CANTERBURY CHRIST CHURCH UNIVERSITY
UNDERGRADUATE ACADEMIC FRAMEWORK

Introductory Note: University of Kent offers a number of joint awards with Canterbury Christ Church University (CCCU); CCCU is currently the Primary Administering University. This document sets out the CCCU Undergraduate Academic Regulations as the governing regulations for these joint awards.

1 INTRODUCTION
1.1 This document sets outs the regulatory requirements of the Undergraduate Academic Framework (‘the Academic Framework’) for Canterbury Christ Church University.
1.2 Unless specifically approved by Academic Board, all undergraduate programmes validated with a commencement date of September 2007 or later are to conform to the Academic Framework.

2 AIM OF THE ACADEMIC FRAMEWORK
2.1 The aim of the Academic Framework is to determine the arrangements within which programme validations are able to:

- Provide students with a systematic understanding of the principal aspects of their subject discipline(s) and a coherent appreciation of the nature of the subject(s).
- Develop students’ competence in applying subject specific skills to practice and investigation in the subject.
- Develop students’ critical, analytical, and problem solving abilities in all aspects of their work.
- Help students to think and work creatively and intellectually and to stimulate their search for useful knowledge and insights.
- Provide students with the skills and motivation to adapt and respond positively to change.
- Enable students to be prepared for graduate employment and lifelong learning through the development of subject knowledge and skills and of Graduate Skills and to monitor and reflect upon their personal development.
- Provide students with breadth and depth of study in single and combined disciplines.

3 SCHEMES WITHIN THE ACADEMIC FRAMEWORK
3.1 The Academic Framework provides for programmes to be grouped together within a Scheme or for an individual programme to stand alone. Programmes will normally be grouped as part of a Scheme. Where a programme is not part a Scheme, the rationale is to be made explicit as part of the validation.
3.2 A Scheme will have a particular philosophy, together with a management structure, to support the delivery of the programmes and modules within the Scheme. Programme validations will identify the Scheme of which the programme is part.
3.3 The Academic Board will approve the permitted Schemes on the recommendation of the Quality and Standards Committee, which has the power to establish a panel to review and make recommendations relating to the proposed Scheme.
3.4 Once a Scheme is approved, a programme may be incorporated as part of the Scheme through the programme validation.

3.5 Exceptionally, where an individual programme stands alone within the Academic Framework it will follow the regulatory requirements set out within this document. Any modifications permitted through the validation process will be confined to those arising from additional professional or work-based preparation requirements imposed by external regulatory bodies.

**Scheme Protocols**

3.6 There will be a set of Scheme Protocols attached to the Academic Framework setting out the permissive parts of the Academic Framework that apply, or do not apply, to a particular Scheme. The purpose of the Protocols is to customise the Academic Framework to the Scheme, taking account of the particular requirements that distinguish it under the Academic Framework.

3.7 The Scheme Protocols are subject to approval before they take effect. The Academic Board will approve the Scheme Protocols on the recommendation of the Quality and Standards Committee, which has the power to establish a panel to review and make recommendations relating to the proposed Scheme Protocols.

3.8 The Academic Framework and the Scheme Protocols are to read as one document. In the event of any conflict of interpretation, the Protocols have precedence.

3.9 Each of the programmes that form part of a Scheme is to comply with the Academic Framework and the Scheme Protocols. Ensuring compliance with these requirements will form part of the validation process. Within the validation document, there is to be a specifications table identifying each of the departures from the Academic Framework and the rationale for the departure.

4 MANAGEMENT OF THE ACADEMIC FRAMEWORK

**Academic Framework Chair**

4.1 The Academic Framework Chair exercises academic leadership and direction at a senior level in the University, and is nominated by the Vice Chancellor. The broad remit of the Chair is to provide vision and a sense of direction for the Academic Framework, taking account of the national context, and to provide management input at a senior level.

4.2 The responsibilities of the Academic Framework Chair include:

4.2.1 Providing leadership for the Academic Framework, in terms of its broad development, taking account of national trends, government initiatives and changes to the QAA academic infrastructure.

4.2.2 Engaging in dialogue with the Pro-Vice Chancellors, Heads of Departments and Deputy Chairs of Boards of Examiners to identify potential areas for the development of the Academic Framework.

4.2.3 Raising Academic Framework issues as appropriate with senior members of the University and, where necessary, seeking their resolution.

4.2.4 Reviewing periodically the Academic Framework and identifying plans for its development.

4.2.5 Proposing modifications to the Academic Framework, including changes to the conventions, regulations and procedures.

4.3 The Academic Framework Chair may delegate specific functions to a nominee.
Scheme Management

4.4 Specific arrangements for Scheme management will be set out in the Scheme Protocols.

Management within Faculties

4.5 Faculties, and departments within faculties, are responsible for the validation, development, delivery and evaluation of programmes, together with the assessment of students, in accordance with the requirements of the University.

Central Support Departments

4.6 Central departments, whose managers report directly to a senior member of the University, are responsible for the provision of support services to support the Academic Framework.

4.7 The respective responsibilities of the Faculties and the Central Departments will be set out in a statement, which will include the arrangements for a student to receive clear and authoritative advice on academic choices. In addition, the arrangements for the management of starred modules within a Scheme will be specified.

5 ENTRY REQUIREMENTS

5.1 The University sets out in a separate statement the general entry requirements for Undergraduate Programmes\(^1\) that apply to all programmes within the Academic Framework.

5.2 Scheme Protocols set out any variations to the general entry requirements, specifying the programmes to which the variations relate.

6 LEARNING OUTCOMES

6.1 The descriptions provided in this section are generic and apply to all programmes, but may be interpreted differently from one programme to another. Furthermore, the prominence of a particular learning outcome may vary. The programme validation will set out the learning outcomes applicable.

6.2 The learning outcomes described in this section are derived from, but are not identical to, Quality Assurance Agency (QAA) Level Descriptors\(^2\). There is a broad schematic description of the three levels of award in Academic Framework presented as Annexe 1.

6.3 All programmes are validated with stated learning outcomes, but credits are awarded against modules and not single learning outcomes.

6.4 The learning of Graduate Skills permeates the content of all programmes, albeit to varying extents. Graduate Skill competencies fall into four broad areas: Academic Skills, Managing own Learning, Communication Skills and Working with Others\(^3\).

---

\(^1\) Undergraduate Entry Requirements (http://www.canterbury.ac.uk/notices/extranet-staff/2006/04/05-docs/ug-entry-requirements.doc)


\(^3\) Policy on Graduate Skills (http://www.canterbury.ac.uk/notices/extranet-staff/2006/03/policy-on-graduate-skills.doc); see also Section 12.
Learning Outcomes for the Certificate of Higher Education

6.5 Students who gain the award of Certificate of Higher Education should have demonstrated knowledge and understanding, skills, and other attributes in the following ways:

a) Knowledge and Understanding

Students should be able to demonstrate

- knowledge of the essential concepts, principles and assumptions associated with their subject(s)

b) Cognitive and Subject Specific Skills

Students should be able to

- develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s)
- evaluate and interpret concepts and principles within the context of their subject(s)
- present, evaluate, and interpret a variety of evidence or data using defined techniques

c) Graduate Skills

Students should be able to

- access a range of resources to research, retrieve and manage information
- identify strategies for overcoming obstacles and show an awareness of different perspectives and ethical issues
- identify targets, plan studies, access training, seek evidence to establish achievements, reflect on progress and use feedback to benchmark progress
- communicate results of their study, using appropriate academic conventions, presentational methods and Information Communications Technology
- develop the ability to listen, respond to and discuss ideas and issues openly
- establish objectives, plan work and agree responsibilities and working arrangements, develop cooperative and flexible working relationships through review and negotiation, offer and receive constructive feedback and use initiative responsibly
- demonstrate such numeracy skills as are appropriate to the subject(s) studied at this level

Learning Outcomes for the Diploma of Higher Education and Foundation Degree, and Bachelors Degree without Honours

6.6 Students who gain the award of Diploma of Higher Education should have demonstrated knowledge and understanding, skills, qualities and other attributes in the following ways:

a) Knowledge and Understanding

Students should be able to demonstrate
b) Cognitive and Subject Specific Skills

Students should be able to

- select appropriate approaches to solving problems in their subject(s)
- develop lines of argument and make sound judgements in accordance with the theories and concepts of their subject(s)
- evaluate and interpret concepts and principles in the contexts of the subject(s) and to apply these beyond the context in which they were first studied, including, where appropriate, to an employment context
- present, evaluate, and interpret a variety of evidence or data using defined techniques

b) Cognitive and Subject Specific Skills

Students should be able to

- select appropriate approaches to solving problems in their subject(s)
- develop lines of argument and make sound judgements in accordance with the theories and concepts of their subject(s)
- evaluate and interpret concepts and principles in the contexts of the subject(s) and to apply these beyond the context in which they were first studied, including, where appropriate, to an employment context
- present, evaluate, and interpret a variety of evidence or data using defined techniques

Learning Outcomes for Bachelors degree with Honours

6.7 Students who gain the award of BA, BSc, or BMus, with Honours, should have demonstrated knowledge and understanding, skills, qualities and other attributes in the following ways:

a) Knowledge and Understanding
Students should be able to demonstrate:

- a systematic understanding of key aspects of their subject(s) of study, including acquisition of coherent and detailed knowledge, at least some of which should be at the forefront of defined aspects of a discipline
- conceptual understanding that enables them to devise and sustain arguments, and solve problems, using ideas and techniques of the discipline
- sufficient knowledge and understanding to enable them to comment appropriately upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge in their field of study

b) Cognitive and Subject Specific Skills

Students should be able to:

- present, evaluate, and interpret qualitative and quantitative data, and develop lines of argument and make sound judgements in accordance with central theories and concepts in their subject(s)
- demonstrate knowledge of the main methods of enquiry and analysis in their subject(s) and apply this in the execution of their own enquiry and analysis
- apply the methods and techniques learned to review, consolidate, extend their knowledge and understanding; and initiate and carry out projects
- evaluate critically arguments, assumptions, abstract concepts and data, some of which may be incomplete
- manage their own learning and make use of a range of learning resources appropriate to the discipline including scholarly reviews and primary sources

c) Graduate Skills

Students should be able to:

- use effectively a range of information sources (including electronic sources) to extract and synthesise relevant, valid, and reliable information to develop a reasoned argument, and demonstrate an understanding of ethical dimensions of research
- adopt an autonomous approach to study by monitoring progress through feedback to identify own learning needs, and reflect on achievements to inform career choices
- communicate effectively information, arguments, and analysis to various audiences using appropriate data, presentational methods, vocabulary, and academic conventions
- engage in appropriate computer-mediated communications (CMC) discussion, active listening techniques, and scholarly argument
- engage with others over an extended period to meet goals, by engaging in networking, using a flexible approach to negotiation and co-operation to manage change, adopting a leadership role to enhance group performance, and reflecting on peer assessment
- demonstrate such numeracy skills as are appropriate to the subject(s) studied and this level
7 PROGRAMMES AND AWARDS

7.1 A Scheme may group programmes under the general headings of Single and Combined Programmes. A Scheme will identify the programmes offered, and these will be included in the Scheme Protocol.

7.2 A Single Programme may be located in a single subject or composed of a coherent interdisciplinary grouping of modules in a specific area.

7.3 A Combined Programme is when students follow programmes of study in two subjects.

7.4 A subject may be composed of several sub-disciplines or of several subjects in the traditional sense.

7.5 Students may register for one programme. Unless provided otherwise in the programme validation, a student may register for a Diploma or a Certificate of Higher Education programme as an alternative to a degree programme. Table 1 summarises student programmes.

Single Honours Programmes

7.6 At Level One, at least 100 of the 120 credits must be drawn from modules of the Single Honours Programme. Where permitted by a Scheme, the remaining 20 credits may be starred modules.

7.7 At least 100 credits at each of Level Two and Level Three must be in the Single Honours Programme. The remaining 20 credits at Levels Two and Three may be starred modules.

7.8 Where a Single Honours Programme leads to awards with several specialisms that are determined by particular pathways through the programme, the names of the pathways may appear in brackets within the degree title. In such cases, the Scheme Protocols must specify the pathway requirements in terms of minimal requirements to take and pass modules.

---

Table 1 Student Programmes
Note: In this table A and B represent two different subjects. The name of the award depends on the subject programmes taken.

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>SINGLE</th>
<th>COMBINED</th>
<th>TARGET AWARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>120 Discipline A credits</td>
<td>120 Discipline credits, as follows: Discipline A: Modules to a total of 60 credits</td>
<td>Cert HE 120 credits attempted at Level One, passing a minimum of 100 credits</td>
</tr>
<tr>
<td>OR</td>
<td>100 Discipline A credits plus starred modules to the value of 20 credits</td>
<td>Discipline B: Modules to a total of 60 credits</td>
<td>Note: No starred modules are available at Level One for combined students</td>
</tr>
<tr>
<td>Two</td>
<td>120 Discipline A credits</td>
<td>Any combination of modules</td>
<td>Dip HE 120 credits attempted at</td>
</tr>
</tbody>
</table>

---

4 For the definition of starred modules, see Section 8
<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Credits and Restrictions</th>
<th>Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>A maximum of 80 credits and a minimum of 40 credits</td>
<td>Level Two passing a minimum of 100 credits, having also passed Level 1.</td>
<td></td>
</tr>
<tr>
<td>A maximum of 20 credits (which may be at Levels One or Two)</td>
<td>Foundation Degree: 120 Credits taken and passed at Level Two, having also passed 120 Level 1 credits</td>
<td></td>
</tr>
</tbody>
</table>

### Combined Honours Programmes

7.9 Students following Combined Honours Programmes take modules to the value of 60 credits in each subject at Level One. At subsequent levels, they may combine the two subjects in any proportion with the following restrictions:

(a) they must take modules to the value of at least 40 credits in each of their subjects at both Levels Two and Three; and

(b) the number of credits taken in a subject at Level Three cannot be greater than 20 above the number of credits taken in that subject at Level Two.

7.10 At Levels Two and Three combined, if modules to the total value of X credits are studied in Subject A then the title of the degree will be Subject A WITH Subject B only if X is greater than, or equal to, 150. In all other cases, the title of the degree will be recorded as Subject AND Subject B (in alphabetical order of subject).

### Foundation Degree Programmes

7.11 A programme leading to a Foundation Degree requires students to pass modules at Level One to the value of 120 credits and pass modules at Level Two to the value of 120 credits.
Diploma of Higher Education (Dip HE) Programmes

7.12 A programme leading to a Diploma of Higher Education requires students to take modules at Level One to the value of 120 credits and modules at Level Two to the value of 120 credits.

7.13 The modules offered may be those offered at Level One and Level Two of a corresponding Honours programme. In these circumstances, students following a Dip HE programme will normally be taught together with students following the corresponding Honours programme, but there will normally be additional provision to support students enrolled on a Dip HE programme.

7.14 Where Dip HE programmes are designed as two subject programmes, students take modules to the value of 60 credits in each subject at Level One. At Level Two, they may combine the two subjects in any proportion providing that they take modules to the value of at least 40 credits in each of their subjects.

7.15 At Level Two if modules to the total value of X credits are studied in Subject A then the title of the Diploma will be Subject A WITH Subject B only if X is 80. In all other cases, the title of the Diploma will be recorded as Subject AND Subject B (in alphabetical order of subject).

7.16 In common with students following Honours programmes, students following Dip HE programmes must pass Level One in order to progress to the Level Two modules, passing 100 credits at each level.

Certificate of Higher Education (Cert HE) Programmes

7.17 A programme leading to the award of a Certificate of Education (Cert HE) will require students to take modules at Level One to the value of 120 credits.

7.18 The modules offered may be those offered at Level One of the corresponding Honours programmes. Students following a Cert HE programme will normally be taught together with students following the corresponding Honours programme, although there will normally be additional provision to support students enrolled on a Cert HE programme.

Change of Programme

7.19 Any application by a student to change a programme of study following registration is subject to the following:

7.19.1 At Level One, changes between programmes (which may include a change between Schemes) must take place no later than the end of the second complete month of the programme, and in the case of programmes beginning in the Michaelmas Term before 30 November.

7.19.2 At the end of Level One, but before the commencement of Level Two, a student may apply to change between programmes, which may include a change between Schemes. A condition of such a change of registration may be the successful completion of preparatory work for a subject not studied at Level One. Each application will be considered on its merits.

7.19.3 Formal applications to change a programme must be addressed to the Academic Registrar.

7.19.4 Changes are subject to the agreement of the Academic Registrar, following consultation with the Deputy Chair of the Board of Examiners concerned.

7.19.5 A student does not have the right to change a registration from the programme for which the student accepted a place to another programme.
7.20 Where a Scheme includes a Cert HE or Dip HE entry route in addition to an Honours Degree entry route, a student will have the right on successful completion of Level One or Level Two, as appropriate, to change to an equivalent Diploma or Honours programme.

Progression and Coherence

7.21 Progression in the Academic Framework is ensured primarily through the identification of modules as belonging to particular levels (see Section 8). To ensure they have the skills and knowledge from the lower level to cope with the work at the higher level, students must satisfactorily complete each Level before progressing to the next Level.

7.22 The programme validations make explicit:
(a) progression within the programme from one level to the next; and
(b) coherence within the programme both within each level and across levels.

7.23 The QAA benchmark statements\(^5\) describe the nature and characteristics of programmes in a specific subject, set out the general expectations about the standards for the award of qualifications at a given level and articulate the attributes and capabilities that those possessing such qualifications should be able to demonstrate. It is a requirement that all programme validations address the relevant QAA subject benchmark statements.

8 \ ARRANGEMENT OF THE ACADEMIC FRAMEWORK

Levels

8.1 Modules are assigned to one of three levels. As a student progresses from one level to another, an increasing demand is placed on the achievements required of the student. A fourth level, Level 0, may be incorporated into the validation of a programme as a foundation stage.

Level Descriptors

8.2 Level descriptors are defined within subjects using the components of subject disciplines. They appear explicitly in the programme validation.

Credit Rating and its Relation to the Academic Framework

8.3 The modules within the programmes are credit rated using the 120 credits per undergraduate level model. Credits are a measure of the size and student workload of a module.

Module Sizes

8.4 Throughout the Academic Framework, the standard module is valued at 20 credits.

8.5 Programme validations may include modules of 10 credits and 40 credits. There may be inclusion of 10 credit modules only where there is a clear academic rationale set out in the programme validation and there are at least two 10 credit modules made available to students within the subject at the particular level.

8.6 Programmes may not validate modules of 30 credits or modules greater than 40 credits.

8.7 Programme validations may not spread modules across two different Levels.

\(^5\) QAA Subject benchmark statements (http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
Outline of Module Types within the Academic Framework

8.8 Within the Academic Framework, the terms Discipline Modules and Starred Modules are used.

**Discipline Modules**

8.9 A Discipline Module is either

(a) a module from a single subject (e.g. Computing or History) or

(b) a module that has a common theme as a basis (e.g. American Studies or Forensic Investigation).

**Starred Modules**

8.10 A starred module is either:

(a) a module from another undergraduate programme; this is a module in a related discipline, where the module is part of the degree in X, but a student of Y may take the module as starred (in this case the module is *starred by context*); or

(b) a stand-alone module usually designed for some specific transferable skill that does not form part of another programme and exists in its own right (e.g. entrepreneurship). In this case, the module is inherently starred. Inherently starred modules may be offered centrally or by a Faculty.

8.11 All Schemes will include Discipline Modules; a particular Scheme will identify whether Starred Modules are available to all students.

8.12 The purpose of starred modules is to broaden the student’s choice. Where starred modules are available, they are optional for the student.

8.13 A student may elect to confine the programme of study to one (Single) or two (Combined) subjects only.

**Single Honours**

8.14 Subject to their availability within a Scheme, Single Honours students at Levels One, Two and Three may take starred modules to the value of 20 credits at each level.

**Combined Honours**

8.15 Subject to their availability within a Scheme, Combined Honours students at Levels Two and Three may take starred modules.

8.16 For Combined Honours, modules may be taken at one level below the level of study; at Level Two, a starred module may be taken at Level One or Level Two and at Level Three a starred module may be taken at Level Two or Level Three.

**Individual Study**

8.17 Unless stipulated specifically in the Scheme Protocol, all programmes offer an Individual Study at Level Three. An individual study may be either 20 or 40 credits, and a programme may offer both module sizes.

8.18 The programme validation will indicate the subject policy and the particular circumstances under which such students may be advised not to undertake an Individual Study.

8.19 Single Honours students will normally take a 40 credit Individual Study in their subject.

8.20 A student combining two subjects may undertake a 20 credit rated individual study in each subject or a 40 credit rated individual study in one subject. A student combining two subjects may not take more than 40 credits in individual study.
8.21 Where a student takes only 40 credits at Level Three in a particular subject then the module taken can only be a 20 credit Individual Study. This restriction is designed to ensure sufficient breadth at Level Three.

**Change of Modules**

8.22 No Level One student may change modules after the end of the second complete month of the programme, and in the case of programmes commencing in the Michaelmas Term after 30 November in any academic year. No Level Two or Level Three student may change modules after the end of the first complete month of the programme, and in the case of programmes commencing in the Michaelmas Term after 31 October in any academic year.

8.23 The Academic Registrar may modify the dates after which students may not change starred modules, provided they are published to students before the commencement of the level of the programme to which they relate.

8.24 It is the responsibility of the Deputy Chair of the Board of Examiners to ensure there are arrangements in place so that any student who intends to seek a change is encouraged to do so as early as possible before the required date.

**Modules to be taken and passed**

8.25 The minimum pass mark is 40% for each module. To be awarded a diploma or degree a student must obtain a minimum mark of 20% for each module studied after Level One; this requirement also applies to any Level One module taken by a student registered at Level Two.

8.26 To be eligible for the awards of the Academic Framework, students must comply with the following:

8.26.1 To Pass Level One (and qualify for a Certificate of Higher Education as an exit award) students must

8.26.1.1 take modules to the value of 120 credits at Level One; and

8.26.1.2 pass at least 100 credits; and

8.26.1.3 have an overall average of at least 40% for all 120 credits taken.

8.26.2 To Pass Level Two (and to qualify for a Diploma of Higher Education as an exit award), students must:

8.26.2.1 pass Level One; and

8.26.2.2 take further modules to the value of 120 credits, of which at least 100 credits must be at Level Two; and

8.26.2.3 pass at least 100 of the credits studied at Level Two; and

8.26.2.4 have an overall average mark of at least 40% for all 120 credits taken; and

8.26.2.5 obtain a minimum mark of 20% for each Level Two module, including any Level One module taken and examined as part of a student’s studies at Level Two.

8.26.3 To qualify for a Foundation Degree, students must take and pass modules to the value of 120 credits at Level One and 120 credits at Level Two.

8.26.4 To qualify for an Ordinary Degree, students must:

8.26.4.1 pass Level One; and
study and pass a further 180 credits, of which at least 160 credits must be at studied at Levels Two and Three, with no more than 20 credits at Level One and at least 60 credits at Level Three.

8.26.5 To qualify for an Honours degree, students must:

8.26.5.1 pass Level One; and

8.26.5.2 study at least 220 credits at Level Two and Level Three (of which at least 100 credits at Level Three); and

8.26.5.3 pass modules to the value of at least 100 credits at Level Two and at least 100 credits at Level Three.

Note: A student may in part satisfy the above requirements through accreditation.

Honours Degree Award Requirements within the Academic Framework

8.27 In calculating the honours degree class, the marks for each module are weighted according to their credit rating and the level of the module, with Level Three marks weighted to Level Two marks in the ratio 60:40.

8.28 For the Honours degree classification a weighted average of the marks of the best 100 credits at Level Two and the marks of the best 100 credits at Level Three will be used and rounded to the nearest integer, as follows:

<table>
<thead>
<tr>
<th>Final Mark</th>
<th>Interpretation of Honours Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% and above</td>
<td>Class I</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>Class II (i)</td>
</tr>
<tr>
<td>50% - 59%</td>
<td>Class II (ii)</td>
</tr>
<tr>
<td>40% - 49%</td>
<td>Class III</td>
</tr>
</tbody>
</table>

8.29 It is the responsibility of faculties and departments to ensure students receive details of requirements for the award, assessment arrangements and criteria in their programme or module handbooks.

Calculation of Degree Awards where students enter at Level 3 or the programme is offered only at Level 3.

8.30 To gain an honours degree where a student enters the programme at Level 3, or the programme is offered only at Level 3, the student must study, and pass, 120 Level 3 credits selected from their programme of study.

8.31 The honours classification is based on the average mark of the best 100 credits at Level 3.

8.32 A student who enters at Level 3 but fails to gain an honours degree is eligible for an ordinary degree provided the student studied 120 credits at Level 3 and passed 60 credits at Level 3.

Additional Requirements

8.33 The requirements for a particular Scheme within the Academic Framework might limit or exclude the use of lower level modules at levels Two and Three, and require a greater proportion, or all modules, to be passed. There might also be requirements that students successfully complete professional practice, where this forms part of the programme validation. Such additional requirements will be set out in the Scheme Protocols.

8.34 In determining the name of a specific award, programme teams can require that:
- specific modules up to the value 20 credits at Level 2 have to be passed to ensure progression to Level 3 of a named award
  and/or
- specific modules up to the value of 20 credits at Level 3 have to be passed in order to obtain a named award.

If a candidate fails to satisfy these requirements, but
- satisfies the general criteria for progression from Level 2 to Level 3 (see 8.26.2) and/or
- satisfies the general requirements for a degree (see 8.26.5)
then the Validation Document must specify the name of an alternative degree that can be awarded.

9 MODE OF ATTENDANCE

9.1 Students may be admitted for either full time or part time study. Full time students normally complete their programmes within three consecutive years, completing Level One in the first year, Level Two in the second, and Level Three in the third.

9.2 Provision for part time study will be as flexible as circumstances allow taking into account students' personal needs, although the particular programmes offered may vary from year to year.

9.3 Although part time students would normally take 60 credits worth of modules in each year, they may take up to 120 credits in a year depending on the arrangements specified in the Scheme Protocols. Normally, only Foundation Degree programmes would enable students to take 120 credits in a year.

9.4 Part time students taking a Combined Programme may alter the normal sequence of modules at Levels Two and Three, for example by completing all the Levels Two and Three modules in one subject before returning to the other, subject to the requirement they complete Level One successfully before progressing to Level Two.

9.5 Where there is only one mode of attendance permitted, this will be specified in the programme validation and, where appropriate, in the Scheme Protocols.

9.6 Students may apply for a period of interruption where valid reasons are given to support the request. Such reasons could include matters relating to their health and family circumstance. In addition, reasons relating to periods of relevant employment, work placement or similar experience abroad would be regarded favourably if the experience gained was expected to contribute positively to the student's studies. All applications for interruption are subject to the agreement of the Academic Registrar, who will consult with the Deputy Chair of the Board of Examiners concerned.

10 LEARNING AND TEACHING STRATEGY

10.1 The University sets out the Learning and Teaching Strategy for Undergraduate Programmes, which applies to all programmes within the Academic Framework.

10.2 Validation documents will specify the arrangements for applying the Learning and Teaching Strategy in the context of the programme.

---

6 Learning and Teaching Strategy for Undergraduate Programmes
Learning and Teaching Hours in Combined Programmes

10.3 Since students may take Combined Programmes, Deputy Chairs must ensure that student workload is neither excessive nor too light, and is equitably balanced. The starting point is the notion that 40 hours is a reasonable working week. Students must have a balanced workload across their academic year.

10.4 In terms of notional learning hours, 120 credits are attributed to the learning acquired at a particular level in a full time academic year of approximately 30 weeks. One full-time academic year involves 1200 hours of notional learning time; one full time week involves 40 hours of notional learning time. One credit is attributed to 10 hours of notional learning time at a specified level. For a 20-credit module, this gives 200 notional learning hours. This time covers taught hours, reading and production of assessments. This means a time allocation of between 6.5 and 7 hours per week to each 20-credit module.

11 GRADUATE SKILLS

11.1 The University has established a Policy on Graduate Skills, which applies to all programmes within the Academic Framework. Programme validations are to address the requirements of the Policy.

11.2 The following categories form the Graduate Skills set, as set out in the Policy on Graduate Skills:

- Academic Skills
- Managing own Learning
- Communication Skills
- Working with Others

11.3 The emphasis is on flexibility of use with different disciplines selecting, developing and modifying the menu in ways consistent with the traditions of their disciplines. The inclusion of subject knowledge and understanding within the menu increases the usefulness of curriculum design as a tool, ensuring students see the Graduate Skills as a means of enhancing subject knowledge and understanding, and having practical application within modules and in subsequent employment.

11.4 Programme validations will specify the arrangements for the assessment of Graduate Skills as part of the addressing of the requirements of the Policy on Graduate Skills, including specifying the minimum requirements.

12 PERSONAL DEVELOPMENT PLANNING

12.1 Programmes within the Academic Framework are to address the requirements for Personal Development Planning (PDP) within the context of University Policy, and any development of the Policy, both at the validation stage and throughout the

---

7 General Information to Support Documents Submitted for Validation/Revalidation of Programmes (http://www.canterbury.ac.uk/support/quality-and-standards-office/Documents-Programme_Structure/Validation-Process/General_Information_To_Support_documents_Validtn2006-07.doc Definitions
8 Policy on Graduate Skills (http://www.canterbury.ac.uk/notices/extranet-staff/2006/03/policy-on-graduate-skills.doc)
delivery of the programme. University Policy was developed with reference to the QAA Policy statement on a progress file for Higher Education\(^\text{10}\) and the QAA Guidelines for HE Progress Files\(^\text{11}\).

### 13 ASSESSMENT

#### University Assessment Policy

13.1 The University is committed to providing students with a range of assessment experiences, and in so doing enhancing their learning experience whilst assuring the quality of the University’s awards. To this end, programme validations within the Academic Framework and its Schemes are to conform to the University Assessment Policy\(^\text{12}\), and any development of the Policy.

13.2 The Assessment Policy is supported by an Assessment Handbook\(^\text{13}\), which makes available material to support and encourage the development and implementation of assessment strategies offering a wide range of assessment methods. Programme validations should take account of the guidance available in the Assessment Handbook.

#### Assessment Demands and Balance of Assessment within a Module

13.3 The total assessment demand of each module of the same weighting is similar across the Academic Framework. The coursework requirement in a 20-credit module should be approximately 5000 words or equivalent, with the requirement reduced in line with University policy where the assessment includes a written examination\(^\text{14}\).

13.4 The term “X000 words or equivalent” is used to indicate the amount of assessment, recognising some pieces of work may require more preparation or analysis and less writing up. In such cases, the overall demand on the student is equivalent to that required to prepare and produce an academic essay of the length indicated.

#### Work Tasks not included in the Assessment

13.5 The patterns of summative assessment described above refer throughout to work that contributes to the final mark of the module; other work tasks such as exercises and seminar papers may be set but not included in the final module assessment, and may be deemed to be formative assessment. However, failure to complete such work is not counted against the student in the summative assessment. Module tutors are to ensure students’ workloads are reasonable and well managed.

#### Procedures for the Conduct of Examinations and Programme Boards of Examiners

13.6 Deputy Chairs of programmes within the Academic Scheme are to conduct the examination process, including responsibility for setting up and conducting Programme Boards of Examiners according to the requirements of the University set

---

\(^{10}\) QAA Policy statement on a progress file for Higher Education (May 2000) (http://www.qaa.ac.uk/academicinfrastructure/progressFiles/archive/policystatement/default.asp)

\(^{11}\) QAA Guidelines for HE Progress Files (http://www.qaa.ac.uk/academicinfrastructure/progressFiles/guidelines/progfile2001.pdf)

\(^{12}\) Assessment Policy (http://academic-standards-unit.canterbury.ac.uk/examining/Assessment/AssessmentPolicyDoc.doc)

\(^{13}\) Assessment Handbook (http://asu.canterbury.ac.uk/examining/Assessment/AssessmentHandbook2005.doc)

\(^{14}\) Note on the Number of Words Used in Assessment in the section on Definitions, General Information to Support Documents Submitted for Validation/Revalidation of Programmes (http://www.canterbury.ac.uk/support/quality-and-standards-office/Documents-Programme_Structure/Validation-Process/General_Information_To_Support_documents_Valdt2006-07.doc)
out in the Policies and Procedures on Examinations\textsuperscript{15}, which the University will amend from time to time.

**Procedures for Scheme Examination Boards**

13.7 Where a Scheme entails examination in more than one Programme, the following arrangements apply to enable the contributing Programmes to consider students fully and jointly in reaching decisions on the overall outcome. This takes place through Programme and Scheme Examination Boards.

**Level One**

13.8 At Level One, the Chair, or Deputy Chair, of each Programme Board attends a Scheme examination board, following the meeting of the Programme Board. The joint nature of the Scheme Board allows all students to be examined, and concessions cases considered, uniformly. A senior member of the University chairs the Board.

13.9 The issues relating to individual students are limited to whether they pass or fail the Level One examination and, for those who fail, whether the resit opportunity is offered. Normally, students who fail are offered a resit opportunity in the elements of the modules at the earliest opportunity, taking account of the need for student to receive notification and have time to prepare for the examination. Candidates at Level One have two opportunities to resit the examination.

**Levels Two and Three**

13.10 Level Two and Three module assessments contribute to the level of the award of the degree. At the conclusion of the programme, there is consideration of the classification of degrees. External examiners take part in Boards of Examiners at Levels Two and Three, including the classification of degrees\textsuperscript{16}. The procedures take account of these requirements, and fall into two stages: Programme Boards and the Scheme Board.

13.11 Programme Boards meet to determine the marks for individual modules. In the case of final year students, Programme Boards form a view of the degree class and recommend if there are any grounds for the exercise of judgement based on discretion or presented concessions evidence. The external examiners attend the Programme Boards, and participate fully in the discussions. The Chair of the Programme Board is a senior member of the Faculty not concerned with the management of the programme. The Deputy Chair is usually the programme director.

13.12 The Scheme Board consists of Deputy Chairs of Programme Boards, together with at least four external examiners, who act as Scheme Examiners. The purpose of the Scheme Board is to ensure that the representatives of all Programmes meet to make recommendations requiring the exercise of discretion or judgement uniformly. A senior member of the University chairs the Level 2 and 3 Boards.

13.13 The Scheme Board considers, and determines, all cases where

(a) discretion can be exercised to award a higher class of degree

(b) Programme Boards recommend a higher class of degree based on concessions evidence

(c) Programme Boards recommend a higher class of degree notwithstanding the Conventions

\textsuperscript{15} Policies and Procedures on Examinations (http://www.canterbury.ac.uk/support/quality-and-standards-office/policies-procedures.aspx)

(d) Programme Boards recommend the award of an aegrotat degree or diploma
(e) the candidate fails the level
(f) a particular candidate's case raises a matter of principle

13.14 In addition, the Scheme Board confirms that the University Concessions Panel and Programme Boards have considered all properly submitted concessions evidence.

13.15 A Scheme Protocol may specify additional elements to the Board process to meet particular requirements.

13.16 The University, through the Academic Board, may establish procedures or issue guidance to put the necessary arrangements into effect, and regulate the work of the Scheme Boards.

Arrangements for Resit Examinations

13.17 Boards of Examiners will arrange for resit examinations, including course work, in accordance with the Policy and Procedures on Examinations. Candidates denied a resit opportunity by a Board of Examiners would be able to appeal against the decision of the Board of Examiners.

14 MODIFICATIONS TO THE ACADEMIC FRAMEWORK

14.1 The Academic Board approves the Academic Framework for an unlimited period. This is because the Academic Framework sets out the regulatory arrangements within which the framing of Scheme Protocols and development of Programme Validations take place.

14.2 There will be a review of the Academic Framework every five years by the Scheme Chair, who will present the findings to the Quality and Standards Committee. Exceptionally, there will be an interim report by the Scheme Chair after the Academic Framework has operated for two years.

14.2 The University recognises there may be a need to modify the Academic Framework over time, due to both internal and external developments. When a modification is required to the Academic Framework, the Scheme Chair will propose such amendments to the Quality and Standards Committee, together with a statement as to the implications of, and the means of implementing, the change. The Quality and Standards Committee will make recommendations to the Academic Board, which will have the authority to make changes to the Academic Framework.

15 APPROVAL

15.1 The Vice Chancellor and Principal approved the Undergraduate Academic Framework, on behalf of the Academic Board, on 4 April 2006.

---

## Amendments

<table>
<thead>
<tr>
<th>Date</th>
<th>Nature of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 March 2007</td>
<td>Change of Committee Title from ‘Academic Standards’ to ‘Quality and Standards’</td>
</tr>
<tr>
<td>6 March 2007</td>
<td>Updating of URLs</td>
</tr>
<tr>
<td>12 December 2007</td>
<td>Academic Board approval of modifications to paragraphs 8.25 and 8.26, together with inclusion of paragraphs 8.30 to 8.32. Correction of minor errors.</td>
</tr>
</tbody>
</table>
ANNEXE 1

Level Descriptors

This description is extracted largely from The framework for higher education qualifications in England, Wales and Northern Ireland\textsuperscript{19}. It also incorporates descriptors produced by SEEC (Southern England Consortium for Credit Accumulation and Transfer). The University is an active member of SEEC and has utilised its work to inform the development of descriptive structures. The descriptions for each level subsume those for all lower levels.

Descriptor for level HE1: equivalent to a Certificate of Higher Education

Students who pass Level One should have demonstrated:

- knowledge of the essential concepts, principles and assumptions associated with their subject area(s) and an ability to evaluate and interpret these within the context of that area
- an ability to present, evaluate, and interpret a variety of evidence or data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, they should be able to:

- communicate the results of their study and work accurately and reliably, and with structured and coherent arguments
- access and use a range of learning resources
- use a range of established techniques to retrieve and analyse information
- undertake further training and develop new skills within a structured and managed environment
and should have:

- qualities and Graduate Skills necessary for employment requiring the exercise of some personal responsibility when working with others.

Descriptor for level HE2: equivalent to a Diploma of Higher Education and Foundation Degree

Students who pass Level Two should have demonstrated:

- an understanding of the well-established principles and knowledge of their subject area(s), and of the ways in which those principles and that knowledge have developed
- knowledge and application of the main methods of enquiry in their subject(s), and ability to select appropriate approaches to solving problems in these
- an ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context

\textsuperscript{19} Quality Assurance Agency The Scheme for higher education qualifications in England, Wales and Northern Ireland (January 2001) (http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI/default.asp)
• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, they should be able to:

• effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences using a vocabulary appropriate to both

• exercise autonomy and initiative in tackling tasks and problems and weighing alternative approaches

• adopt a broad ranging and flexible approach to study, identifying strengths and learning needs and follow activities to improve performance

• undertake further training, develop existing skills, and acquire new competences that enable them to assume responsibility within organisations

and should have:

• qualities and Graduate Skills necessary for employment requiring the exercise of personal responsibility and decision making, particularly within a working group.

**Descriptor for level HE3: Bachelors degree with honours**

Honours degrees are awarded to students who should have demonstrated:

• a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, some of which may be informed by the forefront of defined aspects of a discipline

• an ability to deploy accurately established techniques of analysis and enquiry within a discipline

• conceptual understanding that enables the student:
  a. to devise and sustain arguments, and/or to solve problems
  b. to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline

• an appreciation of the uncertainty, ambiguity and limits of knowledge

Typically, holders of the qualification should be able to:

• effectively communicate complex information, ideas, problems, and solutions to both specialist and non-specialist audiences; to discuss uncertainties and ambiguities clearly

• manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

• interact effectively within a learning or professional group using initiative and personal responsibility

• apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding; and to initiate and carry out projects

• critically evaluate arguments, assumptions, abstract concepts an data (that may be incomplete); to formulate judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions – to a problem

and should have qualities and Graduate Skills necessary for employment requiring:

• the exercise of initiative and personal responsibility

• the capacity and enthusiasm for seeking new knowledge and applying this to work-related tasks
• decision making in complex and unpredictable contexts, and
• the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

It is acknowledged that Graduate Skills in the areas of (i) application of number (ii) information technology should also be developed. It is not feasible to produce generic descriptors for these areas for each level in a way that the statements would apply to all subjects. For this reason, these two key skill areas have not been included in this appendix. However, the validation document for each subject programme should indicate learning outcomes in these two areas and for each of the levels.
ANNEXE 2

GLOSSARY OF TERMS

**Academic Framework** The Academic Framework is the all-embracing structure into which the Schemes and programmes fit. The Academic Framework includes the set of regulations and conventions governing the awards, including the standard module size. All awards, whichever Scheme they belong to, sit within the Academic Framework.

**Aims** The broad goals of the Academic Framework are termed the aims. They are conceived within a broad educational perspective. Programmes and the courses within them all have individual aims.

**Combined Honours** Students may elect to follow programmes of study in two subjects. If more than one subject is studied, the student programme is called a Combined Honours Programme. ‘Subject’ in this sense may be composed of several sub-disciplines or of several subjects in the traditional sense.

**Deputy Chair** The Deputy Chair of the Board of Examiners is the principal accounting officer for assessment of students, and responsible for the organization of the Board of Examiners and ensuring all pertinent matters are addressed by the Board. In addition, the Deputy Chair may be responsible for matter of programme organization and delivery, and as such function as a programme director or leader.

**Discipline Modules** Modules either from a single subject or from modules that have a common theme as a basis.

**Scheme** A Scheme is the set of rules particular to a given set of programmes. There will be separate Schemes for professional awards, including those in Health and Education, and the General Modular Scheme. Consequently, a Scheme will have a particular philosophy, together with a management structure, to support the delivery of the programmes and modules within the Scheme. All Schemes fall within the regulatory requirements of the Academic Framework.

**Scheme Protocols** The Scheme Protocols set out those permissive parts of the Academic Framework that apply, or do not apply, to a particular Scheme. The purpose of the Protocols is to customise the Academic Framework for a particular Scheme, to take account of the particular requirements of the Scheme that distinguish it from other Schemes that are available under the Academic Framework.
Graduate Skills
These general (as opposed to subject specific) skills are useful in most work situations and are particularly valued by employers. The term used within the Framework is ‘Graduate Skills’. Outside the Academic Framework Graduate Skills may be referred to as ‘key skills’, ‘generic skills’ or ‘transferable skills’.

Learning Outcomes
These are statements about what students will gain through learning. They are specific statements of intent related directly to the knowledge, skills, and values that students will gain by the end of their programme or course or by the time they successfully complete a level within it.

They relate to:

- the aims;
- the learning process and routes that enable the aims to be achieved; and
- the criteria and processes used in judging achievement i.e. in assessment.

Level
Programmes are progressive in terms of the levels of subject knowledge, skills, and learning outcomes students attain. In line with *The framework for higher education qualifications in England, Wales and Northern Ireland* 20, this progression is demarcated into three levels. For a full time student on a three-year programme the following correspondences exist:

- **Level One (HE1)**: First year of study at the higher education level; this could lead to the award of a Certificate of Higher Education as an exit award
- **Level Two (HE2)**: Second year of study at the higher education level; this could lead to the award of Diploma of Higher Education or a Foundation Degree or an Ordinary Degree
- **Level Three (HE3)**: Third year of study at the higher education level; this leads to the award of Bachelors degree with honours

Module
Modules are the principal elements that make up programmes. Modules are discrete learning and teaching units that focus on a defined subject area. Each module in a programme must be accountable in terms of content, assessment, and relation to other courses in the programme.

Programme
A Programme is the totality of the elements that make up a coherent academic experience for a student. Each Programme leads to an award, for example, a single honours degree or a Diploma of Higher

---

Education (Dip HE). In this sense ‘programme’ refers to a student programme or pathway. The academic experiences available within subjects are also termed programmes. In this sense ‘programme’ refers to a subject programme, i.e. the total set of courses available within that subject.

**Single Honours**

If only one subject is studied (or one subject in conjunction with two Level One courses from another subject), the student programme is a single honours programme. ‘Subject’ in this sense may be composed of several sub-disciplines or of several subjects in the traditional sense.

**Starred Module**

A starred module is either:

(a) a module from another undergraduate programme; this is a module in a related discipline, where the module is part of the degree in X, but a student of Y may take the module as starred (in this case the module is starred by context); or

(b) a stand-alone module usually designed for some specific transferable skill that does not form part of another programme and exists in its own right (e.g. entrepreneurship). In this case, the module is inherently starred. Inherently starred modules may be offered centrally or by a Faculty.

**Subject**

A subject refers to the contribution within a student programme that gives a discipline its coherence and identity, and defines what is expected of a student in terms of the techniques and skills needed to develop understanding. It may be composed of several sub-disciplines or of several subjects in the traditional sense.