

The LJMU Academic Framework Regulations And Their Use In Practice

Link to the Academic Framework Regulations is [Here](#)

Aims and Objectives

- A brief overview of the Academic Calendar and what happens when (for standard programmes)
- Programme design and the Academic Framework Regulations
- Progression rules and regulations

The overarching aim is to enable external examiners to understand the Academic Framework Regulations and apply this knowledge during their tenure at LJMU

The Academic Calendar 2020/21

Link to the main calendar page is [Here](#)

The above link contains the 2021/22 and 2022/23 Academic Calendars.

Key points of the Academic Calendar

- Standard programmes typically have the following features
 - Teaching starts during the last week in September (slightly earlier for Level 3 and Level 4 students)
 - 2 X 12 week semesters
 - Semester 1 marks are moderated (internally and externally) and formally released to students during Semester 2
 - Note:- These are considered final marks and are NOT subsequently subject to change
 - Semester 2 marks are moderated (internally and externally) and are formally released to students following the Board of Examiners (typically late May / early June)
 - Note:- Credits for all modules is awarded at these boards
 - A reassessment period for students deferring / failing Semester 1 / 2 modules in late June / early July
 - A reassessment Board of Examiners typically in the 3rd week in July

Other calendar related considerations

- External Examiners approve all summative assessments (Coursework specifications / Exam papers etc) prior to the beginning of teaching on a module
- Module leaders will be asked to confirm
 - the involvement of the External Examiner in the approval of the form and nature of the assessment item
 - the External Examiner has been involved in the moderation of an appropriate sample of assessment submissions as defined in the moderation policy
- The above must be completed prior to the finalisation of marks in both semesters.
 - This is critical to the release of marks in Semester 1 and the operation of the Boards of Examiners in Semester 2 / Reassessment Period

- The “typical” undergraduate degree programme has the following features
 - 360 credits (120cr at Level 4, 120cr at Level 5 and 120cr at Level 6)
 - Predominately 20 credit modules (however 10 credit modules allowed with 30/40 credit modules for research project / dissertation)
 - A module pass mark of 40%
 - Semesterised delivery (apart from a dissertation module)
 - Students must attempt all components of a module for credit to be released
 - Students do not have to pass all components of a module (unless this is a stipulated professional body requirement)
 - Normally, there will be:
 - one summative assessment task per 10 credit module;
 - a maximum of two summative assessment tasks per 20 credit module.
- Some undergraduate programmes do also have a foundation year (with 120cr at Level 3) and there are integrated masters programmes (e.g. MEng) with an additional 120 credits at Level 7 (modules at Level 7 have a pass mark of 50%)
- Programmes may have an approved variance to those outlined above

- Typical “Post Graduate Taught” programme has the following features
 - 60 / 120 / 180 credits at Level 7
 - Modules comprise 10, 20, or 30 credits except for the research project/dissertation module which must be 60 credits
 - A module pass mark of 50%
 - Semesterised delivery
 - Students must attempt all components of a module for credit to be released
 - Students do not have to pass all components of a module (unless this is a stipulated professional body requirement)
 - Normally, there will be:
 - one summative assessment task per 10 credit module;
 - a maximum of two summative assessment tasks per 20 credit module.
 - the research project/dissertation module must be supported by at least 10 credits of research skills in a module which must be passed prior to the submission of the research project/dissertation module.
 - There are a range of other awards including Professional Doctorates and 240 credit Masters programmes.
 - Programmes may have an approved variance to those outlined above

Progression Rules

- No compensation / condonement for modules
- All students will be given one referral attempt at a module
- Undergraduate students can trail a maximum of 20 credits into the next level of their programme (could be referrals or deferrals)
- Students who fail a module for the second time may be able to have a third attempt at a module.
 - This third attempt will be either a Exceptional Second Referral (ESR) or a Final Module Attempt (FMA)
 - This will depend on the overall student profile

The Exceptional Second Referral (ESR)

- If a student has at least 100 credits at the level but has failed both attempts on the remaining module(s) upto a maximum of 20 credits (this would typically be one 20 credit module but could be 2 X 10 credit modules)
 - They will be awarded an ESR by the Board of Examiners (unless there is a variance approved for the programme)
 - This would allow the student to progress onto the next level of their programmes whilst “trailing” this module
 - Any successful components are “brought forward” so students only have to do the components they have failed
- For students on 180 credit PGT programmes, their eligibility for an ESR is determined once the 120 “taught” credits have been attempted

Final Module Attempts

- If a student attains between 60 and 99 credits within a level (60-99 from the taught element of a PGT programme), they will be offered the opportunity to re-register for a Final Module Attempt (FMA) upon the failed module(s) provided that they have not completed a previous level via this mechanism. FMAs for dissertation modules are at the discretion of the Board of Examiners
- If a student attains fewer than 60 credits within a level, they may be offered the opportunity to re-register for a Final Module Attempt upon the failed modules provided that they have not completed a previous level via this mechanism, that the Board of Examiners has reason to be confident in the student's engagement
- The FMA will be a new attempt with attendance and no marks will be carried forward from previous attempts. The maximum mark obtainable from an FMA is the module pass mark.

UG Classifications Calculation

- For standard programmes classifications are calculated using 25% of their Level 5 mean mark plus 75% of their Level 6 mean mark
- So, for example
- Level 5 = 63% and Level 6 = 74%
$$= (63\% * 0.25) + (74\% * 0.75) = 15.75 + 55.5 = 71.25\%$$
 (and then rounded to the nearest whole integer = 71%)
 - 40 – 49% = third class
 - 50 – 59% = lower second class
 - 60 – 69% = upper second class
 - =>70% = first class

UG Boundary Consideration

- If the students award mark is calculated within 1% of the next classification boundary (e.g. 49%, 59% and 69%) then a student will be awarded the higher classification of degree where more than half of the mark-bearing credits at Level 6 are in a class above that indicated by the Award Mark.
- e.g. Students score 69% overall but has the following Level 6 marks
 - Module 1 70% (20 credits)
 - Module 2 65% (20 credits)
 - Module 3 71% (20 credits)
 - Module 4 73% (20 credits)
 - Module 5 72% (20 credits)
 - Module 6 50% (20 credits)
- Would be awarded a 1st as 80 credits (more than half of the credit are at the class above)

Non-Classified Awards (e.g. MSc / PGDip / FD)

- PGT programmes do not normally have the concept of borderline consideration and therefore the grading of PGT programme is typically
- a Distinction grade is awarded when a student achieves an Award Mark of at least 70%;
- a Merit grade is awarded when a student achieves an Award Mark of between 60 and 69%.

However, for students on masters programmes during 2019/20 (Covid period) borderline consideration was in place. Students with 58/59 were awarded merit and students with 68/69 were awarded distinctions

Scenario 1 (Breakout Group)

- A level 4 student has the following profile (assuming all 20 credit modules) after both their first and referral attempts
 - Module 1 45% (attempted all components)
 - Module 2 55% (attempted all components)
 - Module 3 61% (attempted all components)
 - Module 4 39% (attempted all components)
 - Module 5 40% (attempted all components)
 - Module 6 65% (attempted all components)

Student has achieved 100 credits with a mean mark of 44.17%

What would be the decision regarding progression for this student?

Scenario 2 (Breakout Group)

- A level 4 student has the following profile (assuming all 20 credit modules) after both their first and referral attempts)
 - Module 1 45% (attempted all components)
 - Module 2 55% (attempted all components)
 - Module 3 61% (attempted all components)
 - Module 4 40% (scored 80% in the coursework but did not attempt exam)
 - Module 5 40% (attempted all components)
 - Module 6 65% (attempted all components)

What would be the decision regarding progression for this student?

Scenario 3 (Breakout Group)

- A level 5 student has the following profile (assuming all 20 credit modules) after both their first and referral attempts)
 - Module 1 55% (attempted all components)
 - Module 2 70% (attempted all components)
 - Module 3 35% (attempted all components)
 - Module 4 37% (attempted all components)
 - Module 5 44% (attempted all components)
 - Module 6 49% (attempted all components)

Student has achieved 80 credits with a mean mark of 48.33%

What would be the decision regarding progression for this student?

Scenario 4 (Breakout Group)

- A level 6 student has the following profile (assuming all 20 credit modules) after both their first and referral attempts)
 - Module 1 38% (attempted all components)
 - Module 2 23% (attempted all components)
 - Module 3 16% (attempted all components)
 - Module 4 31% (attempted all components)
 - Module 5 42% (attempted all components)
 - Module 6 40% (attempted all components)

Student has achieved 40 credits with a mean mark of 31.66%

What would be the decision regarding progression for this student?

Scenario 5 (Breakout Group)

- A level 5 student has the following profile (assuming all 20 credit modules) after both their first and referral attempts)
 - Module 1 82% (attempted all components)
 - Module 2 77% (attempted all components)
 - Module 3 DEF (student deferred module attempt due to illness)
 - Module 4 DEF (student deferred module attempt due to illness)
 - Module 5 88% (attempted all components)
 - Module 6 71% (attempted all components)

Student has achieved 80 credits with two deferred modules

What would be the decision regarding progression for this student?

Scenario 6 (Breakout Group)

- An MSc student has the following profile (assuming all 20 credit modules) after both their first and referral attempts) from the taught element (120 credits of their programme)
 - Module 1 55% (attempted all components)
 - Module 2 70% (attempted all components)
 - Module 3 35% (**this is the research methods module**)
 - Module 4 56% (attempted all components)
 - Module 5 67% (attempted all components)
 - Module 6 68% (attempted all components)

Student has achieved 100 credits with a mean mark of 58.5%

What would be the outcome for this student?

Scenario 7 (Breakout Group)

- An MSc student has the following profile (assuming all 20 credit modules) from the taught element (120 credits of their programme)
 - Module 1 55% (attempted all components)
 - Module 2 70% (attempted all components)
 - Module 3 65% (attempted all components)
 - Module 4 56% (attempted all components)
 - Module 5 67% (attempted all components)
 - Module 6 68% (attempted all components)
- However, they have failed the dissertation element (worth 60 credits) twice with marks of 42% and 48%

What would be the outcome at the Board of Examiners for this student?

Any Questions?

The Faculty Registrars are

Faculty of Arts, Professional and Social Studies – [Drew Li](#)

Faculty of Business and Law – [Liz Whitfield](#)

Faculty of Health – [Henry Forsyth](#)

Faculty of Engineering and Technology / Faculty of Science – [Graham Sherwood](#)