

FRAMEWORK FOR UNDERGRADUATE SYNTEGRATIVE EDUCATION DEGREE PROGRAMMES

DEFINITIONS

1. The **University** or **XJTLU** is Xi'an Jiaotong-Liverpool University
2. **The PRC** is the People's Republic of China
3. **The UK** is the United Kingdom
4. **FHEQ** is QAA Framework for Higher Education Qualifications which forms part of the UK Quality Code (www.qaa.ac.uk/quality-code)
5. **Syntegrative Education** is an innovative educational model targeted to produce graduates with profound disciplinary knowledge and practical work attainments as well as cross-cultural leadership, management and entrepreneurship skills aiming at competitiveness and employability enhancement.

INTRODUCTION

6. The Framework for undergraduate Syntegrative Education degree programmes offered at XJTLU is established to ensure consistency in programme structure across all undergraduate Syntegrative Education programmes and to establish standards in academic quality as determined in both the PRC and the UK. The Framework also sets out clear criteria for how an individual student's performance is assessed.

SCOPE

7. This Policy applies to all students enrolled on undergraduate Syntegrative Education programmes at XJTLU.

PROGRAMME STRUCTURE

8. Undergraduate Syntegrative Education degree programmes at XJTLU adopt a major/minor structure in which students select a major specialisation (75% of total available credits), and pursue two further minor areas of study (each minor being normally worth 12.5% of total available credits).

CREDITS, MODULES AND BALANCE IN YEARS OF STUDY

9. An undergraduate Syntegrative Education degree at XJTLU is normally awarded after the successful completion of modules totalling 180 credits. One credit represents 30 hours of student learning, including on-the-job learning and assessment. University examinations, scheduled by the Registry, fall outside the total study hours delivered in a module. All undergraduate programmes must include a Final Year Project of research or investigative nature and approved work placements.

10. Modules must be assigned a credit value which is normally 2.5, 5, 7.5 or 10.
11. For undergraduate programmes, these modules are designated at the XJTLU credit levels of 0, 1, 2, 3 which correspond to FHEQ levels 3, 4, 5 and 6 respectively.
12. Students may choose modules freely in each semester, between the permissible minimum and maximum total credit values, provided no prerequisite or compulsory modules are designated in the programme structure.
13. The credit structure is detailed below:

Year of study	Total credits		Credit range per semester	
	Minimum	Maximum	Semester 1	Semester 2
Year 1	50	50	No choice offered	
Year 2	50	70	25 – 35	25 – 35
Year 3	40	60	20 – 30	20 – 30
Year 4 (where applicable)	40	60	20 – 30	20 - 30

14. A typical credit structure would be:
 - a. Year 1 is level 0 (FHEQ 3), 50 credits in total (no specialisation)
 - b. Year 2 is level 1 (FHEQ 4), 50 credits in total (40 credits for Major; 5 credits for Minor 1; and 5 credits for Minor 2)
 - c. Year 3 is level 2 (FHEQ 5), 40 credits in total (30 credits for Major; 5 credits for Minor 1; and 5 credits for Minor 2)
 - d. Year 4 is level 3 (FHEQ 6), 40 credits in total (30 credits for Major; 5 credits for Minor 1; and 5 credits for Minor 2)
15. For the purposes of this Framework, level of credit is expressed in terms of the XJTLU credit level.
16. The level assigned to a module is an indicator of relative intellectual demand, complexity and depth of learning required of a learner.
17. In certain circumstances, up to 10 credits at level 4 (Master's level, FHEQ 7) may be offered in Year 4. Any such modules would carry a pass mark of 50% and will only be offered on an optional basis.
18. All other modules will normally be offered at the correct level of study. Where a module is offered at a lower level of study, this will be no more than 5 credits and will need approval of the University's Learning and Teaching Committee (LTC).

19. Each module must have a unique syllabus and assessment. Modules which are shared between programmes will normally be allocated the same module code.
20. It is compulsory for all students pursuing an undergraduate Syntegrative Education degree at XJTLU to undertake summer work placements. These work placements are non-credit-bearing but are an essential component of the degree programme.
21. Students will normally accrue a minimum of 600 hours work placement, representing one month in the summer semester (Semester 3) of Years 1-3 inclusive. There will be no work placement in Year 4.
22. Modules may be designated as 'mandatory', 'compulsory' or 'optional'. For definitions of these terms, please refer to the 'Glossary of Terms' as set out in the Code of Practice on Assessment. Approval of the LTC must be obtained for designating a module as 'mandatory' and the number of such modules in any year of study should not normally be of value of no more than 50% of the total credits for a certain level of study. 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.
23. Any proposal for and approval of changes to programmes must be undertaken in accordance with University policy and must ensure that the programme structure complies with this Framework.
24. All modules at levels 0, 1, 2, and 3 must be taught and assessed in English. Exemptions may be permitted at level 0. Language modules may be taught and assessed in the relevant language.

ASSESSMENT AND RE-ASSESSMENT REGIME OF MODULES

25. The pass mark for all undergraduate Syntegrative Education modules at levels 0, 1, 2, and 3 is 40%.
26. Where level 4 modules are offered in Year 4 (see §16 above), the pass mark for such modules is 50%.
27. A student will normally need to meet all Learning Outcomes to be able to pass a module.
28. Normally, the formal University's assessment periods are timed at the end of each semester. The University allows for mid-term assessments where the assessment regime of modules includes such a requirement and coursework/practical assessments are timed individually, by academic units.
29. The initial assessment of a module must be completed by the end of the semester in which the teaching of it is completed.
30. Where a student fails a module in any one semester, they will have the opportunity to **either** retake the module at the next available sitting **or** take an alternative module with the same credit weighting as directed by the relevant academic unit.
31. Following re-assessment, the mark recorded for a module will be the weighted average of the final marks achieved for each assessment component of the module. The marks of any assessment component(s) of module which have not been replaced by the re-sit opportunity will be carried forward and used with the actual marks gained in the re-sits of the failed components, in order to calculate the overall module mark. The actual average mark will be recorded on the

student's transcript, and will be flagged as having been achieved at a second or subsequent attempt. The mark will be capped at 40% for the purposes of degree classification unless a student has had an application accepted that their performance in the assessment was affected by mitigating circumstances.

32. Each academic unit has the discretion to determine whether or not 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.
33. Where failure is compensated, and a student fails a component or components of the module assessment, but achieves a passing overall average mark, this will be deemed to be a pass and the failed components will not (and may not) be re-assessed in order to improve the overall module mark.
34. Where compensation between components of the module assessment is NOT allowed and a pass mark must be obtained in all or certain components for the module to be passed, the student must be re-assessed in those failed components even if the overall module mark is a pass.

PROGRAMME EXIT QUALIFICATIONS

35. An undergraduate programme of study must include the following two exit points, whereby a student who leave the programme before they qualify for the undergraduate degree may be awarded:
 36. A University of Liverpool Certificate in Higher Education if they have passed 40 credits at XJTLU level 2 (FHEQ Level 4); **or**
 37. A University of Liverpool Diploma in Higher Education, if they have passed 80 credits with 40 credits at XJTLU level 2 (FHEQ Level 4) and 40 credits at XJTLU level 3 (FHEQ Level 5).
38. In accordance with Chinese Ministry of Education requirement, a student will also be issued a Chinese Certificate of Studies if they have completed more than one but less than four years of study or a Chinese Certificate of Completion of Studies if they have completed all four years but failed to meet the criteria for graduation.
39. Successful completion of 180 credits within the required timeframe (see Maximum periods of registration) will normally be awarded degree certificates from XJTLU and the University of Liverpool, an Industrial Diploma from XJTLU, and a Certificate of Achievement from the University of Liverpool.

STUDENTS

Late student registration on programmes or modules

40. The decision to accept a student onto a programme once teaching has started must be based on the academic judgement of the Programme Director, in consultation with the relevant Module Leaders, to ensure that the student registering late on the programme will not be disadvantaged in respect of the opportunity to achieve the learning outcomes, meeting coursework deadlines and engaging in the learning context, such as group work. Normally, late registration onto a programme will not be allowed after the beginning of the first teaching week of the semester.

41. The decision to accept a student onto a module once teaching has started must be based on the academic judgement of the Module Leader, to ensure that the student registering late on the module will not be disadvantaged in respect of the opportunity to achieve the learning outcomes, meeting coursework deadlines and engaging in the learning context, such as group work. Under normal circumstances, transfer into a module will not be allowed after two weeks from the start of teaching in the semester. Transfers will also only be allowed if the teaching timetable can accommodate the revised module combination.

Attainment criteria

42. The criteria for successful completion of an undergraduate Syntegrative Education degree require a student to accumulate 180 credits over their period of study.

Progression rules

43. The rules set in this section apply to students in **Year 1 only**.

44. Students must complete their current year of study, and for progression to the next year of study, require a student to:

- a. Pass (i.e. achieve 40%) in all mandatory modules; and
- b. Pass (i.e. achieve 40%) in modules amounting to 37.5 credits; and
- c. Achieve at least 40% averaged across all modules and a minimum mark of 35% in all modules.

45. The progression rules as set out in §44 above provide that a student may be awarded a compensatory pass if they narrowly fail (35% - 39%) modules totalling up to 12.5 credits. Where a student meets the criteria for progression, a module mark in the compensatory range will be recorded on a student's transcript as 40%.

46. If, after re-assessment during the re-sit period, a student has not met the above progression criteria, a student will not be allowed to progress to the next year of study.

47. Where a student is permitted to transfer to a non Syntegrative Education degree programme and has also been permitted to carry failed credit into the next year of study, consideration will be made, by the Board of Examiners, to the possibility of exchanging the failed module for an alternative within the new programme. However, this replacement module **MUST** be passed, in accordance with the progression criteria as described in §44 above.

Maximum periods of registration

48. Students may be permitted to repeat Year 1 up to a maximum of four times.

49. The maximum total registration period is 8 years which includes all periods of repeat study and periods of suspension of studies, imposed or requested.

50. Where students have been granted repeat years of study in order to achieve the minimum number of credits required for graduation, they must be warned by their academic unit of the maximum period of registration permitted.

Termination of studies

51. A student may be required to terminate studies on their current programme on the grounds of unsatisfactory progress. This decision can only be made where a student has failed to engage with any opportunities provided for re-assessment in failed modules, or where the student has exhausted all attempts at re-assessment afforded to them under this Framework;
 52. In exceptional circumstances, where a student is experiencing difficulties in satisfying the requirements of the programme, they may request a transfer to another programme of study. Under these circumstances, approval of the transfer must be given by the receiving academic unit/programme concerned and the year of study for the transfer must be determined. Serious consideration of any such request must be made to evaluate whether or not the student, in the light of their previous failure, is suitable for pursuing another programme of study. In such cases, students may be required to attend and pass modules already taken and passed in previous years. However, the students may be entitled to carry forward marks achieved in previous years of study.
 53. Where a student is recorded as not having made satisfactory progress in his/her studies during the semester, for lack of engagement, the University may require the student to terminate their studies before the end of the year. Academic units must ensure that, under these circumstances, students are warned of the consequences of failing to engage appropriately with their studies.
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APPROVAL AND REVISION LOG

Date	Approved by	Description
	AQSC	Policy recommended for approval to LTC
	LTC	Policy approved for implementation AY 2019/20