the module, students are required to pass each assessment component of that module unless compensation rules apply. To be awarded a pass in a module, a student must achieve a weighted average across their assessment components equivalent to, or greater than, the module pass mark.

7.6.3 Compensation at undergraduate level allows for students to fail one component by an amount, defined as within 5% of the pass mark (e.g., 35-39% in respect of a pass mark of 40%, etc.), subject to the achievement of the overall module pass mark.

7.6.4 Compensation at postgraduate level allows for students to fail one or more components subject to the achievement of the overall module pass mark.

7.6.5 To be eligible for compensation, students must, in the examiners' academic judgement, have made a serious attempt at all assessment components within the module.

7.6.6 The mark recorded for a compensated assessment will be the higher mark between that achieved in the original assessment and the reassessment (where applicable).

7.7 Condonement across modules

7.7.1 Condonement is the process by which a student fails to pass a module but is nevertheless recommended for progression on the grounds that failure may be offset by good performance in other modules.

7.7.2 Consequently, a student who performs well in other modules may be allowed condonement in lieu of credit for a compulsory or optional

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module(s) (not exceeding 30 credits), despite gaining a mark lower than the specified pass mark in the condoned module.

- 7.7.3 Such condonement shall apply only where the student has achieved an overall weighted average equivalent to, or greater than, the pass mark for the contributing modules for that level, and been awarded a condonable fail in the module for which condonement is considered. A condonable fail is defined as a mark within 5% of the pass mark (i.e., 35-39% in respect of a pass mark of 40%, and 45-49% in respect of a pass mark of 50%, etc.).
- 7.7.4 Condonement won't be considered for core modules, i.e., those modules which a student must study, and pass, at each level to gain progression and / or an award.
- 7.7.5 Students must satisfy the credit framework requirements (section 7.2) to achieve an award or progression to the next level.
- 7.7.6 Condonement may affect the type and / or classification of the award made to students should they complete the programme, as the mark achieved in any condoned module will be used for classification purposes. The mark recorded for a condoned module will be the higher mark between that achieved in the original assessment and the reassessment (where applicable).

8. Assessment

8.1 Assessment

8.1.1 The purpose of assessment is to measure students' learning, skills, and understanding. It also contributes to students' learning because students reflect on their learning and, through feedback, are helped to recognise and enhance their achievements. Assessment enables students to demonstrate they've fulfilled the objectives of the programme of study on which they're enrolled and have achieved the standard for the award for which they're enrolled. Regulations on the conduct of assessment, the determination of marks, progression, and awards support this purpose of assessment.

8.1.2 For the purposes of these regulations, 'assessment' is a generic term encompassing all forms of evaluation of learning, and 'examination' is used

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to describe a formally convened, timed assessment of a module under prescribed conditions.

- 8.1.3 Assessment for each module shall be conducted in accordance with LIBF Code of Practice for Quality Assurance (assessment of students) and as further defined through programme and module specifications.
- 8.1.4 The assessors for each module must establish transparent procedures to ensure that no individual student or group of students is disadvantaged by the nature of the assessment task, or the marking system used.
- 8.1.5 At Levels 5, 6 and 7, both the setting and the marking of assessments must be moderated by external examiners. Where Level 4 modules contribute directly to an award, these must also be subject to external scrutiny.
- 8.1.6 Students whose assessment performance for the entire module satisfies the conditions prescribed in the programme / module specifications will be awarded the appropriate number of credits.
- 8.1.7 To be awarded a pass in a module a student must
- i. achieve the module pass mark as stated in the module specification
 - ii. achieve the minimum threshold mark in each component of assessment for which a threshold is specified, and
 - iii. achieve a pass standard in specified pass / fail assessments where such assessments are used.
- 8.1.8 LIBF will strive to provide students with constructive feedback on, and exemplars of, assessed work, but won't automatically allow access to examination scripts, which will remain the property of LIBF. With the exception of those examples retained for longitudinal monitoring or research, assessment materials will be kept for a specified period linked to the prescribed length of study for the award concerned, and then destroyed.
- 8.1.9 The Module Assessment Board may require any student to be examined viva voce in addition to taking those assessments prescribed in the module / programme specification. Students may not request to be examined viva voce in addition to, or instead of, the prescribed assessment.

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8.1.10 Regulations regarding failed assessment, reassessment, and extenuating circumstances can be found in section 9.

8.2 Submission of assessed work other than examination

8.2.1 LIBF will ensure that dates of examinations and for the submission of assignments are published in a timely manner. It's the responsibility of the student to

- i. make themselves aware of these dates, and
- ii. attend examinations and submit work for assessment on the dates required.

8.2.2 Students must submit their work for assessed components (e.g., assignments) so that they're received by LIBF (and / or a designated member of its academic community where appropriate) by the published submission dates. LIBF reserves the right to reject such submissions if not in the specified format. Submitted assignments may be subject to a plagiarism detection process.

8.2.3 It remains the student's responsibility to protect their work against loss in transmission. They are strongly advised, for example, to keep duplicate copies of all work submitted and, where possible and appropriate, to obtain certificates of posting.

8.2.4 Details of procedures and deadlines for submission of assessed assignments are published for each award. Unless otherwise specified, students are obliged to abide by the published deadlines set for submission of assessed assignments, with those dates strictly adhered to so as to ensure consistency and fairness to all those taking the award.

8.3 Approval and dissemination of results

8.3.1 Assessment Boards act under delegated authority from the Academic Board. All decisions about the outcomes of assessment for all students must be made by an Assessment Board. The awards to be made, including corresponding professional awards and designations, shall be confirmed

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and approved by the Programme Assessment Board with the date of the award being that on which it was approved by the Programme Assessment Board.

- 8.3.2 A full meeting of an Assessment Board may delegate to the Chair of the Assessment Board, or to a defined subset of its members, the authority to take decisions on individual students between meetings of the Board. When decisions are taken by the Chair or a delegated subset of the Assessment Board, the Chair of the Assessment Board shall ensure that the decision is recorded in the minutes of the next Board meeting.
- 8.3.3 The designated programme manager for each award shall be responsible for informing students of the provisional (where applicable) and confirmed results of their assessments.
- 8.3.4 No student shall be entitled to an award unless all fees for tuition and other sums due to LIBF have been paid in full.
- 8.3.5 The grade, classification or division of an award will be determined by reference to the overall aggregate mark, and the prescribed weighting between modules at the various levels and / or their relative credit values (section 10.1).

8.4 Module marks

- 8.4.1 Provisional assessment and module marks may be released to students. They remain provisional until confirmed by the Module Assessment Board.

8.5 Programme marks

- 8.5.1 The overall programme mark and classification of an award will be confirmed by the Programme Assessment Board and approved by the Academic Board.

9. Failure and reassessment / extenuating circumstances

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9.1 Failure and reassessment

- 9.1.1 A student who fails to be awarded credits for a module shall have the right to repeat the assessment. Repeating an assessment will either be in the form of a resit or a resubmission, depending on the nature of the assessment. The definitions of resit and resubmission appear in sections 9.2 and 9.3.
- 9.1.2 The mark achieved in the repeated assessment component will be capped at the pass mark.
- 9.1.3 Where a student resits / resubmits a piece of assessment, the final mark for that assessment will be the better of the original and resit / resubmitted mark, subject to being capped at the assessment pass mark.
- 9.1.4 Where an assessment is repeated, it shall be incumbent upon the student to remain alert to any minor amendments and updates made to the syllabus for the session in question.
- 9.1.5 Except in the context of continuing professional development, a student may not repeat the assessment in a module for which credits have already been awarded or condoned, for example, to improve the grade achieved. In such circumstances, the approval of the designated programme manager must be sought.
- 9.1.6 Students resitting or resubmitting a failed assessment component must attempt to pass the component at the earliest opportunity.
- 9.1.7 At undergraduate level, students won't be allowed to have more than four attempts at assessment of any module, including resits / resubmissions where granted. So, a student who fails the first attempt may be allowed to resit / resubmit and, if unsuccessful in the resit / resubmitted assessment, may be permitted to repeat the module (in its entirety) at the next available opportunity. If unsuccessful in the first attempt in the repeated module, the student may resit / resubmit. If unsuccessful again, the student won't be permitted any further attempts at passing the module.
- 9.1.8 At postgraduate level, students won't be allowed more than two attempts at assessment of any modules.

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9.1.9 Students won't be able to continue on their programme of study should they fail to achieve the required number and level of credits for their chosen programme of study.

9.1.10 Students may be charged a fee for re-assessment dependent upon the fee structure of their programme of study.

9.2 Resits

9.2.1 A resit is a subsequent attempt at an assessment component that comprises specific assessment tasks / activities that have been set by LIBF examiners and that will be common to a number of students. Typical assessment components that a student might resit could include objective tests, coursework assignments, and written examinations.

9.2.2 Subject to the requirements of the programme specification, and any restriction on the number of attempts allowed, a student who's failed to be awarded credits for an option module at their first attempt may, exceptionally, request to switch to an alternative module in place of the failed module. If such a request is granted, the attempt at the original module will count towards the maximum number of attempts at the new module and so may have a bearing on the type of award at Level 6 (whether Bachelor's or Honours). Marks will be capped at the pass mark for the new module unless a case for extenuating circumstances is approved. A fee will be charged to students who change to a new module.

9.3 Resubmission

9.3.1 A resubmission is a subsequent attempt at an assessment component that comprises specific assessment tasks / activities that will be unique to that student. Typical assessment components that might be eligible for resubmission could include some coursework assignments, project work, dissertations or portfolios.

9.3.2 A student may resubmit the assessment component on one subsequent occasion only, not later than 12 months after the decision to allow resubmission has been confirmed.

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9.4 Retaking a module

9.4.1 At undergraduate level, students are permitted to retake a module in its entirety (i.e., complete the course of study and subsequent assessment) after failing the initial resit / resubmission, subject to the prevailing time limits and the permission of the designated programme manager. Students will then be granted one resit / resubmission attempt should they fail a retaken module. Students should seek the permission of the designated programme leader should they wish to retake a module without first attempting to resit the failed assessment component(s).

9.4.2 No previous assessment component mark may be carried forward when retaking a module.

9.4.3 A fee will be charged to students who retake a module.

9.5 Extenuating circumstances

9.5.1 LIBF is committed to the fair treatment of students and recognises the possibility that some may not be able to demonstrate their true levels of ability during assessment. LIBF Code of Practice for Quality Assurance (assessment) specifies who the student must contact for a case of extenuating circumstances to be considered.

9.5.2 It's the responsibility of students to provide evidence of any claim affecting assessment, in accordance with the published procedures for extenuating circumstances and by the published date. The policies and procedures in relation to extenuating circumstances are set out in LIBF Code of Practice for Quality Assurance.

9.5.3 If a claim for extenuating circumstances is accepted, the Assessment Board may take those circumstances into account when considering grades or classifications. If the claim for extenuating circumstances is not accepted, the work as submitted will be marked on its merits.

9.5.4 The Programme Assessment Board may recommend to the Academic Board the award of an aegrotat degree to any student who, because of illness or

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other extenuating circumstance, is unable to complete the assessment requirements of a programme (section 10.2).

- 9.5.5 The Programme Assessment Board may also recommend to the Academic Board that a posthumous degree be awarded where a student dies after completion of a programme (and before graduation) or, in exceptional circumstances, during study for a programme.

10. Granting awards

10.1 Classifications and grades

- 10.1.1 The classification of awards is calculated from assessment marks gained in each module studied and informed by precedent and established programme conventions. Credits awarded at different levels may be weighted differently towards a classification.

- 10.1.2 Transcripts will state the mark and module grade (if applicable) for each module studied. Grading thresholds for each module are stipulated in the programme specification.

- 10.1.3 Grades are not given for Level 4 awards.

- 10.1.4 A Professional Diploma of Higher Education at Level 5 will be awarded, as appropriate, to a student who has achieved the required credits for such an award in accordance with the following mark thresholds

Pass with Distinction	70.0%
Pass with Merit	60.0%
Pass	40.0%

Classifications will be determined on credits achieved at Level 5 only.

- 10.1.5 Bachelor's degrees (e.g., non-honours) are not classified.

- 10.1.6 An Honours degree at Level 6 will be awarded, as appropriate, to a student who has achieved the required credits for such an award in accordance with the following mark thresholds

First Class Honours	70.0%
Upper Second Class Honours	60.0%

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Lower Second Class Honours	50.0%
Third Class Honours Degree	40.0%

10.1.7 Awards at Level 6 will be weighted as shown in the following table:

Study mode	Classification calculation
Full time study at Level 6 only	100% Level 6
Part time study at Level 6 only	100% Level 6
Full time study at Level 5 and 6	Weighted Level 5: 30% and Level 6: 70%
Part time study at Level 5 and 6	Weighted Level 5: 30% and Level 6: 70%
Part time study at Level 5 and Full time study at Level 6	Weighted Level 5: 30% and Level 6: 70%
Full time study at Level 5 and Part time study Level 6	Weighted Level 5: 30% and Level 6: 70%

This approach is designed to allow consistency of treatment of students regardless of their mode of study.

10.1.8 A postgraduate award (Level 7) will be graded, as appropriate, to a student who has achieved the required credits in accordance with the following mark thresholds

Pass with Distinction	70.0%
Pass with Merit	60.0%
Pass	50.0%.

10.1.9 Grades at Level 7 will be awarded on the basis of the achievement of a weighted average across all modules equivalent to, or greater than, the grade threshold mark.

10.2 Aegrotat awards

10.2.1 Aegrotat degrees shall be awarded without classification or grade, but can be Master's, Honours, Bachelor's and Foundation degrees. Exceptionally, the

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Programme Assessment Board may recommend a classified degree in cases where the evidence of academic achievement justifies this, and all other requirements of the programme have been met.

10.2.2 In reaching a decision to recommend the award of an aegrotat degree to the Academic Board, the Programme Assessment Board must be satisfied that the case is supported by appropriate evidence, the candidate's prior performance shows beyond reasonable doubt that they would have passed but for the illness/related event, and that the candidate is unlikely to return to study at a later date.

10.2.3 Candidates for an aegrotat degree will be asked to signify their willingness to accept such an award. Where the offer is declined, they will be permitted to complete any outstanding assessments (subject to the regulations).

10.3 Conferment of awards

10.3.1 Degrees and other awards shall be conferred at a congregation held for that purpose. No candidate for a degree, or any linked academic and / or professional award, shall be entitled to use the rights and privileges attached to such awards until such time as they have been formally approved for conferment.

10.3.2 After the formal conferment, each graduate, diplomate, and certificate holder shall be given a qualification certificate as appropriate. The certificate shall either be handed to the graduate or, if admitted in their absence, sent through the post.

10.3.3 A replacement certificate will be issued only on receipt of a written request from the holder of the award and on payment of the appropriate fee. Replacement certificates will be sanctioned only where the original certificate has been lost or damaged, or the name is incorrect, and LIBF is satisfied that the request is reasonable and genuine.

10.3.4 LIBF shall publish the names and employers (where relevant) of those who've been awarded certificates, diplomas, and degrees, including the classes and any linked professional awards, in its own publications and

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online, and may publish them elsewhere. In publishing such details, LIBF won't reveal any information that may allow individual students to be contacted by a third party. Additionally, it'll respect any requests from students not wishing their names to be included in such lists for publication.

- 10.3.5 At any time, and whether successful or not, students may request an official transcript. The transcript shall record each module for which the student has registered, the level, the credits awarded (if any), the mark awarded, and details of any award obtained.
- 10.3.6 In circumstances where a module certificate is issued, it doesn't represent an award. The associated credits remain notional and can't be used to contribute to such an award without prior agreement and subsequent registration on the full programme, subject to the student meeting the required entry criteria.
- 10.3.7 The name recorded on any certificate or transcript issued by LIBF, or included in any publication, shall be the name in which the student was last registered.
- 10.3.8 Holders of professional awards of LIBF must comply with any published requirements regarding their retention and the continued use of any linked designations or titles.
- 10.3.9 A student who fails to achieve the required number of credits at the level specified, and for whom no extension has been granted, may be eligible for an exit award, provided that the requirements for that award have been satisfied (section 7.2)

10.4 Certification

- 10.4.1 An award certificate is the formal confirmation from LIBF that a student has met the learning outcomes of a programme of study and has completed all the requirements for the award within the regulations.
- 10.4.2 Certificates are produced in secure conditions and in a format intended to minimise risk of forgery.

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10.4.3 Award titles recorded on certificates must be titles that have been approved by a validation panel, or as a modification of the relevant programme approved on behalf of the Academic Board or by an authorised sub-committee.

10.4.4 Certificates will state the name of the award, the classification of the award (where appropriate) and the student's legal name as recorded with LIBF.

10.5 Academic dress

10.5.1 Those members of LIBF who are entitled to wear academic dress shall do so on all appropriate ceremonial occasions.

10.5.2 Students shall wear academic dress of the approved pattern at ceremonies for the conferment of higher education awards and at such other times as may be prescribed by the Academic Board.

10.5.3 Academic gowns for LIBF students are black. Hoods have a dark blue outer, lined with red and white, which have different banding widths for Certificate through to Master's level.

11. Student complaints and academic appeals

11.1 Student complaints

11.1.1 LIBF recognises that its students may not always be satisfied with the service they receive and is committed to ensuring that complaints are dealt with effectively and consistently, and in a timely manner, with due regard to potential conflicts of interest. Further details, including LIBF's Customer Service Statement and LIBF Code of Practice for Quality Assurance (student complaints and academic appeals), are published on LIBF's website.

11.1.2 A complaint is defined as any specific concern about the provision or delivery of a programme of study or related academic service other than an 'appeal'.

11.1.3 The student is obliged to familiarise themselves with all regulations, deadlines and other requirements. A complaint can't be based on ignorance of

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regulations and other published procedures, such as assessment requirements and submission deadlines.

11.1.4 The Academic Board is ultimately responsible for approving the complaints procedures. It's also the final arbiter within LIBF on decisions relating to individual cases where those cases are unresolved by the Complaints Review Group.

11.1.5 Information and guidance on the process for making a complaint can be found in the LIBF Code of Practice for Quality Assurance (student complaints and academic appeals).

11.2 Academic appeals

11.2.1 An appeal is defined as 'a request for a review of a decision by a body charged with making decisions on student progression, assessment, and awards.'

11.2.2 The Academic Board is ultimately responsible for approving the academic appeals procedures. It's also the final arbiter within LIBF on decisions relating to individual cases.

11.2.3 A student may appeal against decisions of Module or Programme Assessment Boards on the following grounds

- i that there are extenuating or other circumstances potentially affecting the student which were not known to, and couldn't have been brought to the attention of, the academic body when it made the decision concerned
- ii that there's been an administrative error or other irregularity in the conduct of an examination or processing of marks, grades or classification of award.

11.2.4 An appeal which is based simply on a challenge to the academic judgement pertaining to student progression, assessment and awards, including those of the examiner(s), won't be entertained.

11.2.5 Information and guidance on the process for making an appeal can be found in the LIBF Code of Practice for Quality Assurance (student

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complaints and academic appeals).

12. Malpractice

12.1 Malpractice

12.1.1 Malpractice is judged to be any attempt by a student to gain improper advantage in any way by infringement of rules or through deception or fraudulent means, or any attempt to assist another student to gain improper advantage.

12.1.2 Such matters are defined in more detail in the LIBF Code of Practice for Quality Assurance (malpractice) with any reported incidents treated under the procedures for malpractice and, in cases of serious breaches, through the powers contained in the Royal Charter and byelaws.

12.1.3 Sanctions will be applied where a case of malpractice has occurred and will be determined by the seriousness of the case to answer, and any previous advice given and / or sanctions applied.

12.1.4 Students must pay due regard to the assessment conduct policies maintained on the website and setting out the regulations governing electronically delivered assessment, coursework assignment, and written assessment. Separate examination regulations are sent to candidates with their attendance notices and deal with such issues as attendance, departures, behaviour, extenuating circumstances, and the issue of results.

12.1.5 LIBF reserves the right to report any incidence of malpractice and its consequences to any relevant authority and / or organisation.

12.2 Plagiarism

12.2.1 Plagiarism is representing another person's work as the student's own, without acknowledgement of the source. Examples of plagiarism include, but are not limited to

- i. including in a student's own work more than a single phrase from the work of another person without use of quotation marks and acknowledgement of the source

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- ii. summarising another person's work by changing a few words or altering the format or order of presentation, without acknowledgement
- iii. using the ideas of another person, or data gathered by another person, in assessed work presented as the student's own, without acknowledgement of the source
- iv. copying the work of another person (e.g., a book or article, or the work of another current or past student at LIBF or elsewhere), or
- v. using and presenting as the student's own material prepared by another person and stored on a computer media or downloaded from the internet.

12.2.2 Plagiarism is a breach of academic integrity and allegations of plagiarism will be investigated in accordance with the procedures set out in the LIBF Code of Practice.

12.2.3 LIBF actively investigates plagiarism in students' assessed work through electronic detection software. If this reveals the possibility of plagiarism, the procedures for investigating allegations of academic misconduct will be invoked.

12.2.4 Guidance on how to reference written work can be found in the LIBF VLE, which is provided to students as part of their learning resources.

13. Review of regulations

13.1 These regulations are reviewed on a regular basis by the Academic Board to ensure they remain current and fit for purpose. LIBF will communicate any changes which affect students to them and will publish current regulations on its website, alongside the LIBF Code of Practice for Quality Assurance and Student Charter.