



UNIVERSITY OF  
LIVERPOOL

# **CODE OF PRACTICE ON ASSESSMENT**

## **APPENDIX B**

### **Model for Non-Clinical First Degree Programmes**

**2014-25**

Applicable to the following cohorts  
2014-15 to 2024-25

A student belongs to the cohort in which they started at FHEQ Level 4 provided they have a continuous student record regardless of interruptions of studies, suspensions, transfers etc. A student articulating into a programme above Level 4 belongs to the cohort which commenced that programme at Level 4. If a student withdraws from a programme and then restarts a new programme there would not be a continuous record and therefore the student would be on the cohort corresponding to Level 4 of the new programme.

In the Code of Practice on Assessment and all Appendices the term “student” includes apprentices on degree apprenticeship programmes

## **Model for Non-Clinical First Degree Programmes**

### **1. Introduction**

The University first approved a model for non-clinical first degree programmes at Senate in January 1993. The current model, described below, has evolved since that time although its fundamental basis has remained unchanged. The model has provided a greater uniformity in programme structure whilst also ensuring that the same clear and unambiguous progress criteria are adopted in all non-clinical Faculties. The essential features of the current model are as set out below together with more detailed guidance on its implementation particularly in relation to assessments and examinations.

### **2. The Model**

**Note: throughout this document the term ‘year of study’ is used with reference to full-time programmes and ‘level of study’ is used with reference to part-time programmes.**

#### **2.1. Structure**

2.1.1 A full-time degree programme consists of years of study (normally three, sometimes four or five).

2.1.2 A part-time degree programme consists of levels of study.

2.1.3 A year/level of study within the University consists of modules which have a total value of 120 credits. Any request for a student to be permitted to register for more than 120 credits in a year of study must be submitted as a recommendation notwithstanding this Appendix of the Code of Practice from the relevant Faculty to the Chair of University Academic Quality and Standards Committee.

2.1.4 The smallest possible module has value of 7.5 credits and the maximum size of a module will normally be 30 credits. Modules must have credit values which are multiples of 7.5. Permission to offer modules which exceed 30 credits must be sought from the Academic Quality and Standards Committee; however, the project or dissertation module in four-year and five-year integrated master's programmes may have up to 60 credits without requiring the permission of the Academic Quality and Standards Committee.

2.1.5 The notional study hours associated with one credit point (including lectures, tutorials, practicals etc., private study, revision and assessments/examinations) are 10 hours.

2.1.6 Modules must be assigned a credit level. For undergraduate programmes these are 3, 4, 5, and 6<sup>1</sup>. Integrated Master's programmes will also have level 7 modules which carry a pass mark of 50%. Level 7 modules may be offered in the final year of a Bachelors programme, only on an optional basis, and these will carry a pass mark of 50%. The level assigned to a module is an indicator of the relative demand, complexity and depth of learning required of a learner. External reference points for determining credit levels include the QAA *Frameworks for Higher Education Qualifications in England, Wales and Northern Ireland* [http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781\\_14](http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf?sfvrsn=170af781_14)

The requirements for credit levels are as follows:

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<sup>1</sup> These descriptors for the level of credit correspond to the descriptors in the QAA Framework for Higher Education Qualifications (FHEQ)

- (i) In a foundation year where this is included in a programme, and in years 1 and 2 of all undergraduate programmes covered by this model the majority of credit in a year of study of a full-time degree should be at the same level as the year of study, i.e. the majority of credit in year 1 of a programme will usually be level 4 credit. In the combined degree programmes the modules in the minor subject components, excluding minor subject components offered in the open languages framework<sup>2</sup>, and the departments of Languages, Cultures and Film (LCF) and Archaeology, Classics and Egyptology (ACE) at FHEQ levels 4, 5 or 6, should be at the same level as the year of study, i.e. 30 credits at level 4 in year 1 and 30 credits at level 5 in year 2.

Three-year Undergraduate Degrees:

- (ii) In year 3 of a three-year programme, modules totalling at least 90 credits must be at level 6. In the combined degree programmes the modules in the minor subject components, excluding minor subject components offered in the open languages framework<sup>3</sup>, and the departments of Languages, Cultures and Film (LCF) and Archaeology, Classics and Egyptology (ACE) at FHEQ levels 4, 5 or 6, should be level 6 in year 3.

Four-year Undergraduate Degrees:

- (iii) In year 4 of a four-year programme with a year abroad or a year in industry, modules totalling at least 90 credits must be at level 6.

Four-year Integrated Master's Degrees:

- (iv) Over years 3 and 4 in an Integrated Master's programme, modules totalling at least 90 credits must be at level 6 and modules totalling at least 120 credits must be at level 7.
- (v) In years 3 and 4 in an Integrated Master's programme, it is permitted to have **optional modules** totalling up to 30 credits at level 7 that are additional to the 120 credits of level 7 modules that are required; i.e. it is permitted to have a maximum of 150 credits from level 7 modules across years 3 and 4 provided that 30 of these level 7 credits are optional.

Five-year Integrated Master's Degrees:

- (vi) In year 3 or 4, depending when the Year in Industry occurs, and in year 5 in an Integrated Master's with a year in industry programme, modules totalling at least 90 credits must be at level 6 and modules totalling at least 120 credits must be at level 7.
- (vii) In year 3 or 4, depending when the Year in Industry occurs, and in year 5 in an Integrated Master's with a year in industry programme, it is permitted to have **optional modules** totalling up to 30 credits at level 7 that are additional to the 120 credits of level 7 modules that are required; i.e. it is permitted to have a maximum of 150 credits from level 7 modules across years 4 and 5 provided that 30 of these level 7 credits are optional.

- 2.1.7 For full-time programmes, student workload should normally be divided equally between the two semesters in each year of study, i.e. they should normally take modules totalling 60 credits in each semester. However, programmes may be designed with imbalances of up to 15 credits between semesters, e.g. 52.5 credits in semester one and 67.5 credits in semester two. Any proposal for a programme to be designed with a greater imbalance of workload (up to 30 credits difference between the two semesters) will require specific permission from the Academic Quality and Standards Committee. Such permission will only be given in exceptional circumstances on submission and acceptance of a satisfactory rationale. In exceptional circumstances, individual students may be allowed to choose options in their programme of studies which would result in an imbalance of up to 30 credits, e.g. 45 credits in semester one

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<sup>2</sup> The Open Languages Framework can be accessed at <https://www.liverpool.ac.uk/languages/>

<sup>3</sup> The Open Languages Framework can be accessed at <https://www.liverpool.ac.uk/languages/>

and 75 credits in semester two. Such choices require the specific permission of the Programme Leader/Director of Studies for the programme and a student choosing such a pattern of study must be made aware that the fact of the uneven workload will not be regarded as an extenuating factor in the case of failure in assessments and consequent failure to progress to the next year of study.

- 2.1.8 Modules totalling a minimum of 30 credits must be completed (i.e. taught and assessed) in semester one. Up to 30 credits of learning undertaken in semester one may form part of modules which are taught over two semesters, e.g. four 15 credit modules taught over semesters one and two. The balance of the credit must be gained from modules taught and assessed in semester two. 7.5 credit modules taught over two semesters should, as far as possible, be avoided. Where there is a proposal to revise existing modules to provide for them to be taught over two semesters, Faculties must satisfy themselves that due consideration has been given to the knock-on effects for other degree programmes which include the modules concerned. It is the responsibility of the School Scrutiny Panels and the University Approval Panel when approving new programmes and changes to programmes to ensure that the programme structure complies with the University's framework. Any changes to programmes which involve the introduction of modules taught over two semesters must be approved by the School Scrutiny Panel or University Approval Panel as appropriate.
- 2.1.9 In the combined degree programmes minor subject components must comprise modules to the value of 15 credits in each semester at each level and joint subject components must comprise modules to the value of 30 credits in each semester at each level.
- 2.1.10 Modules may be designated as mandatory, required, optional non-compensatable, pre-requisite or co-requisite. (See glossary at the end of this document.)
- 2.1.11 For a particular degree programme, certain key modules may be designated 'mandatory' (see glossary at the end of this document). The agreement of the appropriate School Scrutiny Panel must be sought for designating a module as mandatory and the number of such modules in any study year should not normally be of value of more than 90 credits. The approval of the Academic Quality and Standards Committee must be obtained if the mandatory modules are to exceed this value. It is expected that mandatory status will normally be reserved for those modules in which competence is a requirement of professional or accrediting bodies of the degree scheme. It should also be noted that a module which is mandatory in one degree programme may be taken as an optional module in another programme.
- 2.1.12 The pass mark for modules at levels 3, 4, 5 and 6 is 40%; for any level 7 modules which are provided as part of an Integrated Masters programme or offered on an optional basis to students in their final year of a Bachelors programme, the pass mark is 50%.
- 2.1.13 The convention for naming subject components of joint, combined or major-minor programmes is that the conjunction "and" is used where the subjects are studied in equal measure, with the subjects presented in alphabetical order on award certificates. The conjunction "with" denotes a major-minor award with the major subject preceding the minor subject on award certificates. To avoid ambiguity when subjects are to be combined on an award certificate, subject descriptors that would normally include the word "and", such as Communication and Media, should instead use the ampersand, for example Communication & Media. For example, an award certificate might read "Communication & Media and Philosophy".

## **2.2 Late registration on modules or programmes**

- 2.2.1 The decision to accept a student onto a module once teaching has started on it must be based on the academic judgement of the module coordinator/convenor to ensure that the student registering late on the module will not be disadvantaged in respect of opportunity to achieve the learning outcomes, in-session coursework deadlines and learning contexts such as group work. Normally transfer into or out of a module will not be allowed after two weeks from the commencement of teaching. Transfers will also only be allowed if the timetable can

accommodate the revised module combination. If such a transfer would result in a credit imbalance across semesters 1 and 2, the approval of the Programme Leader/Director of Studies must be secured as detailed in paragraph 2.1.7 above and the student must be made aware of the fact that the uneven workload will not be regarded as an extenuating factor in the case of failure in assessments.

- 2.2.2 The decision to accept a student onto a programme/subject component once teaching has started on it must be based on the academic judgement of the Programme Leader/Director of Studies, in consultation with the relevant module coordinators, to ensure that the student registering late on the programme/subject component will not be disadvantaged in respect of opportunity to achieve the learning outcomes, in-session coursework deadlines and learning contexts such as group work. Normally late registration onto a programme/subject component will not be allowed after two weeks from the commencement of teaching on the programme/subject component.
- 2.2.3 A student will be deemed to be “restarting” a module or programme/subject component if they have previously registered for the module or programme/subject component, withdrawn and then opted to start that module or programme/subject component again within the period allowed for late registration as indicated in paragraphs 2.2.1 and 2.2.2 above. Any work that the student had submitted for assessment during their previous registration on the module or programme/subject component would be disregarded and therefore all assessment tasks would be submitted as if for the first time. Students should be aware that resubmission of assessment tasks by a student restarting a module or programme/subject component does not guarantee that the same provisional mark will be awarded for the task(s).

### **2.3 Progress**

- 2.3.1 The criteria for completing each year of study, other than the final year, and for progression to the next year/level of study, require a student to:
- (i) pass (i.e. achieve 40%) all mandatory modules; and
  - (ii) pass (i.e. achieve 40%) in modules amounting to 90 credits; and
  - (iii) achieve at least 40% averaged across all modules and a minimum mark of 35% in all modules.

These criteria are compulsory for study years 0, 1 and 2 and for levels of study 4 and 5 in full-time three-year undergraduate degrees and their part-time equivalents. For the progression criteria for four-year undergraduate degrees with a year in industry or abroad or for four- or five-year integrated Master’s programmes, please see Appendix J of the Code of Practice.

- 2.3.2 Students who fail to meet the requirements for progression to the next year of study, as detailed in 2.3.1 above, following re-assessments may be allowed by the Board of Examiners to re-take the modules in the following academic session. Students who fail a year of study on two occasions shall normally be required by the Board of Examiners to terminate their studies.
- 2.3.3 Where a student has failed up to 15 credits from year 1 at the re-sit/re-take opportunity and they have extenuating circumstances in respect of the re-assessment, and their overall average mark is at least 50% in the modules that have been passed, the Board of Examiners may decide if the student may be permitted to progress to year 2 of their studies, carrying the failed 15 credits.

### **2.4. University Marks Scale**

For non-clinical undergraduate degree programmes, marks awarded for **individual modules** are categorised as follows (this scale assumes rounding, if necessary, to the nearest whole number,

with decimal places below five being rounded down and decimal places of five or more being rounded up):

70 to 100	First class
60 to 69	2.1 class
50 to 59	2.2 class
40 to 49	3rd class
35 to 39	Narrow fail (but compensation may be allowed in accordance with the University's rules)
Less than 35	Fail

## **2.5. Degree Classification**

Appendices I and J to this Code of Practice on Assessment describe the degree classification systems used by the University. From the Code of Practice there are links to these appendices as they apply to different cohorts of students on 3-year and 4-year undergraduate degrees and 4-year and 5-year Integrated Master's degrees:

<https://www.liverpool.ac.uk/aqsd/academic-codes-of-practice/code-of-practice-on-assessment/>

## **2.6. Certificate and Diploma in Higher Education**

- 2.6.1 The Certificate and the Diploma in Higher Education are offered as exit qualifications for students registered for non-clinical undergraduate degrees who successfully complete year 1/level 4 or year 2/level 5 respectively, but who either leave the University before completing a subsequent year of study or leave the University as a result of failure in a subsequent year of study. The Certificate will be awarded on the basis of successful completion of year 1/level 4. The Diploma will be awarded on the basis of successful completion of years 1 and 2/levels 4 and 5.
- 2.6.2 The Certificate or Diploma will be issued automatically to students who leave the University before they qualify for the award of a degree, but who have nevertheless satisfied the Examiners in year 1/level 4 or years 1 and 2/levels 4 and 5.

## **3. Examinations and Assessments**

### **3.1 Assessment Criteria**

On grounds of equity, assessment criteria for modules should not differ significantly in cognate subject areas. Executive PVCs and School Scrutiny Panels should monitor the criteria being used and be consulted on any proposed changes.

### **3.2 Timing of Assessments and Disclosure of Results**

- 3.2.1 The assessment of a module must be completed by the end of the semester in which the teaching of it is completed.
- 3.2.2 Marks for coursework should be disclosed to students as soon as practicable and the marks achieved in first semester examinations should be disclosed as soon as they are available following the first semester examinations. However, the disclosure of such marks is made on the understanding that they:
- (i) will remain provisional until a final determination is made at the main meeting of the Board of Examiners held in the summer;
  - (ii) are released at this stage for general guidance only;

(iii) may be subject to further amendment at the main meeting of the Board of Examiners.

3.2.3 Boards of Examiners should ensure that all module marks (including 'provisional' marks) are entered on Banner as soon as they have been determined in order to enable access by students. Students who cannot access the web may make arrangements with their Department to receive their results by post.

### **3.3 Failure in Assessments and Re-Sitting/Re-Taking of Assessments in Study Years 0, 1 and 2 and Levels of Study 4 and 5**

3.3.1 The University's progression rules (see paragraph 2.3 above) provide that a student may narrowly fail modules totalling 30 credits in study years 0, 1 and 2 and levels of study 4 and 5 and still progress to the next year of study, provided that all the other modules including all mandatory modules have been passed, that the marks in the failed modules are in the range 35-39% and the overall average mark for the modules taken (totalling 120 credits) is at least 40%.

3.3.2 Under normal circumstances, students in study years 0, 1 and 2 or level of study 4 and 5 who fail assessments/examinations at the first attempt and who **fail to meet the criteria for progression**, will normally have the right to re-sit failed assessments/examinations in the following August/September. However, if a student is recorded as not having made satisfactory progress in their studies during the semester, the Board of Examiners has the right, in appropriate circumstances, to require a student to terminate their studies before the end of the year. Students who fail to meet the progression requirements must re-sit or re-take the appropriate assessments for **all** modules in which an overall mark of less than 40% was achieved, including any modules in which an overall mark of 35-39% was achieved.

3.3.3 In cases of failure at the first attempt in any module or components of a module assessed by coursework/practical etc. (as opposed to formal examination), an opportunity for re-assessment in such module or components of a module in study year 0, 1 or 2 or levels of study 4 and 5 must normally be available in the following August/September. Exemption from this requirement may be given only with the express approval of University Academic Quality and Standards Committee and will only be given in relation to assessments which it would be impractical to repeat, e.g. laboratory practicals. Cases for exemption from the requirement to provide re-sit opportunities should be submitted by the Curriculum Board to the School Scrutiny Panel in the first instance. The University Academic Quality and Standards Committee will normally grant approval for exemption in relation to such assessments when the component of the module represents 30% or less of that module, provided that the student may compensate for failure in the assessment component concerned by their performance in the other component(s).

3.3.4 The learning outcomes assessed and the criteria used to assess their achievement must be the same in any re-sit examination/assessment as in the first examination/assessment. The mode/type of assessment (for all students) at the August/September re-sits should normally be the same as that used in the original assessment. A different type of assessment may, however, be used, provided that the alternative mode of assessment can test the same learning outcomes adequately. Except in the case of projects, dissertations and skills-based assessments, or when there is a pedagogic rationale for re-submission of the original assessment task, the re-examination/re-assessment task set should be different from the first examination/assessment. The rationale for re-submission of the same assessment task should be endorsed by the relevant Curriculum Board and approved by School Scrutiny Panel. It is not normally permissible for alternative assessment arrangements from those approved for the module to be made available on an individual basis. Where, exceptionally, alternative assessment arrangements from those approved for the module need to be made for individual students, the approval of the Chair of the relevant Faculty Academic Quality and Standards Committee must be obtained.



- 3.3.5 Each Board of Studies has the discretion to determine whether students must achieve the pass mark in all components of a module or whether failure in a component can be compensated when the overall mark is a pass for the module. Failure in a pass/fail assessment component cannot be compensated by the overall module mark. The details of the assessment regime must be brought to students' attention at the commencement of the module.
- (i) Where compensation between components of the module assessment is **not** allowed, the student must re-sit all failed components in August/September.
  - (ii) Where compensation between assessment components of a module is **not** allowed, students who re-sit a failed element will have the overall module mark capped at 40% (not just the mark of the re-sat element) even if they have achieved high marks in the other elements and an overall pass mark at the first attempt. (This contrasts with the situation where compensation is allowed and, despite failing an element of the assessment, the student achieves a passing average which in years 2 and 3 counts in full towards the degree classification.) Students who re-sit a failed pass/fail assessment component will also have the overall module mark capped at 40%.
  - (iii) Where a student **fails to meet the progression requirements** and compensation between components **is** allowed, if a student fails (i.e. achieves less than 40%) in a component or components of the module assessment and does not gain an overall average of 40% or more in the module, then the failed components must be re-sat in August/September.
  - (iv) Where compensation between components **is** allowed, if a student fails (i.e. achieves less than 40%) in a component or components of the module assessment but gains an overall average of 40% or more in the module, then the failed components will not (and **may** not) be re-sat in August/September.
- 3.3.6 Only in cases where a re-sit is not available in the failed component(s) should a student be allowed to re-sit another component in the module that was previously passed, on the basis that the student needs to re-sit that component in order to increase the mark and consequently pass in the module concerned. In these circumstances, the mark from the failed element must be carried forward and used in the calculation of the overall mark achieved following the re-sitting of the assessment. Similarly, where a different type of assessment is used for the re-sit, the Board of Studies may determine that the mark achieved at the first attempt shall contribute to the calculation of the overall mark achieved following the re-assessment. This is to discourage students from 'opting out' or failing to make a genuine attempt at each assessment component/task of a module.
- 3.3.7 In cases where there is a requirement that the student must achieve the pass mark in all/certain components of a module, Student Life must be informed, immediately following the date of the meeting of the Board of Examiners, of the names of any students who achieve less than 40% in any such component, and which component(s) need be re-sat in each case, so that pass lists can be published and appropriate candidature lists may be drawn up for the re-sit examinations.
- 3.3.8 In cases where there is a requirement that a student who does not meet the progression requirements at the first attempt need only obtain an overall pass mark, taking into account all component(s) of a module, Student Life must be informed of the names of any students who achieve less than 40% in the module taken as a whole and which component(s) need be re-sat in each case.
- 3.3.9 In the case of modules which are assessed on the basis of both coursework and a written examination and in circumstances where it is the policy of the Board of Studies to permit compensation of marks between individual components of a module, students who, for example, obtain an overall pass in a module with an examination paper mark recorded as zero as a result of absence from the paper in January or May on grounds of ill-health or other extenuating circumstances, may elect to sit the paper in August/September, in order to improve their mark. It should be noted that this option is only for years of study in which the marks contribute to the final degree classification (except the final year) and where such an election is



made, Departments should ensure that Student Life are informed in each case. Further details on this are set out in the 'Policy on Extenuating Circumstances in Relation to Performance in Assessments and Examinations' and in the 'Student Guidelines on Extenuating Circumstances in Relation to Performance in Assessment and Examinations'.

- 3.3.10 Students in study years 0, 1 and 2 or at levels of study 4 and 5 who miss any examinations in January or May for reasons of certified ill-health or other extenuating circumstances and do not satisfy the progression criteria must take those examinations in August/September. Such students, having taken the required examinations in August/September, must satisfy the progression criteria in order to progress to their next year of study.
- 3.3.11 For guidance on the treatment of marks gained in re-sit examinations/assessments, see section 3.5 below.

#### **3.4. Further Failure in Study Years 0, 1 and 2 and Levels of Study 4 and 5**

- 3.4.1 If a student fails to satisfy the progression requirements following re-sit examinations/assessments in August/September, the following options are open to the Board of Examiners:
- (i) Termination of studies.
  - (ii) Permit a repeat year of study:
    - (a) Re-sit of specific module components without attendance at lectures and classes. The student would re-attempt only the failed assessment components. Where a student is re-sitting a research or independent study module, the Board of Examiners shall ensure that the student is given clear guidance as to the level of supervision which they can expect; it is anticipated that this requires no attendance on campus and no face-to-face meetings with supervisors and that the student is not required to make a submission on a new topic. The student shall be provided with formative written feedback on their first attempt submission;
    - (b) Re-take of specific modules or module components with attendance where the components would require the student to attend e.g. for laboratory or continuous assessment. Where a student is being re-assessed in a research or independent study module, the Board of Examiners shall ensure that the student is given clear guidance on whether or not the retake should be on a new topic;
    - (c) Re-take failed modules with attendance as a first attempt. This alternative would only be allowed where there is clear evidence that a student's performance in a module has been significantly affected by ill-health or other just cause. Where a student is re-taking a research or independent study module, the Board of Examiners shall ensure that the student is given clear guidance on whether or not the retake should be on a new topic;
    - (d) Re-sit a research or independent study module with partial supervision. The Board of Examiners shall ensure that the student is given clear guidance as to the level of supervision which they can expect; it is anticipated that this requires no attendance on campus and no face-to-face meetings with supervisors and that the student shall not normally be required to make a submission on a substantially new topic. The Board of Examiners shall ensure that the student is provided with formative written feedback on their first attempt submission and given clear guidance as to the level of supervision which they can expect

In the circumstances when modules are discontinued for the following session, students should re-sit all examinations/assessments in the failed modules during the next session without attendance at lectures and classes and special papers and assessment tasks for those modules should be set. In those circumstances where a student is required to attend for the purpose of re-taking a failed module, the student may be allowed to replace the discontinued module by a new module to substitute a module not previously attempted for a failed module. In this case

the mark for the new module would be capped for carry forward purposes except where the mark for the original was deemed to have been affected by extenuating circumstances.

- 3.4.2 Any student who is permitted to re-sit/re-take failed assessments during the next session or repeat a year of study either in whole or in part, and who fails to reach the progression requirements in the following May, will normally be entitled to re-sit the failing module(s) once again in August/September, unless specifically excluded by the Board of Examiners.
- 3.4.3 Except for reasons of ill-health or other extenuating circumstances (where special consideration may be given) students who fail to satisfy progression requirements following a repeat year of study, will not normally be permitted to continue with their studies at the University.

### **3.5. Examination/Assessment Marks in Study Years 0, 1 and 2 and Levels of Study 4 and 5**

#### ***First attempt examinations***

- 3.5.1 In study years 0, 1 and 2 and levels of study 4 and 5 the marks achieved by the student in their first attempt at the assessments/examinations will be used to calculate the overall average for progression purposes. Any modules with marks in the range 35-39% which are compensated for by higher marks in other modules such that the student meets the progression requirements will be raised in the student record system to 40%. Where these marks are obtained in study year 2 or level of study 5, 40% will be the mark carried forward and used in the calculation of the degree classification.

#### ***Reassessments***

- 3.5.2 Whenever an examination/assessment is reassessed, the mark achieved in the re-assessment always supersedes any earlier mark, even when the earlier mark is higher. Following re-sit/re-take examinations/assessments the mark recorded for a module will be the weighted average of the final marks achieved for each component of the assessment of the module. (The marks of any assessment components of a module which have been passed at the first attempt will be carried forward and used with the actual marks gained in the re-sits/re-takes of the failed components to calculate the overall module mark.) This actual mark will be recorded but will be flagged in the student record system as having been obtained following a second or subsequent sitting of an examination or assessment, **except**:
- (i) where marks in the range 35-39% meet the criteria for compensation. In these circumstances, the marks will be raised to 40% in the student record system but will be flagged as having been achieved at a second attempt. Such marks achieved in study year 2 or level of study 5 will count towards degree classification as 40%; or
  - (ii) where the Board of Examiners (or, where appropriate, the Faculty Progress Committee in determining a student's appeal) has determined, as a result of a student's ill-health or other extenuating circumstances, that the re-sit/re-take should be treated as a first examination/assessment. In these circumstances the mark achieved in the re-sit/re-take examination/assessment will not be flagged. Examiners must clearly identify to Student Life when this is the case.
- 3.5.3 For the purposes of determining progression, the actual marks achieved following re-sit/re-take examinations/assessments will be used to calculate the average mark, but for the purposes of arriving at the average mark for degree classification purposes the marks for any module which includes one or more re-sit/re-take examinations/assessments will be capped at 40%, **except** when the re-sit/re-take is being treated as a first examination/assessment in cases of ill-health or other extenuating circumstances determined by the Board of Examiners (or, where appropriate, the Faculty Progress Committee in determining a student's appeal). Where a mark has been capped at 40% for carry forward/final assessment purposes and the profile of the student's marks is considered for degree classification, 40% will be the mark used for the profile.

***Assessment of a year abroad or a year in industry***

- 3.5.4 Where periods of study abroad are an integral part of a degree programme, as defined in the programme/subject component specification, the period spent abroad should be assessed and should count towards final assessment/degree classification using the appropriate carry forward/weighting mechanisms.
- 3.5.5 Where periods of study abroad arranged by the University are undertaken which are not an integral part of the programme or subject component as defined in the Year in China Annexe, Year Abroad Annexe or the programme/subject component specification, i.e. the year in China or year abroad, the period abroad shall be assessed on a pass/fail basis only and not count towards the final assessment/degree classification. Where other periods of study abroad which are not an integral part of the programme or subject component and not arranged by the University are undertaken by a student voluntarily in addition to the requirements of their programme, no assessment of that activity will be made and no account of it will be taken when final assessments/degree classifications are made. If, however, the student has negotiated that, on an exceptional basis, the work undertaken is regarded as equivalent to, and a replacement for, part of the programme or subject component, then the assessments for that work will count towards the final assessment/degree classification.
- 3.5.6 Where an industrial year/industrial placement is an integral part of the programme, as reflected in the degree title, its assessment should count towards final assessment/degree classification using the appropriate carry forward/weighting mechanisms.

**3.6 Final Year Examinations/Assessments and Degree Classification**

Details of the rules of final year examinations/assessments, degree classification and rules for re-sitting in the event of failure can be found in Appendices I and J which can be accessed via the following link:

<https://www.liverpool.ac.uk/aqsd/academic-codes-of-practice/code-of-practice-on-assessment/>

### **Glossary of Terms**

#### **Carried forward marks**

Marks from the second year of study (and third, in the case of four year programmes) which are used in the calculation of the final degree classification. Marks gained at a second or subsequent attempt at assessment are normally capped and carried forward as 40%. (See also flagged mark.)

#### **Co-requisite**

Module A is a co-requisite for module B if it must be taken along with module B.

#### **Credit**

A quantitative measure of learning achievement. Credit is normally awarded for the achievement of a set of specified learning outcomes and is related to the amount of learning needed to achieve the learning outcomes.

#### **Flagged mark**

A mark is flagged when it is achieved at a second or subsequent attempt at assessment (unless a Board of Examiners has determined that on the grounds of ill-health or other special circumstances, the assessment should be regarded as a first attempt). When a mark is flagged, the actual mark achieved is used for the purpose of determining progression and it appears on the student's transcript of studies but is shown as having been achieved at a second or subsequent attempt. For the purpose of determining a student's final degree classification, however, a flagged mark is capped at 40%, or 50% if it is a module at level 7.

#### **Mandatory**

A module is mandatory because competence is a pre-requisite for everything else, hence a pass in the module is essential. This status should be used sparingly.

#### **Module**

A discrete component of a year of study, having stated learning outcomes, teaching and learning opportunities to achieve those outcomes, and assessment tasks to enable students to demonstrate achievement of the outcomes. Modules which are not designated 'mandatory', 'required', 'co-requisite' or 'pre-requisite' (see definitions in this glossary) are *de facto* 'optional'. In some programmes, however, it may be a requirement that specified modules which are taken on an optional basis must be passed for a student to progress or be awarded a degree. In these circumstances, this should be made clear in the programme specification and in the information provided to students both at the time of module selection and at the commencement of teaching on the module.

#### **Optional non-compensatable**

A module is optional non-compensatable when it can be selected on an optional basis in some programmes but once selected must be passed in order for a student to progress or to be awarded a degree.

#### **Pre-requisite**

Module A is a prerequisite for Module B if A must have been taken before B can be taken.

#### **Programme**

Structured teaching and learning provision leading to one or more awards.

#### **Required**

A module which must be taken in a particular study year.

#### **Semester**

A twelve week teaching period.

#### **Subject Component**

Within combined degree subjects are structured into components weighted as 75% (major), 50% (joint) and 25% (minor) of the degree programme.

Year of Study

A collection of modules worth 120 credits. In the case of part-time study, the concept of a year of study is less relevant. Instead a student's programme of study is divided into three levels. (A level is an indicator of the relative demand, complexity and depth of learning.) Students take modules amounting to 120 credits at each level, over a maximum period of eight years in total from the date of initial registration.

## **Annexe 1**

### **Assessment of the Year in Industry**

#### **Guidelines for Approving Provision for Placements in Industry**

When running a programme with a Year in Industry the following will apply:

1. There is no guarantee that all students registered on a programme with an industrial placement will obtain an industrial placement. Although support is provided by both the subject area and the careers and employability service, it is the student's responsibility to apply for and to obtain the placement.
2. A placement must be approved by the subject area before the student can accept the placement as part of their degree programme.
3. A placement must normally be of minimum eight months duration.
4. There must be a suitable programme for a student to transfer to if they are unsuccessful in obtaining a placement.
5. A student who has not passed the year two of study may start an industrial placement with pending reassessment, except where this is precluded in an individual programme specification. If the student fails the re-sit or reassessment, they should be transferred to the corresponding programme without a year in industry and be required to re-sit the failed assessment without attendance.
6. There is no opportunity for a student to repeat a year in industry. If the student does not complete the year in placement, they must interrupt their studies until the next academic year and transfer to year three or year four of the corresponding programme without the year in industry.
7. If a student fails the year in industry at the first attempt, they have the right to resubmit any written assessed component.
8. The assessment of the placement shall normally contain components based on the student's performance on the placement, an initial report, a final report, and an oral presentation.
9. Normally the breakdown of the assessment of the year in industry is common for all placements run by a particular subject area (and defined in advance via a module description and in the programme specification).
10. Each student will have a designated academic contact who will act as a point of liaison between the University and the company. This academic tutor provides support to both the student and the company throughout the placement. The normal expectation is that the academic tutor will make at least one site visit during the placement (although this may have to be waived for overseas industrial placements).
11. The industrial supervisor, the designated academic tutor and at least one other member of academic staff will be responsible for assessment of the year in industry.
12. University staff are frequently required to sign confidentiality agreements. If this is the case, the designated academic member of staff must agree a way forward such that the final report on the placement can be made available to external examiners.
13. The student is bound by the terms and conditions of the contract of employment which include attendance monitoring by the placement provider.