



## UCL Academic Manual 2021-22

# 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) (see Annex 2.1: BASc Qualification Descriptor)
- Bachelor of Education (BEd)
- Bachelor of Engineering (BEng)
- Bachelor of Fine Arts (BFA)
- Bachelor of Laws (LLB)
- Bachelor of Medicine, Bachelor of Surgery (MBBS)
- Bachelor of Science (BSc)
- Integrated Bachelor of Science (iBSc)
- Intercalated Bachelor of Science (iBSc)
- Bachelor of Science (Economics) (BSc (Econ))
- Ordinary Degree (Bachelors without Honours)

#### 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

- Graduate Certificate (Grad Cert)
- Professional Certificate in Teaching and Learning in Higher and Professional Education (PCTL)

#### Level 6 Graduate Diplomas

- Graduate Diploma (Grad Dip)

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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]

## **Pre-Masters Programmes**

- International Pre-Masters

## **2.4 Taught Postgraduate Qualifications**

### **Level 7 Postgraduate Certificates**

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

### **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 Arts and Sciences (MASC) (see Annex 2.2: MASC Qualification Descriptor)
- Master of Business Administration (MBA) (see Annex 2.3: MBA Qualification Descriptor)
- 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 Public Health (MPH)
- 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:
  - **Exit Qualifications:** The full set of possible Qualifications associated with a Programme of Study, including the Final Qualification and any Interim and Alternative Qualifications.
  - **Final Qualification:** 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.
  - **Interim Qualification:** 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 Section 3.14: Interim Qualifications for further details.
  - **Alternative Qualification:** 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:
  - **Route:** 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.
  - **Pathway:** 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.

- **Cognate Programme:** 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):
  - **Professional, Statutory or Regulatory Body:** 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.
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:

#### **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 Summary 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 Summary with a comma separating the first two subjects and the conjunction 'and' used before the third subject.

- 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

- 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).
- 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.
- 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:

<b>Further Education</b>	
UG Preparatory Certificate	Level 3
<b>Undergraduate</b>	
Cert HE	Level 4
Dip HE	Levels 4 and 5
Foundation Degree	Levels 4 and 5
Bachelors	Levels 4, 5, and 6
Integrated Masters	Levels 4, 5, 6, and 7
<b>Graduate</b>	
Grad Cert	Level 6
Grad Dip	Level 6
<b>Taught Postgraduate</b>	
PG Cert	Level 7
PGCE	Level 7
PG Dip	Level 7
PGDE	Level 7
Taught Masters	Level 7
<b>Postgraduate Research</b>	
Research Masters	Level 7
Doctorates	Level 8

## 3.7 Academic and Calendar Years

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

### Academic Year

- 1200 learning hours
- 120 credits
- 3 terms
- 30 weeks
- 40 hours per week
- September start date

### Calendar Year

- 1800 learning hours
- 180 credits
- n/a (terms)
- 45 weeks
- 40 hours per week
- September, January or April start date

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.

### Vacation Periods

5. The total Learning Hours include both Contact Hours (teaching sessions) and Independent Study.
6. **For programmes on an Academic Year structure:** Contact Hours must only take place during UCL Term Times. Students may be expected to undertake some Independent Study (e.g. working on assignments) outside of Term Time but not on UK Bank Holidays or UCL College Closure Days.
7. **For programmes on a Calendar Year structure:** Contact Hours should take place during UCL Term Times but may also take place during the Christmas, Easter and Summer breaks. Students are also expected to undertake Independent Study outside of Term Time. Departments must ensure that students are made aware of expectations at the start of the programme and must not schedule contact hours or expect independent study on UK Bank Holidays or UCL College Closure Days.

## 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:

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

- **Full-time:** Students study for 40 hours per week. 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. Students 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 within the minimum number of credits needed to complete the UCL Qualification, as defined in Section 6: Threshold Qualification Requirements. See Sections 3.15 and 3.16 for further details.
- **Extra-mural/ Additional Placement or Study Abroad:** Students spend an additional period of time, either on a professional or industrial placement or studying in another country. The period is taken in addition to the minimum number of credits needed to complete the UCL Qualification. See Sections 3.15 and 3.16 for further details.
- **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. 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:
  - **Compulsory:** Modules which students must take to successfully complete a particular Programme or Route.
  - **Option:** Specific, limited collections of Modules from which students may choose within their Programme of Study.
  - **Elective:** Broad collections of Modules which may be thematically grouped, from which students may choose, and which may be from outside their main Programme of Study.
  - **Supplementary:** Additional, non-credit-bearing Modules e.g. synoptic or comprehensive papers, generic skills Modules etc. The marks from such Modules must not be included in the degree Classification calculation.
  - **Prerequisite:** A specified preparatory Module which must have been successfully completed for a student to enrol on a subsequent Module.
  - **Co-requisite:** A specified Module which must be taken at the same time as another Module.
  - **Restricted:** 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.
  - **Condonable:** 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 should 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 may be condoned is defined by the Programme on which the student is enrolled.
  - **Non-condonable:** Subject to approval by Education Committee, a Module may be designated as Non-condonable if it is:
    - A Compulsory Module and/ or
    - A Module necessary for Professional Accreditation and/ or
    - An Undergraduate Dissertation and/ or
    - A Masters Dissertation/ Substantive Project.
 Students must pass all Non-condonable Modules on their Programme.
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:

<b>Final Qualification</b>	<b>Available Interim Qualifications</b>
<b>All</b>	Qualification with Alternate Field of Study Aegrotat Degree
<b>Certificate of Higher Education</b>	-
<b>Diploma of Higher Education</b>	Cert HE
<b>Foundation Degree</b>	Cert HE
<b>Bachelors with Honours Degree</b>	Ordinary Degree (Bachelors without Honours) Dip HE Cert HE
<b>Integrated Masters with Honours Degree</b>	Honours Degree Ordinary Degree (Bachelors without Honours) Dip HE Cert HE
<b>Graduate Certificate</b>	-
<b>Graduate Diploma</b>	Grad Cert
<b>Postgraduate Certificate</b>	-
<b>Postgraduate Certificate in Education</b>	PG Cert Grad Cert
<b>Postgraduate Diploma</b>	PG Cert
<b>Postgraduate Diploma in Education</b>	PG Cert Postgraduate Certificate in Education (PGCE)
<b>Taught Masters</b>	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:
  - **Additional Placement (also known as an 'Extra-Mural' or 'Sandwich')**: The Programme Structure includes one module or one academic year of Placement activity over and above the minimum number of credits needed to complete the UCL Qualification. The student is awarded additional credit for successful completion of the Placement.
    - Example: An Integrated Masters with Honours must 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.
  - **Integrated Placement**: The Programme Structure includes one module or one academic year of Placement activity within the minimum number of credits needed to complete the UCL Qualification. The student is not awarded additional credit for successful completion of the Placement.
    - Example: An Integrated Masters with Honours must include a minimum of 480 credits. A Placement is considered integral to the Threshold Qualification Requirements if it is part of these 480 credits.

### 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:
  - **Undergraduate Placement Year**: Students spend one academic year on Placement. The Placement usually takes place in the penultimate year of the Programme but may take place in any year but the first year.
  - **Undergraduate Placement Module**: Students spend one module on Placement. The Placement may take place in any year.
  - **Graduate or Taught Postgraduate Placement Module**: 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:
- **Compulsory Placement:** Students must undertake the Placement in order to satisfy the Programme Requirements and be awarded a Qualification with a particular Field of Study.
  - **Optional Placement:** Students are offered the opportunity to undertake a Placement as part of their Programme, but they may 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:
- **Standard Assessment:** All Integrated Placement Years or Modules must be assessed according to the standard UCL regulations and carry the standard credit-weighting in the calculation of the Classification.
  - **Assessment of the Placement itself:** On Additional Placement Years or Modules, students should be awarded credits for successful completion of the Placement Module/Year, however these credits must be weighted at 0 in the calculation of the Classification.
  - **Assessment via an Additional 30-credit Project Module:** Alternatively, an Additional Placement Year may 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 must 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:
- **Failure of an Integrated Placement:** On Integrated Placements, the standard UCL Progression and Award Requirements apply and students must therefore pass, or be formally condoned in, all Placement Modules and/ or Years (see Chapter 4: Assessment Framework for Taught Programmes). Where a student fails to meet these requirements after all permitted attempts, they will be required to leave the Programme. Students may be eligible for an Interim Qualification such as a Cert HE or Dip HE.
  - **Failure of an Additional Placement Module:** Where a student fails an Additional, Optional Placement Module but meets all the other Programme Requirements, they should still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Department/ Division must 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.
  - **Failure of an Additional Placement Year:** Where a student fails or withdraws from an Additional, Optional Placement Year but meets all the other Programme Requirements, they should still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Qualification may be awarded in one of the following ways
    - The Department/ Division may decide that the student will be eligible for the same Qualification with the same Field of Study.
    - The Department/ Division may 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.
    - 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 Placement element of “MSci Biological Sciences”, they may be eligible for the award of “MSci Biological Studies”.  
In all cases, the Programme Requirements/ Diet must be agreed as part of the Programme Design process and recorded in the Programme Summary.

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

### 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:
  - **Undergraduate Study Abroad Year:** Students spend one academic year (nine months) studying abroad. The Study Abroad usually takes place in the penultimate year of the Programme but may take place in any year but the first year.
  - **Study Abroad Module or Term:** Students spend one module or one term studying abroad. The Study Abroad may take place in any year.

### 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:

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

### 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:
  - **Standard Assessment:** All Integrated Study Abroad Years or Modules must be assessed according to the standard UCL regulations and carry the standard credit-weighting in the calculation of the Classification.
  - **Assessment of the Study Abroad itself:** On Additional Study Abroad Years or Modules students should be awarded credits for successful completion of the Study Abroad Module/Year, however these credits must be weighted at 0 in the calculation of the Classification.
  - **Assessment via an Additional 30-credit Project Module:** Alternatively, an Additional Study Abroad Year may 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 must 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:
  - **Failure of Integrated Study Abroad:** On programmes with an Integrated Study Abroad Module or Year, the standard UCL Progression and Award Requirements apply and students must therefore pass, or be formally condoned in, all Study Abroad Modules and/ or Years (see Chapter 4: Assessment Framework for Taught Programmes). Where a student fails to meet these requirements after all permitted attempts, they will be required to leave the Programme. Students may be eligible for an Interim Qualification such as a Cert HE or Dip HE.
  - **Failure of an Additional Study Abroad Module:** Where a student fails an Additional Study Abroad Module but meets all the other Programme Requirements, they should still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Department/ Division must 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.
  - **Failure of an Additional Study Abroad Year:** Where a student fails or withdraws from an Additional Study Abroad Year but meets all the other Programme Requirements, they should still be eligible for the award of the same Qualification (Bachelors, Integrated Masters etc.). The Qualification may be awarded in one of the following ways
    - The Department/ Division may decide that the student will be eligible for the same Qualification with the same Field of Study.
    - The Department/ Division may 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.
    - 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.

## 3.17 Degree Apprenticeship Programmes

1. A Programme may be offered as a Degree Apprenticeship, which combines practical training in a job with study towards a degree awarded by UCL.
2. A Degree Apprenticeship programme must meet UCL's Threshold Qualification requirements (see Section 6). The aims and learning outcomes of a Degree Apprenticeship Programme must be mapped to the relevant Degree Apprenticeship Standard published by the Institute for Apprenticeships and Technical Education.
3. Students undertaking a Degree Apprenticeship Programme must be employed and must remain in employment until completion of the Degree Apprenticeship.
4. The mode of study for a Degree Apprenticeship Programme is Flexible (see Section 3.9). Students undertaking a Degree Apprenticeship Programme are required to attend UCL for periods of learning which must be a minimum of 20% of the Programme duration. Students are required to spend the remainder of the Programme duration in practical training at an employer's workplace.
5. While the maximum duration allowed for completion is 5 years, apprentices without any prior learning are expected to spend a minimum of 3 years in the programme.

### Assessment of a Degree Apprenticeship Programme

6. A Degree Apprenticeship must include an End Point Assessment to determine whether an apprenticeship student has met the required occupational competence as set out in the relevant Degree Apprenticeship Standard.
7. During Programme Design, the Department / Division must produce an End Point Assessment Plan to decide on the nature of the End Point Assessment from the following options:
  - **Non-integrated End Point Assessment:** The End Point Assessment is conducted by an independent End Point Assessment Organisation which must be on the Register of End-Point Assessment Organisations [RoEPAO].
  - **Integrated End Point Assessment:** The End Point Assessment is an integrated part of the assessment requirements of the UCL Programme and UCL acts as the End Point Assessment Organisation.
8. Students must successfully complete the relevant End Point Assessment for the successful completion of their Degree Apprenticeship programmes.

# 4 Types of Qualification

This section describes 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

### Level 4

#### **Certificate of Higher Education**

- A Cert HE may be a stand-alone Qualification or a named Interim Qualification from a Bachelors with Honours, Integrated Masters with Honours or Foundation Degree.
- Programmes must 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.

### Level 5

#### **Diploma of Higher Education**

- A Dip HE may be a stand-alone Qualification or a named Interim Qualification from a Bachelors or Integrated Masters.
- Programmes must include at least 240 credits of learning. There must 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.

#### **Foundation Degree**

- 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 may be supplemented by a further 'Top-up' year at Level 6, allowing students to complete a full Bachelors with Honours Degree.
- Programmes must include at least 240 credits of learning. There must 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.

### Level 6

#### **Bachelors with Honours Degree**

- 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.
- Programmes must include at least 360 credits. There must 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 may include an additional 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. A Bachelors with Honours includes an Honours Classification.

#### **Ordinary Degree (Bachelors without Honours)**

- Students unable to meet the requirements for a Bachelors with Honours may be eligible for an Ordinary Degree (Bachelors without 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 60 credits at Level 6.
- UCL only offers the Ordinary Degree as an Interim Qualification.

## **Level 7**

### **Integrated Masters with Honours Degree**

- An Integrated Masters incorporates the attributes and outcomes of both a Bachelors with Honours Degree and a Taught Masters Degree.
- Programmes must include at least 480 credits. There must 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 may also include a placement or study abroad year.
- Programmes fall under the Undergraduate regulations, and the Honours Classification system.

## **4.2 Graduate Qualifications**

### **Level 6**

#### **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 a Bachelors Degree in another Field of Study.
- Programmes must include at least 60 credits. There must 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.

#### **Graduate Diploma**

- 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.
- Programmes must include at least 120 credits. There must 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.

## **4.3 Taught Postgraduate Qualifications**

### **Level 7**

#### **Postgraduate Certificate**

- The PG Cert is a Masters-Level short Programme which may be a stand-alone Qualification 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 Qualification 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 of at least 30 credits in the form of a Dissertation or other Substantive Project.
- 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.

## 4.4 Postgraduate Research Qualifications

### Level 7

#### Master of Research Degree

- 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.
- 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 should 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.

#### Master of Philosophy

- The MPhil is a Level 7 research Qualification which may be a stand-alone Qualification 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 or Level 8. A student may opt to complete the MPhil via submission of a thesis, or the student may be eligible to Upgrade to PhD status.

#### Master of Philosophical Studies

- The MPhilStud is a Level 7 research Qualification, successful completion of which may qualify graduates to enter a relevant PhD programme with PhD (rather than MPhil) status. The curriculum and the student experience are governed by the research Programme regulations, assessment of research training and specialisation Modules are subject to the regulations for taught Programmes, whilst the assessment of the Dissertation is subject to research Programme regulations.
- The Programme is modular and must include at least 360 credits at Level 7. The Programme should include at least 90 credits of research training Modules, 150 credits of research specialisation Modules, and a Dissertation of 120 credits. The Qualification typically takes 3600 hours, or two FTE Calendar Years, to complete.

### 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.

#### 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.

#### 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.

# 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 3

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.

## Level 4

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.

## Level 5

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.

## Level 6

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).

### **Level 7**

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.

### **Level 8**

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 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:
  - **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 three-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 or above 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.

## 6.1 Further Education Qualifications

Qualification	Abbreviation	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	
University Preparatory Certificate	UPC	1 academic year	3	Not credit-rated								None

## 6.2 Undergraduate Qualifications

### 6.2.1 Level 4

Qualification	Abbreviation	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
Certificate of Higher Education	Cert HE	1 academic year	4	120	1200	60	4	120 at Level 4	120 at Level 4	120 at Level 4 or above	None

### 6.2.2 Level 5

Qualification	Abbreviation	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
Diploma of Higher Education	Dip HE	2 academic years	5	240	2400	120	4 & 5	120 at Level 4 & 120 at Level 5	150 at Level 4	90 at Level 5 or above	None
Foundation Degree	FD	2 academic years	5	240	2400	120	4 & 5	120 at Level 4 & 120 at Level 5	150 at Level 4	90 at Level 5 or above	Cert HE

## 6.2.3 Level 6 Bachelors Degrees

Qualification	Abbreviation	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
Bachelor of Arts with Honours	BA (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 120 at Level 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
Bachelor of Arts with Honours Top-Up Degree	BA (Hons)	1 academic year	6	120	1200	60	6	120 at Level 6	-	120 at Level 6 or above	None
Bachelor of Arts and Sciences with Honours <sup>2</sup>	BASc (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 120 at Level 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
Bachelor of Education with Honours	BEd (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 120 at Level 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
Bachelor of Education with Honours Top-Up Degree	BEd (Hons)	1 academic year	6	120	1200	60	6	120 at Level 6	-	120 at Level 6 or above	None
Bachelor of Engineering with Honours	BEng (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 120 at Level 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
Bachelor of Fine Arts with Honours	BFA (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	360 across Levels 4, 5 & 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
Bachelor of Laws with Honours	LLB (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	360 across Levels 4, 5 & 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE

<sup>2</sup> See Annex 2.1: BASc Qualification Descriptor

Qualification	Abbreviation	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
Bachelor of Medicine, Bachelor of Surgery	MB,BS	5 academic years	6	780	7800	390	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 540 at Level 6	120 at Level 4	540 at Level 6 or above	None
Bachelor of Science with Honours	BSc (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 120 at Level 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
Integrated Bachelor of Science with Honours (for UCL MBBS candidates)	iBSc (Hons)	1 academic year	6	120	1200	60	6	120 at Level 6	120 at Level 6	120 at Level 6 or above	None
Intercalated Bachelor of Science with Honours (for external iBSc candidates)	iBSc (Hons)	1 academic year	6	120	1200	60	6	120 at Level 6	120 at Level 6	120 at Level 6 or above	None
Bachelor of Science (Economics) with Honours	BSc (Econ) (Hons)	3 academic years	6	360	3600	180	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 120 at Level 6	150 at Level 4	90 at Level 6 or above	Ordinary Degree, Dip HE, Cert HE
Ordinary Degree (Bachelors without Honours)	BA, BAsc, BEd, BEng, BFA, LLB, BSc, BSc (Econ)	3 academic years	6	300	3000	150	4, 5 & 6	120 at Level 4 & 120 at Level 5 & 120 at Level 6	150 at Level 4	60 at Level 6 or above	Only offered as an Interim Qualification

## 6.2.4 Level 7 Integrated Masters Degrees

Qualification	Abbreviation	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
Master of Engineering with Honours	MEng (Hons)	4 academic years	7	480	4800	240	4, 5, 6 & 7	120 at Level 4 & 120 at Level 5 & 120 at Level 6 & 120 at Level 7	150 at Level 4	120 at Level 7 or above and 90 at Level 6 or above	BEng (Hons), Ordinary Degree, Dip HE, Cert HE
Master of Pharmacy with Honours	MPharm (Hons)	4 academic years	7	480	4800	240	4, 5, 6 & 7	120 at Level 4 & 120 at Level 5 & 120 at Level 6 & 120 at Level 7	120 at Level 4	120 at Level 7 or above and 120 at Level 6 or above	BSc (Hons), Ordinary Degree, Dip HE, Cert HE
Master in Science with Honours	MSci (Hons)	4 academic years	7	480	4800	240	4, 5, 6 & 7	120 at Level 4 & 120 at Level 5 & 120 at Level 6 & 120 at Level 7	150 at Level 4	120 at Level 7 or above and 90 at Level 6 or above	BSc (Hons), Ordinary Degree, Dip HE, Cert HE

## 6.3 Graduate Qualifications

### 6.3.1 Level 6 Graduate Certificates and Diplomas

Qualification	Abbreviation	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
Graduate Certificate	Grad Cert	0.5 academic years	6	60	600	30	5 & 6	60 at Level 6	15 at Level 5	45 at Level 6 or above	None
Graduate Diploma	Grad Dip	1 academic year	6	120	1200	60	5 & 6	120 at Level 6	30 at Level 5	90 at Level 6 or above	Grad Cert



## 6.4 Taught Postgraduate Qualifications

### 6.4.1 Level 7 Postgraduate Certificates and Diplomas

Qualification	Abbreviation	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
Postgraduate Certificate	PG Cert	0.5 academic years	7	60	600	30	6 & 7	60 at Level 7	15 at Level 6	45 at Level 7 or above	None
Postgraduate Certificate in Education	PGCE	1 academic year	7	60	1200	30	7	60 at Level 7	60 at Level 7	60 at Level 7 or above	PG Cert, Grad Cert
Postgraduate Diploma	PG Dip	1 academic year	7	120	1200	60	6 & 7	120 at Level 7	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 at Level 7	30 at Level 6	90 at Level 7 or above	PGCE, PG Cert

### 6.4.2 Level 7 Taught Masters

Qualification	Abbreviation	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
Master of Architecture	MArch	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	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 at Level 7	300 at Level 7	300 at Level 7 or above	PG Cert, PG Dip
Master of Arts	MA	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
International Master of Arts	MA (International)	2 academic years	7	240	2400	120	7	240 at Level 7	240 at Level 7	240 at Level 7 or above	PG Cert, PG Dip

Qualification	Abbreviation	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
Master of Arts and Sciences <sup>3</sup>	MASc	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
Master of Business Administration <sup>4</sup>	MBA	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
Master of Clinical Dentistry	MClinDent	2 calendar years	7	360	3600	180	7	360 at Level 7	360 at Level 7	360 at Level 7 or above	None
Master of Clinical Dentistry with Speciality Training	MClinDent with MRD (Endodontics)/ MEndo	3 calendar years	7	540	5400	270	7	540 at Level 7	540 at Level 7	540 at Level 7 or above	None
Master of Education (Interim Qualification only)	MEd	-	7	-	-	-	-	-	-	-	-
Master of Fine Arts	MFA	2 academic years	7	240	2400	120	7	240 at Level 7	240 at Level 7	240 at Level 7 or above	PG Cert, PG Dip
Master of Landscape Architecture	MLA	2 academic years	7	300	3000	150	7	300 at Level 7	300 at Level 7	300 at Level 7 or above	PG Cert, PG Dip
Master of Laws	LLM	1 calendar year	7	180	1800	90	7	180 at Level 7	180 at Level 7	180 at Level 7 or above	PG Cert, PG Dip
Master of Planning	MPlan	21 months	7	300	3000	150	7	300 at Level 7	300 at Level 7	300 at Level 7 or above	PG Cert, PG Dip
Master of Public Administration	MPA	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
Master of Public Health	MPH	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip

<sup>3</sup> See Annex 2.2: MASc Qualification Descriptor

<sup>4</sup> See Annex 2.3: MBA Qualification Descriptor

Qualification	Abbreviation	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
Master of Science	MSc	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
Master of Surgery	MS	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip
Master of Teaching	MTeach	2-3 calendar years	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	PG Cert, PG Dip

## 6.5 Postgraduate Research Qualifications

### 6.5.1 Level 7 Research Masters

Qualification	Abbreviation	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
Master of Research	MRes	1 calendar year	7	180	1800	90	6 & 7	180 at Level 7	30 at Level 6	150 at Level 7 or above	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 at Level 7	360 at Level 7	360 at Level 7 or above	None

## 6.5.2 Level 8 Doctorates

Qualification	Abbreviation	Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Possible Interim Qualifications
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
Doctor in Public Administration	DPA	4 calendar years	8	-	-	-	MRes

## 6.5.3 Level 8 Professional Doctorates

Qualification	Abbreviation	Years of FTE study	Level	FHEQ credits	Notional learning hours	ECTS credits	Possible Interim Qualifications
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
Doctor 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

## 6.5.4 Level 8 Integrated Doctorates

Qualification	Abbreviation	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
Integrated Research Masters and Doctor of Philosophy	MRes/ PhD	1-year Research Masters + 3-year PhD	8	180	1800+	90	7 & 8	180 at Level 7	30 at Level 6	2 years PhD registration	MRes, MPhil

Qualification	Abbreviation	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
Integrated Research Masters and Doctor in Engineering	MRes/ EngD	1-year Research Masters + 3-year EngD	8	180	1800+	90	7 & 8	180 at Level 7	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 + 1 year of Completing Research Status in year 8)	6 & 8	780	7800+	390	4, 5, 6 & 8	120 at Level 4 & 120 at Level 5 & 540 at Level 6	120 at Level 4	3 years PhD registration	MPhil