



## UCL Academic Manual 2018-19

# Chapter 2: Qualifications and Credit Framework

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Chapter 2 is UCL's regulatory framework defining the underpinning structures of all Programmes leading to taught and research Qualifications at UCL.

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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 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.
  - ii) The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)
  - iii) The Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England
  - iv) The Framework for Qualifications of the European Higher Education Area (FQ-EHEA)
  - v) The European Credit Transfer System (ECTS) under the Bologna Declaration
  - vi) The QAA Degree characteristics statements, including the Doctoral Degree Characteristics, the Masters Degree Characteristics and the Foundation Degree Characteristics
  - vii) 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
FE	Further Education
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
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<sup>1</sup> and governed by this Qualifications and Credit Framework:

### 2.1 Further Education Qualifications

#### Level 3

- University Preparatory Certificate (UPC)

### 2.2 Undergraduate Qualifications

#### Level 4

- Certificate of Higher Education (Cert HE)

#### Level 5

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

#### Level 6 Bachelors 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)
- Bachelor of Science (BSc)
- Integrated Bachelor of Science (iBSc)
- Bachelor of Science (Economics) (BSc (Econ))
- Ordinary Degree (Bachelors without Honours)

#### Level 7 Bachelors Degrees

- Bachelor of Medicine, Bachelor of Surgery (MBBS)<sup>2</sup>

#### Level 7 Integrated Masters Degrees

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

### 2.3 Graduate Qualifications

#### Level 6 Graduate Certificates

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<sup>1</sup> 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](http://www.london.ac.uk/fileadmin/documents/about/governance/ordinances/Ordinances_2015/Regulation_1_UoL_Awards.pdf) [last accessed 04/02/14]

<sup>2</sup> 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.

- 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)

#### **Level 6 Graduate Diplomas**

- Graduate Diploma (Grad Dip)

#### **Pre-Masters Programmes**

- International Pre-Masters

## 2.4 Taught Postgraduate Qualifications

#### **Level 7 Postgraduate Certificates**

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

#### **Level 7 Postgraduate Diplomas**

- Postgraduate Diploma (PG Dip)
- Postgraduate Diploma in Education (PGDE)

#### **Level 7 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 Landscape Architecture (MLA)
- Master of Laws (LLM)
- Master of Planning (MPlan)
- Master of Public Administration (MPA)
- Master of Science (MSc)
- Master of Surgery (MS)
- Master of Teaching (MTeach)

## 2.5 Postgraduate Research Qualifications

#### **Level 7 Research Masters Degrees**

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

#### **Level 8 Doctorates**

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

#### **Level 8 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)

**Level 8 Integrated Doctorates**

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

## 3 Framework Components

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

### 3.1 Qualification

1. A Qualification is a 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 Section 6: Threshold Qualification Requirements.
3. Qualifications *may* fall into one or more of the following categories:

Qualification Type	Definition
<b>Exit Qualifications</b>	The full set of possible Qualifications associated with a Programme of Study, including the Final Qualification and any Interim and Alternative Qualifications.
<b>Final Qualification</b>	The intended Qualification from a Programme of Study which a student will be awarded if they meet all the Programme requirements e.g. BEng (Hons) Engineering.
<b>Interim Qualification</b>	A lesser Qualification made as a result of a student either leaving a Programme of Study early or failing to meet the requirements for the Final Qualification e.g. Cert HE Engineering. See <u>Section 3.14: Interim Qualifications</u> for further details.
<b>Alternative Qualification</b>	An Exit Qualification at the same Level as the Final Qualification, awarded where a student is unable to meet the specific requirements for the Programme of Study on which they initially enrolled but nonetheless meets UCL's minimum threshold standards for the award of a Qualification. Often used where a student does not meet the professional accreditation requirements associated with a Final Qualification. Includes a named, approved, alternative Field of Study e.g. BSc (Hons) Engineering Studies.

4. 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). The Qualification Title is combined with the Field of Study to create the Degree Title e.g. Bachelor of Science in Engineering. A Programme of Study *may* have one or more Degree Titles associated with it, reflecting different Routes and Pathways.
5. Proposals for new Qualifications *must* be developed in line with the Qualifications and Credit Framework, approved by Academic Committee and incorporated into Section 2: The Qualifications of UCL and Section 6: Threshold Qualification Requirements.

### 3.2 Programme of Study (Programme)

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* be aligned to Section 6: 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. Programmes *may* include some of the following characteristics:

Characteristic	Definition
<b>Route</b>	A Route is a formal, named specialism within a Programme leading to a discrete Field of Study e.g. BSc Human Genetics would be a Route within the BSc Biological Sciences Programme. A Route has a specific curriculum structure, typically defined by the different Option and Elective Modules available within the Programme, and is discretely defined in the Student Record System and on the student's degree certificate and transcript.
<b>Pathway</b>	A Pathway is an informal specialism within a Programme or Route which guides students towards a particular area but which does not lead to a discrete Field of Study. A Pathway is typically defined by the different Option and Elective Modules available within the Programme but this Pathway is not recorded separately in the Student Record System and does not appear on the student's degree certificate or transcript.
<b>Cognate Programme</b>	A Cognate Programme is one which has a substantial volume of content and/ or teaching in common with another Programme e.g. BA (Hons) Greek and Latin would be considered cognate with BA (Hons) Latin since the Programmes have a substantial number of Modules in common.

### 3.3 Professional, Statutory and Regulatory Bodies

1. Many UCL Qualifications are recognised or accredited by Professional, Statutory or Regulatory Bodies (PSRBs):

<b>Professional, Statutory or Regulatory Body</b>	A legally-recognised body which accredits, recognises, or endorses graduates from specific UCL programmes as qualified to act within a recognised profession or which leads to initial registration or supports enhanced registration with that body, e.g. the Royal Institute of British Architects or the General Medical Council.
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2. These Qualifications *must* meet both UCL's Threshold Qualification Requirements (see [Section 6](#)) and the PSRB's requirements which *may* include additional learning hours, credits, assessments and Fitness to Practice procedures.
3. 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 Summary.

### 3.4 Academic Partnerships

1. A UCL Programme *may* be offered in collaboration with an external organisation leading or contributing to the award of UCL academic credit and/or a UCL *Qualification*. The requirements for Academic Partnerships are defined in the UCL Academic Manual, [Chapter 8: Academic Partnerships Framework](#).

## 3.5 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:

	Definition	Degree Title Conventions
<b>Single</b>	A Programme which comprises one subject or which reflects a combination of subjects presented as an integrated whole.	The Degree Title <i>should</i> reflect the nature of the Programme curriculum and outcomes.
<b>Combined (Joint)</b>	A Programme with an approximately equal balance between two subjects.	Subjects <i>should</i> be listed as approved in the Programme Summary and the conjunction 'and' used to join the two subjects.
<b>Major/Minor</b>	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 <i>should</i> be listed first and the conjunction 'with' used to join the two subjects.
<b>Triple (three subject)</b>	A Programme with an approximately equal balance between three subjects.	Subjects <i>should</i> be listed as approved in the Programme Summary 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 an Alternative Qualification with a different Field of Study.

## 3.6 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).
2. Programmes and Modules *must* be developed with reference to the Level Descriptors in Section 5 of this Framework. These describe the depth and complexity of each Academic Level and outline the academic skills, amount of prior knowledge and amount of learner autonomy required to pass a Programme or Module at each Academic Level.
3. The following table indicates the terminology associated with typical UCL Programmes; some Programmes *may* include a small amount of study at a higher or lower Academic Level:

UCL Academic Levels								
Academic Level	Further Education	Undergraduate				Graduate	Taught Postgraduate	Postgraduate Research
Level 3	UG Preparatory Certificate							
Level 4		Cert HE	Foundation Degree, Dip HE	Bachelors	Integrated Masters	Grad Dip, Grad Cert	Masters, PG Dip, PG Cert, PGCE	Research Masters
Level 5								
Level 6								
Level 7								
Level 8								
								Doctorates

## 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
<b>Learning Hours</b>	1200 learning hours	1800 learning hours
<b>Credits</b>	120 credits	180 credits
<b>Terms</b>	3 terms	n/a
<b>Weeks</b>	30 weeks	48 weeks
<b>Hours per Week</b>	40 hours	37.5 hours
<b>Start Date</b>	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, although some Programmes of more than a year's duration *may* be delivered on an Academic-year basis.
4. A Programme *may* include a different start date; this *must* be recorded in the Programme Summary.

## 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 Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), one credit equates to 10 notional learning hours.
3. Credits *must* be converted to the European Credit Transfer System (ECTS) using the following ratio:  
1 FHEQ credit = 0.5 ECTS credits = 10 notional learning hours
4. 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.
5. 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 Summary.
6. The following table outlines the minimum credit requirements associated with each main group of UCL Qualifications:

<b>Qualification</b>	<b>FHEQ Credits</b>	<b>ECTS Credits</b>	<b>Learning Hours</b>	<b>Max. credit at lowest Level</b>	<b>Min. credit at Level of Qualification</b>
<b>Certificate of Higher Education</b>	120	60	1200	120 at Level 4	120 at Level 4
<b>Diploma of Higher Education</b>	240	120	2400	150 at Level 4	90 at Level 5
<b>Foundation Degree</b>	240	120	2400	150 at Level 4	90 at Level 5
<b>Ordinary Degree (Bachelors without Honours)</b>	300	150	3000	150 at Level 4	60 at Level 6
<b>Bachelors with Honours</b>	360	180	3600	150 at Level 4	90 at Level 6
<b>Integrated Masters with Honours</b>	480	240	4800	150 at Level 4	120 at Level 7, 90 at Level 6
<b>Graduate Certificate</b>	60	30	600	15 at Level 5	45 at Level 6
<b>Graduate Diploma</b>	120	60	1200	30 at Level 5	90 at Level 6
<b>Postgraduate Certificate</b>	60	30	600	15 at Level 6	45 at Level 7
<b>Postgraduate Diploma</b>	120	60	1200	30 at Level 6	90 at Level 7
<b>Taught Masters</b>	180	90	1800	30 at Level 6	150 at Level 7
<b>Research Masters</b>	180	90	1800	30 at Level 6	150 at Level 7

## 3.9 Modes of Study

1. The Mode of Study comprises several factors: 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 *must* be determined as part of the Programme approval/amendment process.

### The Intensity of Study

<b>Full-time</b>	Students study for 40 hours per week over an Academic Year, or 37.5 hours per week over a Calendar Year, 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.
<b>Part-time</b>	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.
<b>Flexible</b>	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 <i>must</i> complete.

### The Location of Study

<b>Campus-based</b>	Students are required to attend UCL for enrolment and some scheduled activities, such as lectures, seminars, tutorials etc.
<b>Distance Learning</b>	Students are not required to attend UCL for enrolment nor scheduled activities. Students have access to UCL libraries, facilities and learning support. All teaching, learning and assessment activities take place away from UCL.
<b>Mixed-mode</b>	Students attend as Distance Learning and then change to Campus-based (or vice versa). This change <i>may</i> 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.
<b>Non-resident (Postgraduate Research Students only)</b>	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

<b>Integrated Placement or Study Abroad</b>	Students spend a defined period of time studying in another country or undertaking a professional or industrial placement <i>within</i> the minimum number of credits needed to complete the UCL Qualification, as defined in <u>Section 6: Threshold Qualification Requirements</u> . See <u>Sections 3.15 and 3.16</u> for further details.
<b>Extra-mural Additional Placement or Study Abroad</b>	Students spend an additional period of time, either on a professional or industrial placement or studying in another country. The period is taken <i>in addition</i> to the minimum number of credits needed to complete the UCL Qualification. See <u>Sections 3.15 and 3.16</u> for further details.
<b>Study Leave (Postgraduate Research Students only)</b>	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. The Programme Summary *must* specify the range of Modules which students *must* undertake in order to achieve the Final Qualification and any Interim or Alternative Qualifications, including different Routes and Pathways.

### Non-modular Programmes

2. In exceptional circumstances, and where there is a clear pedagogic rationale, a Programme *may* be Non-Modular **subject to approval by UCL Education Committee or its nominee**. Such Programmes are subject to differential regulations with regards to Progression, Award, Classification etc., as defined in Chapter 4: Assessment Framework for Taught Programmes.

### Credit-Weighting

3. All Modules *should* include a single, defined credit-weighting; students will be awarded the credit upon successful completion of the Module and the number of credits will be used to weight each Module mark in the calculation of a student's Progression, Award and Classification.
  - a) **Subject to approval by UCL Education Committee or its nominee**, a Module *may* be non-credit-bearing – for example in the case of Supplementary Modules, Placement Modules or Study Abroad Modules.
4. On modular Undergraduate, Graduate and Taught Postgraduate Programmes, Modules *should* carry a credit-weighting of 15, 30, 45 or 60 credits.
  - a) Undergraduate Dissertations and Masters Dissertations/ Substantive Projects *may* carry a higher credit-weighting e.g. 60 or 90 credits on a one-year Taught Masters or 105-150 credits on a one-year Research Masters Programme (pro-rata for longer or extended Masters Programmes).
  - b) **Subject to approval by UCL Education Committee or its nominee**, a Programme *may* include larger or smaller Modules, or Modules which are not based on multiples of 15 credits. A clear rationale *must* be provided as differential Module sizes can limit student choice and prevent students from undertaking Modules in other Departments and Faculties.

### Module Level

5. A Module *must* be assigned an Academic Level (e.g. Level 6) determining the difficulty of the Module, and the Marking Criteria, Marking Scale, Pass Mark and Condonable Range applicable to the Module.

6. A Module *may* be offered at more than one Academic Level (e.g. Level 6 or Level 7). Students *may* be taught in the same classroom, but the Marking Criteria, Marking Scales, Pass Marks and Condonable Ranges *must* be set at the correct Academic Level for each group of students.

### Module Characteristics

7. In relation to a Programme of Study, a Module *may* include one or more of the following characteristics:

Module Type	Definition
<b>Compulsory</b>	Modules which students <i>must</i> take to successfully complete a particular Programme or Route.
<b>Option</b>	Specific, limited collections of Modules from which students <i>may</i> choose within their Programme of Study.
<b>Elective</b>	Broad collections of Modules which <i>may</i> be thematically grouped, from which students <i>may</i> choose, and which <i>may</i> be from outside their main Programme of Study.
<b>Supplementary</b>	Additional, non-credit-bearing Modules e.g. synoptic or comprehensive papers, generic skills Modules etc. The marks from such Modules <i>may</i> be included in the degree Classification calculation.
<b>Prerequisite</b>	A specified preparatory Module which <i>must</i> have been successfully completed for a student to enrol on a subsequent Module.
<b>Co-requisite</b>	A specified Module which <i>must</i> be taken at the same time as another Module.
<b>Restricted</b>	A Module which cannot be taken by students on specified Programmes, Routes or Pathways e.g. a Module with very similar content to one already undertaken.
<b>Condonable</b>	Condonement is the award of credit for a Module despite the Pass Mark not having been achieved, provided other certain criteria have been met. All Modules <i>should</i> be eligible for Condonement, The Condonable Range of marks is defined by the Qualification on which the student is enrolled. The volume of credit which <i>may</i> be condoned is defined by the Programme on which the student is enrolled.
<b>Non-condonable</b>	Subject to approval by Education Committee, a Module <i>may</i> be designated as Non-condonable if it is: <ul style="list-style-type: none"> <li>• A Compulsory Module and/ or</li> <li>• A Module necessary for Professional Accreditation and/ or</li> <li>• An Undergraduate Dissertation and/ or</li> <li>• A Masters Dissertation/ Substantive Project.</li> </ul> <p>Students <i>must</i> pass all Non-condonable Modules on their Programme.</p>

8. Chapter 4: Assessment Framework for Taught Programmes includes further details about the specific requirements for a student to pass a Module, and how Module marks are combined to determine Progression, Award and Classification.

### 3.11 Components

1. A Module *may* include one or more Components. Components *may* be equally weighted, or some *may* carry a higher weighting than others (e.g. Essay 60%, Presentation 40%).
2. Components *may* be Formative or Summative; the marks from Summative Components are used to determine the overall Module mark.
3. A Component *may* be designated as Non-condonable i.e. the Component *must* be passed in order to pass the Module, for example as a requirement of Professional Accreditation. Non-condonable Components are only possible on Non-condonable Modules.
4. Chapter 4: Assessment Framework for Taught Programmes includes further details about the assessment of Formative and Summative Components.

### 3.12 Taught Elements on Research Programmes

1. Non-modular Research Masters (e.g. MPhil) *may* include training in research methods or transferable skills which require attendance at lectures and seminars.
2. 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.
3. Professional Doctorates are not modular but typically include a taught element, a research element and practicum assignments and assessments. Students *must* demonstrate satisfactory attendance and performance in each element.

### 3.13 Progression and Continuation

#### Progression on Undergraduate Programmes

1. **Progression** applies to Undergraduate Programmes running over multiple Academic Years and multiple Academic Levels. Taught Postgraduate and Graduate Programmes *must not* include Progression Requirements.
2. Progression is typically defined as the successful completion of one Academic Level and approval to commence the next Academic Level. However, as UCL's Undergraduate Programmes do not necessarily include a direct correlation between Academic Years and Academic Levels, in practice 'Progression' is determined at the end of each Academic Year.
3. A student *must* meet minimum standards in order to Progress to the next Academic Year; UCL's threshold requirements are set out in Chapter 4: Assessment Framework for Taught Programmes. Any specialist requirements for an individual Programme over and above these thresholds *must* be approved by UCL Education Committee or its nominee, and be clearly defined in the Programme Summary.

#### Continuation on Taught Postgraduate and Graduate Programmes

4. **Continuation** applies to some Taught Postgraduate and Graduate Programmes which run over multiple Academic or Calendar Years. Programmes are not obliged to include Continuation Requirements.
5. Continuation is defined as approval to commence a subsequent year of study at the *same* Academic Level.
6. Programmes *may* include Continuation Requirements which define the threshold academic standards which a student *must* meet in order to continue to the next year. Continuation Requirements are defined at Programme Level. They *must* be approved by UCL Education Committee or its nominee, and be clearly defined in the Programme Summary.
7. It *should* be noted that some Taught Postgraduate and Graduate Programmes allow students to undertake a small number of credits at a higher or lower Academic Level. Such Programmes do not include Progression Requirements between these Academic Levels.



## 3.14 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 intended Final Qualification.
2. Details of the minimum credit and Level requirements for each Interim Qualification are specified in the [Threshold Qualification Requirements](#).
3. The criteria for the award of an Interim Qualification are defined in [Chapter 4, Section 12: Interim Qualifications](#), and [Chapter 5: Research Degrees Framework](#).

### Advertised Outcomes

4. An Interim Qualification is defined as an ‘Advertised Outcome’ where there are discretely-defined, Programme-specific Interim Qualification Learning Outcomes which are published in the Programme Summary. The Board of Examiners *must* assess the student’s eligibility for the Interim Qualification against these Learning Outcomes. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is an Advertised Outcome is eligible for a Classification.
5. Where an Interim Qualification is **not** an Advertised Outcome of the Programme, the Board of Examiners *must* assess the student’s eligibility for the Interim Qualification against the standard UCL Interim Qualification Learning Outcomes defined in Chapter 4, Section 12: Interim Qualifications. On Graduate and Taught Postgraduate Programmes, an Interim Qualification which is **not** an Advertised Outcome is **not** eligible for a Classification.

### Interim Qualifications available in Programme Design

6. The Interim Qualifications in place on a given Programme are defined in the Programme Summary. Not all Programmes include Interim Qualifications. Interim Qualifications are not awarded automatically, nor are they a student entitlement. The following Interim Qualifications *may* be considered as part of the Programme Approval process:

Final Qualification	Available Interim Qualifications
All	Qualification with Alternate Field of Study Aegrotat Degree
Certificate of Higher Education	-
Diploma of Higher Education	Cert HE
Foundation Degree	Cert HE
Bachelors with Honours Degree	Ordinary Degree (Bachelors without Honours) Dip HE Cert HE
Integrated Masters with Honours Degree	Honours Degree Ordinary Degree (Bachelors without Honours) Dip HE Cert HE
Graduate Certificate	-
Graduate Diploma	Grad Cert
Postgraduate Certificate	-
Postgraduate Certificate in Education	PG Cert Professional Graduate Certificate in Education (PgCE)
Postgraduate Diploma	PG Cert
Postgraduate Diploma in Education	Postgraduate Certificate in Education (PGCE)
Taught Masters	PG Dip PG Cert

<b>Research Masters</b>	PG Dip PG Cert
<b>Doctor of Philosophy</b>	MPhil

## 3.15 Industrial Placements

1. A Programme *may* include a defined period of time on a professional or industrial Placement.
2. The Placement *must* be spent attached to an organisation or institution approved by the Department/Division on behalf of UCL as having a function relevant and suitable to the student's Field of Study.
3. A plan of work *must* be agreed by the Departmental/Divisional Tutor and be supervised by the student's tutor.
4. Students *must* register the name and contact details of an Industrial Supervisor with their Departmental/Divisional Tutor.

### Qualification Requirements and Programme Requirements

5. When designing a Programme, Departments/ Divisions *must* ensure that the Programme Structure meets Threshold Qualification Requirements in Section 6. These set out the minimum Credit and Academic Level requirements for UCL to be able to award a particular Qualification, but many UCL Programmes exceed these thresholds. Once the Programme Structure is formally approved by UCL, students *must* meet all of the Programme Requirements as defined in the Programme Summary, even if these are in excess of the UCL's Threshold Qualification Requirements.
6. The following sections set out the options open to Departments/ Divisions when designing a Programme. Each decision must be recorded in the Programme Summary.

### Programme Structure

7. At the point of Programme Design, the Department/ Division *must* decide whether the student will be awarded **additional** credits for successful completion of the Placement, from the following options:

<p><b>Additional Placement</b> <b>(also known as an 'Extra-Mural' or 'Sandwich')</b></p>	<p>The Programme Structure includes one module or one academic year of Placement activity <i>over and above</i> the minimum number of credits needed to complete the UCL Qualification. The student is awarded additional credit for successful completion of the Placement.</p> <p>Example: An Integrated Masters with Honours <i>must</i> include a minimum of 480 credits. The Programme Structure requires students to undertake an additional year (120 credits) of Placement activity. On successful completion of the Programme, the student is awarded 600 credits.</p>
<p><b>Integrated Placement</b></p>	<p>The Programme Structure includes one module or one academic year of Placement activity <i>within</i> the minimum number of credits needed to complete the UCL Qualification. The student is <b>not</b> awarded additional credit for successful completion of the Placement.</p> <p>Example: An Integrated Masters with Honours <i>must</i> include a minimum of 480 credits. A Placement is considered integral to the Threshold Qualification Requirements if it is part of these 480 credits.</p>

### Timing of the Placement

8. At the point of Programme Design, the Department/ Division *must* decide when the Placement will take place from the following options:

<b>Undergraduate Placement Year</b>	Students spend one academic year on Placement. The Placement usually takes place in the penultimate year of the Programme but <i>may</i> take place in any year but the first year.
<b>Undergraduate Placement Module</b>	Students spend one module on Placement. The Placement <i>may</i> take place in any year.
<b>Graduate or Taught Postgraduate Placement Module</b>	Students spend some of their taught modules on Placement.

### Compulsory and Optional Placements

9. At the point of Programme Design, the Department/ Division *must* decide whether the Placement is Compulsory or Optional from the following options:

<b>Compulsory Placement</b>	Students <i>must</i> undertake the Placement in order to satisfy the Programme Requirements and be awarded a Qualification with a particular Field of Study.
<b>Optional Placement</b>	Students are offered the opportunity to undertake a Placement as part of their Programme, but they <i>may</i> elect not to and still meet the Programme Requirements.

### Assessment of Placements

10. At the point of Programme Design, the Department/ Division *must* decide how the Placement will be assessed from the following options:

<b>Standard Assessment</b>	All Integrated Placement Years or Modules <i>must</i> be assessed according to the standard UCL regulations and carry the standard credit-weighting in the calculation of the Classification.
<b>Assessment of the Placement itself</b>	On Additional Placement Years or Modules, students <i>should</i> be awarded credits for successful completion of the Placement Module/Year, however these credits <i>must</i> be weighted at 0 in the calculation of the Classification.
<b>Assessment via an Additional 30-credit Project Module</b>	Alternatively, an Additional Placement Year <i>may</i> be assessed via a 30-credit Project Module. Students receive credit for successful completion of the Project Module but not the Placement Year itself. The Project Module <i>must</i> be weighted at 0 in the calculation of the Classification. Project Modules are usually 'Non-Condonable'.

### Consequences of Failing a Placement

11. At the point of Programme Design, the Department/ Division *should* decide the consequences of failing the Placement from the following options:

<p><b>Failure of an Integrated Placement</b></p>	<p>On Integrated Placements, the standard UCL Progression and Award Requirements apply and students <i>must</i> therefore pass, or be formally condoned in, all Placement Modules and/ or Years (see <a href="#">Chapter 4: Assessment Framework for Taught Programmes</a>). Where a student fails to meet these requirements after all permitted attempts, they will be required to leave the Programme. Students <i>may</i> be eligible for an Interim Qualification such as a Cert HE or Dip HE.</p>
<p><b>Failure of an Additional Placement Module</b></p>	<p>Where a student fails an Additional, Optional Placement Module but meets all the other Programme Requirements, they <i>should</i> still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Department/ Division <i>must</i> determine whether this will be with the same Field of Study or with an Alternative Field of Study, and document this in the Programme Summary.</p>
<p><b>Failure of an Additional Placement Year</b></p>	<p>Where a student fails or withdraws from an Additional, Optional Placement Year but meets all the other Programme Requirements, they <i>should</i> still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Qualification <i>may</i> be awarded in one of the following ways</p> <ul style="list-style-type: none"> <li>• The Department/ Division <i>may</i> decide that the student will be eligible for the same Qualification with the same Field of Study.</li> <li>• The Department/ Division <i>may</i> allow a student to transfer to a cognate Programme without a Placement Requirement. For example, if a student on “MSci Geophysical Sciences with a Year in Industry” fails a Placement in Year 3, they may be transferred from to “MSci Geophysical Sciences” to complete their degree.</li> <li>• The Department/ Division <i>may</i> incorporate an Exit Qualification with an Alternate Field of Study into the Programme, with an associated Programme Diet. For example, if a student fails the Placement element of “MSci Biological Sciences”, they <i>may</i> be eligible for the award of “MSci Biological Studies”.</li> </ul> <p>In all cases, the Programme Requirements/ Diet <i>must</i> be agreed as part of the Programme Design process and recorded in the Programme Summary.</p>

### 3.16 Study Abroad

1. A Programme *may* include one term or one academic year of study at an overseas Higher Education institution approved by UCL.

#### **Qualification Requirements and Programme Requirements**

2. When designing a Programme, Departments/ Divisions *must* ensure that the Programme Structure meets [Threshold Qualification Requirements in Section 6](#). These set out the minimum Credit and Academic Level requirements for UCL to be able to award a particular Qualification, but many UCL Programmes exceed these thresholds. Once the Programme Structure is formally approved by UCL, students *must* meet all of the Programme Requirements as defined in the Programme Summary, even if these are in excess of the UCL’s Threshold Qualification Requirements.

3. The following sections set out the options open to Departments/ Divisions when designing a Programme. Each decision must be recorded in the Programme Summary.

### Programme Structure

4. At the point of Programme Design, the Department/ Division *must* decide whether the student will be awarded **additional** credits for successful completion of the Study Abroad, from the following options:

<p><b>Additional Study Abroad Year</b> (also known as an 'Extra-Mural' or 'Sandwich')</p>	<p>An Undergraduate Programme Structure <i>may</i> include one academic year (nine months) of Study Abroad <i>over and above</i> the minimum number of credits needed to complete the UCL Qualification. The student is awarded additional credit for successful completion of the Study Abroad.</p> <p>Example: A Bachelors with Honours <i>must</i> include a minimum of 360 credits. The Programme Structure requires students to undertake an additional year (120 credits) of Study Abroad. On successful completion of the Programme, the student is awarded 480 credits.</p>
<p><b>Integrated Study Abroad</b></p>	<p>The Programme Structure includes one module or one term of Study Abroad <i>within</i> the minimum number of credits needed to complete the UCL Qualification. The student is <b>not</b> awarded additional credit for successful completion of the Study Abroad.</p> <p>Example: A Bachelors with Honours <i>must</i> include a minimum of 360 credits. Study Abroad is considered integral to the Threshold Qualification Requirements if it is part of these 360 credits.</p>

### Timing of the Study Abroad

5. At the point of Programme Design, the Department/ Division *must* decide when the Study Abroad will take place from the following options:

<p><b>Undergraduate Study Abroad Year</b></p>	<p>Students spend one academic year (nine months) studying abroad. The Study Abroad usually takes place in the penultimate year of the Programme but <i>may</i> take place in any year but the first year.</p>
<p><b>Study Abroad Module or Term</b></p>	<p>Students spend one module or one term studying abroad. The Study Abroad <i>may</i> take place in any year.</p>

### Compulsory and Optional Study Abroad

6. At the point of Programme Design, the Department/ Division *must* decide whether the Study Abroad is Compulsory or Optional from the following options:

<p><b>Compulsory Study Abroad</b></p>	<p>Students <i>must</i> undertake the Study Abroad in order to satisfy the Programme Requirements and be awarded a Qualification with a particular Field of Study.</p>
<p><b>Optional Study Abroad</b></p>	<p>Students are offered the opportunity to undertake Study Abroad as part of their Programme, but they <i>may</i> elect not to and still meet the Programme Requirements.</p>

## Assessment of Study Abroad

7. At the point of Programme Design, the Department/ Division *must* decide how the Study Abroad will be assessed from the following options:

<b>Standard Assessment</b>	All Integrated Study Abroad Years or Modules <i>must</i> be assessed according to the standard UCL regulations and carry the standard credit-weighting in the calculation of the Classification.
<b>Assessment of the Study Abroad itself</b>	On Additional Study Abroad Years or Modules students <i>should</i> be awarded credits for successful completion of the Study Abroad Module/Year, however these credits <i>must</i> be weighted at 0 in the calculation of the Classification.
<b>Assessment via an Additional 30-credit Project Module</b>	Alternatively, an Additional Study Abroad Year <i>may</i> be assessed via a 30-credit Project Module. Students receive credit for successful completion of the Project Module but not the Study Abroad Year itself. The Project Module <i>must</i> be weighted at 0 in the calculation of the Classification.

## Consequences of Failing a Study Abroad Requirement

8. At the point of Programme Design, the Department/ Division *must* decide the consequences of failing the Study Abroad from the following options:

<b>Failure of Integrated Study Abroad</b>	On programmes with an Integrated Study Abroad Module or Year, the standard UCL Progression and Award Requirements apply and students <i>must</i> therefore pass, or be formally condoned in, all Study Abroad Modules and/ or Years (see <a href="#">Chapter 4: Assessment Framework for Taught Programmes</a> ). Where a student fails to meet these requirements after all permitted attempts, they will be required to leave the Programme. Students <i>may</i> be eligible for an Interim Qualification such as a Cert HE or Dip HE.
<b>Failure of an Additional Study Abroad Module</b>	Where a student fails an Additional Study Abroad Module but meets all the other Programme Requirements, they <i>should</i> still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Department/ Division <i>must</i> determine whether this will be with the same Field of Study or with an Alternative Field of Study, and document this in the Programme Summary.
<b>Failure of an Additional Study Abroad Year</b>	Where a student fails or withdraws from an Additional Study Abroad Year but meets all the other Programme Requirements, they <i>should</i> still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Qualification <i>may</i> be awarded in one of the following ways <ul style="list-style-type: none"> <li>• The Department/ Division <i>may</i> decide that the student will be eligible for the same Qualification with the same Field of Study.</li> <li>• The Department/ Division <i>may</i> allow a student to transfer to a cognate Programme without a Study Abroad Requirement. For example, if a student on “BA Music with a Year Abroad” fails a Study Abroad Year in Year 3, they may be transferred to “BA Music” to complete their degree.</li> </ul>

- The Department/ Division *may* incorporate an Exit Qualification with an Alternate Field of Study into the Programme, with an associated Programme Diet. For example, if a student fails the Study Abroad element of “BA Music”, they *may* be eligible for the award of “BA Music Studies”.

In all cases, the Programme Requirements/ Diet *must* be agreed as part of the Programme Design process and recorded in the Programme Summary.

## 4 Qualification Descriptors

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.

### 4.1 Undergraduate Qualifications

<b>Level 4</b>	
<b>Certificate of Higher Education</b>	<p>A Cert HE <i>may</i> be a stand-alone Qualification or a named Interim Qualification from a Bachelors with Honours, Integrated Masters with Honours or Foundation Degree.</p> <p>Programmes <i>must</i> include at least 120 credits of learning at Level 4 or above. The Qualification typically takes 1200 hours, or one FTE Academic Year, to complete.</p>
<b>Level 5</b>	
<b>Diploma of Higher Education</b>	<p>A Dip HE <i>may</i> be a stand-alone Qualification or a named Interim Qualification from a Bachelors or Integrated Masters.</p> <p>Programmes <i>must</i> include at least 240 credits of learning. There <i>must</i> be no credits below Level 4, a maximum of 150 credits at Level 4, and a minimum of 90 credits at Level 5 or above. The Qualification typically takes 2400 hours, or two FTE Academic Years, to complete.</p>
<b>Foundation Degree</b>	<p>A Foundation Degree is an Undergraduate Qualification distinguished by a vocational orientation. The Qualification is equivalent to the first two years of a Bachelors Degree and <i>may</i> be supplemented by a further 'Top-up' year at Level 6, allowing students to complete a full Bachelors with Honours Degree.</p> <p>Programmes <i>must</i> include at least 240 credits of learning. There <i>must</i> be no credits below Level 4, a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 5 or above. The Qualification typically takes 2400 hours, or two FTE Academic Years, to complete.</p>
<b>Level 6</b>	
<b>Bachelors with Honours Degree</b>	<p>Bachelors with 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.</p> <p>Programmes <i>must</i> include at least 360 credits. There <i>must</i> be no credits below Level 4, a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 6 or above. A Bachelors with Honours typically takes 3600 hours, or three FTE Academic Years, to complete. Programmes <i>may</i> include an additional placement or study abroad year, in which case students complete 480 credits over four FTE Academic Years. The Qualification <i>may</i> also be completed via a 'Top-up' year comprising 120 Level 6 credits following successful completion of a Foundation Degree. A Bachelors with Honours includes an Honours Classification.</p>



<b>Ordinary Degree (Bachelors without Honours)</b>	<p>Students unable to meet the requirements for a Bachelors <i>with</i> Honours <i>may</i> be eligible for an Ordinary Degree (Bachelors <i>without</i> Honours). The minimum requirements for an Ordinary Degree are at least 300 credits with a maximum of 150 credits at Level 4 and a minimum of 90 credits at Level 6.</p> <p>UCL only offers the Ordinary Degree as an Interim Qualification.</p>
<b>Level 7</b>	
<b>Integrated Masters with Honours Degree</b>	<p>An Integrated Masters incorporates the attributes and outcomes of both a Bachelors with Honours Degree and a Taught Masters Degree.</p> <p>Programmes <i>must</i> include at least 480 credits. There <i>must</i> be no credits below Level 4, a maximum of 150 credits at Level 4 and a minimum of 120 credits at Level 7. The Qualification typically takes 4800 hours, or four FTE Academic Years, to complete. Programmes <i>may</i> also include a placement or study abroad year.</p> <p>Programmes fall under the Undergraduate regulations, and the Honours Classification system.</p>

## 4.2 Graduate Qualifications

<b>Level 6</b>	
<b>Graduate Certificate</b>	<p>The Grad Cert is a short Programme or professional 'conversion' course based largely on Undergraduate material and taken usually by those who already hold a Bachelors Degree in another Field of Study.</p> <p>Programmes <i>must</i> include at least 60 credits. There <i>must</i> be no credits below Level 5, a maximum of 15 credits at Level 5 and a minimum of 45 credits at Level 6 or above. The Qualification typically takes 600 hours, or half an FTE Academic Year, to complete.</p>
<b>Graduate Diploma</b>	<p>The Grad Dip is a short Programme or professional 'conversion' course which is considered equivalent to the final year of a Bachelors Degree. It is based largely on Undergraduate material and taken usually by those who already hold a Bachelors Degree in another Field of Study.</p> <p>Programmes <i>must</i> include at least 120 credits. There <i>must</i> be no credits below Level 5, a maximum of 30 credits at Level 5 and a minimum of 90 credits at Level 6 or above. The Qualification typically takes 1200 hours, or one FTE Academic Year, to complete.</p>

## 4.3 Taught Postgraduate Qualifications

<b>Level 7</b>	
<b>Postgraduate Certificate</b>	<p>The PG Cert is a Masters-Level short Programme which <i>may</i> be a stand-alone Qualification or a named Interim Qualification on a Masters or PG Dip Programme.</p> <p>Programmes <i>must</i> 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.</p>

<b>Postgraduate Diploma</b>	<p>The PG Dip is a Masters-Level short Programme which <i>may</i> be a stand-alone Qualification or a named Interim Qualification on a Masters Programme.</p> <p>Programmes <i>must</i> 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.</p>
<b>Taught Masters Degree</b>	<p>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 of at least 30 credits in the form of a Dissertation or other Substantive Project.</p> <p>Programmes <i>must</i> 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 <i>may</i> result in a longer Programme of Study). The Qualification typically takes 1800 hours, or one FTE Calendar Year, to complete.</p>

## 4.4 Postgraduate Research Qualifications

<b>Level 7</b>	
<b>Master of Research Degree</b>	<p>The Master of Research (MRes) 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.</p> <p>Programmes are modular and <i>must</i> include at least 180 credits, with a maximum of 30 credits at Level 6 and a minimum of 150 credits at Level 7. Programmes <i>should</i> include at least 30 credits of identifiable, transferable skills Modules and a Dissertation/ Substantive Project of 105-150 credits (on 180-credit Programmes; pro-rata for extended Programmes). The Qualification typically takes a minimum of 1800 hours, or one FTE Calendar Year, to complete.</p>
<b>Master of Philosophy</b>	<p>The MPhil is a Level 7 research Qualification which <i>may</i> be a stand-alone Qualification or the first step towards completion of a PhD. The Programme is non-modular, but <i>may</i> require attendance at lectures and seminars. Programmes typically require two Calendar Years of study at Level 7 or Level 8. A student <i>may</i> opt to complete the MPhil via submission of a thesis, or the student <i>may</i> be eligible to Upgrade to PhD status.</p>
<b>Level 8</b>	
<b>Doctorate</b>	<p>Doctorates are awarded for the creation and interpretation, construction and/ or exposition of knowledge which extends the forefront of a discipline.</p> <p>Programmes typically require three Full-time or five Part-time Calendar Years of study at Level 8 and students <i>must</i> be registered for at least two Calendar Years. On PhD Programmes, students <i>must</i> initially register on the MPhil before Upgrading to the PhD.</p>

<p><b>Professional Doctorate</b></p>	<p>Professional Doctorates aim to develop an individual's professional practice and to support them in producing an original contribution to professional knowledge.</p> <p>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 <i>must</i> be registered for at least two Calendar Years.</p>
<p><b>Integrated Doctorate</b></p>	<p>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.</p> <p>The Masters <i>must</i> 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 <i>may</i> progress to the Level 8 doctoral Programme, studying for a further three FTE years. Students <i>must</i> be registered on the doctoral Programme for at least two Calendar Years and, on PhD Programmes, students <i>must</i> initially register on the MPhil before Upgrading to the PhD.</p>

## 5 Level Descriptors

1. Level Descriptors define the depth and complexity of each Academic Level 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
<b>Level 3</b>	<p>Students successfully completing Programmes or Modules at this Level will have demonstrated:</p> <ul style="list-style-type: none"> <li>• A skills base of conceptual and factual knowledge with some appreciation of the Field of Study and of terminology used</li> <li>• An ability to apply those skills independently in a range of complex activities or with guidance when working with greater complexity.</li> </ul>
<b>Level 4</b>	<p>Students successfully completing Programmes or Modules at this Level will have demonstrated:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>
<b>Level 5</b>	<p>Students successfully completing Programmes or Modules at this Level will have demonstrated:</p> <ul style="list-style-type: none"> <li>• Knowledge and critical understanding of the well-established principles of their Field of Study, and of the way in which those principles have developed</li> <li>• 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</li> <li>• Knowledge of the main methods of enquiry in the Field of Study</li> <li>• An ability to evaluate critically the appropriateness of different approaches to solving problems in the Field of Study</li> <li>• An understanding of the limits of their knowledge, and how this influences analyses and interpretations which might be based on that knowledge.</li> </ul>
<b>Level 6</b>	<p>Students successfully completing Programmes or Modules at this Level will have demonstrated:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>

	<ul style="list-style-type: none"> <li>• An ability to deploy accurately established techniques of analysis and enquiry within the Field of Study</li> <li>• A conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>• 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</li> <li>• To describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the Field of Study</li> </ul> </li> <li>• An appreciation of the uncertainty, ambiguity and limits of knowledge</li> <li>• An ability to manage their own learning</li> <li>• 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).</li> </ul>
<b>Level 7</b>	<p>Students successfully completing Programmes or Modules at this Level will have demonstrated:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• A comprehensive understanding of techniques applicable to their own research or advanced scholarship</li> <li>• 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</li> <li>• A conceptual understanding that enables the student: <ul style="list-style-type: none"> <li>• To evaluate critically current research and advanced scholarship in the field</li> <li>• To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.</li> </ul> </li> </ul>
<b>Level 8</b>	<p>Students successfully completing Programmes or Modules at this Level will have demonstrated:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• A detailed understanding of applicable techniques for research and advanced academic enquiry.</li> </ul>

## 6 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.
2. The following definitions apply:

<b>Term</b>	<b>Definition</b>
<b>Years of FTE study</b>	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).
<b>Level</b>	The academic Level at which the Qualification is awarded e.g. a BSc (Hons) is awarded at Level 6.
<b>FHEQ Credits</b>	The minimum number of credits needed to successfully complete the Qualification, aligned to the UK Framework of Higher Education Qualifications.
<b>Notional learning hours</b>	The hours of study typically required to complete the Qualification, based on a ratio of 1 FHEQ credit to 10 notional learning hours.
<b>ECTS credits</b>	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).
<b>Range of Levels</b>	The Academic Levels included in the Qualification e.g. a three-year BSc includes Levels 4, 5 and 6.
<b>Standard credits per Level</b>	The number of FHEQ credits typically studied at each Academic Level to achieve the Qualification. The number of credits in each Level <i>may</i> be adjusted within defined parameters to suit the needs of the individual Programme/ field.
<b>Maximum credit taken at lowest Level</b>	The greatest number of credits which <i>may</i> be taken at the lowest academic Level e.g. a BSc typically includes 120 credits at Level 4 but <i>may</i> include as many as 150 credits at Level 4.
<b>Minimum credit taken at or above Level of Qualification</b>	The fewest number of credits which <i>must</i> be taken at the highest academic Level e.g. a Postgraduate Diploma typically includes 120 credits at Level 7 but <i>may</i> include as few as 90 credits at Level 7.
<b>Possible Interim Qualifications</b>	The range of Interim Qualifications which <i>may</i> 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.

## 6.1 Further Education 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 or above Level of Qualification	Possible Interim Qualifications
								3	4	5	6	7			
<b>University Preparatory Certificate</b>	UPC	1 academic year	3	-	-	-	-	-	-	-	-	-	-	-	None

## 6.2 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 or above Level of Qualification	Possible Interim Qualifications
								3	4	5	6	7			
<b>Level 4</b>															
<b>Certificate of Higher Education</b>	Cert HE	1 academic year	4	120	1200	60	4	-	120	-	-	-	120 at Level 4	120 at Level 4 or above	None
<b>Level 5</b>															
<b>Diploma of Higher Education</b>	Dip HE	2 academic years	5	240	2400	120	4&5	-	120	120	-	-	150 at Level 4	90 at Level 5 or above	None
<b>Foundation Degree</b>	FD	2 academic years	5	240	2400	120	4&5	-	120	120	-	-	150 at Level 4	90 at Level 5 or above	Cert HE
<b>Level 6 Bachelors Degrees</b>															
<b>Bachelor of Arts with Honours</b>	BA (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
<b>Bachelor of Arts with Honours Top-Up Degree</b>	BA (Hons)	1 academic year	6	120	1200	120	6	-	-	-	120	-	-	120 at Level 6 or above	None
<b>Bachelor of Arts and Sciences with Honours</b>	BASc (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at Level 4	90 at Level 6 or above	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 or above Level of Qualification	Possible Interim Qualifications
								3	4	5	6	7			
<b>Bachelor of Education with Honours</b>	BEd (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
<b>Bachelor of Education with Honours Top-Up Degree</b>	BEd (Hons)	1 academic year	6	120	1200	120	6	-	-	-	120	-	-	120 at Level 6 or above	None
<b>Bachelor of Engineering with Honours</b>	BEng (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
<b>Bachelor of Fine Arts with Honours</b>	BFA (Hons)	3 academic years	6	360	3600	180	4,5&6	-	360			-	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
<b>Bachelor of Laws with Honours</b>	LLB (Hons)	3 academic years	6	360	3600	180	4,5&6	-	360			-	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
<b>Bachelor of Science with Honours</b>	BSc (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
<b>Integrated Bachelor of Science with Honours</b>	iBSc (Hons)	1 academic year	6	120	1200	60	6	-	-	-	120	-	120 at Level 6	120 at Level 6 or above	None
<b>Bachelor of Science (Economics) with Honours</b>	BSc (Econ) (Hons)	3 academic years	6	360	3600	180	4,5&6	-	120	120	120	-	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
<b>Ordinary Degree (Bachelors without Honours)</b>	BA, BASc, BEd, BEng, BFA, LLB, BSc, BSc (Econ)	3 academic years	6	300	3000	150	4,5&6	-	120	120	60	-	150 at Level 4	60 at Level 6 or above	Only offered as an Interim Qualification
<b>Level 7 Bachelors Degrees</b>															
<b>Bachelor of Medicine, Bachelor of Surgery<sup>3</sup></b>	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 or above	None

<sup>3</sup> 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 or above Level of Qualification	Possible Interim Qualifications
								3	4	5	6	7			
<b>Level 7 Integrated Masters Degrees</b>															
<b>Master of Engineering with Honours</b>	MEng	4 academic years	7	480	4800	240	4,5,6&7	-	120	120	120	120	150 at Level 4	120 at Level 7 or above and 90 at Level 6 or above	BEng, Ordinary Degree, Dip HE, Cert HE
<b>Master of Pharmacy with Honours</b>	MPharm	4 academic years	7	480	4800	240	4,5,6&7	-	120	120	120	120	120 at Level 4	120 at Level 7 or above and 120 at Level 6 or above	BSc, Ordinary Degree, Dip HE, Cert HE
<b>Master in Science with Honours</b>	MSci	4 academic years	7	480	4800	240	4,5,6&7	-	120	120	120	120	150 at Level 4	120 at Level 7 or above and 90 at Level 6 or above	BSc, Ordinary Degree, Dip HE, Cert HE

## 6.3 Graduate 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 or above Level of Qualification	Possible Interim Qualifications
								3	4	5	6	7			
<b>Level 6 Graduate Certificates and Diplomas</b>															
<b>Graduate Certificate</b>	Grad Cert	0.5 academic years	6	60	600	30	5&6	-	-	-	60	-	15 at Level 5	45 at Level 6 or above	None
<b>International Professional Certificate in Education</b>	iPgCE	2 calendar years	6	60	600	30	6	-	-	-	60	-	60 at Level 6	60 at Level 6 or above	None
<b>Professional Certificate in Teaching and Learning</b>	PCTL	1 academic year	6	60	600	30	6	-	-	-	60	-	60 at Level 6	60 at Level 6 or above	None
<b>Professional Graduate Certificate in</b>	PgCE + QTS	1 academic year	6	60	600	30	6	-	-	-	60	-	60 at Level 6	60 at Level 6 or above	None

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 or above Level of Qualification	Possible Interim Qualifications	
							3	4	5	6	7				
Education + Qualified Teacher Status (Interim Qualification only)															
Graduate Diploma	Grad Dip	1 academic year	6	120	1200	60	5&6	-	-	-	120	-	30 at Level 5	90 at Level 6 or above	Grad Cert

## 6.4 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 or above Level of Qualification	Possible Interim Qualifications	
							6	7				
<b>Level 7 Postgraduate Certificates and Diplomas</b>												
Postgraduate Certificate	PG Cert	0.5 academic years	7	60	600	30	6&7	-	60	15 at Level 6	45 at Level 7 or above	None
Postgraduate Certificate in Education + Qualified Teacher Status	PGCE + QTS	1 academic year	7	60	1200	30	7	-	60	60 at Level 7	60 at Level 7 or above	PgCE, PG Cert, Grad Cert
International Postgraduate Certificate in Education (iPGCE)	iPGCE	2 calendar years	7	60	600	30	7	-	60	60 at Level 7	60 at Level 7 or above	PgCE, PG Cert
Postgraduate Diploma	PG Dip	1 academic year	7	120	1200	60	6&7	-	120	30 at Level 6	90 at Level 7 or above	PG Cert
Postgraduate Diploma in Education (PGDE)	PGDE	2 academic years	7	120	1200	60	6&7	-	120	30 at Level 6	90 at Level 7 or above	PGCE, PG Cert
<b>Level 7 Taught Masters</b>												
Master of Architecture	MArch	1 calendar year	7	180	1800	90	6&7	-	180	30 at Level 6	150 at Level 7 or above	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 or above	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 or above Level of Qualification	Possible Interim Qualifications
								6	7			
<b>Master of Arts</b>	MA	1 calendar year	7	180	1800	90	6&7	-	180	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
<b>International Master of Arts</b>	MA (International)	2 academic years	7	240	2400	120	7	-	240	240 at Level 7	240 at Level 7 or above	PG Cert, PG Dip
<b>Master of Business Administration</b>	MBA	2 calendar years	7	180	1800	90	6&7	-	180	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
<b>Master of Clinical Dentistry</b>	MClinDent	2 calendar years	7	360	3600	180	7	-	360	360 at Level 7	360 at Level 7 or above	None
<b>Master of Clinical Dentistry with Speciality Training</b>	MClinDent with MRD (Endodontics)/ M Endo	3 calendar years	7	540	5400	270	7	-	540	540 at Level 7	540 at Level 7 or above	None
<b>Master of Education (Interim Qualification only)</b>	MEd	-	7	-	-	-	-	-	-	-	-	-
<b>Master of Fine Arts</b>	MFA	2 academic years	7	240	2400	120	7	-	240	240 at Level 7	240 at Level 7 or above	PG Cert, PG Dip
<b>Master of Landscape Architecture</b>	MLA	2 academic years	7	300	3000	150	7	-	300	300 at Level 7	300 at Level 7 or above	PG Cert, PG Dip
<b>Master of Laws</b>	LLM	1 calendar year	7	180	1800	90	7	-	180	180 at Level 7	180 at Level 7 or above	PG Cert, PG Dip
<b>Master of Planning</b>	MPlan	21 months	7	300	3000	150	7	-	300	300 at Level 7	300 at Level 7 or above	PG Cert, PG Dip
<b>Master of Public Administration</b>	MPA	1 calendar year	7	180	1800	90	6&7	-	180	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
<b>Master of Science</b>	MSc	1 calendar year	7	180	1800	90	6&7	-	180	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
<b>European Master of Science<sup>4</sup></b>	Euro MSc	1 calendar year	7	120	1200	60	7	-	120	120 at Level 7	120 at Level 7 or above	None

<sup>4</sup> 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 or above Level of Qualification	Possible Interim Qualifications
								6	7			
<b>Master of Surgery</b>	MS	1 calendar year	7	180	1800	90	6&7	-	180	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
<b>Master of Teaching</b>	MTeach	2-3 calendar years	7	180	1800	90	6&7	-	180	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip

## 6.5 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 or above Level of Qualification	Possible Interim Qualifications
								4	5	6	7	8			
<b>Level 7 Research Masters</b>															
<b>Master of Research</b>	MRes	1 calendar year	7	180	1800	90	6&7	-	-	-	180	-	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
<b>Master of Philosophy</b>	MPhil	2 calendar years	7	-	-	-	7	-	-	-	-	-	-	-	None
<b>Master of Philosophical Studies</b>	MPhilStud	2 calendar years	7	360	3600	180	7	-	-	-	360	-	360 at Level 7	360 at Level 7 or above	None
<b>Level 8 Doctorates</b>															
<b>Doctor of Philosophy</b>	PhD	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	MPhil
<b>Doctor in Engineering</b>	EngD	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
<b>Doctor of Medicine (Research)</b>	MD(Res)	2 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
<b>Doctor in Public Administration</b>	DPA	4 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	MRes
<b>Level 8 Integrated Doctorates</b>															
<b>Integrated Research Masters and Doctor of Philosophy</b>	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

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 or above Level of Qualification	Possible Interim Qualifications
								4	5	6	7	8			
<b>Integrated Research Masters and Doctor in Engineering</b>	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
<b>Integrated Bachelor of Medicine, Bachelor of Surgery/ Bachelor of Science and PhD</b>	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
<b>Level 8 Professional Doctorates</b>															
<b>Doctor in Clinical Psychology</b>	DClinPsy	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
<b>Doctor in Dentistry</b>	DDent	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
<b>Doctor in Education</b>	EdD	4 calendar years part time	8	-	-	-	-	-	-	-	-	-	-	-	Master of Education
<b>Doctor in Educational Psychology</b>	DEdPsy	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	PG Dip, MSc
<b>Doctorate in Educational and Child Psychology</b>	DECPsy	3 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None
<b>Doctor in Orthopaedics</b>	Doc.Orth	6 calendar years part time	8	-	-	-	-	-	-	-	-	-	-	-	None
<b>Doctor in Psychotherapy</b>	DPsychot herapy	4 calendar years	8	-	-	-	-	-	-	-	-	-	-	-	None