

## University of York

### Taught Postgraduate Modular Scheme: Framework for Programme Design

This document sets out the requirements and parameters of the taught postgraduate modular scheme for those involved in programme design and review.<sup>1</sup>

The scheme applies to all programmes commencing in or after academic year 2011/12

The document should be read in conjunction with the [Guide to Assessment, Standards, Marking and Feedback](#)

#### CONTENTS

Section A	Introduction
Section B	Overview of the modular scheme
Section C	Award requirements
Section D	Module requirements <ul style="list-style-type: none"><li>• Module assessments and marks</li><li>• Permitted module sizes and shapes (the 'toolkit')</li></ul>
Section E	Practice placements
Section F	Stepping-off points

#### Appendices

Appendix I	Glossary
Appendix II	Timing of reassessments in Masters programmes
Appendix III	Characteristics of 'short fat' and 'long thin' modules
Appendix IV	Programme titles

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<sup>1</sup> As approved by Senate and University Teaching Committee (Senate M08/42 refers; UTC M08/44, M08/241 and M09/10 refer).

## A. INTRODUCTION

- A.1 This document sets out the award and module requirements of the taught postgraduate modular scheme (Masters,<sup>2</sup> Postgraduate Diplomas, Postgraduate Certificates). **It applies to all programmes commencing in or after academic year 2011/12<sup>3</sup>.**
- A.2 Details of the compensation, reassessment and award rules relating to taught postgraduate programmes from 2011/12 are available in the [Guide to Assessment, Marking, Standards and Feedback](#).
- A.3 The [programme specification template](#) provides additional guidance and prompts to programme designers, as well as providing clear statements for students about a programme's structure and intended learning outcomes.
- A.4 Underlined terms are defined in **Appendix I**.

## B. OVERVIEW OF THE MODULAR SCHEME

- B.1 The University of York operates a modular scheme for taught programmes. The modular scheme requires academic programmes to comprise of modules, which are allocated a certain credit value based on notional student workload, and are assigned to levels based on their academic content and outcomes. To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the Award Regulations, programme specifications and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment. Some credit may be awarded where failure has been compensated by achievement in other modules. Some opportunities for reassessment are available.
- B.2 Exceptions to the Award Regulations will be permitted to meet non-negotiable requirements of Professional, Statutory and Regulatory Bodies (PSRBs). Exceptions require University Teaching Committee approval.
- B.3 Individual student cases of mitigating circumstances will be dealt with by the appropriate departmental and University committees.

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<sup>2</sup> Includes MRes, but does not include Masters *by* Research

<sup>3</sup> With the exception of PGT programmes in the Department of Electronics

## C. AWARD REQUIREMENTS

- C.1 A degree/diploma/certificate will only be awarded on the basis of credits accumulated as part of an approved programme of study. However, a student may be eligible for a lower volume award than the award for which they registered, provided that they have met the requirements. See also Section F below regarding stepping-off points.

Award	Credit volume (minimum and norm) $\Omega$	Min credit at level of the award (i.e. level 7 (M))	Max credits at lowest level
Masters	180	150	Max 30 credits at level 6 (H)
Postgraduate Diploma	120	90	Max 30 credits at level 6 (H)
Postgraduate Certificate	60	40	Max 20 credits at level 6 (H)

$\Omega$  A programme may consist of a higher credit volume where necessitated by a practice placement or vocational element or where the programme is delivered in collaboration with a European institution(s) (this requires specific UTC approval).

- C.2 Where programmes are offered on a part-time, flexible basis, with a staged approach taken to the award of qualifications (for example, distance learning programmes that require students to register initially for a Postgraduate Certificate programme before progressing to a Diploma), programme designers need to be mindful of the volume of level 6 (H) credit permitted, to continue to enable the award of a Postgraduate Certificate for successful completion of the first 60 credits of the programme.
- C.3 See the University [guidance on credit level descriptors](#).

## D. MODULE REQUIREMENTS

### Module assessments and marks

- D.1 Every module shall be summatively assessed in order to obtain an indication of a student's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.
- D.2 Each module should carry one numerical mark, unless the module is designated as pass/fail (see below). The pass mark for level 7 (M) modules is 50.
- D.3 Level 7 (M) modules may only be marked on a pass/fail basis with the permission of University Teaching Committee. Approval of such modules will only be granted where there is a convincing rationale for this approach (for example, competency based modules in professional/vocational subjects or where students are being introduced to a wide variety of techniques as part of an interdisciplinary programme). Such modules cannot be compensated.
- D.4 All level 6 (H) modules taken as part of a postgraduate programme must be marked on a pass/fail basis.<sup>4</sup>
- D.5 Boards should also give thought to the possibility of designating some modules as non-compensatable, particularly within Postgraduate Certificate programmes given their small credit volume, to ensure that it is not possible for Postgraduate Certificates to be awarded to students who have achieved failing marks in key components of the discipline reflected in the intended learning outcomes for the award. The designation of modules as non-compensatable and/or not available for reassessment requires specific approval from UTC. The risks related to such modules, and possible alternatives must be fully considered (for more information, see the [Framework for Programme Design of Undergraduate modules](#), Appendix VIII).

<sup>4</sup> It is expected that level 6 (H) credit will usually be used towards the beginning of a programme (e.g., to bring students from different backgrounds to the same threshold level and/or introduce skills relevant to the discipline).

### **Timing of assessments and reassessments**

- D.6 Boards of Studies should determine the timing of a module's first assessment(s). There are no common assessment periods for taught postgraduate programmes. However, the timing of assessments should fit with the module sizes and shapes adopted (i.e., summative assessments for modules should take place at the end of a module (and during where in-course assessment is used)). A module's 'shape' (see below) should represent teaching, learning and assessment - not just teaching.
- D.7 Boards of Studies should determine a module/programme's schedule for reassessments. All 'taught' module reassessments must be completed and marked in time for the final Board of Examiners, which must complete its business by the end of the Autumn term at the latest, and ideally, where possible, by the end of November.<sup>5</sup> Additionally, where possible, students should undertake reassessments of 'taught' modules before they embark on significant work on their independent study module (ISM). Further information about the issues and principles that Boards should consider when deciding on the timing of reassessments is provided in **Appendix II**.
- D.8 If Boards would like the University's Exams Office to organise examinations these will need to take place during week 1 of the Spring term, week 1 of the Summer term or weeks 5-9 of the Summer term.
- D.9 Assessment and reassessment schedules will require University Teaching Committee/Standing Committee on Assessment approval.

### **Permitted module sizes and shapes (the 'toolkit')**

- D.10 Modules and their associated credit values should reflect fully the volume and distribution of student learning, including assessment, rather than just teaching. In designing programmes, departments should consider the function(s) of the module(s) within the programmes and select modules of appropriate shapes and sizes to construct their programmes based on this (see **Appendix III**).
- D.11 On all taught postgraduate programmes students should have a roughly even workload for the duration of their programme. A full-time student's workload will normally amount to 40 hours a week (pro rata for part-time students).<sup>6</sup> Given the diversity of postgraduate programmes and their aims, the module sizes and shapes available (see below), and the flexibility in relation to the size of independent study modules (ISMs can be between 60 and 100 credits, see below) UTC has not mandated what the minimum and maximum workload for each term/the summer vacation should be. However, when Boards of Studies present new programmes and modifications to the Committee for approval it will consider carefully the workload balance and encourages Boards to consider the following examples of Masters programme structures:

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<sup>5</sup> It is hoped that, in due course, all departments will be able to make an end of November deadline for Exam Boards. This applies for programmes that run from October to September.

<sup>6</sup> A student's workload consists of all the work associated with the modules taken, including teaching (i.e., lectures, seminars, tutorials, workshops and laboratory and practical work), private study, work required during vacations, the preparation for course work, and assessment.

	Autumn term	Spring term	Summer term	Summer vacation
<b>Example 1</b>	40 credits	40 credits	40 credits	60 credits (ISM)
<b>Example 2</b>	40 credits	40 credits	100 credits (ISM)	
<b>Example 3</b>	50 credits	50 credits	80 credits (ISM)	

D.12 Postgraduate modules may have a value of 10, 20, 30\* or 40 credits,<sup>7</sup> and programmes may include a maximum of two 5 credit modules.<sup>8</sup> Modules may also have a value of 15 credits where this is required to enable modules to be shared with final stage integrated masters students.<sup>9</sup> In general, however, the use of 15 credit modules in taught postgraduate programmes is discouraged as they can lead to difficulties with tessellation. See below regarding independent study modules assessed by a dissertation or project report.

\* When considering using 30 credit modules Boards will need to reflect on the implications for compensation and reassessment opportunities. See the [Guide to Assessment, Marking, Standards and Feedback](#). It is suggested therefore that if 30 credit modules are used, this should be done in conjunction with 10 credit modules, otherwise students will be disadvantaged.

D.13 When considering programme structures and in particular the size of the ISM (see below), Boards of Studies need to be aware that they will impact on the proportion of 'taught' credit that students will be able to compensate. The credit weighted mean in the compensation criteria is calculated over the non-ISM modules of a Masters.<sup>10</sup>

D.14 It is expected that most modules will start at the beginning of a term and finish at the end of a term (or where week 1 of the following term is used for assessment, they will finish at the beginning of the next term). 10, 20, 30 and 40 credit modules may run over one, two or three terms. 15 credit modules may only run over three terms,<sup>11</sup> and 5 credit modules must be contained in a term. Using the term structure facilitates sharing of modules across departments/programmes, and also facilitates effective timetabling and best use of teaching space. However, it is recognised that, for good reasons, there may be programmes for which this is inappropriate (for example, where it is more appropriate for a particular student audience that they are taught in more intensive blocks (e.g., where there is shared teaching with CPD provision) or students are out on placement for part of a term). In such circumstances, Boards of Studies will need to make a case to UTC for this exception. Departments will also need to work closely with the Timetabling Office and must appreciate that such patterns can create problems for the timetable and room allocation, and may not always be possible to implement.

D.15 If a programme, for good pedagogic reasons, requires there to be contact with students during the Christmas and/or Easter vacations (e.g., for placements), this needs to be clear in Board of Studies proposals to UTC and in information for prospective and current students. It should be stressed that this point relates to clear communication with students. Vacations are not different for undergraduate and taught postgraduate students.

D.16 The following minima and maxima apply to the number of taught (i.e., non-ISM) modules that may be studied in a Masters programme:<sup>12</sup>

Maximum number of taught modules that may be studied simultaneously: 6

Minimum number of taught modules from which a Masters programme may be constructed: 4

Maximum number of taught modules from which a Masters programme may be constructed: 12

<sup>7</sup> One credit involves a notional workload of 10 hours. So a 10-credit module involves a notional workload of 100 hours, a 20-credit module a total of 200 hours' work etc.

<sup>8</sup> Exceptionally more than two 5 credit modules may be approved where a case can be made for requiring them for skills acquisition. More than two 5 credit modules requires specific UTC approval.

<sup>9</sup> Integrated Masters are covered by the Undergraduate Modular Scheme.

<sup>10</sup> See [Guide to Assessment, Marking, Standards and Feedback](#)

<sup>11</sup> In line with the undergraduate toolkit.

<sup>12</sup> Postgraduate Certificates and Diplomas that are intended awards (i.e., that are advertised and recruited to), and not simply Masters stepping-off points, should be designed in line with the toolkit parameters.

*Independent study module(s) (ISMs)*

- D.17 Masters programmes include a substantive supervised independent study component assessed by a dissertation or project report (though see D.20 below). Independent study modules (ISMs) comprise a minimum of 60 credits and a maximum of 100 credits. These credit values usually represent a single module but may represent the total credit value of more than one ISM.
- D.18 ISMs may be group projects with the permission of UTC. In considering approving group projects, UTC will need evidence that the project is an authentic group task (i.e., there is a necessity for group input / cooperation as a result of the scope or complexity of the task). Information will also be required about:
- whether the task will be assessing group processes, group products or both and how this will be undertaken
  - how marks will be assigned i.e., to individuals, to groups or both
  - if use will be made of peer or self assessment and, if so, how
  - how groups will be formed and how issues of group dynamics will be handled (e.g. conflict, illness)
- Most importantly, it should be clear how the assessment task and assessment processes guard against individual students being unfairly advantaged or disadvantaged.
- D.19 The credit value of an ISM should take into account the workload relating not only to the conduct of the research and the production of the outcome (dissertation or project report) but also to any compulsory supporting activities (for example, research skills sessions) whose outcomes will be assessed through the dissertation or project report. Research skills modules may still be offered as discrete modules with specified outcomes, which are separately assessed.
- D.20 A case may be made to University Teaching Committee to not include an ISM in a Masters programme (for example, CPD or 'professional' Masters, with an emphasis on high-level content and skills appropriate for a Masters award).

*Modules from other departments/programmes*

- D.21 The scheme does not allow for the use of elective modules in taught postgraduate programmes. Nevertheless, programme designers are encouraged to consider how or whether modules from other departments might be integrated into the programme design as optional modules to support the intended outcomes of the relevant programme. In such cases departments will need to consult on module sizes and shapes, as well as the capacity of modules to take additional students. Exceptionally it is acknowledged that the outcomes of some generic and/or interdisciplinary Masters' programmes could be met by students taking modules not identified explicitly as options within that programme. Boards of Studies/Graduate School Boards may approve such module selections by individual students, provided that:
- the substituted module contributes to delivery of the overall programme learning outcomes but does not replicate content/assessment from other modules;
  - the receiving department is willing and able to accept the student onto the module;
  - the departments' and student's timetable can accommodate the module selection with no clashes;
  - the assessment for the module is appropriate in the context of the overall programme.

## **E. PRACTICE PLACEMENTS**

- E.1 The learning associated with practice placements should be represented in credit terms, and should be assessed. This may require that the credit requirements for an individual programme will exceed the minimum credit requirements for the award. This is acceptable, provided it is done for good reason. Specific UTC approval is required. In such cases, departments should give consideration to identifying a non-accredited programme title to enable awards to be made to students who may have successfully achieved the outcomes required for an academic award but have not met the requirements for a professional award.

## F. STEPPING-OFF POINTS

- F.1 All Masters programmes must have a coherent 60 credit Postgraduate Certificate stepping-off point with defined learning outcomes. This might consist of one or several combinations of taught modules, but must be defined in advance in the programme specification.
- F.2 Boards are also encouraged (where possible) to have a coherent Postgraduate Diploma stepping-off point (120 taught credits). If the Masters ISM is bigger than 60 credits (i.e., there are less than 120 credits-worth of taught modules) it is still possible to have a Postgraduate Diploma stepping off point, if a Board of Studies so wishes. Students could be offered the choice to transfer to the Postgraduate Diploma and to undertake an appropriately sized module *instead of* the Masters ISM. This choice should be clearly set out in the programme specification. It should be noted however that a failed Masters ISM cannot be reassessed for the award of a Diploma.
- F.3 Postgraduate Certificates and Diplomas are named awards. The title for a Postgraduate Certificate may differ from that of the related Masters, if a Board of Studies feels that there is not enough specialist material to warrant the title (e.g., an MSc in Biogeography might have a stepping-off point called Postgraduate Certificate in Geography). It is acceptable for a Masters to have two Postgraduate Certificate exit awards: one that has the same title as that related to the Masters and requires specific modules containing specialist material to be passed and a second with a different title, which consists of achievement of any 60 taught credits (a student may only receive one award) Postgraduate Diplomas should normally have the same title as the related Masters.

## Glossary

Term	Definition
Assessment	<p><b>Formative assessment</b> has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment.</p> <p><b>Summative assessment</b> is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme.</p> <p><i>Definitions taken from the QAA CoP on the Assessment of Students, 2006</i></p> <p>An assessment process can, and often does, involve more than one of these assessment purposes. For example, an assessment component submitted during a module may provide formative feedback designed to help students improve their performance in subsequent assessments. An end-of-module or end-of-programme examination or other assessment normally results in a summative judgement being made about the level the student has attained, but any feedback on it may also have an intended formative purpose that can help students in assessment later in their programme, or on another programme.</p> <p><i>Text taken from the QAA CoP on the Assessment of Students, 2006</i></p> <p>A clear timetable for providing students with feedback should be available, students should receive feedback within six weeks of the submission of the assessment. This timetable should enable students to reflect and potentially improve on their performance.</p>
Award Regulations	The broad set of University-wide regulations that govern all programmes leading to the same award (for example, BA Hons, MA), which deal with issues such as, compensation and reassessment. See the <a href="#">Guide to Assessment, Marking, Standards and Feedback</a>
Compensation	Is the process by which an assessment board, in consideration of a student's overall performance, recommends that credit be awarded for part of a programme in which a student has failed to satisfy the assessment criteria, on the grounds that positive aspects of the overall performance outweigh the area of failure. Definition taken from (or modified from) <i>Credit and HE Qualifications: Credit guidelines for HE qualifications in England, Wales and Northern Ireland (November 2001)</i>
Credit	A quantified means of expressing equivalence of learning. Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level. One credit corresponds to a notional workload of 10 hours (including all classes, private study and assessment). Definition taken (or modified) from <i>Credit and HE Qualifications: Credit guidelines for HE qualifications in England, Wales and Northern Ireland (November 2001)</i>
Credit Level (for modules)	Indicates the module's relative intellectual demand, complexity and depth of learning and of learner autonomy. Definition taken (or modified) from <i>Credit and HE Qualifications: Credit guidelines for HE qualifications in England, Wales and Northern Ireland (November 2001)</i>
Learning Outcomes	Statements of what a student is expected to know, understand and/or be able to demonstrate (these can be at lecture (etc), module or programme level). Definition taken (or modified) from <i>Credit and HE Qualifications: Credit guidelines for HE qualifications in England, Wales and Northern Ireland (November 2001)</i>

Module	<p>A self-contained, formally structured, learning opportunity with a coherent and explicit set of learning outcomes and assessment criteria. A module may comprise elements taught by different departments and its function may vary from one programme to another.</p> <p><b>Core module</b> : a module required for a programme.</p> <p><b>Optional module</b> : a module chosen from a prescribed list of modules within the approved programme (but see D.21)</p> <p><b>Elective module</b> : a free-choice module chosen by a student from across the University and from outside their prescribed programme of study. The primary aim of electives is to enable students to develop skills and knowledge outside their main area(s) of study.</p> <p><b>Pre-requisite module</b> : a module which must be satisfactorily completed prior to embarking on another defined module.</p> <p><b>Co-requisite modules</b>: module(s) which are mutually dependent. Both/all of which must be studied within a particular programme.</p> <p><b>Mutually exclusive modules</b>: modules both/all of which cannot be studied within the same programme.</p> <p>Definitions taken (or modified) from <i>Credit and HE Qualifications: Credit guidelines for HE qualifications in England, Wales and Northern Ireland (November 2001)</i></p>
Programme	<p>The set of modules studied for a named award (this may include modules (core or optional) from outside the main department). These are set out in the Programme Specifications and approved by University Teaching Committee.</p>
Programme Specifications	<p>Govern a programme of study as an approved pathway leading to a particular named award of the University (for example, BA in Archaeology, BSc in Biology, BA in English and Philosophy). They consist of a defined combination of modules, at an appropriate level, and set out the learning outcomes. These specifications are developed and maintained by Boards of Studies/Combined Boards of Studies/Graduate School Boards and approved by University Teaching Committee.</p>
Qualifications descriptors	<p>The qualifications descriptors that should be referred to when developing programmes are the <a href="#">Framework for Higher Education Qualifications</a> and the <i>Dublin descriptors</i> of the Framework for Qualifications of the European Higher Education Area (<a href="http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/QF-EHEA-May2005.pdf">http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/QF-EHEA-May2005.pdf</a>) .</p> <p>See also the University <a href="#">guidance on credit level descriptors</a></p>

## Timing of reassessments in Masters programmes

As noted above (Section D), Boards of Studies should determine a module/programme's schedule for reassessments (and also first-time assessments). The programme specification includes a diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards, which is considered by University Teaching Committee at the time of programme approval.

### Principles

#### *Of reassessment*

- Reassessment is an opportunity to redeem failure for the award of credit to meet award requirements.
- A student may only be reassessed in a particular module on one occasion, and only failed modules can be reassessed.<sup>13</sup>
- If a student decides not to be reassessed (and they were not eligible for compensation of failed modules) they would leave the programme. They may be eligible for a lower-credit volume award (e.g., Postgraduate Certificate).

#### *Of the timing of reassessment*

- That reassessment opportunities for taught modules should take place whilst the programme is still running, and that where possible, students should not be undertaking significant work on dissertations or projects where they may be unable to achieve a Masters award.
- That time used to prepare for, and undertake, reassessments should not have a significant adverse effect on a student's performance in other work (in particular the independent study module immediately prior to submission).
- That there should be a minimum of three weeks between students receiving feedback and being notified of the need to be reassessed and the reassessment taking place/being submitted.
- That appropriate and timely processes need to be in place to ratify module marks (first-time assessment and reassessment) and involve external examiners.
- That all 'taught' module reassessments must be completed and marked in time for the final Board of Examiners, which must complete its business by the end of the Autumn term at the latest, and ideally, where possible, by the end of November.<sup>14</sup>
- That where possible, international students should not have to obtain extensions to their visas to undertake reassessments. Usually, one year Masters students with a programme end date of September will be issued with a visa that expires on 31 January (i.e., 4 months after the end of the programme). Therefore, international (and home) students must have received, in writing, confirmation of their award from the University by the end of January.

### Other points to consider/note

- Reassessments may take a form different from the original assessment but this must be stated in the module description. It should not introduce a method of assessment with which students are unfamiliar and should test the same learning outcomes.
- Some modules may be designated as not available for reassessment, where this is necessary for PSRB accreditation or because of the nature of the module (cases would have to be justified to UTC).
- The module sizes and shapes used will have implications for the timing of assessment and reassessment (see above Section D).
- Where programmes are multi disciplinary or where modules are taken by students from more than one department/programme, discussions will need to take place across departments to ensure the timing of reassessments does not disadvantage any groups of students.
- Where modules are shared with stage 4 Integrated Masters programmes there may be implications for the timing of reassessments.

<sup>13</sup> Note if there are mitigating circumstances these will be dealt with in line with the mitigating circumstances policy.

<sup>14</sup> It is hoped that, in due course, all departments will be able to make an end of November deadline for Exam Boards. This applies for programmes that run from October to September.

- Guidance and reassessment schedules need to cover reassessments by all assessment methods (closed and open exams etc) and both those organised by the Exams Office and those organised by departments.
- The compensation criteria will be applied at the end of the 'taught' component of the programme.<sup>15</sup>
- Reassessments should ideally take place before significant work has commenced on the ISM. A Board of Studies could choose to offer an earlier reassessment point as soon as possible after failure of the first assessment (for students who have achieved an outright fail module mark (below 40)). However, where this is available it will be necessary for the department to have an additional reassessment point at the end of the 'taught' modules for students who achieve potentially compensatable fail marks (40-49), as it would not be clear whether they would need to be reassessed until the end of the 'taught' element, when the compensation criteria are applied.
- Students on some programmes commence placements as part of their ISM, in some cases overseas, directly after completing the 'taught' element of their Masters. Careful discussions need to take place within such departments and with UTC to agree an appropriate way(s) of managing reassessment opportunities to the advantage of these students, whilst also guarding against any negative impact on relationships with external placement providers and the reputation of the department/University.

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<sup>15</sup> See the [Guide to Assessment, Standards, Marking and Feedback](#)

## Short Fat Modules

### *Guidance on use in curriculum design*

Likely to have one or more of the following characteristics:

- Focus on knowledge-based content which can be assimilated over a shorter or more intense time period
- Focus on knowledge-based content that is purposefully and essentially sequential – i.e., it is useful for students to learn and be assessed in the body of knowledge before proceeding to the next module
- Form part of a programme where students work towards the overall outcomes through an iterative process and practice of skills, but which are achieved through engagement with discrete bodies of knowledge that are largely self-contained
- Relate to a discipline where the body of knowledge allows greater flexibility in how programme outcomes are achieved, possibly through a wider range of optional modules during each stage.

## Long Thin Modules

### *Guidance on use in curriculum design*

Likely to have one or more of the following characteristics:

- Relate to a discipline or part of a discipline where the body of knowledge is cumulative, with a variety of inter-dependent and inter-related strands that benefit from study over an extended period
- Aim to facilitate outcomes, tested through the assessment process, that require considerable reflection over an extended period
- Require considerable integration of material, either within the module or across a range of modules, over an extended period, or relate to a method of learning (e.g., problem-based learning) that is designed to facilitate this
- Aim to develop capacities, tested through the assessment process, that lead to a substantial piece of independent work (e.g., project or long essay).
- Relate to the development of skills, where the nature of the skills is best developed and practiced over a longer period of time (e.g., computer programming).

**Programme Titles**

1. Programme titles associated with awards should reflect the programme content and final achievements of students.
2. Any additional requirements for particular programme titles (for example, for accredited programmes) must be specified in the programme specification, and also the Award Regulations.
3. See Section E above regarding practice placements and Section F regarding Postgraduate Certificate and Diploma stepping-off points.