

Principles and Guidance for Design of Undergraduate Courses from 2012 Revised 22 February 2012

1. Introduction

1.1 The Undergraduate Regulatory Framework (URF) defines the regulations and requirements for all undergraduate awards at the University of Worcester. It is consistent with the *Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland* (QAA, 2001/2008) which specifies the level of study required for specific types of awards, and also the *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England* (QAA, 2008) which sets out guidance on the minimum credit requirements for HE qualifications.

1.2 This document provides advice and guidance on the design of courses following the revisions to undergraduate programme structures agreed in January 2012 for implementation in 2013/14.¹ Parallel work will be undertaken to update the URF to ensure consistency.

2. General Principles for Course Design

2.1 The principles for course design set out the standard requirements for courses governed by the URF, and more specifically for those Honours degree programmes that previously came under the Undergraduate Modular Scheme. These requirements are regarded as the norm and courses must comply with the common design principles, structures and other requirements set out here. This ensures comparability of opportunity and experience, and consistency of treatment, for all students on undergraduate courses. In specific circumstances, where course teams consider they have a strong case to deviate from some aspect of these requirements, for example on the grounds of meeting professional body requirements, this must be made clear in the proposal put forward for approval.

Principles of modular design

2.2 The achievement of awards within the URF is based on the principles of **credit accumulation** where credit is gained through the successful achievement of designated learning outcomes at a specified level(s). The amount of credit achieved relates to the amount of learning, with each unit of credit representing 10 hours of student learning. Each course is divided into discrete modules, which are credit rated and have specific learning outcomes. As students successfully take and pass modules they accumulate credit towards specific awards.

2.3 Courses within the URF are modular in design to provide flexibility and promote efficiency in course structure and delivery, to enable development of inter- and multi-disciplinary programmes of study, to facilitate student choice and to ensure equity of experience for students in terms of hours of study, assessment, etc. Modular courses also provide opportunities for accreditation of prior and/or experiential learning (APL/APEL), step on/step off points and intermediate awards for credit achieved.

¹ At this point in time (Jan 2012) the precise implications for FD and HN programmes has not been detailed.

2.4 All elements of a course which are summatively assessed and contribute to the achievement of the award should be integrated within a module which bears credit. This includes work-based learning which is formally assessed and contributes to the award. Similarly, placements in professional courses should be incorporated within a module which is credit-rated if they are formally assessed against specified learning outcomes and contribute to the final award.

Principles of curriculum design

2.5 The design of all courses must take account of the **UK Quality Code in Higher Education** (formerly the academic infrastructure composed of the FHEQ, subject and qualification benchmark statements, and the QAA code of practice), and where relevant professional, statutory and regulatory body requirements.

2.6 In addition, curriculum design must be informed by the University Learning, Teaching and Assessment Strategy and associated policies (see documents under **Policy and Regulatory Framework** on AQU webpages <http://www.worc.ac.uk/aqu/658.htm>), and including the new *Principles underpinning the undergraduate curriculum*.²

2.7 In designing curricula, teams will need to ensure they have given due consideration to, and made explicit:

- the development of higher level cognitive skills, transferable skills and work-related skills, including those related to critical awareness, problem solving, research and enquiry
- student employability and career management guidance and education, including implementation of the 'employable Worcester (post)graduate' framework
- matters of inclusion, equality and diversity, and particularly inclusion for disabled students
- learning experiences which develop international understanding and cultural awareness
- embedding of academic tutoring
- the research informed nature of the curriculum
- developing graduates who are ethically and environmentally responsible.

2.8 Following agreement on the revisions to the structure of the academic year, course teams are required to specify an **academic calendar for each year of the course**. This calendar will provide information regarding the activities to be scheduled for students in vantage weeks³ when the normal timetable is suspended. This will be an integral part of the course approval process.⁴

Principles of assessment design

2.9 The agreed changes to module and academic year structures necessitate some review of assessment at both course and module level. Course teams are expected to take a **strategic approach to the design of assessment**, taking account of the University's

² The intention is to incorporate this document with the Curriculum Design Policy document.

³ Courses/Subjects are encouraged to use their own terms to describe these weeks.

⁴ The requirements for course approval will need to be amended to refer to this.

Assessment Policy and associated guidance. The Programme Specification requires a brief statement on course assessment strategy (advice is provided in the template).

2.10 In designing an assessment strategy, teams will need to ensure they have given due consideration to, and made explicit:

- balance and scheduling of summative assessment across the academic year
- approach to formative assessment
- relationship of assessment to learning and teaching and to course and module learning outcomes
- range of assessment modes and progression
- approach to assessment and grade criteria
- arrangements for providing students with feedback on assessments.

2.11 As well as the statement of assessment strategy within the programme specification, course teams will be required to provide for approval an **assessment map** showing the assessment modes for each module and an **assessment schedule** of summative assessment hand-in dates. In relation to the latter, there is a **standard submission date of week 28 for Independent Studies** and agreement that submission dates for other summative assessments shall not be in the preceding three weeks.

3. Course Design Requirements

Modules in the Undergraduate Regulatory Framework

3.1 A module is a discrete unit of study leading to specified learning outcomes which are summatively assessed. Modules are identified by credit value and by level. The level⁵ of a module 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.

3.2 Modules must have a specific code and title and be distinctive overall in terms of their aims, specific learning outcomes, content and assessment. This will be defined for each module in an approved definitive '**module specification**'.

3.3 Each module will have defined learning outcomes at either level 4, 5 or 6. Where a module is offered at more than one level (e.g. level 5 and 6) each version must be presented in a separate module specification with clearly differentiated learning outcomes and assessment.

3.4 Each unit of credit represents 10 hours of student learning and the **standard size of a module is normally 30 or 15 credits**. 30 credit modules are normally taken over a whole academic year, with 300 total learning hours; 15 credit modules of 150 learning hours are always taken in one semester.

3.5 The distribution of student learning hours within a module is a matter for the professional judgement of the module leader/team. However, the requirements for **publication of information on learning and teaching activities**, necessitates that information is provided for

⁵ For guidance on credit levels see Higher Education Credit Framework for England - HECF: <http://www.qaa.ac.uk/england/credit/creditframework.pdf> ; Southern England Consortium for Credit Accumulation and Transfer - SEEC: <http://www.seec.org.uk/academic-credit/seec-credit-level-descriptors-2010>; EWNI credit level descriptors (formerly NICATS) http://www.nicats.ac.uk/about/prn_tlevl_descriptors.pdf.

each module of the amount of time spent in scheduled activity etc. The revised module specification requires this information.

3.6 Modules of multiples of 15/30 credits are *exceptionally* permitted at level 6, as are 30 credit modules delivered in one semester, at level 5 or 6. Courses must establish the educational justification for inclusion of larger credit modules and these are normally only permitted where the subject matter prohibits meaningful use of modules of smaller size. For example, modules requiring practice placements and time for reflection or work-based learning over longer periods, and performance-related areas of curriculum.

3.7 Each module will have an assessment strategy which is aligned with the intended learning outcomes and learning activities, and all stated learning outcomes for a module will be summatively assessed at their designated level [for further guidance related to assessment see the UW Assessment Policy <http://www.worc.ac.uk/aqu/documents/AssessmentPolicy.pdf>].

3.8 Within a course, a module may be specified as **Mandatory or Optional** (see the URF for formal definitions of each). Each course must have an **Award Map** which lists all modules which are mandatory and optional for the course and any specific requirements for each award (e.g. Single Honours, Major, Joint, Minor). This forms part of the Programme Specification (see Appendix 1 for a Sample Award Map for a combined award).

3.9 Modules may also have **pre-requisites**, i.e. modules that must be taken and passed before another specified module can be taken. The use of pre-requisites must be educationally justified and specific to the module in which they are included, i.e. the pre-requisite is a requirement for the module and does not differ between awards. No module may be a pre-requisite for another module at the same level and 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.

3.10 Pre-requisites can take the following forms:

- a specific named module (or exceptionally two or more modules)
- either module x or module y
- one of module x, y, z, ...
- any XXXX coded module.

Careful consideration should be given to the use of pre-requisites, and where possible they should be kept to a minimum. Where a module does not have a pre-requisite it will indicate that it can be taken by a student who has not completed any modules from the preceding level.

3.11 Pairs of modules at the same level may be specified as **co-requisites**, i.e. a module required to be taken at the same time as another module. Co-requisites must be educationally justified and specific to the module(s) in which they are included, i.e. the co-requisite is a requirement for the module(s) and does not differ between awards. 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. The use of co-requisites is extremely rare.

3.12 It will no longer be necessary to designate modules as 'open' or 'closed'.

3.13 Modules may be shared by more than one course, i.e. although offered by a particular subject/discipline they can be identified as part of a course 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 modules will be listed in the award map for a specific course within

the programme specification. Modules that are shared across courses in this way must retain the module code designated by their host subject/course.

3.14 Modules with substantially similar content should be identified by specifying that they are an **excluded combination**, ie a student is not permitted to study both modules as part of their programme of study.

3.15 There is no longer a requirement for a mandatory Independent Study module in Honours degree programmes. Where a course/subject does include such a module it is normally 30 credits value at level 6 and can be taken over one or two semesters. Use of the term 'Independent Study' in the URF is reserved specifically and exclusively for this purpose. A student on an Honours Degree course may take only one Independent Study. Guidance for courses/subjects wishing to make the Independent Study in level 6 of Honours degree programmes optional, or to offer a level 6 Honours course that does not include an Independent Study or similar is available at <http://www.worcester.ac.uk/aqu/documents/IndependentStudyGuideTemplate.doc>.

4. Undergraduate Honours Degree Awards

General Requirements

4.1 Undergraduate Honours Degree awards include both **single subject** and **combined subject** awards, i.e. Joint and Major/Minor Honours awards.

4.2 Each award must be distinct from that of 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.

4.3 A particular combination of modules at levels 5 and 6 must be discrete to a particular award title; it must not be possible for students to take the same diet of level 6 modules and be eligible for two or more award titles. The **minimum** differentiation must be 30 credits at level 6.

4.4 The modules specified for a Joint Honours or Minor pathway must justify the award title.

4.5 Each course leading to an award is comprised of an approved set of modules and has a **Programme Specification**, including an award map specifying the mandatory and optional modules for the award(s), which is reviewed and updated annually.

4.6 The design of a course that is intended to lead to a **Single Honours award must** provide the opportunity for students to take Elective modules equivalent to 30 credits at each of level 4 and level 5.

4.7 The number of **mandatory modules** in any course is discretionary within the confines of the credit requirements for each level of the award. However, in the design of Single and Joint Honours pathways in a specific subject, at level 4 there must be **appropriate commonality in the core modules** to enable students to transfer between pathways.

4.8 At levels 4 and 5, programmes must normally be designed to ensure that **at least half of the student's programme of studies is composed of 30 credit modules** delivered over the academic year.

Specific Design Requirements for Single Honours Degree Awards

4.9 The defined course leading to a Single Honours award in a particular subject must account for a minimum of 300 credits of the total programme for an Honours degree, i.e. 360 credits. The remaining 60 credits at level 4 and level 5 consist of either optional modules as set out on the award map for the course or Elective modules.

4.10 Each course leading to a Single Honours must be designed to include a minimum 120 credits at each of level 4 and level 5, and 120 credits at level 6 (see Table 1). At levels 4 and 5, there should be at least two 30 credit modules.

4.11 There are no specific requirements for the design of level 6, although it is usual to include an Independent Studies module, and course teams are encouraged to consider carefully the balance of 30 and 15 credit modules. Larger modules are permitted at level 6, but only if justified on educational grounds related to practical projects, performance, research or work-based learning, and will be subject to approval.

Specific Design Requirements for Combined Subject Honours Degree Awards

4.12 Although all students commence their studies registered for a Joint Honours programme, two types of combined subject awards are offered: Joint and Major/Minor awards. These are defined according to the proportion of credit placed in the two subjects which are combined (as defined in the URF). Thus there is a minimum requirement for the credit (modules) required to be available at each level in the design of a course leading to a Joint or Major or Minor Honours Award (see Table 1, para 4.18).

4.13 At level 4 a Joint Honours subject must account for 60 credits which must include at least one 30 credit module and must include core modules shared with the Single Honours programme to enable students to transfer from Joint Honours to Single Honours at the end of level 4.

4.14 **Joint Honours degree awards** have a broadly equal balance between the two component subjects. Thus, a defined group of modules, including a minimum of 60 credits at level 4, 60 credits at level 5, and 60 credits (inclusive of an Independent Study module where appropriate) at level 6 must be available in each subject for courses leading to Joint awards.

4.15 In **Major/Minor Honours degree awards**, the major subject accounts for approximately two thirds and the minor subject one third of the total credits for the award.

4.16 The **Major** component of an award consists of a defined group of modules, including a minimum of 60 credits at level 4, 90 credits at level 5, and 90 credits at level 6 (inclusive of an Independent Study module if appropriate) must be available in the subject.

4.17 The **Minor** subject consists of a defined group of modules, including a minimum of 60 credits at level 4, 30 credits at level 5, and 30 credits at level 6. This will normally be a 30 credit module at levels 5 and 6.

4.18 Minimum Credit required at each Level in the Design of a Course leading to Single, Joint and Major/Minor Honours Awards – Table 1

Level	Award	Subject 1	Subject 2	Elective modules
Level 4	Single Hons	90/120*	0	0/30
	Joint Hons	60*	60*	0
Level 5	Single Hons	90/120	0	0/30
	Joint Hons	60	60	0
	Major/minor Hons	90	30	0
Level 6	Single Hons	120	0	0
	Joint Hons	60	60	0
	Major/minor Hons	90	30	0

Notes: *Must include shared core modules

4.19 At the end of level 4 students may transfer course or pathway subject to meeting pre-requisites and being able to compose a valid programme of study. Course transfers are subject to the agreement of the course leader for the new programme. A Single Honours student may transfer to Joint Honours, and exceptionally a Joint Honours student may transfer to one or two new subjects if this is permitted by pre-requisites.

4.20 Most courses/subjects require completion of a 30 credit Independent Study module at level 6. A Joint Honours student may opt to complete an Independent Study in either subject or bridging both subjects. Courses that do not require completion of an Independent Study module for Single Honours, Major or Joint Honours, must indicate at approval how they will meet the requirements of the FHEQ for Honours degrees and the specific requirements of subject benchmark statements.

4.21 Joint Honours students may opt to study 60 or 75 credits in one subject at level 5 and 60 or 45 credits in the second subject. Alternatively a student may switch to a Major/Minor award by taking 90 credits in subject one and 30 credits in subject two. These patterns of study can also be taken at level 6. In determining whether the award to be made is Joint Honours or Major/Minor Honours, credits taken in each subject at levels 5 and 6 will count as follows:

Subject 1	Subject 2	Award
120	120	Joint Hons
135	105	Joint Hons
150	90	Major/minor Hons
165	75	Major/minor Hons
180	60	Major/minor Hons

Dr Marie Stowell
Director of Quality and Educational Development

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ASQEC	21 st March 2012	Paras 4.9, 4.10, 4.12, and 4.18 (table), 4.21 updated for clarification

Appendix 1 Sample Award Map template for SH/JH

Note: actual templates are found on the AQU webpages for SH only courses and for SH/JH courses.

Course Title:	Year of entry:
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Level 4						
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))		Pre-requisites (Code of Module required)	Co-requisites/ exclusions and other notes*
			Single Hons	Joint Hons		

*indicate if a module is 'non-standard' delivery (eg 30 credit module delivered in 1 semester)

Single Honours Requirements at Level 4

Single Honours students must take 120 credits in total, at least 90 of which must be drawn from the table above to include

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint Honours Requirements at Level 4

Joint Honours students must take 60 credits from the table above to include

Level 5								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
			SH	Maj	JH	Min		

Single Honours Requirements at Level 5

Single Honours students must take 120 credits in total, at least 90 of which must be drawn from the table above to include

Single Honours students may also choose to take elective modules to the value of 30 credits from the listing of elective modules provided for undergraduate degree programmes, or take additional modules from the table above to the value of 30 credits.

Joint, Major and Minor Honours Requirements at Level 5

Students following Joint Honours pathways can adjust their studies at level 5 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see SOLE.

Major Pathway Requirements at Level 5

Major Pathway students must take at least 60 and no more than 90 credits from the table above to include

Joint Pathway Requirements at Level 5

Joint Pathway students must take 60 credits from the table above to include

Students intending to complete their Independent Study in this subject must take

Minor Pathway Requirements at Level 5

Minor Pathway students must take at least 30 credits and no more than 60 credits from the table above to include

Level 6								
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))				Pre-requisites (Code of Module required)	Co-requisites/exclusions and other notes*
			SH	Maj	JH	Min		

Single Honours Requirements at Level 6

Single Honours students must take 120 credits from the table above to include

Joint, Major and Minor Honours Requirements at Level 6

Students following pathways in two subjects can adjust their studies at level 6 to take more modules in one subject or can maintain an equally balanced programme of modules in each subject. The precise award title (Joint Hons or Major/Minor Hons) depends on the total number of credit achieved in each subject at levels 5 and 6 – for further information see SOLE

Major Pathway Requirements at Level 6

Major Pathway students must take either 75 or 90 credits from the table above to include

Joint Pathway Requirements at Level 6

Joint Pathway students must take either 60 or 75 credits from the table above to include

Joint pathway students taking their independent study in this subject must take

Joint pathway students who choose to place their Independent Study in their other joint subject must take

Minor Pathway Requirements at Level 6

Minor pathway students must take either 30 or 45 credits from the table above to include

