Canterbury Christ Church University

Academic Framework for the Design and Delivery of University Taught Awards

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APPROVED BY ACADEMIC BOARD EFFECTIVE FOR

NEW COURSES FROM 1 OCTOBER 2026

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This Framework is valid for all courses approved under it with first delivery from August 2025. All other courses are approved under the previous Academic Framework which will remain approved for those courses until teach out has completed.

For completeness, the proposed implementation dates for this Framework are:

- September 2026 – all directly delivered undergraduate and postgraduate courses except those noted below and those offered through the Police Education Consortium or KMMS
- September 2028 (at the latest)– courses in Initial Teacher Education which were approved for September 2024 starts, PGCAP, Academic Professional Apprenticeship, courses regulated by the HCPC and SWE which were approved during 2022-23 and the Physician Associate award.

Courses offered through consortia will only be required to follow such aspects of this Framework as agreed with the consortia. This includes courses offered as part of the Police Education Consortium and courses offered through the Kent & Medway Medical School.

1 Scope

1.1 This document, the Academic Framework for the Design and Delivery of University Awards [the Academic Framework] sets out the requirements and attributes with which all taught courses must comply. Research awards are covered by the Framework for Research Awards.

1.2 Unless clearly indicated otherwise, the Academic Framework applies to all Courses that lead to an Award, or to the award of credit, by Canterbury Christ Church University [the University], wherever they are delivered.

1.3 An element of the Academic Framework may only be set aside by the University's Education Committee [EC] in the following circumstances:

(i) that element is incompatible with external requirements, such as those of a Professional, Statutory and Regulatory Body [PSRB];

(ii) there is a Joint Award;

(iii) the course is delivered under the auspices of an academic consortium, where external alignment is required;

(iv) where the Framework explicitly states that it does not apply to partner run courses;

(v) an element of the Academic Framework is set aside by the University's EC acting in its sole discretion.

1.4 An element of the Academic Framework may only be set aside with the specific approval of EC. The request for variance should be made with an academic rationale during the planning stage of course development in one of the first two supported course development workshops. In the case of any unapproved variation from the Academic Framework, it will be the provision of the Academic Framework that will apply, with the proviso that any student rights conferred under the misapplied Academic Framework will be honoured for all affected students.

1.5 Partner franchised courses (including those run by partners and based on prior CCCU courses) are covered by this Framework except as noted for the specific sections.

1.6 The University may publish operational procedural documents supporting the implementation of the Academic Framework. If there is any conflict of interpretation between the Academic Framework and the procedural documents, the Academic Framework will have precedence, subject to any interpretation being in favour of the student.

1.7 Entry requirements should be set in line with our General Minimum Entrance Requirements and in consultation with the Director of Admissions or nominee. Where there is a need for a specific attribute to be demonstrated before entry for the award to be recognized, usually for the purpose of professional recognition, that requirement must be approved through the Curriculum Management Tool's entry criteria section for the Award.

1.8 'Sector Recognised Standards' as acknowledged by the Office for Students (OfS) in the B5 conditions is the nationally agreed set of expectations that all higher education awards must meet to promote a shared and common understanding of the expectations associated with typical qualification across the Higher Education sector. This includes the Frameworks for Higher Education Qualifications in England, Wales and Northern Ireland (Quality Assurance Agency, 2008) [hereafter FHEQ]. Alignment to these standards is a requirement of registration with the OfS.

1.9 Awards, as far as is practicable, should align with the appropriate Subject Benchmark Statements published by the QAA for the specific field of study and with an awareness of the relevant Occupational Maps published by Skills England.

1.10 All Awards of the University, whether credit-bearing or not credit-bearing must be assigned to a Level in the FHEQ and will have course learning outcomes that are set in alignment with the level descriptors.

2 Aims and Benefits

2.1 To underpin the commitment of our University Strategy, *Vision 2030* and the **Student Learning, Life and Futures** pillar, we have renewed our Learning, Teaching and Assessment Strategy and our Academic Framework which articulate our vision and the educational experience that we aspire to provide. Inspired by our Church of England foundation, the University's mission is to pursue excellence in higher education: transforming individuals, creating knowledge, enriching communities, and

building a sustainable future. Situated in the unique Christian heritage of Canterbury, a leading site of Anglo-Saxon learning, and from our own roots as a teacher training college in the 1960s, we continue to shape our educational mission around critical social issues both nationally and globally, preparing our graduates to contribute to a just and sustainable future for all. We aim to develop critical thinkers who possess an understanding of ethical decision-making and can make good judgments.

2.2 Education at Canterbury Christ Church means opening doors to opportunities and providing a broad curriculum with interdisciplinarity that develops the whole person, integrating teaching, research, and knowledge exchange, and harnessing the power of higher education to enrich individuals, communities, and nations. Our innovative, inclusive, industry-responsive curriculum is designed to nurture our graduates as courageous, collaborative, creative leaders equipped to make meaningful improvements in human and environmental wellbeing and shape sustainable futures. Our foundation and mission underpin our commitment to an inclusive and compassionate educational journey through an innovative curriculum for each of our students.

2.3 At the heart of our Academic Framework is our educational mission of **Shaping Sustainable Futures**. Our Academic Framework comprises:

- Principles that govern our degree structure on a 30-credit framework, with
- A common curriculum of microcredentials, interdisciplinary electives, industry and enterprise challenges, supported by
- A Learning Design Framework for course design founded on our core mission, Graduate Attributes and University Learning Outcomes (partner courses may use different processes and tools as long as these have been agreed with the relevant Associate Dean Education), delivered through
- Collaborative team-based workshops, that bring together course and specialist teams to design courses in a sprint method, using
- A common set of tools and resources for building the curriculum at course, module and learning activity level, that enables us
- To embed our Educational Mission, Graduate Attributes and Curriculum Hallmarks in all our courses.

2.4 Being based on the University's Vision 2030 and associated strategies, students will benefit from the University's Academic Framework for the Design and Delivery of University Awards for students through:

(i) A clearer educational journey through their studies;

(ii) Industry, careers and enterprise opportunities in every course to improve progression into graduate level employment;

(iii) Authentic assessment and real-world learning, allowing students to achieve their potential;

(iv) Inclusive student-centred Learning Experience Design to measurably improve outcomes;

(v) Additional non-credit-bearing study abroad opportunities between Levels 5 and 6[1]

[1] In line with the University's International Strategy.

(vi) A curriculum that supports students to shape sustainable and compassionate futures;

(vii) Interdisciplinary opportunities to develop the breadth of human skills graduates need.

2.2 Staff will benefit from:

(i) New learning design and course design approach that supports course teams to embed cross-cutting themes and design courses with ease;

(ii) Distinctive CCCU degree experience that differentiates against competition;

(iii) Ability to build new course products across disciplines through a consistent framework;

(iv) Sustainable course delivery through shared content and less duplication;

(v) Better focus of marketing spend on a more clearly articulated portfolio;

(vi) Better workflow of teaching delivery with larger credit size and sharing delivery;

(vii) Reduced administration time through contained module numbers and simplified course setup;

(viii) Allow students to progress through the University from Foundation Year to Postgraduate awards under a consistent course design;

(ix) Step changes to improve academic administrative processes including the calendar and regulations and the assessment lifecycle.

3 Course Architecture

Learning Design Framework and Supported Course Design Process

3.1 Learning design is the process of designing student-centred learning experiences, including planning, structuring, and sequencing an appropriate mix of activities to promote active and authentic learning. A Learning Design Framework (LDF) provides guidance and tools to enable the design and build of the curriculum at course, module and weekly learning activity level.

3.2 Our Learning Design Framework will be the mechanism that enables us to embed the cross-cutting themes of Vision 2030, and the commitments of our Learning, Teaching and Assessment Strategy as a golden thread through course, module, and weekly learning content design. **Shaping Sustainable Futures** will be at the heart of our educational mission and vision as a hallmark of our curriculum.

3.3 This core of our educational model is accompanied by three additional Graduate Attributes, and three additional Curriculum Hallmarks that capture the ambitions of *Vision 2030* for who our graduates will become, and what characterises a CCCU education.

3.4 To support teams in designing courses which align with the Academic Framework, have suitable market potential and utilise the LDF, a collaborative workshop approach will be used. This will consist of several phases of design workshops where course teams will draw on expertise from across Learning and Teaching Enhancement,

Library and Learning Resources, Employability and Skills, Student Wellbeing, Academy for Sustainable Futures, International Partnerships and others.

3.5 Full details of the CCCU Learning Design Framework and Supported Course Design Process can be found at https://staff.canterbury.ac.uk/education-and-student-success/a-z-of-education-and-student-success-guidance-and-support

Graduate Attributes

3.6 Graduate attributes articulate the mindsets and behaviours that a graduate will develop if they engage with the opportunities available during their course. This curated set of refreshed Graduate Attributes expresses our vision in Student Learning, Life and Futures, to address the whole person. Our graduates are:

(i) **Creative** – curious and critical thinkers, able to navigate complex problems and envision innovative solutions;

(ii) **Courageous** – confronting challenges with confidence and determination, empowered to stand up for what matters and to make a positive difference in the world;

(iii) **Collaborative** – effective communicators, engaging compassionately with others in and across local and global communities.

Curriculum Hallmarks

3.7 In *Vision 2030* and in our Learning, Teaching and Assessment Strategy we committed to a curriculum that would be innovative, research-leading, transdisciplinary, digital, inclusive, compassionate, focused on wellbeing, international, global, entrepreneurial and industry-engaged. We have distilled these characteristics into three distinctive hallmarks. All students have the opportunity to engage with sustainability in a way that is relevant to their chosen subject, which comprises a curriculum that is also:

(i) **Innovative** – taught by researchers, practitioners and experts who enable our students to engage with leading-edge research and practice at the forefront of their field, our curriculum develops curiosity and encourages the co-creation of new knowledge. There are interdisciplinary opportunities for all students to develop the breadth of skills they need to solve global challenges. There are opportunities to learn about emergent technologies, develop digital capabilities and contemporary information literacies;

(ii) **Inclusive** – our inclusive curriculum has sustainability, equity and wellbeing at its heart. Our students are co-creators of compassionate and vibrant learning communities, empowered to fulfil their potential and deliver positive social and environmental change. Inspired by our local connection with the globally significant United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Site of Canterbury Cathedral, our curriculum promotes intercultural dialogue, fosters mutual understanding, and is international in its outlook;

(iii) **Industry-responsive** – our curriculum is informed by and adaptive to current social and industry needs and involves active collaboration with industry and community partners. Every student has the opportunity to work on real-world

challenges in an authentic way as part of their learning and assessment, and we enable opportunities for global experiences or a year in industry[2].

Learning Outcomes

3.8 Learning outcomes articulate what a learner will know or can do after completing a course (CLOs) or module (MLOs). The University has agreed a set of ten Learning Outcomes, that will become the Course Learning Outcomes for each course but can be adapted at module level. This will ensure constructive alignment between Graduate Attributes, CLOs, and MLOs and support shared modules.

3.9 PSRB courses will be able to use either the CCCU LOs unchanged or adapt them to ensure they map to the PSRB requirements if required.

3.10 The ten Learning Outcome domains have been developed to ensure alignment with our mission 'Shaping Sustainable Futures', our Graduate Attributes, and utilising the UNESCO competencies for sustainability. The full set of Learning Outcomes, and their expression at each level of study and for threshold and awarding bands, in line with the SEEC descriptors, is available at https://staff.canterbury.ac.uk/education-and-student-success/a-z-of-education-and-student-success-guidance-and-support

3.11 Individual modules will choose and adapt the three or four domains most relevant to that module. All domains will be taught, practiced and assessed across the levels of the course in a spiral curriculum.

Framework for Taught Courses

3.12 A **Stage** is defined as a discrete element of an award which a student must pass to progress to the next stage of the award.

3.13 The end of a semester or trimester does not constitute a stage progression point, except where a student completes a level at the end of the semester or trimester.

Stages in Taught Postgraduate Awards

3.14 A Postgraduate Diploma, Postgraduate Certificate or non-credit bearing study as part of an Extended Master's will not comprise stages of a Master's Award. Where students are required to achieve a Postgraduate Certificate or Postgraduate Diploma as a requirement of professional practice, progression to a Master's degree will be through articulation by Recognition of Prior Certificated Learning.

Stages in Research Degrees

3.15 Where a Research Degree at Level 8 contains a taught component at Level 7, that taught component will comprise a stage of the Award and will contain 180-credits at Level 7.

3.16 A PhD degree does not contain stages. The award of MPhil is not made on the completion of a stage.

Organisation of the University Curriculum Portfolio

3.17 The University's curricula will be organised on a three-tier structure which comprises

[2] A Year in Industry is only available where course teams have designed this as part of the Learning Design Framework process and can support all students being able to partake of this opportunity.

the following components:

(i) suites, which link cognate courses for management reporting processes;

(ii) courses, which enable a student to study the subject of their choice;

(iii) routes, which allow students to pursue a more specialised programme of study within a subject area (for example, Medieval Studies would be a valid route of History, but Politics would not be a valid route of Sociology).

Single Honours Awards Only

(i) The University may approve Single Honours Courses, approved as a single entity and managed as such.

Modules

3.18 Credit is awarded on the principle that 10-credits relates to a notional 100 hours of learning time.

3.19 Foundation Year modules are considered as Level 0 and are non-credit bearing.

3.20 Where modules carry credits, these shall be to the value of 30-credits, with the following exceptions:

(i) research degree courses and courses at Level 8;

(ii) a 60-credit Major Project as the capstone module to a first degree or a Master's degree;

(iii) specified 15-credit modules given in the approved course maps in Section 4.12 and 4.13;

(iv) 5-credit success modules at Levels 0 and 4;

(v) EC has agreed that a modular structure other than one based on 30-credits is required to meet PSRB requirements;

(vi) the course is offered in partnership or through a consortium which requires or is allowed by EC a variation to this rule;

(vii) EC determines that a short course should be available as a 5, 10 or 15-credit module.

3.21 Course design must be based on a set of modules which are planned to be delivered every year. Course teams should not approve more option modules than can be delivered to the planned student numbers, and it is expected that all approved modules will run on an annual basis.

3.22 Modules will be identified as having either a parent course or as part of a module bank that is "owned" by a School or Faculty.

3.23 A module may be delivered as part of more than one course, regardless of Faculty or School.

3.24 For the purpose of course changes, a module will belong to the Faculty and School in which it is approved, but all stakeholders must be consulted, and course changes

cannot compromise the learning outcomes of any students registered on a course delivering that module.

Contact Hours

Note - S3.26-3.28 do not apply to partner courses as long as CollabCAP is assured that the model for course delivery is pedagogically sound and meets any regulatory expectations for contact hours.

3.25 A 30-credit module is based on 300 total learning hours which is made up of Scheduled Teaching Hours, Guided Learning Hours and Independent Learning Hours.

3.26 Within this, scheduled teaching hours for most undergraduate modules[3] should be **66** hours of large and small event teaching delivery, based on 6 hours a week over 11 weeks (**45** hours for apprenticeships) and **44** hours for postgraduate taught courses including:

(i) On-site face-to-face teaching

(ii) Synchronous live digital teaching (where formally approved).

3.27 Guided learning hours include activity providing a bridge between contact learning and independent learning. All modules are expected to deliver digital activities as part of structured learning design (for example, running a discussion activity regarding an aspect of the current topic through Blackboard Collaborate, Padlet or Blackboard Discussion Boards). All postgraduate taught modules should have a minimum of 22 hours of guided learning per 30c.

3.28 Any variation to standard hours must be agreed as part of course design and will only be permitted where there is either a PSRB requirement or there is a discipline-specific requirement which is subject to business case and finance approval.

Pass/Fail Modules

3.29 At Levels 4, 5, 6 and 7 ‘pass/fail’ modules may only be included in a course where there is clear evidence at validation that this is required to meet the employer expectation and best practice, including the requirements of Professional, Statutory and Regulatory Bodies, except for the 5-credit success modules which will all be pass/fail.

3.30 Where modules that are classified as ‘pass/fail’ are included in a classified award, the arrangements for classification must be set out in the Additional Course Regulations, which in the case of awards at Level 5, Level 6 and Level 7 must demonstrate how compensation will be applied.

3.31 Level 0 modules in Foundation Years of courses will always be assessed on a pass/fail basis.

Module Assessment

3.32 All assessment weightings must be multiples of 5 or 10 up to 100%.

3.33 Guidelines for assessment volume are given in the separate Assessment Framework, provided here.

Figure 1: Assessment loads per level of study for 30 credits

[3] Requirements for all modules, including Major Project modules, will be agreed by SMT.

Level of Study	Assessment workload in words (30 credits)	Assessment workload in time on task* (30 credits)
Level 0	2000	75 Hours
Level 4	3000	75 Hours
Level 5	4000	75 Hours
Level 6	5000	75 Hours
Level 7	5000	75 Hours

Major Projects (Dissertation or Individual Study)

3.34 A Bachelor's degree must include a Major Project (a term which includes Dissertations or an Individual Study) module, as follows:

(i) to be awarded a Bachelor's degree with honours, all students must undertake a Major Project;

(ii) a Major Project Module will have a value of either 30-credits or 60-credits[4] at Level 6;

(iv) courses choose either a 30 credit or a 60-credit[4] Major Project Module but this choice will apply to all students on the course;

(v) students are permitted to take no more than 60-credits of Major Project as part of a course.

3.35 An Integrated Master's degree must include a Major Project, of either 30 or 60-credits[4] at Level 7 and can also include a Major Project at Level 6 of either 30 or 60-credits[4].

3.36 A Master's degree must include a Major Project of either 30 or 60-credits[4] at Level 7. This choice will be made during the design process and will apply to all students on the course.

Core Modules

3.37 A "core module" is a module that students must undertake successfully to meet the course learning outcomes.

3.38 Where a core module is shared by two or more courses or by two or more routes, any change of the module must be agreed by all parties and changed for all courses and routes. The original "owner" of the module cannot assume authority over the change, as that could compromise the delivery of course learning outcomes of the other courses or routes.

Common Curriculum Modules

S3.39 does not apply to partner courses as long as CollabCAP is assured that the course still meets the Mission, Graduate Attributes and Curriculum Hallmarks

3.39 University elective modules are designed to deliver some of the ambitions of Vision 2030 and the curriculum hallmarks. There are four varieties of University elective

[4] 60 credit Major Projects must be undertaken in one semester/trimester. If a Major Project is spread over 2 semesters/trimesters then it must be designed as 2 linked 30 credit modules

module, full details of which are provided in the module descriptors held in Faculty module banks:

(i) Success modules/microcredentials – these are asynchronous 5-credit, pass/fail modules which allow students to develop stackable skills, learn-to-learn and gain digital badges. They are required at Levels 0 and 4 but students may also take additional success modules on a non-credit bearing basis on top of their regular study;

(ii) Industry, Careers and Enterprise modules which are centrally supported, co-developed with course teams and external partners, and delivered by cross-University teams of academics supported by specialist teams. They will be delivered in Easter Semester of Level 5 and will consist of two possible modules which focus on:

1. **Client Brief** – client-led with a live brief that allows teams of students to apply learning to a challenge faced by industry, community or society;
2. **Innovation Challenge** – student-led challenge allows teams of students to apply learning to a commercial or societal need or explore a business idea;

(iii) Interdisciplinary modules – these are a curated set of 15-credit modules (of which students choose two for Advent Semester of Level 5) which provide students with exciting opportunities beyond their discipline, to respond to emerging global challenges and to explore disciplines beyond their field. They will be designed and run by cross-disciplinary teams engaging students with our leading-edge practice and research;

(iv) Interdisciplinary Challenge modules – this is offered in Easter Trimester at Level 7 to allow taught postgraduate students to combine experience of the Industry, Careers and Enterprise and Interdisciplinary modules.

Elective Modules

3.40 An “elective module” is a module that enables a student to customise their course by choosing between alternative areas of study. Some electives are owned by the course and are known as “course electives” whereas some, detailed above under Common Curriculum Modules, are required by the Academic Framework and are known as “university electives”.

3.41 Elective modules will deliver course learning outcomes, but a course elective module cannot be the sole module delivering a specific course learning outcome, because some students may not choose it. University elective modules can deliver course learning outcomes as all modules students will choose between will have the same learning outcomes.

3.42 Students may be required to take a specific course elective in the following circumstances:

(i) it is designated as compulsory to meet the requirement of an employer which is sponsoring students on a course;

(ii) it is designated as compulsory as part of a collaborative arrangement, such as when a limited number of options form part of a franchise to meet local

requirements.

Negotiated Modules

3.43 Negotiated modules are modules that can be tailored to an individual student's particular needs, through the negotiation of Module Learning Outcomes, some or all of which will be generic, and some of which may be negotiated by students, and which have an assessment regime and assessment criteria.

3.44 Negotiated modules may be approved at any level.

3.45 Negotiated modules must have pre-defined Learning Outcomes that allow course learning outcomes to be demonstrated in alignment with national subject reference points and level descriptors. Where students are permitted to negotiate their learning as part of study on a negotiated module, the module learning outcomes must enable the approved course learning outcomes to be met.

3.46 Where students are permitted to negotiate some learning outcomes as part of study on a negotiated module, the approval process will ensure that there are arrangements to establish that they align with the course learning outcomes and level descriptors.

Dual-Level Modules

3.47 Dual-Level modules are used in courses that can lead to awards at one of two levels. Students at the same stage of the course learn the same content and undertake the same assessment which can result in an award at either of two levels (with different learning outcomes) based on the learners' assessments. They play an important role in meeting PSRB requirements, are codified in regulation, and can be delivered within University processes.

3.48 The University will approve Dual-Level modules only where there is no other appropriate means of delivering external regulatory requirements.

Dual-Delivered Modules

3.49 Dual-Delivered Modules occur where two modules are delivered together to students at two levels at different stages of the course. The module content is the same but there are different learning outcomes. The assessment for both modules is of the same type but at different levels. Reassessment does not allow for an award at a different level to the one for which the work was submitted.

3.50 The University does not permit the approval or delivery of dual-delivered modules.

Minimum Number of Students on a Module

S3.51-3.52 do not apply to partner courses where minima may be set according to the needs of those particular courses

3.51 It is an expectation of the University that modules will have a minimum number of students to ensure that an appropriate student experience can be delivered. Courses should be designed to ensure this expectation will be met. Where this expectation is not met at registration, or where student withdrawals lead to it not being met thereafter, this should be addressed by the Board of Studies.

3.52 Expected minimum numbers of students on modules for each Level of study are decided by Strategic Academic Portfolio Board.

Requisites for Modules

3.53 Modules may be assigned various requisites which must be met in order for students to undertake the module. These should be rare and only used when absolutely required as they significantly reduce student choice and increase administration. The course design process will consider whether requests for requisites are valid. Permitted requisites include:

(i) Pre-requisites where a module may only be studied if a named module has been passed previously;

(ii) Anti-requisites where a module may only be studied if a named module has not been taken previously or simultaneously;

(iii) Co-requisites where a module may only be taken alongside another module at the same level of study.

4 Curriculum Framework for Taught Degrees

Titles

4.1 The University will not approve more than one course with the same award title, except where EC, in exceptional circumstances, has given explicit approval to allow two or more courses to have the same title.

4.2 EC will give its approval to two or more courses having the same title only where:

(i) it receives a specific proposal, setting out why such an exceptional arrangement is required;

(ii) the arrangement is of benefit to the students concerned;

(iii) the courses involved have the same Course Learning Outcomes (CLOs);

(iv) it is satisfied that there are no risks to the University relating, for example, to internal competition;

(v) it can confirm that the case for an exception has been made.

4.3 Where an undergraduate award comprises a Foundation Year or International Foundation Year this is not reflected in the title of the award but will be included in the transcript. This applies to all students awarded from academic year 2021-22 onwards.

Structure

4.4 The following diagrams illustrate the core elements of the curriculum framework, setting out the relationship between Suites, Courses and Routes:

Figure 2: General example

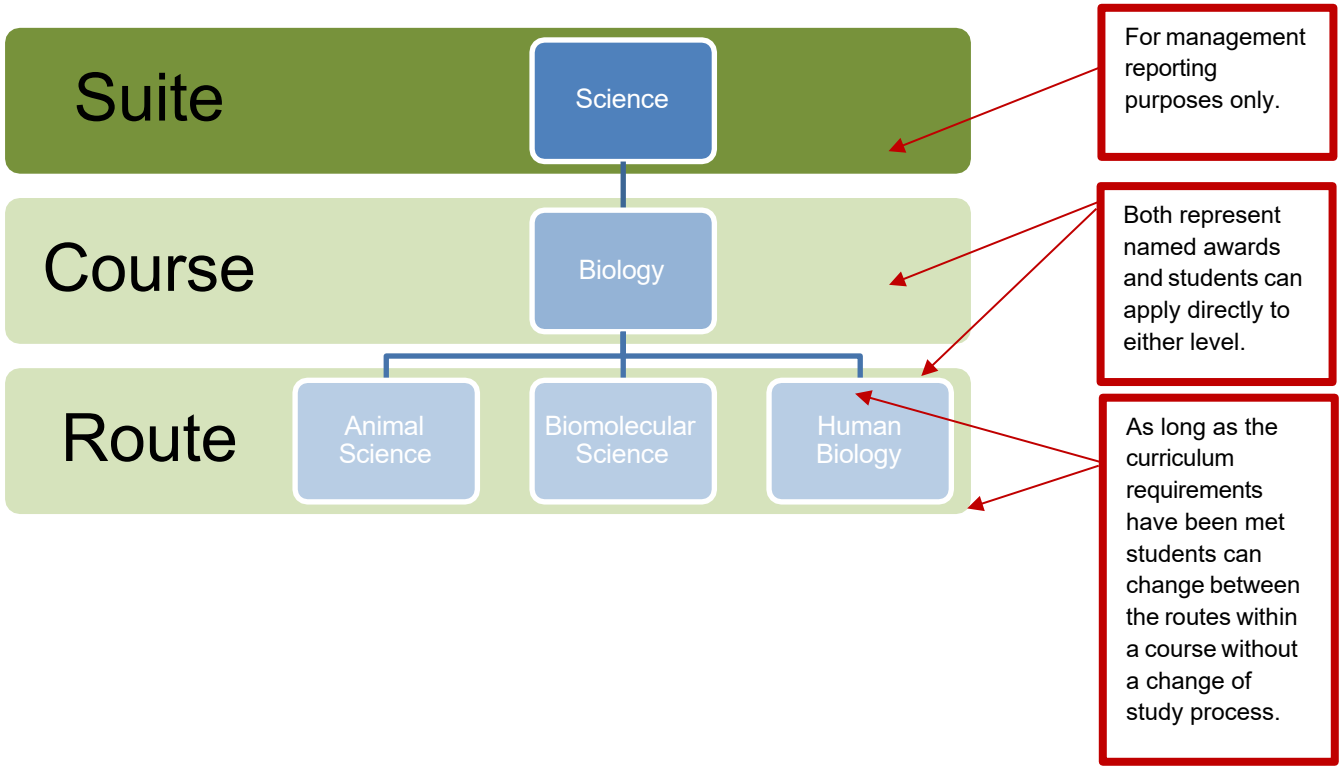


Figure 3: Undergraduate example

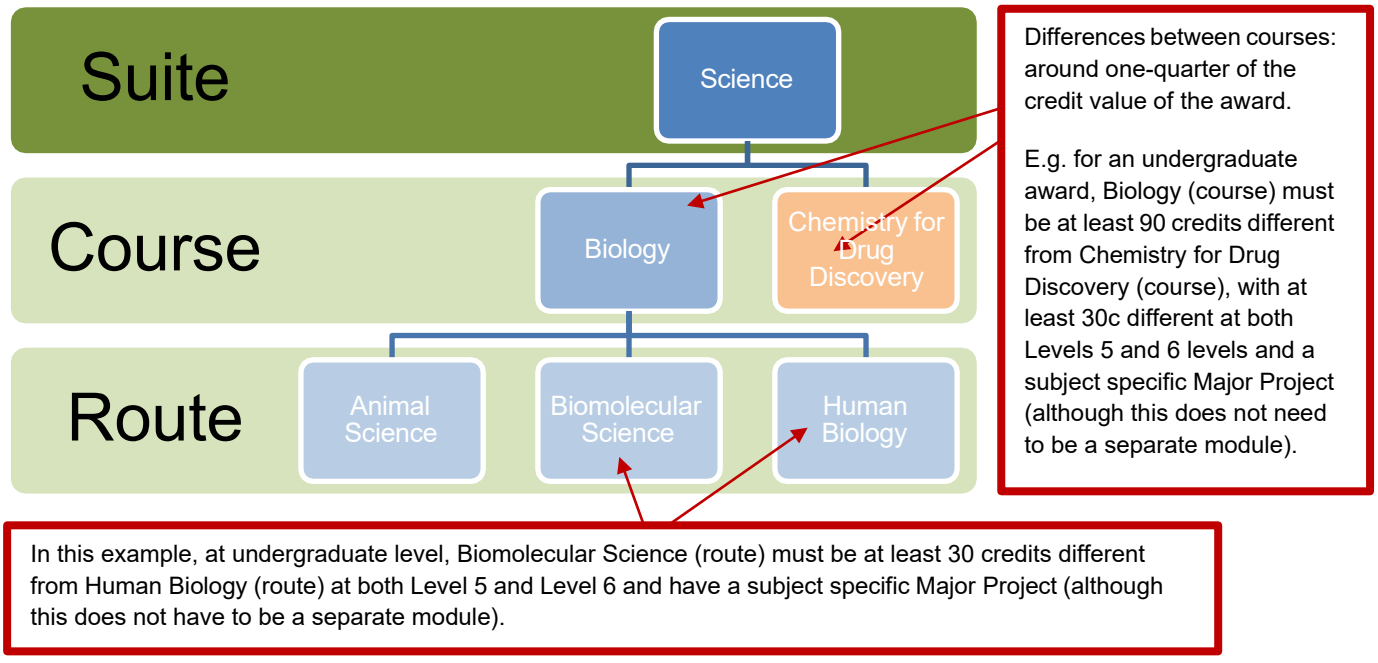
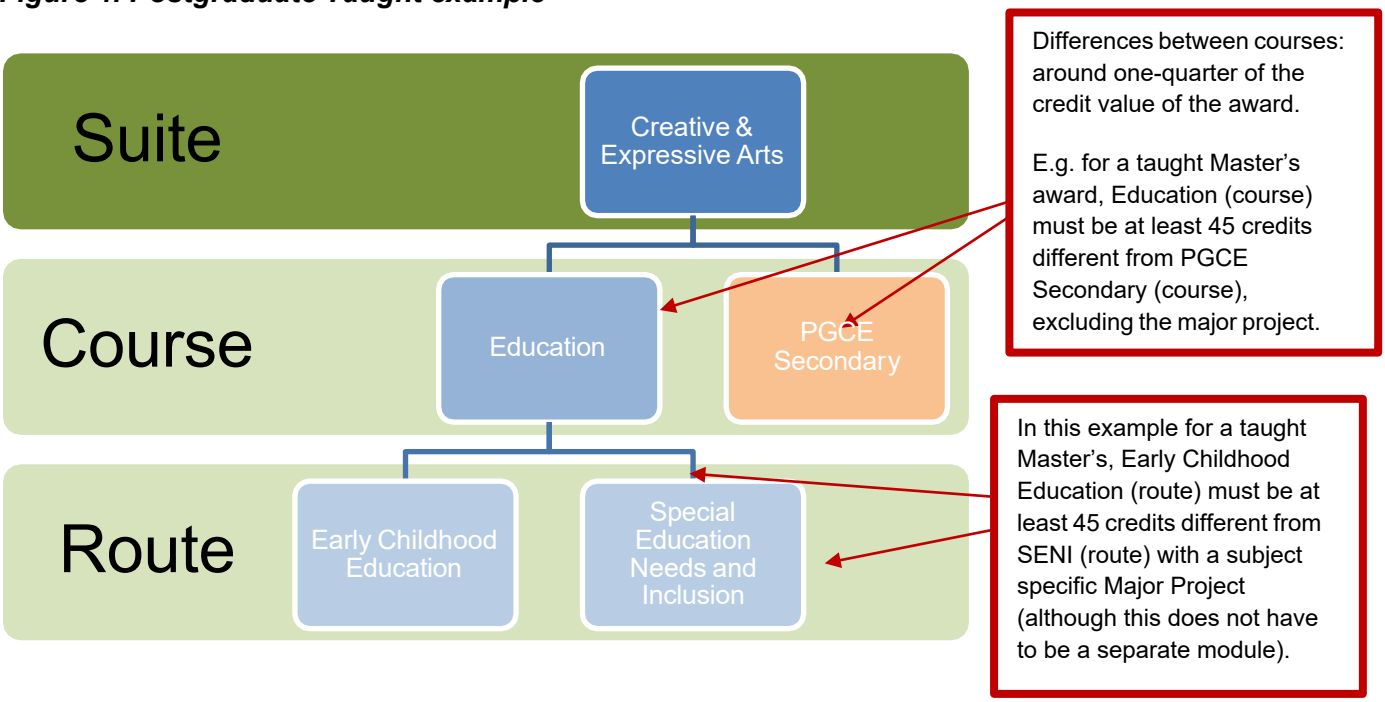


Figure 4: Postgraduate Taught example



4.5 The following should be noted:

(i) there is no requirement to have both courses and routes available as exit and entry awards, but this is permitted;

(ii) both courses and routes may be advertised on UCAS;

(iii) moving between a course and its routes is undertaken at the time of module option choice and not through the changes to study processes;

(iv) routes will have a title which does not require but may include the use of brackets;

(v) the course will normally be the most generic award within a single subject area, with any routes being more specific.

Courses

If partners use 20c modules, the figures below still apply

4.6 It is a requirement that courses are differentiated by around one-third of the credit value of the award, as follows:

(i) Taught Master's Degree: 45-credits excluding the major project.

(ii) Integrated Master's Degree: 90-credits, with 60-credits difference matching the differences in the linked Bachelor's degree and 30-credits being at Level 7 with a subject specific Major Project which is different for each student although this does not require different Major Project modules.

(iii) Bachelor's Degree: 60-credits, being 30-credits difference at Level 5 and 30-credits at Level 6 with a subject specific Major Project which is different for each student although this does not require different Major Project modules.

(iv) Foundation Degree: 60-credits being 30-credits at Level 4 and 30-credits at Level 5.

Routes

4.7 It is a requirement that routes within a course are differentiated as follows:

(i) For undergraduate courses, a minimum of 30-credits at Level 5 and at Level 6 with a subject specific Major Project which is different for each student although this does not require different Major Project modules.

(ii) For postgraduate taught courses, a minimum of 45-credits, excluding the major project.

4.8 It is permitted for routes to differ by more than the credit differences required for course difference, as long as the routes are in the same subject area as the course.

Course maps
S4.9-4.12 do not apply to partner courses which maintain separate course maps

4.9 Figure 5 shows the course map for undergraduate degrees including the optional Foundation Year (Level 0) and optional Year in Industry or Study Abroad year which are non-credit bearing and must occur between Levels 5 and 6. Foundation Year modules are non-credit bearing but have been given a credit-time equivalent in the course map for ease of reference.

4.10 The indicated module at Levels 5 and 6 may be split into two 15-credit modules but only at one level per course, not at both.

4.11 All Bachelor's Degree courses, unless excluded by PSRB regulations, will offer an optional Year Abroad[5] and may offer an optional Year in Industry between levels 5 and 6, although an individual student may only take one of the two options. This year will always be non-credit bearing and it will not be compulsory for a student to undertake either option. For both options, the student may express a preference at either the time of application or during Level 4 of study. Neither option is guaranteed even when an application has been made.

[5] In line with the University's International Strategy

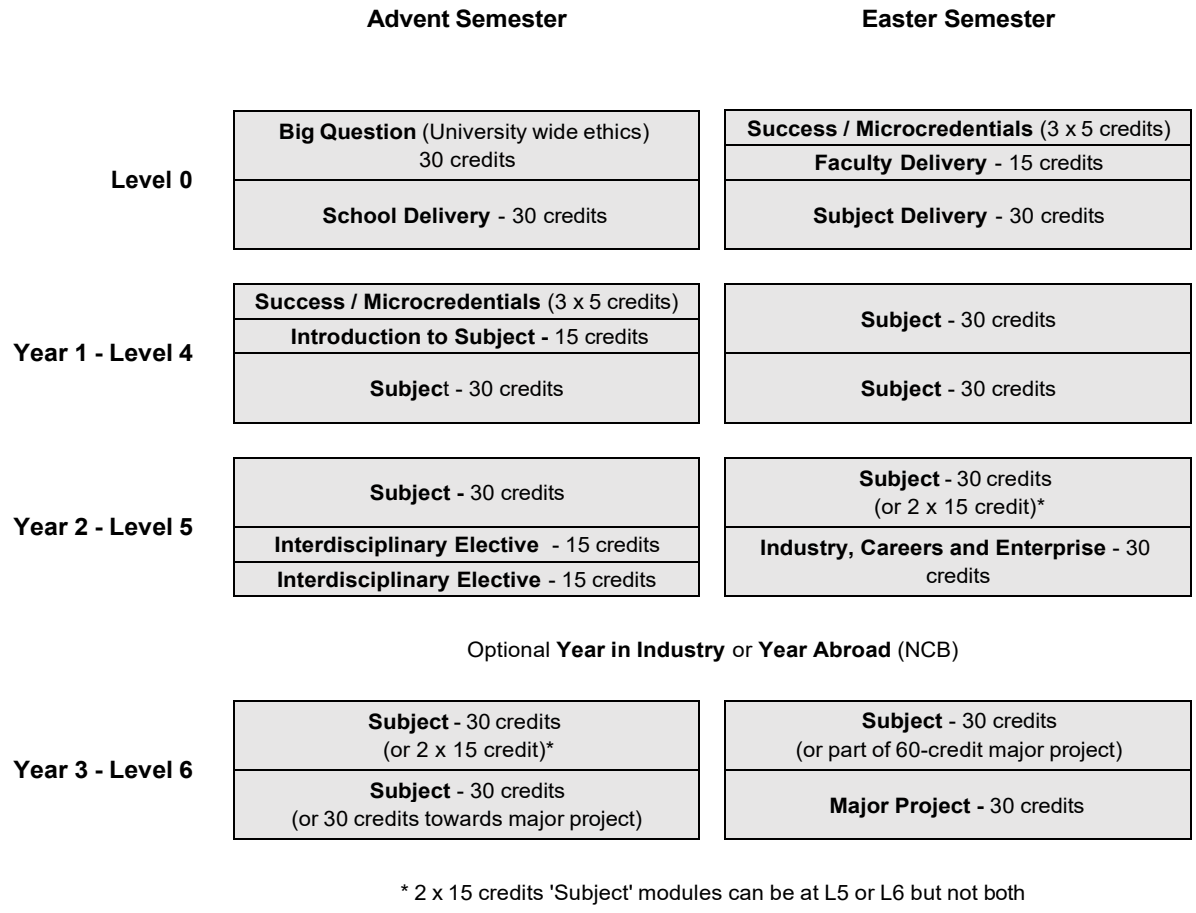


Figure 5: Undergraduate course map

4.12 Figure 6 shows the two alternative course maps for taught postgraduate courses. Form 1 is the preferred option for most courses but Form 2 may be used where a course has part-time students and the major project can only be delivered in the second year of study.

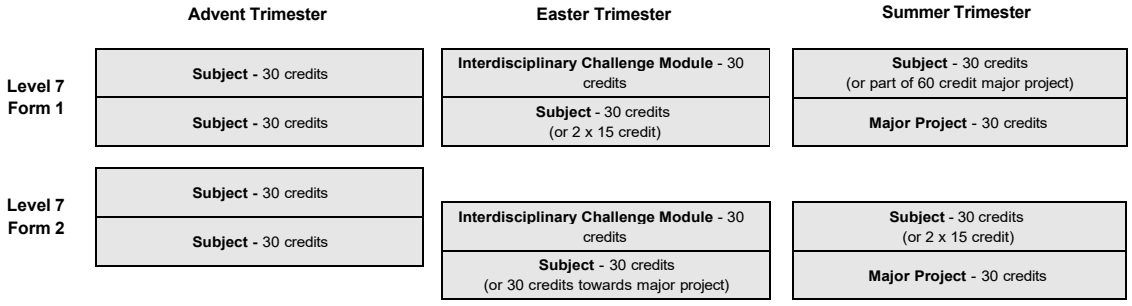


Figure 6: The two forms of the Postgraduate course map

Course electives

4.13 Courses and routes may have the following maximum number of slots in which any course elective modules may be delivered at each Level:

(i) Level 0: no course elective slots available;

(i) Level 4: no course elective slots available;

(ii) Level 5: slots for 30 credits at this Level;

(iii) Level 6: slots for 60 credits at the Level;

(iv) Level 7: slots for 60 credits at the Level.

4.14 The range of elective modules available on a course will be identified during the process of course design and must meet the required historic enrolment number in the subject area. This is currently an average of 50 FTE[6] of enrolment per year for the previous 3 years to offer a choice between 2 course elective modules, with one additional choice for every 25 additional average FTE of enrolments[7].

Naming of exit awards

4.15 Where an award title represents achievement of specific PSRB requirements or is a restricted title, the course must include a default title as an exit award for those who achieve sufficient credit, but do not meet professional requirements, e.g. LLB and BA Legal Studies.

4.16 An exit award does not have to have the same title as the target award, and this may be the case when specialist knowledge is delivered at Level 6. e.g. BA Ophthalmology might have a Dip HE Health Studies exit award.

4.17 Where differing exit awards are required for routes at levels below the target award, these must differ by a minimum of 30-credits at the level of the exit award. For example, where the exit awards of two routes have the same set of modules at Level 4, the same title must be used, e.g. BA Modern History, BA Medieval History might both have CertHE History as the exit award at Level 4.

Management

4.18 Governance processes will operate at the course or suite level, as required, excepting that:

(i) student number planning will operate at course level, except where planning at the route level is required by a PSRB;

(ii) quality processes, including annual course monitoring will operate at course level, with consideration given to all routes on that course.

5 Course Design

Definitive Course Documentation

5.1 The definitive course documentation comprises the following

(i) a Course Specification for each course and for each route within a course;

(ii) a Course Document to cover the course and all its routes;

(iii) a Module Specification for each module within the course;

(iv) a Module Descriptor or Module Handbook for each module within the course;

(v) a Student Handbook for each course;

[6] If the module choice is offered across a range of courses then the total enrolments across these courses will be used.

[7] If an award completely removes a module to only offer other awards' core modules as electives in that slot, these minimum numbers do not apply.

(vi) a Placement Handbook, where applicable;

(vii) a Mentor Handbook, where applicable.

5.2 The Course Specification and Module Specification carry material information and cannot be changed, except through the University's course change process.

5.3 No arrangement set out in either the Course Document or Module Descriptor/Module Handbook may be changed, except through the University's course change process, if it affects the material information in the Course Specification or the Module Specification.

Main elements of the Course Document

5.4 The following guidance must be followed during the process of course design: https://staff.canterbury.ac.uk/education-and-student-success/a-z-of-education-and-student-success-guidance-and-support#c

6 Course Approval

6.1 All courses are subject to the approval of a University Curriculum Approval Panel (UCAP) operating on behalf of Academic Board. It follows, therefore, that no student may be registered on a course that has not been approved in its final form by a UCAP operating on behalf of Academic Board.

6.2 A course will normally be advertised as "subject to approval" after the completion of the planning stage, except where the course development process has indicated that this should not happen. However, it must be made clear to applicants, in accessible language that makes the conditional nature of the offer clear, that the Course offered is subject to approval.

7 Course Changes

7.1 All Courses are subject to Periodic Course Review (PCR) five years after the previous approval by a UCAP, unless Education Committee has granted an extension for academic or strategic reasons. Periodic Course Reviews may recommend a range of outcomes ranging from no changes required to closure and possible replacement.

7.2 It will, from time to time, be necessary to change a Course during this period of approval. Such course changes:

(i) must be approved by the appropriate University body, and cannot take effect until that approval is secured;

(ii) must align with the University's Change Policy;

(iii) cannot apply to a module on which students are already studying, except in exceptional circumstances and where the procedure for such instances set out in the University's Change Policy is followed in full.

8 Short Courses

8.1 A Faculty may, through its Faculty Education and Portfolio Sub-Committee, approve a short course, as a University Certificate of:

(i) 30-credits and/or 300 hours of learning

(ii) 15-credits and/or 150 hours of learning

(iii) 10-credits and/or 100 hours of learning

(iv) 5-credits and/or 50 hours of learning.

8.2 Each University Certificate must be assigned to a Level of 0, 4, 5, 6 or 7.

8.3 A Faculty may, through its Faculty Education and Portfolio Sub-Committee,, approve a short course, as a University Diploma of 60-credits and/or 600 hours of learning at either Level 5 or 6. To achieve the University Diploma a student must achieve at a final average mark of at least 40% and is not eligible for compensation.

8.4 No short course will be recognized as awarded by the University unless it has been approved by a Faculty Education and Portfolio Sub-Committee, or by a University Course Approval Panel (UCAP) on behalf of Academic Board as meeting these requirements.

9 Naming Conventions

Requirements for award titles

9.1 Award designation will be written without punctuation (e.g. BA and not B.A.; MSc and not M.Sc.) and Honours awards will be shown as (Hons).

9.2 Short forms of award names do not include the word “in” between the award designator and award title (e.g.: MSc Sociology is the correct form not MSc in Sociology).

9.3 Award titles must:

(i) be consistent in their use of capitalisation and punctuation;

(ii) be as short as possible while retaining academic meaning;

(iii) exclude ”and” whenever possible.

9.4 EC will agree to a long title or the use of “and” where there is a demonstrable need.

9.5 Award titles will not include the following attributes which will be established for certification and transcript purposes through the student record system:

(i) semester/trimester/year abroad;

(ii) professional/industrial placement is indicated through student choice in SITS and will be displayed (when appropriate) on the award certificate.

9.6 These elements are not shown as part of the award title.

9.7 Except where required by a PSRB or where EC allows an exception for clear market need, Award titles do not include any of the following:

(i) mode of study (e.g. part-time);

(ii) location of study (e.g. Medway Campus)

(iii) partner organization (e.g. Mid-Kent College);

(iv) abbreviations.

9.8 Award titles should be limited to 85 characters (including spaces and punctuation but excluding the award type). Award titles may be of more than 85 characters subject to a maximum length of 120 characters awards where EC has, at the in-principle proposal stage, given approval for the full award title.

9.9 The conjunction “and” will be rendered as follows, except where EC has given specific permission for an alternative to be used:

(i) where it is used *within* a subject, it shall be represented by an ampersand (&), such as, for example, “Sport & Exercise” or “Accounting & Finance”;

(ii) where it is used between subjects, it will be represented by “and” (AND), such as, for example, history and archaeology;

(i) for courses that contain names from two subject areas, “and” is used to join the two subject names and “&” is used within each subject name so that, for example, only “Physical Education and Sports & Exercise Science” is permitted.

9.10 The following punctuation and capitalisation rules will apply:

(i) brackets (parenthesis) are not permitted;

(ii) commas are permitted to separate lists but a comma before “and” is not permitted. No other punctuation marks are permitted;

(iii) all words in an award title must start with a capital letter, except for common words such as and, with, a, an, the, for, it, which must not begin with a capital letter.

Requirements for module titles

9.11 Modules must have a unique title.

9.12 Module titles for generic areas (such as placements or independent study) must not imply a module can be used more widely than is the case.

9.13 The conjunctions “and” and “with” are permitted in module titles.

9.14 The ampersand symbol (&) is not required, but is permitted, for module titles. All modules validated within a course should use the same form.

Terminology

9.15 It should be noted that the terms “first degree” and “undergraduate degree” are used by HESA and other bodies in particular ways. They include Integrated Master’s degrees but not Foundation Degrees. When undergraduate degrees other than Integrated Master’s Degrees and Foundation Degrees are being referred to specifically, the term “Bachelor’s Degree” provides clarity.

9.16 A 360-credit Bachelor’s Degree is designated by the inclusion of (Hons), e.g. BA (Hons) or BSc (Hons). A 300-credit ordinary degree is designated without (Hons), e.g. BA, BSc. No designation is appended to represent ordinary degree status.