UCL Academic Manual 2016-17

Chapter 2: Qualifications and Credit Framework

Chapter 2 is UCL's regulatory framework defining the underpinning structures of all programmes leading to taught and research Higher Education qualifications at UCL. The chapter defines UCL's *threshold* academic standards. Students should also refer to their programme handbooks and departmental/divisional literature for more detailed information about their specific programme.

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1 Introduction

1. The University College London Qualifications and Credit Framework (QCF) defines the underpinning structures of all programmes leading to taught and research Higher Education qualifications at UCL.
2. All UCL qualifications and programmes of study must be aligned with the Qualifications and Credit Framework.
3. The QCF is a constituent part of the UCL Academic Manual which forms the basis of the contract between students and UCL.

1.1 Purposes

1. The main purposes of the QCF are:
   i) To promote a shared and common understanding of UCL qualifications;
   ii) To promote consistency in the use of qualifications and credit across UCL faculties and departments;
   iii) To provide a reference point for setting and assessing academic standards when designing, approving, monitoring and reviewing programmes of study and modules;
   iv) To ensure that UCL qualifications are of an academic standard at least consistent with the standards referred to in the UK Framework for Higher Education Qualifications (FHEQ);
   v) To communicate to employers, schools, parents, prospective students, Professional, Statutory and Regulatory Bodies (PSRBs) and other stakeholders the achievements represented by the qualifications of UCL;
   vi) To inform international comparability of academic standards.

1.2 Reference Points

1. The Qualifications and Credit Framework is drafted with reference to the following:
   i) The UK Quality Code for Higher Education, and in particular:

- Part A: Setting and maintaining academic standards
- The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)
- Chapter B11: Research Degrees
- Chapter B6: Assessment of Students and the Recognition of Prior Learning

   ii) The Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England
   iii) The Framework for Qualifications of the European Higher Education Area (FQ-EHEA)
   iv) The European Credit Transfer System (ECTS) under the Bologna Declaration
   v) The QAA Degree characteristics statements, including the Doctoral Degree Characteristics, the Masters Degree Characteristics and the Foundation Degree Characteristics
   vi) The requirements of Professional, Statutory or Regulatory Bodies (PSRBs) associated with particular programmes of study, some of which grant a licence to practise.

1.3 Key to Abbreviations

APL	Accredited Prior Learning
ECTS	European Credit Transfer System
EPL	Experiential Prior Learning

FHEQ	The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies
FQ-EHEA	Framework for Qualifications of the European Higher Education Area
FTE	Full Time Equivalent
HE	Higher Education
HEI	Higher Education Institution
LL	Life Learning
PSRB	Professional, Statutory or Regulatory Body
QAA	Quality Assurance Agency
QCF	Qualifications and Credit Framework
QTS	Qualified Teacher Status
RPL	The Recognition of Prior Learning

See also Section 2: The Qualifications of UCL for qualification abbreviations.

2 The Qualifications of UCL

The following qualifications are accredited by University College London, granted under the ordinances and statutes of the University of London[1] and governed by this Qualifications and Credit Framework:

2.1 Undergraduate Qualifications

2.1.1 Basic Level (level 3)

- University Preparatory Certificate (UPC)

2.1.2 First Level (level 4)

- Certificate of Higher Education (Cert HE)

2.1.3 Intermediate Level (level 5)

- Diploma of Higher Education (Dip HE)
- Diploma of Education (DipEd)
- Foundation Degree (FD)

2.1.4 Advanced Level (level 6)

Honours Degrees

- Bachelor of Arts (BA)
- Bachelor of Arts and Sciences (BASc)
- Bachelor of Education (BEd)
- Bachelor of Engineering (BEng)
- Bachelor of Fine Arts (BFA)
- Bachelor of Laws (LLB)
- Integrated Bachelor of Science (iBSc)
- Bachelor of Science (BSc)
- Bachelor of Science (Economics) (BSc (Econ))

Graduate Certificates & Diplomas

- Graduate Certificate (Grad Cert)
- Professional Graduate Certificate in Education (PgCE)
- International Professional Graduate Certificate in Education (iPgCE)
- Professional Certificate in Teaching and Learning in Higher and Professional Education (PCTL)
- Graduate Diploma (Grad Dip)

2.1.5 Level 7 Bachelors Degrees

- Bachelor of Medicine, Bachelor of Surgery (MBBS)[2]

[1] University of London Statutes, Ordinances and Regulations. Available from: http://www.london.ac.uk/fileadmin/documents/about/governance/ordinances/Ordinances_2015/Regulation_1_UoL_Awards.pdf [last accessed 04/02/14]

[2] The Bachelor of Medicine, Bachelor of Surgery (MBBS) was amended from Level 6 to Level 7 in 2021/22 to align with the FHEQ's classification of primary medical qualifications at level 7 in 2014. This change was backdated to 2016/17, and therefore all awards made from 2021/22 onwards will be at Level 7.

2.1.6 Masters Level (level 7)

Integrated Masters Degrees

- Master of Engineering (MEng)
- Master in Science (MSci)
- Master of Pharmacy (MPharm)

2.2 Taught Postgraduate Qualifications

2.2.1 Masters Level (level 7)

Postgraduate Certificates & Diplomas

- Postgraduate Certificate (PG Cert)
- Postgraduate Certificate in Education (PGCE)
- International Postgraduate Certificate in Education (iPGCE)
- Postgraduate Diploma (PG Dip)

Taught Masters Degrees

- Master of Architecture (MArch)
- Master of Arts (MA)
- International Master of Arts (MA (International))
- Master of Business Administration (MBA)
- Master of Clinical Dentistry (MClinDent)
- Master of Education (MEd)
- Master of Fine Art (MFA)
- Master of Laws (LLM)
- Master of Planning (MPlan)
- Master of Public Administration (MPA)
- Executive Master of Public Administration (EMPA)
- Master of Science (MSc)
- Master of Surgery (MS)
- Master of Teaching (MTeach)
- Master of Teaching and Learning (MTL)

2.3 Postgraduate Research Qualifications

2.3.1 Masters Level (level 7)

- Master of Research (MRes)
- Master of Philosophy (MPhil)
- Master in Philosophical Studies (MPhilStud)

2.3.2 Doctoral Level (level 8)

Doctorates

- Doctor of Philosophy (MPhil/ PhD)
- Doctor in Engineering (EngD)
- Doctor of Medicine (Research) (MD(Res))
- Doctor of Public Administration (DPA)

Integrated Doctorates

- Bachelor of Medicine, Bachelor of Surgery/ Integrated Bachelor of Science/ Doctor of Philosophy (MB PhD)
- Master of Research/ Doctor in Engineering (MRes/ EngD)
- Master of Research/ Doctor of Philosophy (MRes/ MPhil/PhD)

Professional Doctorates

- Doctor in Clinical Psychology (DClinPsy)
- Doctor in Dentistry (DDent)
- Doctor in Education (EdD)
- Doctor in Educational Psychology (DEdPsy)
- Doctor in Educational and Child Psychology (DECPsy)
- Doctor in Orthopaedics (Doc. Orth)
- Doctor in Psychotherapy (DPsychotherapy)

3 Framework Components

1. A number of components define the basic structures of all UCL qualifications:

3.1 Qualification

1. A qualification is a higher education doctorate, degree, diploma or certificate accredited and conferred by UCL following the successful completion of an approved programme of study.
2. A qualification must meet the minimum academic standards set out in the Threshold Qualification Requirements.
3. The form of the qualification title must signify both the level of the qualification and the broad discipline in which the study has been undertaken (e.g. Bachelor of Science).
4. Proposals for new qualifications must be developed in line with the Qualifications and Credit Framework, approved by Academic Committee and incorporated into the Qualifications of UCL and the Threshold Qualification Requirements.

3.2 Programme of Study

1. A programme of study (programme) is an approved, coherent path of study with specified learning outcomes leading to a specified qualification in a specified field of study.
2. New programmes must aligned to the Threshold Qualification Requirements, which describe the typical characteristics of the main groups of UCL qualifications, and approved by the Programme and Module Approval Panel on behalf of Education Committee.

3.3 Professional Accreditation

1. Many UCL qualifications are recognised or accredited by Professional, Statutory or Regulatory Bodies. Professional qualifications must meet both UCL's Threshold Qualification Requirements and the professional body's requirements which may include additional learning hours, credits, assessments and fitness to practise procedures.
2. A programme may require exemption from certain UCL regulations in order to comply with professional standards. All exemptions must be approved by Education Committee and detailed in the individual Programme Specification.

3.4 Field of Study

1. The field of study reflects the nature of the programme's curriculum and outcomes and, together with the qualification title, completes the degree title e.g. Bachelor of Science in Chemistry.
2. A programme may incorporate one or more fields of study delivered on a major/minor, combined (joint) or triple basis according to the following rules:

Basis	Definition	Degree Title Conventions
Single	A programme which comprises one subject or which reflects a combination of subjects presented as an integrated whole.	The degree title should reflect the nature of the programme curriculum and outcomes.

Combined (Joint)	A programme with an approximately equal balance between two subjects.	Subjects should be listed as approved in the programme specification and the conjunction 'and' used to join the two subjects.
Major/Minor	A major subject accounts for at most three quarters of the programme; a minor subject accounts for at least a quarter of the programme, using a subject ratio between 2:1 and 3:1.	The major subject should be listed first and the conjunction 'with' used to join the two subjects.
Triple (three subject)	A programme with an approximately equal balance between three subjects.	Subjects should be listed as approved in the programme specification with a comma separating the first two subjects and the conjunction 'and' used before the third subject.

3. Students failing to meet the requirements of a particular programme of study may be eligible for a qualification with a different field of study.

3.5 Academic Level

1. Each qualification must have an associated academic level which aligns with the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) and the Framework for Qualifications of the European Higher Education Area (FQ-EHEA):

UCL Level	FHEQ Level	FQ-EHEA Level	UG Year Equivalent
Basic/ Introductory	Level 3	N/A	-
First	Level 4	Short cycle	UG Year 1
Intermediate	Level 5	Short cycle	UG Year 2
Advanced	Level 6	First cycle	UG Year 3
Masters	Level 7	Second cycle	-
Doctoral	Level 8	Third cycle	-

2. Programmes and modules must be developed with reference to the Level Descriptors. These describe the depth and complexity of each level of study and outline the academic skills, amount of prior knowledge and amount of learner autonomy required to pass a programme or module at each level.

3.6 Progression

1. Where a qualification incorporates multiple levels of study, a student must meet threshold standards in order to progress from one academic level to the next. These

requirements are set out in the Assessment Framework for Taught Programmes and in the Assessment Framework for Research Programmes.

2. Where an academic level spans more than one academic or calendar year, there should not be any progression requirements between the years of study within the academic level, unless this is a requirement of a Professional, Statutory or Regulatory Body.

3.7 Academic and Calendar Years

1. A programme may run over an academic year or a calendar year, defined as follows:

	Academic Year	**Calendar Year**
Learning Hours	1200 learning hours	1800 learning hours
Credits	120 credits	180 credits
Terms	3 terms	n/a
Weeks	30 weeks	48 weeks
Start Date	September	September, January or April

2. Undergraduate, graduate and short taught postgraduate programmes should follow an academic year.
3. Taught masters, research masters and doctoral programmes should follow a calendar year.

3.8 Credit and Learning Hours

1. Credit is awarded to a student on successful completion of the outcomes associated with a particular block of learning at a specified academic level, up to and including level 7 qualifications (level 8 qualifications are not credit-rated).
2. In line with the FHEQ and the FQ-EHEA, UCL credits must be based on a 40-hour working week where one credit equates to 10 notional learning hours.
3. Credits must be converted to the European Credit Transfer System (ECTS) using the following ratio:
4. 1 FHEQ credit = 0.5 ECTS credits = 10 notional learning hours
5. The following table outlines the ECTS credits and learning hours equivalencies for each group of UCL qualifications:

Qualification	**FHEQ Credits**	**ECTS Credits**	**Learning Hours**
Certificate of Higher Education	120	60	1200
Diploma of Higher Education	240	120	2400
Foundation Degree	240	120	2400
Honours Degree	360	180	3600
Graduate Certificate	60	30	600
Graduate Diploma	120	60	1200

Postgraduate Certificate	60	30	600
Postgraduate Diploma	120	60	1200
Integrated Masters	480	240	4800
Taught Masters	180	90	1800
Research Masters	180	90	1800

6. A programme of study must meet the minimum credit requirements for the qualification being awarded. This includes:
   a) The total amount of credit required for the qualification.
   b) The maximum amount of credit which may be taken at the lowest academic level.
   c) The minimum amount of credit which must be taken at the level of the qualification.
7. The following table outlines the credit requirements for each group of UCL qualifications:

Qualification	**Total credit requirements**	**Max. credit at lowest level**	**Min. credit at level of qualification**
Certificate of Higher Education	120	120 at level 4	120 at level 4
Diploma of Higher Education	240	150 at level 4	90 at level 5
Foundation Degree	240	150 at level 4	90 at level 5
Honours Degree	360	150 at level 4	90 at level 6
Graduate Certificate	60	15 at level 5	45 at level 6
Graduate Diploma	120	30 at level 5	90 at level 6
Postgraduate Certificate	60	15 at level 6	45 at level 7
Postgraduate Diploma	120	30 at level 6	90 at level 7
Integrated Masters	480	150 at level 4	120 at level 7 and 90 at level 6
Taught Masters	180	30 at level 6	150 at level 7
Research Masters	180	30 at level 6	150 at level 7

8. A programme may set higher thresholds, for example where it includes a year abroad or a placement year, or where a Professional, Statutory or Regulatory Body requires it. Where this is the case, the rationale for the variable structure must be scrutinised at programme approval and clearly defined in the individual Programme Specification.

3.9 Modes of Study

1. The Mode of Study is comprised of several factors. These are the intensity of study, the location of study (in relation to the UCL campus) and, possibly, fixed period study arrangements.
2. Each programme will have a defined set of modes of study, which is determined as part of the programme approval/amendment process.

The Intensity of Study

Full-time	Students study for 40 hours per week, except during vacation periods. Additionally students retaking a year will be deemed full-time, when retaking more than half of the activity of the year.
Part-time	Students study at a structured rate per week, normally half the rate of full-time study. Additionally students retaking a year will be deemed part-time, when retaking half or less of the activity of the year.
Flexible	The number of modules studied in a given year is determined by the student, in agreement with their department. There will be a specified maximum time in which the student must complete.

The Location of Study

Campus-based	Students are required to attend UCL for enrolment and some scheduled activities, such as lectures, seminars, tutorials etc.
Distance Learning	Students are not required to attend UCL for enrolment nor scheduled activities. Student have access to UCL libraries, facilities and learning support. All teaching, learning and assessment activities take place away from UCL.
Mixed-mode	Students attend as Distance Learning and then change to Campus-based (or vice versa). This change may occur multiple times within the student's programme of study, and will either be at set points within the programme or will be determined by student module selection.
Non-resident (Postgraduate Research Students only)	Students study primarily away from campus, and are required to attend UCL on a limited number of occasions in order to meet their supervisor and attend the meetings for upgrade and assessment.

Note: Location of Study in this context relates to the UCL Campus(es) and not to the country in which a student is based.

Note: Distance Learning is the term used by UK government agencies. Within UCL this may be referred to in other ways, such as "non-campus".

Fixed Period Study Arrangements

Integrated Placement or Study Abroad	Students spend a defined period of time studying in another country or undertaking a professional or industrial placement related to their field of study. The placement/study abroad is credit-rated and an integral part of the UCL degree programme.
Extramural Placement or Study Abroad	Students spend an additional period studying in another country or undertaking a professional or industrial placement. The placement/study abroad is not an accredited part of the UCL degree programme.
Study Leave (Postgraduate Research Students only)	Students can apply to spend a defined period of time away from UCL undertaking research related to their field of study.

3.10 Modules

1. Modules are self-contained, credit-rated blocks of learning and teaching which make up a taught programme of study.
2. Undergraduate programmes are composed of modules which are referred to as course units:
    a) One course unit equates to 30 credits, 15 ECTS and 300 learning hours.
    b) A full-time academic year includes 4 course units.
    c) Modules must be credit-rated in multiples of 0.5 course units (15 credits/ 7.5 ECTS).
    d) The minimum module size is 15 credits (0.5 course units/ 7.5 ECTS). The maximum module size is 120 credits (4 course units/ 60 ECTS).
    e) The undergraduate module pass mark is 40%.
    f) Undergraduate modules are subject to the assessment regulations for undergraduate programmes.
3. Taught Postgraduate programmes are composed of modules:
    a) Modules must be credit-rated in multiples of 5 with 15, 30, 45 and 60 credit modules being the norm.
    b) The taught postgraduate module pass mark is 50%.
    c) Where a postgraduate programme incorporates undergraduate modules, the pass mark for the undergraduate module is 40% whilst the pass mark for the overall programme is 50%.
    d) Postgraduate modules are subject to the assessment regulations for taught postgraduate programmes.
4. The Programme Diet specifies the range of compulsory, option, elective and supplementary modules which a student must follow within a programme of study:
    a) Compulsory – Modules which students must take to successfully complete a particular programme.
    b) Option – Specific collections of modules from which students may choose within their field of study.
    c) Elective – Broader collections of modules from which students may choose, and which may be from outside their main field of study.
    d) Supplementary - Additional, non-credit-bearing modules e.g. synoptic or comprehensive papers, generic skills modules etc. The marks from such modules may be included in the degree classification calculation.
5. The Scheme of Award specifies which modules must be completed and which must be passed within a programme of study in order to progress from one academic level to the next and achieve the qualification.

3.11 Taught Components on Research Programmes

1. Some Research Masters programmes (e.g. MRes, MPhilStud) are composed of modules:
   a) Modules must be credit-rated in multiples of 5, with 15, 30, 45 and 60 credit modules being the norm.
   b) The Research Masters module pass mark must be at least 50%; some programmes/ modules may set a higher pass mark.
   c) Research Masters modules are subject to the assessment regulations for taught postgraduate programmes.
2. Non-modular Research Masters (e.g. MPhil) may include training in research methods or transferable skills which require attendance at lectures and seminars.
3. Doctorates by research (MPhil/PhD and EngD) are not modular but may include training in research methods or transferable skills which require attendance at lectures and seminars.
4. Professional Doctorates are not modular but typically include a taught component, a research component and practicum assignments and assessments. Students must demonstrate satisfactory attendance and performance in each component.

3.12 Interim Qualifications

1. An approved programme of study may include one or more interim qualifications to recognise the achievements of any students unable to complete the full qualification.
2. Details of the minimum credit and level requirements for each interim qualification are specified in the Threshold Qualification Requirements.
3. The programme specification should include discrete, defined programme learning outcomes for each validated interim qualification.
4. Students must only be considered for an interim qualification where it is an approved component of the programme of study on which they are enrolled, and where they are unable to complete, or have failed to meet the requirements for, the full qualification. Interim qualifications are not awarded automatically, nor are they a student entitlement.
5. The following interim qualifications may be considered as part of the programme approval process:

Qualification	**Available Interim Qualifications**
Certificate of Higher Education	-
Diploma of Higher Education	Cert HE
Foundation Degree	Cert HE
Honours Degree	Ordinary Degree (Bachelors without Honours) Dip HE Cert HE
Graduate Certificate	-
Graduate Diploma	Grad Cert
Postgraduate Certificate	-
Postgraduate Certificate in Education	Diploma in Education PG Cert Professional Graduate Certificate in Education (PgCE)
Postgraduate Diploma	PG Cert
Integrated Masters	Honours Degree Ordinary Degree (Bachelors without Honours) Dip HE

	Cert HE
Taught Masters	PG Dip PG Cert
Research Masters	PG Dip PG Cert
Doctor of Philosophy	MPhil

4 Qualification Descriptors

1. Qualification Descriptors describe the typical attributes of the main qualifications offered by UCL and provide a reference point for the development of programmes and modules. The following descriptors outline the basic qualification. UCL programmes may be supplemented by further learning, which may or may not be credit-bearing, in order to achieve professional accreditation.

4.1 Undergraduate Qualifications

First level (level 4)	
Certificate of Higher Education	A Cert HE may be a stand-alone award, a first step towards obtaining higher level qualifications, or a named interim qualification from an Honours degree. Programmes must include at least 120 credits of learning at level 4. The qualification typically takes 1200 hours, or one FTE academic year, to complete.
Intermediate level (level 5)	
Diploma of Higher Education	A Dip HE may be a stand-alone award, an intermediate step towards obtaining higher level qualifications, or a named interim qualification from an Honours degree. Programmes must include at least 240 credits of learning, with a maximum of 150 credits at level 4 and a minimum of 90 credits at level 5. The qualification typically takes 2400 hours, or two FTE academic years, to complete.
Foundation Degree	A Foundation Degree is an intermediate qualification distinguished by a vocational orientation enabling holders to perform effectively in a chosen field. The qualification is equivalent to the first two years of an Honours degree and may be supplemented by a further 'top-up' year at level 6, allowing students to complete a full Honours degree. Programmes must include at least 240 credits of learning, with a maximum of 150 credits at level 4 and a minimum of 90 credits at level 5. The qualification typically takes 2400 hours, or two FTE academic years, to complete. Students unable to complete the full qualification may be eligible for the award of a Foundation Certificate on successful completion of 120 level 4 credits.
Advanced level (level 6)	
Honours Degree	Honours Degrees form the largest group of HE qualifications and are awarded to students who have developed an understanding of a complex body of knowledge, analytical techniques and problem-solving skills. Programmes must include at least 360 credits with a maximum of 150 credits at level 4 and a minimum of 90 credits at level 6. An Honours Degree typically takes 3600 hours, or three FTE academic years, to complete but may also be delivered 'fast-track', where students complete 360 credits over two calendar years. Programmes may include an integrated placement or study abroad year, in which case

	students complete 480 credits over four FTE academic years. The qualification may also be completed via a ‘top-up’ year comprising 120 level 6 credits following successful completion of a Foundation Degree. Students unable to meet the full requirements of an Honours degree may be eligible for a Cert HE, Dip HE or Ordinary Degree (Bachelors without Honours) on completion of the requisite number of credits.
Graduate Certificate	The Grad Cert is a short programme or professional 'conversion' course based largely on undergraduate material and taken usually by those who already hold an Honours degree in another field of study. Programmes must include at least 60 credits, with a maximum of 15 credits at level 5 and a minimum of 45 credits at level 6. The qualification typically takes 600 hours, or half an FTE academic year, to complete.
Graduate Diploma	The Grad Dip is a short programme or professional 'conversion' course which is considered equivalent to the final year of an Honours degree. It is based largely on undergraduate material and taken usually by those who already hold an Honours degree in another field of study. Programmes must include at least 120 credits, with a maximum of 30 credits at level 5 and a minimum of 90 credits at level 6. The qualification typically takes 1200 hours, or one FTE academic year, to complete.
Masters level (level 7)	
Integrated Masters Degree	An Integrated Masters incorporates the attributes and outcomes of both an Honours degree and a Taught Masters degree. Programmes must include at least 480 credits, with a maximum of 150 credits at level 4, a minimum of 90 credits at level 6 and a minimum of 120 credits at level 7. The qualification typically takes 4800 hours, or four FTE academic years, to complete.

4.2 Taught Postgraduate Qualifications

Masters level (level 7)	
Postgraduate Certificate	The PG Cert is a Masters-level short programme which may be a stand-alone award or a named interim qualification on a Masters or PG Dip programme. Programmes must include at least 60 credits, with a maximum of 15 credits at level 6 and a minimum of 45 credits at level 7. The qualification typically takes 600 hours, or half an FTE academic year, to complete.
Postgraduate Diploma	The PG Dip is a Masters-level short programme which may be a stand-alone award or a named interim qualification on a Masters programme. Programmes must include at least 120 credits, with a maximum of 30 credits at level 6 and a minimum of 90 credits at level 7. The qualification typically takes 1200 hours, or one FTE academic year, to complete.

Taught Masters Degree	A Taught Masters is a level 7 qualification distinguished from the PG Cert and PG Dip by an increased intensity and complexity of study, a planned intellectual progression, and an in-depth research or scholarly activity in the form of a 60- or 90-credit dissertation. Programmes must include at least 180 credits, with a maximum of 30 credits at level 6 and a minimum of 150 credits at level 7 (although PSRB requirements may result in a longer programme of study). The qualification typically takes 1800 hours, or one FTE calendar year, to complete.

4.3 Postgraduate Research Qualifications

Masters level (level 7)	
Research Masters Degree	The Research Masters (MRes, MPhilStud) is a level 7 qualification distinguished from a Taught Masters by its high ratio of research to teaching, and by the focus of teaching on research methods. The curriculum and the student experience are governed by the research programme regulations, whilst assessment processes are subject to the regulations for taught programmes. Programmes are modular and must include at least 180 credits, with a maximum of 30 credits at level 6 and a minimum of 150 credits at level 7. Programmes must include at least 30 credits of transferable skills modules and a dissertation of at least 60 credits. The qualification typically takes a minimum of 1800 hours, or one FTE calendar year, to complete.
Master of Philosophy	The MPhil is a level 7 research qualification which may be a stand-alone award or the first step towards completion of a PhD. The programme is non-modular, but may require attendance at lectures and seminars. Programmes typically require two calendar years of study at level 7. A student may opt to complete the MPhil via submission of a thesis, or the student may be eligible to upgrade to PhD status.
Doctoral level (level 8)	
Doctorate	Doctorates are awarded for the creation and interpretation, construction and/ or exposition of knowledge which extends the forefront of a discipline. Programmes typically require three full-time or five part-time calendar years of study at level 8 and students must be registered for at least two calendar years. On PhD programmes, students must initially register on the MPhil before upgrading to the PhD.
Integrated Doctorate	An Integrated Doctorate incorporates the attributes and outcomes of both a Research Masters (MRes) and a Doctorate (MPhil/PhD, EngD), providing students with a sound grounding in research methods from which to develop an original contribution to knowledge. The Masters must include at least 180 credits, with a maximum of 30 credits at level 6 and a minimum of 150 credits at level 7, and typically takes 1800 hours, or one FTE calendar year, to complete. On successful completion of the Masters, the student may progress to the level 8 doctoral programme, studying for a further three FTE years. Students must be registered on the doctoral programme for at least two calendar years and, on PhD programmes, students must initially register on the MPhil before upgrading to the PhD.
Professional Doctorate	Professional Doctorates aim to develop an individual's professional practice and to support them in producing an original contribution to professional knowledge. Programmes include a substantial taught element in addition to the research component. Programmes typically require three FTE calendar years of study at level 8 and students must be registered for at least two calendar years.

5 Level Descriptors

1. The Level Descriptors describe the depth and complexity of each level of study and outline the academic skills, amount of prior knowledge and amount of learner autonomy required to pass a programme or module at that level.
2. The descriptors are closely aligned to the Framework for Higher Education Qualifications (FHEQ) and, together with the more discipline-specific QAA Subject Benchmark Statements, should be used as a reference point in the development of qualifications, programmes and modules, and for the determination of local marking criteria.

Level	Descriptor
Basic/ introductory level	Students successfully completing programmes or modules at this level will have demonstrated: • a skills base of conceptual and factual knowledge with some appreciation of the field of study and of terminology used • an ability to apply those skills independently in a range of complex activities or with guidance when working with greater complexity.
First level	Students successfully completing programmes or modules at this level will have demonstrated: • knowledge of the underlying concepts and principles associated with their field of study, and an ability to evaluate and interpret these within the context of that field • an ability to present, evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with the basic theories and concepts of their field of study.
Intermediate level	Students successfully completing programmes or modules at this level will have demonstrated: • knowledge and critical understanding of the well-established principles of their field of study, and of the way in which those principles have developed • 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 • knowledge of the main methods of enquiry in the field of study • an ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study • an understanding of the limits of their knowledge, and how this influences analyses and interpretations which might be based on that knowledge.
Advanced level	Students successfully completing programmes or modules at this level will have demonstrated: • a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of the field

	• an ability to deploy accurately established techniques of analysis and enquiry within the field of study
	• a conceptual understanding that enables the student:
	  • to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the field of study
	  • to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the field of study
	• an appreciation of the uncertainty, ambiguity and limits of knowledge
	• an ability to manage their own learning
	• an ability to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the field of study).

Masters level	Students successfully completing programmes or modules at this level will have demonstrated:
	• a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their field
	• a comprehensive understanding of techniques applicable to their own research or advanced scholarship
	• originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field
	• a conceptual understanding that enables the student:
	  • to evaluate critically current research and advanced scholarship in the field
	  • to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Doctoral level	Students successfully completing programmes or modules at this level will have demonstrated: • an ability to create and interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the field, and merit publication • a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice • an ability to conceptualise, design and implement a project for the generation of new knowledge, application or understanding at the forefront of the field, and to adjust the project design in the light of unforeseen problems • a detailed understanding of applicable techniques for research and advanced academic enquiry.

6 The Recognition of Prior Learning (RPL)

6.1 Definitions

1. The Recognition of Prior Learning (RPL) allows students to apply for exemption from particular entry requirements, or from some parts of a programme of study, by recognition of their learning from previous experiences and achievements.
2. Accredited Prior Learning (APL) is the achievement of learning that has been formally assessed and certificated from previous study with a recognised institution.
3. Experiential Prior Learning (EPL) is the non-certified acquisition of relevant skills and knowledge, gained through relevant experience, which is capable of being evaluated.
4. There are two main ways in which RPL may be applied:
    a) For initial entry to a UCL programme, where a student does not hold the precise entry requirements specified by UCL. RPL for initial entry may be certified (APL) or experiential (EPL).
    b) For advanced entry to a UCL programme, where a student has already completed certified learning of a standard judged to be equitable with the UCL programme to which the student is applying. RPL for advanced entry must be certified (APL).
5. Additionally, it may be necessary to use RPL for transfers within UCL, where a student wishes to transfer to another programme that has a significantly different structure. Details of the application process for students wishing to transfer between UCL programmes can be found in the Admissions, Registration and Student Conduct Regulations.

6.2 Core Principles

1. The recognition of RPL is entirely at the discretion of UCL.
2. Applicants are responsible for demonstrating to UCL that the prior learning evidences the required skills and knowledge, and that the learning is still current. UCL must be satisfied that, by successfully completing the remaining part of the programme, the applicant will have had the opportunity to fulfil the programme objectives and attain the standards required for the qualification.
3. If agreed, RPL becomes part of the agreement between UCL and the student.
4. Modules for which RPL is granted and any variation in the student's programme of study should be clearly defined when the offer of admission is made.
5. RPL should neither advantage nor disadvantage a student over other students on a programme.
6. RPL cannot be used as an extenuating circumstance for underachievement in subsequent assessments.

6.3 Initial Entry

1. RPL may be considered for initial entry to a UCL taught or research programme where a student does not meet the standard entry requirements as defined in Chapter 1: Admissions, Registration and Student Conduct Framework e.g. a student holds an international qualification that could be judged equivalent to the standard entry requirements, or a student has significant, evidenced industry experience that could be judged equivalent to the standard entry requirements.
2. RPL for initial entry may be 'certified' (APL) or 'experiential' (EPL).
3. Applications for RPL for initial entry may be considered, at the discretion of UCL, where:
    a) UCL is satisfied that the student is at least as well qualified as candidates who are able to satisfy the standard entrance requirements; and
    b) UCL is satisfied that the candidate's general education, scholarship, training and experience are suitable for the programme which they wish to follow; and

c) The applicant is able to provide (certified or experiential) evidence of their background and experience that satisfies UCL as to their fitness to follow the programme; and
d) The applicant satisfies UCL's English Language proficiency requirements.

4. Where UCL deems it necessary, an applicant may also be required to pass a qualifying examination or to meet other appropriate qualifying conditions prescribed by the UCL department.
5. Details of the application process for students wishing to use RPL for initial entry can be found in Chapter 1: Admissions, Registration and Student Conduct Framework.

6.4 Accredited Prior Learning for Advanced Entry to Taught Programmes

1. Accredited Prior Learning (APL) may be considered for advanced entry to a UCL taught programme or Research Masters where a student has already completed certified learning of a standard judged equitable with the UCL programme concerned e.g. a student who has completed the first year of a cognate Honours degree at another HEI and wishes to transfer to a UCL Honours degree, or a student who has completed a PG Cert and wishes to enrol on a UCL Masters.
2. Applications for APL for advanced entry may be considered, at the discretion of UCL, where:
   a) There is space for additional students on the UCL programme concerned; and
   b) UCL is satisfied that the student is at least as well qualified as students who were able to satisfy the standard entrance requirements at initial entry; and
   c) UCL is satisfied that the learning can adequately replace the UCL modules concerned; and
   d) The applicant is able to provide certified evidence of their background and experience that satisfies UCL as to their fitness to follow the programme; and
   e) The applicant satisfies UCL's English Language proficiency requirements; and
   f) The credit has been earned at and certified by a recognised degree-awarding body whose academic standards are judged by UCL to be at least consistent with those set out in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ); and
   g) The credit has been earned at the appropriate academic level and in an appropriate field of study; and
   h) The learning has been completed within the last five years; and
   i) The student has achieved the full pass mark for all modules concerned and credit has not been achieved via a condoned (compensated) pass.
3. The following table specifies the maximum number of APL credits for which a student may apply for each group of UCL qualifications:

UCL Qualification	**Maximum APL**
Certificate of Higher Education	Up to 30 credits
Diploma of Higher Education	Up to 60 credits
Foundation Degree	Up to 60 credits
Honours Degree	Up to 120 credits
Graduate Certificate	Up to 20 credits
Graduate Diploma	Up to 40 credits
Postgraduate Certificate	Up to 30 credits

Postgraduate Diploma	Up to 60 credits
Integrated Masters	Up to 120 credits
Taught Masters	Up to 90 credits
Research Masters	Up to 90 credits

4. Applicants who have already completed a qualification may only use those credits to apply for advanced entry to a UCL programme where the original qualification is surrendered, unless the previous qualification is a constituent part of a student's professional accreditation (e.g. Qualified Teacher Status).
5. Where the surrender of the previous qualification would result in forfeiture of professional accreditation students may be permitted to retain their previous qualification in addition to their UCL qualification, at the discretion of UCL. The UCL transcript must clearly demonstrate which credits have been awarded directly by UCL.
6. Credits for modules awarded through APL are included in the total number of credits for the qualification (and, where applicable, are treated as 'complete').
7. Credits awarded via APL from any institution other than UCL will be excluded from the calculation of the classification. Credits accrued at UCL and awarded via APL will be included in the calculation of the classification.
8. Details of the application process for students wishing to use APL for advanced entry can be found in Chapter 1: Admissions, Registration and Student Conduct Framework.

6.5 Experiential Prior Learning for Advanced Entry to Taught Programmes

1. Experiential Prior Learning (EPL) may be considered for advanced entry to a UCL taught programme or Research Masters, at the discretion of UCL, where:
   a) There is space for additional students on the UCL programme concerned; and
   b) UCL is satisfied that the student is at least as well qualified as students who were able to satisfy the standard entrance requirements at initial entry; and
   c) UCL is satisfied that the learning can adequately replace the UCL modules concerned; and
   d) The applicant is able to provide evidence of their background and experience that satisfies UCL as to their fitness to follow the programme; and
   e) The applicant satisfies UCL's English Language proficiency requirements; and
   f) The learning is at an appropriate level and in an appropriate discipline; and
   g) The learning has been completed within the last five years.
2. The following table specifies the maximum number of EPL credits for which a student can apply for each group of UCL qualifications:

UCL Qualification	**Maximum EPL**
Certificate of Higher Education	Up to 30 credits
Diploma of Higher Education	Up to 30 credits
Foundation Degree	Up to 30 credits
Honours Degree	Up to 30 credits
Graduate Certificate	Up to 20 credits
Graduate Diploma	Up to 30 credits

Postgraduate Certificate	Up to 20 credits
Postgraduate Diploma	Up to 30 credits
Integrated Masters	Up to 30 credits
Taught Masters	Up to 30 credits
Research Masters	Up to 30 credits

3. Where UCL deems it necessary, an applicant for EPL may be required to pass a qualifying examination or to meet other appropriate qualifying conditions prescribed by the UCL department.
4. Credits for modules awarded through EPL are included in the total number of credits for the qualification (and, where applicable, are treated as 'complete') but are not graded nor included in the classification calculation.
5. Details of the application process for students wishing to use EPL for advanced entry can be found in Chapter 1: Admissions, Registration and Student Conduct Framework.

6.6 Advanced Entry to Research Programmes

1. Recognised Prior Learning (RPL) may be considered for advanced entry to a UCL research programme where a student has already completed learning of a standard judged equitable with the UCL programme concerned e.g. a student has commenced a PhD at another Higher Education Institution and wishes to transfer to a UCL PhD.
2. RPL is not permitted for advanced entry to Completing Research Status (CRS).
3. Applications for RPL for advanced entry to research programmes may be considered, at the discretion of UCL, where:
    a) A UCL supervisor is available in the appropriate field of study; and
    b) The learning is formally recognised by a Higher Education Institution whose academic standards are judged by UCL to be at least consistent with those set out in the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ); and
    c) The learning is at the appropriate academic level and in an appropriate field; and
    d) The learning can adequately replace the learning from the UCL programme concerned; and
    e) The learning has been completed within the last five years; and
    f) The student has received research supervision for a minimum of one year.
4. UCL will determine the appropriate point of entry to the programme, taking the following into consideration:
    a) The number of months of study completed on the previous programme; and
    b) Whether or not the student has successfully upgraded to PhD; and
    c) Any other evidence of progress such as a research log.
5. Once RPL is agreed, the supervisor and student must agree an upgrade and examination timetable.

7 Threshold Qualification Requirements

1. The Threshold Qualification Requirements describe the minimum academic standards expected of each programme of study leading to a UCL qualification. A programme may be approved with higher threshold standards, for example where a Professional, Statutory or Regulatory Body requires it.

Definitions:

- **Years of FTE study** – the minimum length of time needed to complete the qualification if studied on a full-time basis (part-time modes of study are calculated pro-rata).
- **Level** – the academic level at which the qualification is awarded e.g. a BSc (Hons) is awarded at level 6.
- **FHEQ Credits** – the minimum number of credits needed to successfully complete the qualification, aligned to the UK Framework of Higher Education Qualifications.
- **Notional learning hours** – the hours of study typically required to complete the qualification, based on a ratio of 1 FHEQ credit to 10 notional learning hours.
- **ECTS credits** – the value of the UCL qualification when translated to the European Credit Transfer System (ECTS) (UCL credits are translated to ECTS at a ratio of 2:1).
- **Range of levels** – the academic levels included in the qualification e.g. a 3-year BSc includes levels 4, 5 and 6.
- **Standard credits per level** – the number of FHEQ credits typically studied at each academic level to achieve the qualification. The number of credits in each level may be adjusted within defined parameters to suit the needs of the individual programme/ field:
  - **Maximum credit taken at lowest level** – the greatest number of credits which may be taken at the lowest academic level e.g. a BSc typically includes 120 credits at level 4 but may include as many as 150 credits at level 4.
  - **Minimum credit taken at level of qualification** – the fewest number of credits which must be taken at the highest academic level e.g. a Postgraduate Diploma typically includes 120 credits at level 7 but may include as few as 90 credits at level 7.
- **Possible Interim Qualifications** – the range of interim qualifications which may be included as an approved component of a programme of study. Not all interim qualifications are available on all programmes and students are not entitled to an interim qualification if it is not a validated part of their programme.

7.1 Undergraduate Qualifications

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level					Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								3	4	5	6	7			
Basic/ Introductory (level 3)															
University Preparatory Certificate	UPC	1 academic year	3	-	-	-	-	-	-	-	-	-	-	-	None
First (level 4)															
Certificate of Higher Education	Cert HE	1 academic year	4	120	1200	60	4	-	120	-	-	-	120 at level 4	120 at level 4	None
Intermediate (level 5)															
Diploma of Higher Education	Dip HE	2 academic years	5	240	2400	120	4&5	-	120	120	-	-	150 at level 4	90 at level 5	None
Diploma in Education (Post-Compulsory)	DipEd	1 academic year	5	120	1200	60	5	-	-	120	-	-	120 at level 5	120 at level 5	None
Foundation Degree	FD	2 academic years	5	240	2400	120	4&5	-	120	120	-	-	150 at level 4	90 at level 5	Cert HE
Honours Degrees (level 6)															
Bachelor of Arts with Honours	BA (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE
Bachelor of Arts with Honours Top-Up Degree	BA (Hons)	1 academic year	6	120	1200	120	6	-	-	-	120	-	-	120 at level 6	None
Bachelor of Arts and Sciences with Honours	BASc (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE
Bachelor of Education with Honours	BEd (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE
Bachelor of Education with Honours Top-Up Degree	BEd (Hons)	1 academic year	6	120	1200	120	6	-	-	-	120	-	-	120 at level 6	None
Bachelor of Engineering with Honours	BEng (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level					Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								3	4	5	6	7			
Bachelor of Fine Arts with Honours	BFA (Hons)	3 academic years	6	360	3600	180	4,5&6	-	360			-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE
Bachelor of Laws with Honours	LLB (Hons)	3 academic years	6	360	3600	180	4,5&6	-	360			-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE
Bachelor of Science with Honours	BSc (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE
Integrated Bachelor of Science with Honours	iBSc (Hons)	1 academic year	6	120	1200	60	6	-	-	-	120	-	120 at level 6	120 at level 6	None
Bachelor of Science (Economics) with Honours	BSc (Econ) (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at level 4	90 at level 6	Ordinary Degree, Dip HE, Cert HE
Graduate Certificates and Diplomas (level 6)															
Graduate Certificate	Grad Cert	0.5 academic years	6	60	600	30	5&6	-	-	-	60	-	15 at level 5	45 at level 6	None
International Professional Certificate in Education	iPgCE	2 calendar years	6	60	600	30	6	-	-	-	60	-	60 at level 6	60 at level 6	None
Professional Certificate in Teaching and Learning	PCTL	1 academic year	6	60	600	30	6	-	-	-	60	-	60 at level 6	60 at level 6	None
Professional Graduate Certificate in Education inc Qualified Teacher Status	PgCE + QTS	1 academic year	6	60	600	30	6	-	-	-	60	-	60 at level 6	60 at level 6	None
Graduate Diploma	Grad Dip	1 academic year	6	120	1200	60	5&6	-	-	-	120	-	30 at level 5	90 at level 6	Grad Cert
Level 7 Bachelors Degrees															
Bachelor of Medicine, Bachelor of Surgery[3]	MB,BS	5 academic years	7	780	7800	390	4,5,6&7	-	120	120	180	360	120 at level 4	360 at level 7	None

[3] The Bachelor of Medicine, Bachelor of Surgery (MBBS) was amended from Level 6 to Level 7 in 2021/22 to align with the FHEQ's classification of primary medical qualifications at level 7 in 2014. This change was backdated to 2016/17, and therefore all awards made from 2021/22 onwards will be at Level 7.

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level					Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								3	4	5	6	7			
Integrated Masters (level 7)															
Master of Engineering with Honours	MEng	4 academic years	7	480	4800	240	4,5,6&7	-	120	120	120	120	150 at level 4	120 at level 7 and 90 at level 6	BEng, Ordinary Degree, Dip HE, Cert HE
Master of Pharmacy with Honours	MPharm	4 academic years	7	480	4800	240	4,5,6&7	-	120	120	120	120	120 at level 4	120 at level 7 and 120 at level 6	BSc, Ordinary Degree, Dip HE, Cert HE
Master in Science with Honours	MSci	4 academic years	7	480	4800	240	4,5,6&7	-	120	120	120	120	150 at level 4	120 at level 7 and 90 at level 6	BSc, Ordinary Degree, Dip HE, Cert HE

7.2 Taught Postgraduate Qualifications

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level		Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								6	7			
Postgraduate Certificates and Diplomas (level 7)												
Postgraduate Certificate	PG Cert	0.5 academic years	7	60	600	30	6&7	-	60	15 at level 6	45 at level 7	None
Postgraduate Certificate in Education: Primary + Qualified Teacher Status	PGCE + QTS	1 academic year	7	60	1200	30	7	-	60	60 at level 7	60 at level 7	PgCE, PG Cert
Postgraduate Certificate in Education: Secondary + Qualified Teacher Status	PGCE + QTS	1 academic year	7	60	1200	30	7	-	60	60 at level 7	60 at level 7	PgCE, PG Cert
Postgraduate Certificate in Education: Post-compulsory (inc Preparing to Teach in the Lifelong Learning Sector)	PGCE + PTLLS	1 academic year	7	120	1200	60	7	30	90	30 at level 6	90 at level 7	PgCE, PG Cert, Dip Ed
International Postgraduate Certificate in Education (iPGCE)	iPGCE	2 calendar years	7	60	600	30	7	-	60	60 at level 7	60 at level 7	PgCE, PG Cert

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level		Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								6	7			
Postgraduate Diploma	PG Dip	1 academic year	7	120	1200	60	6&7	-	120	30 at level 6	90 at level 7	PG Cert
Taught Masters (level 7)												
Master of Architecture	MArch	1 calendar year	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip
Master of Architecture with ARB RIBA Part 2 exemption	MArch (ARB RIBA)	2 academic years	7	300	3000	150	7	-	300	300 at level 7	300 at level 7	None
Master of Arts	MA	1 calendar year	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip
International Master of Arts	MA (International)	2 academic years	7	240	2400	120	7	-	240	240 at level 7	240 at level 7	PG Cert, PG Dip
Master of Business Administration	MBA	2 calendar years	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip
Master of Clinical Dentistry	MClinDent	2 calendar years	7	360	3600	180	7	-	360	360 at level 7	360 at level 7	None
Master of Clinical Dentistry with Speciality Training	MClinDent with MRD (Endodontics)/ M Endo	3 calendar years	7	540	5400	270	7	-	540	540 at level 7	540 at level 7	None
Master of Education (Exit Award)	MEd	-	7	-	-	-	-	-	-	-	-	-
Master of Fine Arts	MFA	2 academic years	7	240	2400	120	7	-	240	240 at level 7	240 at level 7	None
Master of Laws	LLM	1 calendar year	7	180	1800	90	7	-	180	180 at level 7	180 at level 7	PG Cert, PG Dip
Master of Planning	MPlan	21 months	7	300	3000	150	7	-	300	300 at level 7	300 at level 7	None
Master of Public Administration	MPA	1 calendar year	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip
Executive Master of Public Administration	EMPA	1 academic year	7	150	1500	75	7	-	150	150 at level 7	150 at level 7	None
Master of Science	MSc	1 calendar year	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level		Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								6	7			
European Master of Science[4]	Euro MSc	1 calendar year	7	120	1200	60	7	-	120	120 at level 7	120 at level 7	None
Master of Surgery	MS	1 calendar year	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip
Master of Teaching	MTeach	2-3 calendar years	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip
Master of Teaching and Learning	MTL	2-3 calendar years	7	180	1800	90	6&7	-	180	30 at level 6	150 at level 7	PG Cert, PG Dip

7.3 Postgraduate Research Qualifications

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level					Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								4	5	6	7	8			
Research Masters (level 7)															
Master of Research	MRes	1 calendar year	7	180	1800	90	6&7	-	-	-	180		30 at level 6	150 at level 7	PG Cert, PG Dip
Master of Philosophy	MPhil	2 calendar years	7	-	-	-	7	-	-	-	-	-	-	-	None
Master of Philosophical Studies	MPhilStud	2 calendar years	7	360	3600	180	7	-	-	-	360	-	360 at level 7	360 at level 7	None
Doctorates (level 8)															
Doctor of Philosophy	PhD	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	MPhil
Doctor in Engineering	EngD	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
Doctor of Medicine (Research)	MD(Res)	2 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None

[4] By central UCL approval, the European Master of Science is 60 ECTS so that it is aligned with other partner universities in the programme consortium.

Qualification		Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Range of levels	Standard credits per level					Maximum credit taken at lowest level	Minimum credit taken at level of qualification	Possible interim qualifications
								4	5	6	7	8			
Doctor in Public Administration	DPA	4 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	MRes
Integrated Doctorates (level 8)															
Integrated Research Masters and Doctor of Philosophy	MRes/ PhD	1-year Research Masters + 3-year PhD	8	180	1800+	90	7&8	-	-	-	180	n/a	30 at level 6	2 years PhD registration	MRes, MPhil
Integrated Research Masters and Doctor in Engineering	MRes/ EngD	1-year Research Masters + 3-year EngD	8	180	1800+	90	7&8	-	-	-	180	n/a	30 at level 6	2 years EngD registration	MRes, MPhil
Integrated Bachelor of Medicine, Bachelor of Surgery/ Bachelor of Science and PhD	MBPhD	10 years (5 calendar years MBBS + 1 calendar year Integrated BSc in year 3 + 3 years PhD registration in years 5-7)	7&8	780	7800+	390	4,5,6&7	120	120	180	360	n/a	120 at level 4	3 years PhD registration	MPhil
Professional Doctorates (level 8)															
Doctor in Clinical Psychology	DClinPsy	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
Doctor in Dentistry	DDent	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
Doctor in Education	EdD	4 calendar years part time	8	-	-	-	-	-	-	-	-	-	-	-	Master of Education
Doctor in Educational Psychology	DEdPsy	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	PG Dip, MSc
Doctorate in Educational and Child Psychology	DECPsy	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
Doctor in Orthopaedics	Doc.Orth	6 calendar years part time	8	-	-	-	-	-	-	-	-	-	-	-	None
Doctor in Psychotherapy	DPsychotherapy	4 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None