

UCL Academic Manual

2015-16

1 Introduction

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

1.1 Purposes

1. The main purposes of the QCF are:
 - i) To promote a shared and common understanding of UCL qualifications;
 - ii) To promote consistency in the use of qualifications and credit across UCL faculties and departments;
 - iii)

Chapter B6: Assessment of Students and the

2 The Qualifications of UCL

1. The following qualifications are accredited by University College London, granted under the ordinances and statutes of the University of London¹ and governed by this Qualifications and Credit Framework:

2.1 Undergraduate Qualifications

2.1.1 Basic Level (level 3)

University Preparatory Certificate (UPC)

2.1.2 First Level (level 4)

Bachelor of Laws (LLB)

Bachelor of Medicine, Bachelor of Surgery/ Integrated Bachelor of Science (MB,BS/ iBSc)

Bachelor of Science (BSc)

Bachelor of Science (Economics) (BSc (Econ))

Graduate Certificates & Diplomas

Graduate Certificate (Grad Cert)

Professional Graduate Certificate in Education (PgCE)

International Professional Graduate Certificate in Education (iPgCE)

Professional Certificate in Teaching and Learning in Higher and Professional Education (PCTL)

Graduate Diploma (Grad Dip)

2.1.5 Masters Level (level 7)

Integrated Masters Degrees

Master of Engineering (MEng)

Master in Science (MSci)

Master of Pharmacy (MPharm)

2.2 Taught Postgraduate Qualifications

2.2.1 Masters Level (level 7)

Postgraduate Certificates & Diplomas

Postgraduate Certificate (PG Cert)

Postgraduate Certificate in Education (PGCE)

International Postgraduate Certificate in Education (iPGCE)

Postgraduate Diploma (PG Dip)

Taught Masters Degrees

Master of Architecture (MArch)

Master of Arts (MA)

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

2.3 Postgraduate Research Qualifications

2.3.1 Masters Level (level 7)

Master of Research/ Doctor of Philosophy (MRes/ MPhil/PhD)

Professional Doctorates

Doctor in Clinical Psychology (DClinPsy)

Doctor in Dentistry (DDent)

Doctor in Education (EdD)

Doctor in Educational Psychology (DEdPsy)

Doctor in Educational and Child Psychology (DECPsy)

Doctor in Orthopaedics (Doc. Orth)

Doctor in Psychotherapy (DPsychotherapy)

3 Framework Components

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

3.1 Qualification

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

3.2 Programme of Study

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

3.3 Professional Accreditation

1. Many UCL qualifications are recognised or accredited by Professional, Statutory Threshold Qualification Requirements which may include additional learning hours, credits, assessments and fitness to practise procedures.

2. A programme may require exemption from certain UCL regulations in order to comply with professional standards. All exemptions must be approved by Education Committee and detailed in the individual Programme Specification.

3.4 Field of Study

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

Basis	Definition	Degree Title Conventions
Single	A programme which comprises one subject or which reflects a combination of subjects presented as an integrated whole.	The degree title should reflect the nature of the programme curriculum and outcomes.
Combined (Joint)	A programme with an approximately equal balance between two subjects.	Subjects should be listed as approved in the programme specification and the 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 join the two subjects.
Triple (three subject)	A programme with an approximately equal balance between three subjects.	Subjects should be listed as approved in the programme specification with a comma separating the first two subjects and the before the third subject.

Table 1

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

Academic Level

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



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

3.7 Academic and Calendar Years

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

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

Table 3

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Qualification	Total credit requirements	Max. credit at lowest level	Min. credit at level of qualification
Certificate of Higher Education	120	120 at level 4	120 at level 4
Diploma of Higher Education	240	150 at level 4	90 at level 5
Foundation Degree	240	150 at level 4	

3.9 Modes of Attendance

1. The mode of attendance describes the frequency of attendance of a student on

Modes of Study

1. The mode of study describes how learning and teaching are structured within a programme:

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

3.12 Taught Components on Research Programmes

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

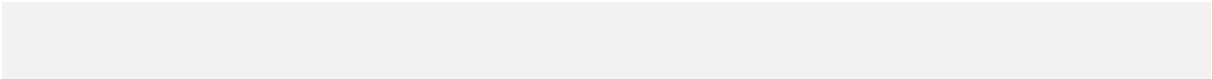
3.13 Interim Qualifications

1. An approved programme of study may include one or more interim qualifications to recognise the achievements of any students unable to complete the full qualification.
2. Details of the minimum credit and level requirements for each interim qualification are specified in the Threshold Qualification Requirements.
3. The programme specification should include discrete, defined programme learning outcomes for each validated interim qualification.
4. Students must only be considered for an interim qualification where it is an approved component of the programme of study on which they are enrolled, and where they are unable to complete, or have failed to meet the requirements for, the full qualification. Interim qualifications are not awarded automatically, nor are they a student entitlement.
5. Table 8 defines the interim qualifications which may be considered as part of the programme.

Qualification	Available Interim Qualifications
Certificate of Higher Education	-
Diploma of Higher Education	

4 Qualification Descriptors

1. Qualification Descriptors describe the typical attributes of the main qualifications offered by UCL and provide a reference point for the development of programmes and modules. The following descriptors outline the basic



	minimum of 120 credits at level 7. The qualification typically takes 4800 hours, or four FTE academic years, to complete.
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Table 9

4.2 Taught Postgraduate Qualifications

Masters level (level 7)	
Postgraduate Certificate	<p>The PG Cert is a Masters-level short programme which may be a stand-alone award or a named interim qualification on a Masters or PG Dip programme.</p> <p>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.</p>
Postgraduate Diploma	<p>The PG Dip is a Masters-level short programme which may be a stand-alone award or a named interim qualification on a Masters programme.</p> <p>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.</p>
Taught Masters Degree	<p>A Taught Masters is a level 7 qualification distinguished from the PG Cert and PG Dip by an increased intensity and complexity of study, a planr</p>

4.3 Postgraduate Research Qualifications

Masters level (level 7)

Research Masters Degree

The Research Masters (MRes, MPhilStud) is a level 7

	<p>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.</p>
<p>Professional Doctorate</p>	<p>Professional Doctorates aim to develop an individual's professional practice and to support them in producing an original contribution to professional knowledge.</p> <p>Programmes include a substantial taught element in addition to the research component. Programmes typically require three FTE calendar years of study at level 8 and students must be registered for at least two calendar years.</p>

Table 11

5 Level Descriptors

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

Level	Descriptor
Basic/ introductory level	Students successfully completing programmes or modules at this level will have demonstrated: a skills base of conceptual and factual knowledge with some appreciation of the field of study and of terminology used an ability to apply those skills independently in a range of complex activities or with guidance when working with greater complexity.

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.

Masters level

Students successfully completing programmes or modules at this level will have demonstrated:

a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their field

a comprehensive understanding of techniques applicable to their own research or advanced scholarship

6 The Recognition of Prior Learning (RPL)

6.1 Definitions

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

6.2 Core Principles

1. The recognition of RPL is entirely at the discretion of UCL.
2. Applicants are responsible for demonstrating to UCL that the prior learning evidences the required skills and knowledge, and that the learning is still current. UCL must be satisfied that, by successfully completing the remaining part of the programme, the applicant will have had the opportunity to fulfil the programme objectives and attain the standards required for the qualification.
3. If agreed, RPL becomes part of the agreement

cognate Honours degree at another HEI and wishes to transfer to a UCL Honours degree, or a student who has completed a PG Cert and wishes to enrol on a UCL Masters.

2. Applications for APL for advanced entry may be considered, at the discretion of UCL, where:
 - a) There is space for additional students on the UCL programme concerned; and
 - b) UCL is satisfied that the student is at least as well qualified as students who were able to satisfy the standard entrance requirements at initial entry; and
 - c) UCL is satisfied that the learning can adequately replace the UCL modules concerned; and
 - d)

- d) The applicant is able to provide evidence of their background and experience that satisfies UCL as to their fitness to follow the programme; and
 - e) The applicant satisfies UCL's English Language proficiency requirements; and
 - f) The learning is at an appropriate level and in an appropriate discipline; and
 - g) The learning has been completed within the last five years.
2. Table 14 specifies the maximum number of EPL credits for which a student can apply for each group of UCL qualifications:

UCL Qualification	Maximum EPL
Certificate of Higher Education	Up to 30 credits
Diploma of Higher Education	Up to 30 credits
Foundation Degree	Up to 30 credits
Honours Degree	Up to 30 credits
Graduate Certificate	Up to 20 credits
Graduate Diploma	Up to 30 credits
Postgraduate Certificate	Up to 20 credits
Postgraduate Diploma	Up to 30 credits
Integrated Masters	Up to 30 credits
Taught Masters	Up to 30 credits
Research Masters	Up to 30 credits

Table 14

- 3. Where UCL deems it necessary, an applicant for EPL may be required to pass a qualifying examination or to meet other appropriate qualifying conditions prescribed by the UCL department.
- 4. Credits for modules awarded through EPL are included in the total number of

are not graded nor included in the classification calculation.
- 5. Details of the application process for students wishing to use EPL for advanced entry can be found in the Admissions, Registration and Student Conduct Framework.

6.6 Advanced Entry to Research Programmes

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

7.2 Credit-bearing Modules

1. Credit-bearing modules lead to the award of UCL credit. Modules may be taken as stand-alone courses or a learner may use the credit to apply for advanced entry to a UCL programme leading to a UCL qualification.
2. Credit-bearing modules must be:
 - a) Appr

2. All applications for advanced entry to taught programmes must meet the criteria set out in the Recognition of Prior Learning regulations.
3. Applications for advanced entry to taught programmes will not be considered where the credit is more than five calendar years old.

8

Threshold Qualification Requirements

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

Definitions:

Years of FTE study the minimum length of time needed to complete the qualification if studied on a full-time basis (part-time modes of study are calculated pro-rata).

Level the academic level at which the qualification is awarded e.g. a BSc (Hons) is awarded at level 6.

FHEQ Credits the minimum number of credits needed to successfully complete the qualification, aligned to the UK Framework of Higher Education Qualifications.

Notional learning hours the hours of study typically required to complete the qualification, based on a ratio of 1 FHEQ credit to 10 notional learning hours.

ECTS credits the value of the UCL qualification when translated to the European Credit Transfer System (ECTS) (UCL credits are translated to ECTS at a ratio of 2:1).

Range of levels the academic levels included in the qualification e.g. a 3-year BSc includes levels 4, 5 and 6.

Standard credits per level the number of FHEQ credits typically studied at each academic level to achieve the qualification. The number of credits in each level may be adjusted within defined parameters to suit the needs of the individual programme/ field:

Maximum credit taken at lowest level the greatest number of credits which may be taken at the lowest academic level e.g. a BSc typically includes 120 credits at level 4 but may include as many as 150 credits at level

Possible Interim Qualifications the range of interim qualifications which may be included as an approved component of a programme of

8.1 Undergraduate

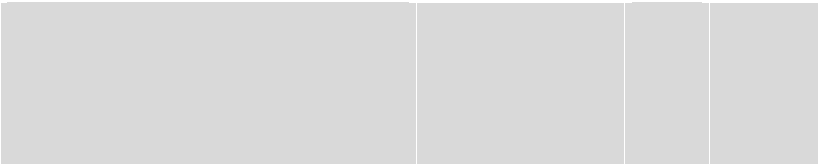



Table 1

8.2 Taught Postgraduate Qualifications

8.3 Postgraduate Research Qualifications



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