



Manchester
Metropolitan
University

Curriculum Framework for Undergraduate Programmes of Study



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About the Curriculum Frameworks

Manchester Met's three Curriculum Frameworks, for Undergraduate, Taught Postgraduate and Flexible Programmes of Study, provide a set of definitive principles and structures that govern the design and approval of all programmes.

Introduction

1.1 This Framework defines the curriculum and credit structure for undergraduate awards at Manchester Metropolitan University. It is consistent with the [OAA Framework for Higher Education Qualifications \(FHEQ\)](#), which specifies the level and volume of study required for specific types of awards, and the [Higher Education Credit Framework for England](#).

1.2 The Framework provides general principles, requirements and guidance relating to the structural design and credit requirements of all undergraduate courses approved by Manchester Met, including all Integrated Masters degrees, foundation degrees and the Foundation Year (Level 3), whether delivered within Manchester Met or by Collaborative Partner organisations. The specific requirements for both single and combined honours (equal, major / minor and named awards) degree courses are outlined.

1.3 This Framework should be read in conjunction with the University's [Strategy for Learning, Teaching and Assessment](#) which articulates six principles of course design, delivery and evaluation.

Awards of the University

2.1 [The Regulations for the Academic Awards of the University](#) provides details of the University's academic awards, along with and the approved awards of Manchester Metropolitan University, designatory letters and standards.

Programmes and Courses

3.1 A Programme is defined as the approved curriculum represented by a single Programme Specification and a single Continuous Improvement Plan. It may be identical with a course or comprise a number of courses or routes available within a Programme Specification.

3.2 The Academic Board shall approve all courses leading to an academic award of the University and may approve arrangements for the provision of Programmes of study which do not themselves lead to an award but may count towards one.

3.3 Courses approved by the Academic Board must conform to the requirements of the Academic Board's definitions of an award. Mode and structure of course(s) must be specified in the Programme Specification. The structure of the University's awards should provide opportunities for all students who satisfy the University's educational requirements to gain the highest award of which they are capable. Opportunities to gain the University's awards shall be made available to students without any form of discrimination on non-academic grounds.

3.4 Where the title of a course is to appear on the award certificate conferred by the University, that title must be approved by the Academic Board in accordance with such procedures as it may determine, and may not be changed [without the approval of the Academic Board](#).

3.5 Programme and course titles

shall be simple and accurate: they must accord, as a description of course content, with the [OAA's FHEQ](#), with the normal expectations of Higher Education bodies, relevant Professional, Statutory or Regulatory Bodies, students and employers about the level of knowledge and skills to be expected from a person holding such a qualification. The Learning Outcomes of each Programme; modes of learning, teaching and assessment; curriculum design; and assessment criteria must contribute to the fulfilment of the appropriate [OAA Subject Benchmark Statements](#).

3.6 Titles given to an approved Programme or to courses within an approved Programme leading to any taught award of the University shall observe the following which reflects the guidance given in the [OAA's FHEQ](#):

i) For course titles that will appear on certificates, simple, single-subject titles should be used wherever appropriate.

ii) Where students study more than one subject, up to three separate fields of study may be identified in the title. Subjects given equal weight in the Programme will appear in alphabetical order in the form "Subject A and Subject B", or "Subject A, Subject B and Subject C", while major / minor combinations will be indicated by "Subject A with Subject B", or "Subject A with Subject B and Subject C" or "Subject A and Subject B with Subject C", where subject A is the major subject.

3.7 The planned length of a course

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or courses within an approved Programme must be specified and must relate to the normal duration in the definition of the award. The duration of a course designed for students who are not studying full-time will in all cases be longer than the minimum full-time duration specified for the award.

3.8 For any mode of study, the level of knowledge and skills required at the entry points, the curriculum, teaching arrangements, time available for private study and the length and nature of any supervised work experience must be designed to satisfy the duration requirements of the award. Programmes must also satisfy any requirements for particular awards as set out in the [Regulations for the Academic Awards of the University](#).

3.9 A designated sandwich course leads to an award “in the sandwich mode”, and these words shall appear on the award certificate. A course of study approved as leading to the degree or Honours degree in the sandwich mode must include a minimum of 36 weeks of supervised work experience in addition to the period required for the full-time award.

3.10 Provision shall be made for an alternative full-time award on all sandwich degree schemes, to be awarded to a student who is unable, for valid reasons, to undertake or complete the sandwich element of the course.

3.11 To continue to study on a course, a student must maintain current registration on that course. A student may be subsequently registered for another course in accordance with the [University's Recruitment and Admissions Policy](#) and any other regulations applicable thereto, subject always to the University's absolute right to refuse for good reason the registration and any subsequent registration of an applicant.

Principles for Course Design

4.1 The principles for course design set out the standard requirements for courses validated within and governed by the [Regulations for the Academic Awards of the University](#). These requirements are regarded as the norm and courses must comply with the common design principles, structure and procedures as set

out. This ensures comparability of opportunity and experience, and consistency of treatment, for all students on undergraduate courses.

4.2 The achievement of awards within the Undergraduate Curriculum Framework is based on the principles of credit accumulation where credit is gained through the successful achievement of designated learning outcomes at a specified level. The amount of credit achieved relates to the amount of learning, with each single Unit of credit representing 10 hours of student learning. Each course is divided into discrete Units, which are credit rated and have specific Learning Outcomes. Students receive academic credit in respect of their learning achievements as expressed in terms of Learning Outcomes.

4.3 Courses within the Curriculum Framework are based on discrete Units to provide flexibility and promote efficiency in course design, structure and provision to ensure equity of experience for students. A credit value, specified in terms of the number of credits and the level, is ascribed to each Unit. As students successfully take and pass Units they accumulate credit towards specific awards. Academic credit given in respect of successful fulfilment of the requirements of a Unit can be awarded only once and cannot be double counted. All elements of a course which are summatively assessed and contribute to the achievement of the award should be integrated within a Unit which bears credit.

4.4 Courses provide opportunities for [Accreditation of Prior and/or Experiential Learning \(APL/APEL\)](#), step on/step off points and intermediate awards for credit achieved.

Curriculum Framework for Undergraduate Programmes

5.1 All taught undergraduate Programmes leading to Manchester Met awards shall conform to this Framework, and demonstrate the principles associated with the University's [Strategy for Learning, Teaching and Assessment](#). In specific circumstances, where Programme teams have a strong case to deviate from some aspect of these requirements (e.g. professional body requirements) this must be made clear in the proposal put forward for

approval and such deviation must be approved through Academic Board and its committees as appropriate.

5.2 Courses of study are constructed to enable students to progress through the levels of study and, on achievement of the Learning Outcomes and credit requirements associated with each level of study, to qualify for an award of the Manchester Metropolitan University.

5.3 A structure for each level of study has been approved using Core and Option Units. Core Units are classed as mandatory.

- Level 3 will comprise 120 credits of Core Units;
- Level 4 will comprise 120 credits of Core Units;
- Level 5 will comprise at least 60 credits of Core Units;
- Level 6 will comprise at least 30 credits of Core Units;
- Level 7 will comprise at least 30 credits of Core Units.

5.4 Courses may include options that permit student choice. There are clear limits on the number of options a student may take at each level. Course teams may choose not to offer options within a course or within a particular level of study. Students studying the Foundation Year (Level 3) will undertake a specified core of 120 credits unless they wish to pursue a language option which will be permitted. Optionality may be offered as follows:-

- At Level 5, a course may be designed with Option Units up to the value of 60 credits;
- At Level 6, a course may be designed with Option Units up to the value of 90 credits;
- At level 7, a course may be designed with Option Units up to the value of 30 credits.

5.5 Integrated (Undergraduate) Master's shall comprise of 120 credits at levels 4, 5 and 6. Additionally, a further 120 credits shall be included at level 7.

Units in the Curriculum Framework

6.1 A Unit Specification will define the structure and content of a Unit and be approved through the validation process. Each Unit will have a defined level of study at Level 3, 4, 5, 6 or 7. The discrete Unit of study will lead to specified Learning Outcomes which are summatively assessed; it will have a specific

code and title and be distinctive in terms of aims, Learning Outcomes, content and assessment. Each Unit, regardless of size, will have a maximum of five Learning Outcomes.

6.2 Where the same content is offered at more than one level (e.g. Level 5 and 6) students may be taught together but a separate version of the Unit Specification must be presented for each level of study. The Unit Specification will have clearly differentiated Learning Outcomes and assessment, enabling the Unit to be ascribed to the qualification's descriptors for each level in any particular student's Programme. Each Unit must have a unique code.

6.3 Each Unit of credit represents 10 hours of student learning. Core Units may be 15 or 30 credits in size. Where appropriate, 60 credit Units may also be used. Option Units may be 15 or 30 credits in size. Subject to the requirements of Sections 5.3 and 5.4, Programmes may be designed based on a 15 credit Unit structure, a 30 credit Unit structure or a combination of both. Programmes may not comprise solely 60 credit Units.

6.4 Units are mapped against the European Credit Transfer and Accumulation System (ECTS) to facilitate international recognition of qualifications.

Unit Size	Learning Time	ECTS value
15 credits	150 hours	7.5 credits
30 credits	300 hours	15 credits
60 credits	600 hours	30 credits

6.5 15 credit variants of 30 credit Units are available for inbound student mobility programmes (e.g. ERASMUS) where the period of study at Manchester Met is less than one academic year. Students enrolled on inbound student mobility programmes where the period of study is a full academic year shall undertake 30 credit Units.

6.6 15 credit variants of 30 credit Units are available for students returning to Manchester Met from short (typically 3 month) periods of overseas/exchange study through which the equivalent of 15 credits of study have been undertaken.

6.7 The distribution of student learning hours within a Unit is a matter for the professional judgement of the Unit Coordinator

and Programme Leader. However, consideration must be given in the Unit Specification to the indicative distribution of student effort in the Unit, which may include formally scheduled teaching and other activities they will be expected to complete to achieve the Learning Outcomes, such as directed study and independent study. Time spent on placements should also be indicated. The ratio of directed study to student centred learning may vary according to the level of study; where there is an emphasis on practical skills or where there is a greater need for students to read independently around a topic. Independent study will always include the time set aside for summative assessment, which should be a minimum of 25% of the time allocated to the Unit.

6.8 Each Unit will have an assessment strategy which is aligned with the intended Learning Outcomes and learning activities. All stated Learning Outcomes for a Unit will be summatively assessed at their designated level.

6.9 Within a course, a Unit may be specified as Core or Optional. Units may have pre-requisites, i.e. Units that must be passed before another specified Unit can be taken. The use of pre-requisites must be educationally justified and specific to the Unit in which they are included, i.e. the pre-requisite is a requirement for the Unit. Careful consideration should be given to the use of pre-requisites in relation to progression through a course and from one level to the next. This is particularly important for those students who are admitted to courses part-way through an academic year.

6.10 Pairs of Units at the same level may be specified as co-requisites, i.e. a Unit required to be taken at the same time as another Unit. Co-requisites must be educationally justified and specific to the Unit(s) in which they are included. Careful consideration should be given to the use of co-requisites in relation to progression through a course and may have specific implications for part-time students.

6.11 Units may be designated as 'Open' or 'Closed':

i) Open Units may be taken by a student on any course / subject within the Undergraduate Curriculum Framework that permits free choice Units, depending on timetable

availability, Programme requirements and satisfaction of Unit prerequisites.

ii) Closed Units can only be taken by students registered on a specific course. The use of closed Units should be kept to a minimum and must be educationally justified.

6.12 Units may be shared by more than one Programme, i.e. although offered by a particular subject / discipline, they can be identified as part of a Programme leading to an award in other subjects / disciplines where they are deemed relevant to the overall aims and Learning Outcomes of that award. Any shared Units will be listed in the curriculum map for a specific course within the Programme Specification. Units that are shared across Programmes in this way must retain the Unit code designated by their 'host' Programme.

6.13 Units with substantially similar content should be identified by specifying that they are an excluded combination, i.e. a student is not permitted to study both Units as part of their course of study.

6.14 Independent study Units (e.g. dissertation, research project, exhibition, performance or other individually contracted extended piece of work) are normally 30 credit Units at Level 6. By their very nature, independent study Units will demand that a significant proportion of the total student effort will be self-directed learning. The independent study is equivalent to a dissertation, though it need not take the form of a conventional written dissertation. At other levels of study, the independent study Unit may be used to meet the specific subject requirements of a course. The specific subject requirements for the Independent Study Unit(s), including the entitlement to supervision and any technical support, should be clearly stated in the Unit Specification.

Uniwide Units

7.1 The Undergraduate Curriculum Framework has been developed to permit the inclusion of cross-Faculty 'Uniwide' units within courses. To facilitate this interdisciplinary learning, a range of Uniwide Units are available. Where Programmes Teams do not wish to make use of such Units, the reasons must be clearly articulated during any Programme Approval or Review activity.

7.2 The University offers an extensive range of 15 credit Uniwide Language Units, which are permitted for delivery alongside a 15 credit subject-specific co-requisite. Uniwide Language Units are available at all levels of study.

7.3 The University offers a 15 credit Uniwide Education Unit at Level 4 and Level 5. In addition, a 30 credit Uniwide Education Unit is offered at Levels 4, 5 and 6. Uniwide Education Units are standalone, with no pre- or co-requisites.

Structure of Undergraduate Programmes

8.1 Undergraduate Honours Degree awards include both single subject and combined subject awards, i.e., Equal, Major / Minor and Named Route Honours awards. The awards available in each subject area are published annually. The minimum levels of achievement for an award to be conferred are as specified in [The Regulations for the Academic Awards of the University](#). The curriculum, like the title, must be appropriate to the aims of the Programme and to the level of the award. The structure must provide opportunity for a student to progress from the level of knowledge and skills required at admission to the level required for the award.

8.2 Each award should be distinct from other awards, have a defined course structure, aims and specific Learning Outcomes related to the knowledge, skills and attributes that an individual is intended to have achieved on completion of the award. Institutional awards must have a sufficiently distinct curriculum to merit their title and to distinguish between cognate but separate award titles. For Bachelor's Degrees, a particular award within a Programme Specification sharing some elements of the same curriculum must have a minimum of 60 credits distinct to its curriculum across Levels 5 and 6 - of which at least 30 must be at Level 6. For Integrated Master's degrees, this must be 60 credits across Levels 6 and 7 distinct to its curriculum - of which at least 30 must be at Level 7. Under no circumstances should it be possible for students studying the same diet of Units to receive different award titles.

8.3 Generic interim exit award titles (e.g. CertHe and DipHE) should be available on all Programmes. Where specific interim exit award titles are available, the distinctiveness must be demonstrated in the curriculum map within the Programme Specification with a minimum of 30 credits distinct at the level of the award.

8.4 Each course leading to an award is comprised of a set of Units approved at validation and detailed within a Programme Specification. This Programme Specification should include a Curriculum Map which lists the Core and Optional Units for the award(s), any pre-requisite / co-requisite requirements for Units and details the specific requirements or restrictions for Single Honours, Major, Joint and Minor awards at each level of the course. A similar map should be included to indicate how the Programme satisfies the requirements of the appropriate [OAA Subject Benchmark Statement\(s\)](#).

8.5 The credits accrued as part of a

i) Equal Route (Subject A and Subject B)

Level	Subject A (credits)	Subject B (credits)	Total
4	60 core	60 core	120
5	60 core	60 core	120
	30 core & 30 option	30 core & 30 option	120
6	60 core	60 core	120
	30 core & 30 option	30 core & 30 option	120
TOTALS	180 credits	180 credits	360 credits

ii) Major / Minor Route

Students must achieve 210 - 270 credits in the Major Subject over Levels 4 - 6

Level	Subject A (Major)	Subject B (Minor)	Total
4	a+b+c 60 credits	60 credits	120 credits (60A / 60B)
	d 90 credits	30 credits	120 credits (90A / 30B)
5	a 90 credits	30 credits	120 credits (90A / 30B)
	b 60 credits	60 credits	120 credits (60A / 60B)
	c 90 credits	30 credits	120 credits (90A / 30B)
	d 90 credits	30 credits	120 credits (90A / 30B)
6	a 90 credits	30 credits	120 credits (90A / 30B)
	b 90 credits	30 credits	120 credits (90A / 30B)
	c 60 credits	60 credits	120 credits (60A / 60B)
	d 90 credits	30 credits	120 credits (90A / 30B)
TOTALS			
	a 240 credits	120 credits	360 credits
	b 210 credits	150 credits	360 credits
	c 210 credits	150 credits	360 credits
	d 270 credits	90 credits	360 credits

Programme may not be accredited towards any other award, unless the total exceeds the minimum requirement (i.e. 360 credits for an undergraduate award) and in that case, those extended credits may be transferred to another Programme, subject to its requirements.

8.6 Programmes must demonstrate that they have addressed the precepts [Manchester Met's Commitment Statement](#).

Structure of Combined Honours Programmes

9.1 All Combined Honours programmes must conform to the general University credit requirements for Undergraduate study. For each type of combination available in the Scheme, there is a minimum amount of credit that is required for each named Subject.

The options for Combined Honours study are set out below:

iii) Named Route (in Subject A)

Students must achieve 270 - 300 credits in the named Subject (A) over Levels 4 - 6

Level	Subject A (Named Route)	Subject B	Total
4	a+b+c 60 credits	60 credits	120 credits
5	a 120 credits	0 credits	120 credits
	b 90 credits	30 credits	120 credits
	c 60 credits	60 credits	120 credits
6	a+b+c 120 credits	0 credits	120 credits
TOTALS			
	a 300 credits	60 credits	360 credits
	b 270 credits	90 credits	360 credits
	c 240 credits	120 credits	360 credits

(iv) Combined Science Route

Level	Subject A	Subject B	Subject C	Subject D	Total
4	30 credits	30 credits	30 credits	30 credits	120 credits
5	a) Students are able to study all subjects (30 credits each) (Standard Science Route)				120 credits
	b) Students can elect to study 2 subjects moving to the Equal / Major-Minor Combinations detailed in i) (above)				
	c) Students can elect to follow the optional pathway by studying 60 credits in one subject and 30 credits in two others				
6	a) Students are able to study all subjects (30 credits each) (Standard Science Route)				120 credits
	b) Students can elect to study 2 subjects continuing with / moving to the Equal / Major-Minor Combinations detailed in i) (above)				
	c) Students can elect to follow the optional pathway by studying 60 credits in one subject and 30 credits in two others				

Structure of the Foundation Year

10.1 All Foundation Year Programmes must follow a standard design as follows:

Home Students

- Core Academic Study Skills Unit (30 credits)
- Core Subject Unit 1 (30 credits)
- Core Subject Unit 2 (30 credits)
- Core Subject Unit 3 (30 credits)

or

- Core Subject (15 credits) + Uniwide Language (15 credits)

Foundation Year International Route

- Core Academic Study Skills Unit (30 credits)
- Core Subject Unit 1 (30 credits)
- Core Subject Unit 2 (30 credits)
- English for Academic Study (30 credits)

Employability, Placement and Work-Based Learning

11.1 Programme teams are required to provide detail of employability outcomes both within the Programme Specification and within the Unit Specification, where specified outcome(s) apply in that Unit. It is expected that each of the employability outcomes will be achieved by students during the course of their studies.

11.2 The period of supervised work experience in a Sandwich course must form a compulsory element of the course of studies; its Learning Outcomes must be specified and related to the Learning Outcomes of the whole course; the performance of students must be assessed in supervised work experience; and satisfactory completion of and performance in the period of supervised work experience must be a requirement for the award.

11.3 Elements of work-based

learning which are summatively assessed and contribute to the achievement of the award should be integrated within a Unit which bears credit. Similarly, placements in professional courses should be incorporated within Units which are credit-rated if they are formally assessed against specified Learning Outcomes and contribute to the final award.

11.4 Full-time degree Programmes in modern languages which have a period of residence abroad, must have a period of not less than 36 weeks residence abroad as an integral part of the Programme. Where two main languages are studied to the same level, the period abroad shall normally be split equally between the two countries.

Practice Credits

12.1 Periods of assessed practical training, placement, supervised work experience, or clinical or professional practice, whether taken in the UK or abroad, which are additional to the academic credits required for the award may attract practice credits based on the benchmark of 120 such credits representing not less than 36 weeks of student training, placement, work experience or clinical or professional practice normally undertaken within one academic year. Practice credits are not assigned to a level and do not count as, nor attract, academic credit. They shall not contribute to the classification of an undergraduate degree. Instead, they shall be governed by the scheme approved for them in the Programme Specification and shall be generally exempt from the provisions of the [University's Assessment Regulations](#) relating to assessment, re-assessment and progression.

12.2 Where the assessment of practice is accommodated within the academic credit structure it shall comply with the regulations that apply to academic credits generally. However, provision may be approved within the Programme assessment arrangements for practice elements to be assessed on a pass/fail basis rather than being marked out of 100. In all cases, the arrangement that is to be used for assessment shall be approved and specified in the Programme Specification.

12.3 Students' progression through their course may be made conditional upon their having

satisfactorily completed particular practice credits. Where this is the case, it shall be clearly stated in the Programme Specification and the students informed specifically of this progression condition. Practice credits may be subject to the requirements of Professional, Statutory and Regulatory Bodies. Where this is the case, such requirements shall be stated in the Programme Specification.

12.4 Practice credits may not be used in lieu of the academic credits specified or academic awards but, where such practice periods are a specific course requirement, they may contribute towards the student's overall eligibility for the award for which he / she is registered.

12.5 Provision may be made within the approved Programme Specification in accordance with arrangements approved by the Academic Board for the awarding of a Certificate of Practice Achievement. The Certificate shall provide a transcript of the elements making up the practice credits to students who satisfactorily complete all of the required practice credits associated with their Programme. The award of such a Certificate shall be conditional upon the student having met the requirements for the academic award to which the course leads.

Levels in the Curriculum Framework

13.1 Units are identified by credit value and by level. The level of a Unit is an indicator of the relative demand, complexity and depth of learning and learner autonomy and is demonstrated by the Learning Outcomes and the assessment.

13.2 Units in the Undergraduate Curriculum Framework are designated by Levels 3, 4, 5, 6 and 7. Level 4 Units provide an introduction to the subject concerned and core theory, skills, methodologies and techniques related to the course. Level 5 and Level 6 Units require further development of knowledge, skills, attributes and learner autonomy at a progressively more advanced level appropriate to Level 5 and Level 6 (Honours Degree) work respectively. Units at Level 7 require 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 academic discipline, field of study or

area of professional practice, together with a comprehensive understanding of techniques applicable to their own research or advanced scholarship.

13.3 Where two courses share the same Unit, there will be one Unit Specification and one code. If students are to be separately identified and / or taught then the student record system will permit different instances of the Unit to record this.

Aims & Learning Outcomes

14.1 Each Programme Specification must detail the stated Programme aims and Learning Outcomes which the curriculum, structure, teaching methods and assessment methods are designed to fulfil.

14.2 Programme aims will include the development to the level required for the award of a body of knowledge and skills appropriate to the field of study and reflecting academic developments in that field; these are Programme or course-specific aims. The aims must also include the University's graduate outcomes:-

On successful completion of their Programme of study Manchester Met graduates will be able to:

- Apply skills of critical analysis to real world situations within a defined range of contexts;
- Demonstrate a high degree of professionalism characterised by initiative, creativity, motivation and self management;
- Express ideas effectively and communicate information appropriately and accurately using a range of media including ICT;
- Develop working relationships using teamwork and leadership skills, recognising and respecting different perspectives;
- Manage their professional development reflecting on progress and taking appropriate action;
- Find, evaluate, synthesise and use information from a variety of sources;
- Articulate an awareness of the social and community contexts within their disciplinary field.

14.3 Programmes must aim to stimulate an enquiring, analytical and creative approach, encouraging independent judgement, critical self-awareness and the development of a student's ability to locate, assimilate

and present information in any appropriate medium and from a range of sources.

14.4 The statement of Programme-specific Learning Outcomes will specify the knowledge and skills appropriate to the field of study and identify the ways in which these will be developed and evaluated in students. Programme Learning Outcomes must demonstrate how Honours degree Benchmark Statements are addressed where a set exists which are relevant to their Programme. Subject Benchmarks are available on the [QAA website](#) and cover most subjects offered at undergraduate level. Learning Outcomes shall also address any relevant professional requirements, e.g. PSRB standards; HEA Professional Standards Framework.

14.5 Programme Learning Outcomes must identify the ways in which students' transferable intellectual skills will be developed and evaluated, in particular their ability to:

- Communicate clearly in speech, writing and other appropriate modes of expression;
- Argue rationally and draw independent conclusions based on a rigorous; analytical and critical approach to data, demonstration and argument;
- Apply what has been learned;
- Demonstrate an awareness of the Programme of study in a wider context.

Assessment

15.1 Each Unit must include a summative assessment strategy which is aligned with the intended Learning Outcomes, learning activities and level of study. All stated Learning Outcomes for a Unit will be summatively assessed at their designated level. Summative assessment should be set in such a way as to eliminate opportunities for plagiarism and demonstrate independent learning and abilities. All assessment will normally take place in the academic period in which the Unit(s) is / are taught.

15.2 All Undergraduate Programmes of Study leading to awards of the University shall comply with the [Assessment Regulations for Undergraduate Programmes of Study](#) which cover:

- The assessment of students;

- The accumulation of credit by students;
- The reassessment of students;
- Awards and classifications
- Student engagement with the Programme.

15.3 Programme Teams may seek approval from the Academic Quality and Standards Committee for course-specific variations to the regulations relating to assessment /reassessment, or for exemption from particular assessment / re-assessment regulations where these conflict with PSRB requirements.

15.4 Each 30 credit and 60 credit Unit must contain no more than three elements of summative assessment. 15 credit Units must contain no more than two elements of assessment.

15.5 Where appropriate, an element of assessment may be made up of more than one component, e.g. a written and an oral report or a series of practical exercises but this must be achievable within the University's student effort tariff and the components that make up the element of assessment must be submitted and marked as one piece of work. There should be very few summative assessments that have sub-elements.

15.6 Each Unit Specification will include the summative assessment items, together with any specific requirements for passing the Unit (e.g. requirement to obtain a pass grade higher than 40% and/or attendance requirements). The assessment details for each Unit will be subject to validation.

15.7 The delivery of the assessment strategy should be managed by the Programme Leader and show a balance of assessment across the course. In determining the assessment for a Unit, account will be taken of assessment loading, together with consideration of the assessment design, schedule and loading for the course as a whole. The aim is to ensure some standardisation of the assessment loading across different Units and Programmes.

15.8 Where Units include an attendance requirement, this must be included in the Unit Specification and approved at validation.

15.9 The Programme Leader is responsible for the appropriate volume, timing and balance of

assessed work. In all cases, there should be clear statements in the Unit Specification regarding workload to ensure that appropriate time is allocated to the summative assessment activities. Submission dates for all elements of assessment will be determined on an annual basis and prior to the commencement of a Programme. Students must be provided with details of coursework submission dates at the earliest possible opportunity.

15.10 Programme Teams are encouraged to use formative assessment as a means of delivering early feedback and encouraging student success. The key principle of formative assessment is for the Programme Team to develop appropriate opportunities for such assessment to be undertaken. Formative assessment should be used as an opportunity to provide student support. It should be used judiciously and be appropriately timed to facilitate student progress and designed to ensure that the academic team can provide constructive feedback in a timely manner.

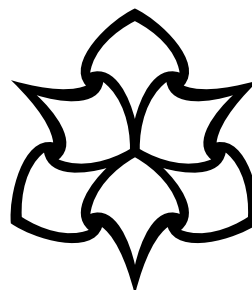


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