

Higher Education Academic Regulations

Section 4 – Modular Scheme Framework

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4.Modular Scheme Framework

4.1 Introduction

The Askham Bryan College modular scheme provides a framework within which individual programmes may be designed. It is intended to be flexible and permissive whilst ensuring consistency and standards. It is also intended to promote efficiency of resource use through the sharing of modules between programmes, where it is educationally sound to do so. Programmes that do not comply with this framework and regulations will not be developed or offered.

Throughout this section the terms that follow have the meanings ascribed to them in **Sections 4.1.1, 4.12 and 4.13.**

4.1.1 Modules

- I. Modules are the building blocks for programmes of study and form the basis for assessment and the award of credit.
- II. They are offered at specified academic levels and lead to specified amounts of credit.
- III. Each module must have a module descriptor which should be available to students no later than the start of the module delivery period. These should also be provided on the programme web pages.
- IV. Each module will have clearly defined learning outcomes and assessment requirements which a student must satisfy to pass it and achieve the credit.
- V. The assessment requirements of a module will be proportionate to its credit value and level.

4.1.2 Awards

- I. A programme award is an Askham Bryan College qualification granted to a student for successful completion of the requirements as set out in the approved programme specification. The specification states the award title, award structure, curriculum, teaching, learning and assessment requirements, and modules making up the programme as well as any approved variation to the regulations.
- II. Micro-credentials are sub-120 qualifications achieved through short learning experiences leading to a certification of skills and/or knowledge
- III. Students become eligible for awards through the accumulation of credit and progression is governed by the achievement of academic pre-requisites where appropriate.
- IV. Each award will have clearly defined credit requirements at each level which a student must satisfy.

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- V. Only modules which are approved for a named award may contribute towards its credit requirements. Students may not substitute credit achieved in other modules for failure to achieve credit in modules valid for the named award.
- VI. Askham Bryan College awards are named University Certificates and named Foundation Degrees.
- VII. The rights of students to tuition, assessment, certification and receiving an award are subject to remaining in good standing with University Centre Askham Bryan.

4.1.3 Award Titles

- I. The Award Title is the qualification that the student is awarded and named on the official certificates and transcripts.
- II. The award title is the descriptor used to indicate the subject of the qualification (e.g. Foundation Degree Agriculture).

4.2 Aims of the Undergraduate Framework

4.2.1 Generic aims of undergraduate modules

- I. To develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs.
- II. To develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective.
- III. To develop the professionalism and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems.
- IV. To develop those skills of professional scholarship required for career management, lifelong learning, and innovation.
- V. To embed an awareness of the wider consequences of economic activity and a determination to minimise harmful effects on the environment and on people.
- VI. To provide a lively, stimulating, and challenging educational experience.

4.2.2 Award-specific aims

- I. Each award offered by Askham Bryan College is defined by the general educational aims set out in **4.2.1** and by award-specific aims set out in each programme specification.

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4.3 Awards and Generic Outcomes

- I. The outcomes available from Askham Bryan College are to be personalised to the named subject award where appropriate.

4.3.1 Awards of Askham Bryan College

- I. The list of awards offered by Askham Bryan College is as follows:
 - a) **Micro-credentials (Level 4 or 5)**
Award of Learning in ... (module/unit name)
 - b) **Extended (Preparatory Level)**
College Award of Higher Education in... (award name).
 - c) **Level 4 (Certificate level)**
Certificate of Higher Education in ... (award name).
[Interim award]
 - d) **Level 5 (Intermediate level)**
Foundation Degree in ... (award name)
- II. Interim awards can be awarded to eligible students if they do not proceed to or complete their intended programmes. Qualifications are awarded for achievement of specified outcomes and credits and will not be offered as compensation for failure at another level. Interim awards and their requirements are specified in relevant programme specifications.
- III. With the exception of Micro Credentials each award offered by Askham Bryan College is defined by the generic outcomes set out below. These are set out in individual programme specifications. To achieve an award, students must demonstrate achievement of these outcomes.

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4.3.2 Generic Outcomes of Askham Bryan College awards

4.3.2.1 Micro-credentials

On successful completion of a module/ unit, students will be able to:

Knowledge and Understanding

1. Have broad understanding of well-established theories, ideas and terminology associated with the discipline

Practical and Professional

2. Undertakes performance tasks that may be complex and non-routine, engaging in self reflection

4.3.2.2 Extended (Preparatory level) award:

On successful completion of preparatory level, students will be able to:

Knowledge and Understanding

1. Understanding of well-established theories, ideas and terminology associated with the discipline
2. Demonstrate an understanding of the theories, ideas and terminology associated with the discipline

Cognitive, Intellectual and Thinking

1. Relate principles and concepts to underlying theoretical frameworks and approaches
2. Carry out defined investigative strategies and communicates results effectively in a given format.
3. Collect information to inform a choice of solutions to standard problems in familiar context.
4. Analyse a range of information using pre-defined principles, frameworks or criteria.
5. Demonstrate emerging independence and engagement with own learning.

Practical and Professional

1. Undertakes a given and clearly defined role.
2. Undertakes given performance tasks that may be complex.
3. Adapts own behaviour to meet obligations to others.
4. Has an awareness of the ethical issues in the main areas of study.

Employability

1. With support plan and manage time effectively and accept responsibility to improve own performance based on feedback.
2. Undertake a role within a team, contributing information and ideas.

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3. Use appropriate literacy, numeracy, information, and digital technologies to demonstrate competency associated with the discipline.
4. Use interpersonal and communication skills to clarify tasks and communicate outcomes in narrowly defined contexts.
5. Demonstrate an emerging understanding of creativity and innovation in professional and academic contexts.
6. Demonstrate an awareness of community and civic responsibility, diversity, and inclusivity

4.3.2.3 Level 4 (Certificate level) awards

On successful completion of level 4 (Certificate level) awards, students will be able to:

Knowledge and Understanding

1. Have broad understanding of well-established theories, ideas and terminology associated with the discipline
2. Demonstrate appreciation of major aspects of the theories, ideas and terminology associated with the discipline
3. Identify strengths and weaknesses of the theories, ideas and terminology associated with the discipline

Cognitive, Intellectual and Thinking

1. Identify and communicate principles and concepts, recognising competing perspectives.
2. Undertakes investigative strategies within a limited and defined range of methods.
3. Judge the reliability of data collected, recognising the limitations of the enquiry.
4. Collects information to inform a choice of solutions to standard problems in familiar context
5. Describe a range of information, identifying alternative methods and techniques.
6. Demonstrate emerging independence, initiative, and engagement with the wider learning community

Practical and Professional

1. Locates own role in relation to specified and externally defined parameters
2. Undertakes performance tasks that may be complex and non-routine, engaging in self reflection
3. Work effectively with others and recognise the factors that affect team performance.
4. Demonstrates awareness of ethical issues and is able to discuss these in relation to personal beliefs and values.

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Employability

1. Demonstrate emerging ability to plan and manage time effectively, and accept responsibility to improve own performance based on feedback/reflective learning;
2. Undertake a role within a team, contributing information and ideas
3. Use appropriate literacy, numeracy, information, and digital technologies to demonstrate competency associated with the discipline
4. Use interpersonal and communication skills to clarify tasks, identifying and rectifying issues in a range of contexts.
5. Explain the key drivers for business success, the external context, and pressures on an organisation
6. Demonstrate a creative and innovative approach in professional and academic contexts
7. Demonstrate an understanding of community and civic responsibility, diversity, and inclusivity

4.3.2.4 Level 5 (Intermediate level) awards

On successful completion of level 5 (Intermediate level), students will be able to:

Knowledge and Understanding

1. Have detailed and applied knowledge of well-established theories, ideas and terminology associated with the discipline
2. Interpret and explain major aspects of the theories, ideas and terminology associated with the discipline
3. Demonstrates an awareness of different ideas, contexts and frameworks and recognises those areas where the knowledge base is most/least secure.

Cognitive, Intellectual and Thinking

1. Analyses, synthesises, and summarises principles and concepts, recognising competing perspectives.
2. Undertakes research to provide new information and/or explores new or existing data to identify patterns and relationships.
3. Uses appropriate theoretical models to judge the significance of the data collected, recognising the limitations of the enquiry.
4. Collects and synthesises information to inform a choice of solutions to problems in unfamiliar contexts.
5. Analyses a range of information, comparing alternative methods and techniques.
6. Selects appropriate techniques/criteria for evaluation and discriminates between the relative relevance and significance of data/evidence collected.
7. Demonstrate independence, initiative, and engagement with the wider learning community

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Practical and Professional

1. Identifies external expectations and adapts own performance accordingly.
2. Undertakes complex and non-routine performance tasks.
3. Analyses performance of self, and others and suggests improvements.
4. Recognise situations or issues likely to lead to conflict and suggest appropriate actions to minimise these.
5. Recognise ethical challenges associated with the discipline, personal responsibility, and professional codes of conduct.

Employability

1. Proactively plan and manage time effectively and accept responsibility to improve own academic and practical performance based on feedback/reflective learning;
2. Interact effectively within a team, giving and receiving information and ideas and modifying responses where appropriate.
3. Use appropriate literacy, numeracy, information, and digital technologies to demonstrate competency associated with the discipline and audiences
4. Adapts interpersonal and communication skills to a range of situations, audiences, and degrees of complexity.
5. Demonstrate an understanding of the key drivers for business success, the external context and pressures on an organisation
6. demonstrate an innovative approach and creativity, generating ideas that maximise opportunities;
7. Demonstrate critical reasoning, analysis and synthesis and applying knowledge in practice;
8. Demonstrate ethos of community and civic responsibility; showing an appreciation of sustainability diversity and inclusivity.

4.4 Credit Definition of Awards

4.4.1 The definition of credit

In the Askham Bryan College Modular Scheme, appropriate and valid learning is given academic credit. Credit rating provides a means of quantifying learning outcomes achieved and reflects both the amount and level of study.

4.4.2 The amount of credit

The amount of study is measured as the notional learning time an average student requires to achieve agreed learning outcomes, and includes contact hours, in-programme work and private or directed study. Ten hours of such learning time represents one credit point. Askham Bryan College modules are normally 20 credits.

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4.4.3 The level of credit and its contribution to award classification

- I. Individual modules are allocated a level according to the criteria set out in **Section 4.4.5**. Modules differ in the contribution they make to the classification of awards as specified in the assessment regulations (**Annex 5.01**).
- II. The preparatory year modules are normally taken in Askham Bryan Extended Foundation Degree programmes programme
- III. Level 4 (Certificate level) modules are normally taken in the first part of Foundation Degree programmes.
- IV. Level 5 (Intermediate level) modules are normally taken in the second part of Foundation Degree programmes.

4.4.4 Micro Credentials

- I. Micro-credentials are sub-120 qualifications achieved through short learning experiences leading to a certification of skills and/or knowledge. They are:
 - a) Small stackable Awards of Learning at defined level of study;
 - b) Are delivered as 20 credits modules;
 - c) Have a formal summative assessment;
 - d) Designed with the Framework for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ-UK) as a reference point;
 - e) Follow UCAB quality assurance processes.

4.4.5 Criteria for the allocation of levels to modules

- I. The level of study indicates the relative demand, complexity, and depth of study and of the degree of learner autonomy. Criteria by which level may be judged are therefore needed by those designing and validating programme modules, as follows:
 - a) Preparatory year or Level 4 modules require students to display knowledge, understanding, skills and experience beyond that reflected in access requirements
 - b) Each level subsumes and extends knowledge, understanding and skills at the level below.
 - c) The level of individual modules reflects at least some of the outcomes for the corresponding award level (**Section 4.3.2**)
 - d) The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ-UK) are used as a reference point.

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4.4.6 Requirements for awards

- I. **Table 4.1** details the total credit requirements, the range of credit levels, the maximum permissible lowest level credit value, and the minimum permissible highest-level credit value for each award. The final column indicates the maximum general credit contribution that an interim award may make to a higher level or final award. Only where specific credit, based on interim and higher awards sharing module provision, is advanced to the higher award, may credit advancement be in excess of these norms.
- II. In addition to meeting minimum credit requirements as specified in **Table 4.1**, students must also achieve the learning outcomes associated with each award title.

Table 4.1 Credit values of University Centre Askham Bryan qualifications

Award	Total Credits
Micro Credentials (Level 4 or Level 5)	20 credits per module
Extended [Year 0] (College Award) College Award of Higher Education in..... (Award name)	Year 0 – 100 plus Level 4 – 20
Level 4 (Certificate) Certificate of Higher Education	120 at level 4
Level 5 (Intermediate) Foundation Degree	Level 4 120 plus Level 5 120

4.4.7 Contribution of accredited prior learning

- I. The APL Policy details the limits that may be derived from accredited prior learning (APL), including specific limits for accredited prior experiential learning (APEL). In outline, no more than two thirds of the credit may be derived from APL and within APL limits, APEL may not contribute more than half of the total credit value of the award. UCAB Micro credentials can be used as APL individually or as a collective.

4.5 Access, Progression, Transfer and Registration

4.5.1 General academic requirements for access to Foundation Degree programmes

- I. The entry requirements for our programmes are in line with the UCAS Tariff system.

4.5.1.1 Micro-Credentials

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- I. There are no formal entry requirements for micro-credentials however applicants will be required to provide evidence of appropriate prior experience to demonstrate their ability to achieve a positive outcome.

4.5.1.2 Extended Foundation Degrees:

- I. Applicants should have achieved 5 GCSEs at grade 4 or above to include English and Maths. In addition, applicants must have successfully completed a minimum of one year of Level 3 study and/or have significant industry experience. Equivalent qualifications may be accepted in lieu of GCSEs. An initial assessment process may be used to inform the University Centre Askham Bryan of applicant's current status.

4.5.1.3 Foundation Degrees:

- I. 48 UCAS points plus 5 GCSEs including English, Maths and Science Grade 4 or above.
- II. For entry requirements to the Foundation Degrees in Veterinary Nursing are as follows:
 - a) 90 UCAS tariff points from at least two subjects studied to A2 (including a Science subject), or a relevant Level 3 vocational diploma (dependent on grades)
 - b) 5 GCSEs at grade 4 or above including English, Maths and Science
 - c) Four weeks' work experience with suitable references in a veterinary practice
- III. Any other qualification deemed to be equivalent to the above. The UCAS *International Guide to Qualifications in Education (2015)* will normally be used as a reference when considering the equivalence of qualifications.
- IV. External applications with advanced standing and accreditation of prior learning (APEL) which will be discussed upon application.

4.5.2 Preferred and required subjects and grading

- I. 48 UCAS points plus 5 GCSEs including English, Maths and Science at grade 4 or above.
- II. In addition, different preferred or required subjects for entry are specified for different programmes and programmes and these are set out in individual programme specifications and University Centre prospectuses. UCAS tariff point requirements may also differ between programmes. See the HE Admissions Policy and supporting procedure, this reviewed on an annual basis and is made available on the Askham Bryan College website.

4.5.3 Personal qualities and experience

- I. In addition to the qualifications listed above, the suitability of candidates for particular programmes is assessed by interview, by considering reports from referees and by evaluating previous experience, for some programmes, a minimum amount of

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practical experience is required before entry while others recommend or require such experience before the start of the work placement period. See HE7 - Policy on Accreditation of Prior Learning. The courses for which personal qualities and experience apply are stated on the college website course webpage.

4.5.4 Admission to full-time programmes

- I. Candidates who do not meet the normal entry criteria with at least two years' appropriate work experience relevant to the aims and outcomes of the programme, or with an appropriate vocational qualification which includes a period of work placement, may be admitted on to a full-time programme at the discretion of the relevant Curriculum Area Manager. It is the student responsibility to demonstrate how their experience/ qualification maps against academic entry requirements.

4.5.5 Admission with academic credit to Askham Bryan Programmes

- I. Where certificated learning that has occurred as a result of study towards an award at another institution, the student may be given general or specific credit towards an Askham Bryan College award if it matches the agreed award outcomes. This may allow entry with advanced standing to a later stage of a programme or for individual modules. Academic credit may also be derived from the assessment of experiential learning.
- II. Guidelines for the accreditation of prior achievement are set out in APRL Policy. It is the student responsibility to demonstrate how their experience/ qualification maps against programme learning outcomes that they are seeking advanced standing for. The credits for which advanced standing is being claimed must not exceed 50% of the overall award credits. The above statement applies to UCAB micro-credentials.

4.5.6 Progression and transfer arrangements

- I. Askham Bryan College offers the opportunity to progress to Ordinary or Honours Top-Up degrees validated by university partners. The entry requirements onto Top-Up programmes are as advertised in the HE Prospectus and website.
- II. Student transfers between programmes in a similar discipline can be facilitated in exceptional circumstances subject to academic merit.

4.5.7 Registration

- I. For 2 or 3 year programme the maximum period of registration is two years beyond the normal period of study, as set out in the Programme Specification.
- II. For micro-credentials the maximum period of registration is 3 months per 10 credits beyond the normal period of study.
- III. These maximum registration period are inclusive of a maximum period of up to one year of postponed study, which will only be permitted based on serious mitigating

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circumstances or significant changes in life circumstances that compromise a student's ability to study. No award shall normally be conferred upon a student beyond the maximum period of registration.

4.6 Programme Design, Structure and Requirements

4.6.1 Programme specifications and award titles

- I. Each named award will be defined by a published programme specification. This will specify aims and outcomes for each level of award, their relationship with external reference points, teaching, learning, and assessment methods used to enable learners to achieve and demonstrate the outcomes, and a matrix showing core and optional modules specific to the award, progression and transfer arrangements, requirements for interim awards and entrance requirements. In designing Foundation Degrees, due cognisance should be taken of appropriate subject benchmarks published by the QAA (Quality Assurance Agency).
- II. Where awards are multi-disciplinary a protocol for naming awards has been adopted so that a title reflects the balance of discipline content e.g., Agriculture *and* Animal Science denotes equal coverage, whereas Agricultural Engineering *with* Marketing and Management denotes a major and minor theme. The minor theme would typically be expected to constitute one third of the study load. Where a suite of programmes comprises several related awards, a different title is justified by at least one distinct award outcome, typically achieved through the study of 40 separate credits at each level.

4.6.1.2 Micro-Credentials

- I. All micro-credentials will be named Award of Learning in (module/unit name) and will be defined by a module descriptor. This will specify aims and outcomes for each University Centre award, their relationship with external reference points (as appropriate), teaching, learning and assessment methods used to enable learners to achieve and demonstrate the outcomes and entrance requirements.
- II. In designing Micro-Credentials, due cognisance should be taken of appropriate subject benchmarks published by the QAA (Quality Assurance Agency).

4.6.2 Principles of programme design

- I. University Centre Askham Bryan's undergraduate curriculum is broadly framed around an accepted evidence base of nine high impact teaching strategies (HITS) and the embedding of research informed practice within the curriculum.

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- II. HITS are adaptable teaching, learning and assessment strategies that combine with each Lecturers deep curriculum knowledge and skills to provide a reliable high-quality learning experience, see below.

4.6.2.1 High Impact Teaching Strategies

- I. Setting Goals - all sessions should contain clear learning outcomes and goals that clarify what success looks like. These inclusive statements explain what students need to understand and what they will know or be able to do by the end of the session
- II. Structuring Sessions - effectively structuring a session through set routines and smooth transitions helps scaffold key learning, clearly differentiated approaches will be embedded
- III. Explicit Teaching Using Worked Examples - ensuring new content is explicitly introduced and modelled in stages using high quality worked examples supports student knowledge and skill acquisition and reduces cognitive load
- IV. Collaborative Learning - students will regularly work in small peer groups and participate cooperatively to apply previously acquired knowledge or solve discipline related problems
- V. Multiple Exposures - students will be provided with multiple opportunities to engage with new knowledge and skills, multiple spaced interactions over several days deepens learning and allows each student time to reflect on and practice what they have learnt
- VI. Differentiated Questioning - effective differentiated questioning provides immediate feedback on student understanding and supports inclusive formative assessment
- VII. Developmental Feedback - both Lecturers and peers will provide timely, specific, and actionable feedback to enable individual students to improve their performance.
- VIII. Metacognitive Approaches - students will develop an enhanced awareness of learning as a process and evaluate their own learning motivation, comprehension, and self-regulation.
- IX. Employability - students are supported to engage in individually specific, real, and significant multi-sensory practical work to develop their professional competencies that lead to enhanced employability.

4.6.2.2 Research Informed Practice

- I. Contemporary discipline specific research underpins programme design that is both curated and hierarchically embedded across teaching, learning and assessment in the following ways:
 - a) *The HE Virtual Learning Environment (VLE) and Module Handbooks:* VLE pages across all programmes incorporate an inclusive range of annually updated intellectual

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content from discipline specific journals and authors. Module Handbooks contain a specialised selection of this content progressively sequenced within a framework of academic level specific recommended weekly and essential reading.

- b) *Subject Specific Modules:* As well as guided and independent reading of subject specific textbooks, websites, and journals, focused inclusive teaching learning and assessment strategies routinely embed high quality research articles from the forefront of the discipline. Students are supported to cite, synthesise, and critique these articles within their academic work and then use the explicit developmental commentary on the range, quality and limitations within the assessment and feedback process to construct a personal action plan that continually improves academic performance.
 - c) *Research Active Modules:* Guided reading around the research methods discipline underpins focused and inclusive teaching, learning and assessment strategies that explicitly identify and critique research methodologies. Students are supported to propose a chosen research project and, once ethical approval is granted, engage in supervised research which solves a specific research hypothesis or answers specific research questions. Students then use the explicit developmental commentary on the application, strengths, and limitations of their research within the assessment and feedback process to construct an action plan to continually improve their research skills and understanding.
 - d) *Research Publications and Outputs:* As a result of these sequenced and progressive teaching, learning and assessment interventions several research articles and outputs are generated, most with the support of staff supervisors. These include written articles of publishable quality within both peer-reviewed and non-peer reviewed journals together with posters, presentations and workshop delivery at discipline specific conferences or events.
- II. To evaluate the utilisation of HITs and Research Informed Practice within HE teaching and as a process of quality assurance and continual improvement, teaching, learning and assessment and the associated resources and artefacts it produces are routinely audited by several organisational processes embedded within the annual academic cycle. These are managed and scrutinised by the Learning Teaching and Assessment Panel and include:
- a) HE Learning Walk Observations
 - b) HE Internal Quality Review

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- c) VLE Pages Compliance Checks
 - d) Module Handbook Compliance Checks
 - e) HE Student Module Evaluations
 - f) National Student Survey Results
- III. Full details of quality processes can be found within the HE Quality Assurance and Enhancement Policy and its supporting procedure.
- IV. In addition, HE students are routinely consulted about programme quality and design via Course Team Meetings, HE Student Focus Groups and HE Module Evaluations.

4.6.3 Modes of study

- I. Programmes may be offered in full-time, part-time, blended and distance-learning modes.

4.6.4 Programme duration and outline structure

- I. The academic year is normally 24 weeks in length for undergraduate awards and is divided into two semesters, and an examination period at the end of each semester. The normal duration of each full-time programme is outlined in **Table 4.2**.
- II. For part-time students on named awards, the expected annual study requirement should typically be no less than 50% of the standard module diet of the full-time version of the award. Where an award is only available as a part-time programme, the minimum annual study requirement is for at least 40 credits to be undertaken each academic year. Where Professional, Statutory and Regulatory Body (PSRB) requirements apply any specific requirement supersede those stated here.
- III. Placement periods in sandwich programmes are a minimum of 1500 hours. The location of the sandwich period within programmes may vary but is normally a continuous period after the first or second year. Sandwich arrangements that do not conform to this pattern will only be approved if they do not affect the pattern of prerequisites for shared subject themes. Where a Professional, Statutory and Regulatory Body (PSRB) is associated with programme the requirements of the PSRB supersede these. Employment law is adhered to where a voluntary placement exists in the programme

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Table 4.2. Programme Duration

Programme	Full-time duration	Part-time duration
University Centre 10 credit Module Award	NA	10 hours per credit
University Centre 20 credit Module Award	NA	60 hours at level 4 48 hours at level 5 50 hours at level 5 (Vet Nursing Programme only)
Extended Foundation Degree	3 YEARS	5 YEARS
Certificate of Higher Education	1 YEAR	2 YEARS
Foundation Degree	2 YEARS	4 YEARS
Including sandwich option	3 YEARS	5 YEARS

4.6.5 Modules: Definition, contact time and delivery mode

- I. Modules are blocks of learning defined by credit value and level. University Centre Askham Bryan modules generally have credit values in multiples of 20. Typical modules of 20 and 40 credits, therefore, represent respectively 200 and 400 hours of notional learning time: that is, the working time that an average student will need to devote to a module to complete it successfully.
- II. Micro-credentials have the option of 10 or 20 credits representing respectively 100 and 200 hours of notional learning time. In a typical full-time or sandwich programme, students will study modules to a credit value of 120 in an academic year which indicates a typical notional learning time of 40 hours per week. Across all levels the contact hours will be 60 hours per 20 credit module at Level 4 and Year 0 and 48 hours per 20 credit module at Level 5 (Modules which are accredited by the Royal Veterinary College have 50 hours contact time).
- III. Contact hours include, but are not limited to:
 - a) Lectures
 - b) Seminars/ Workshops
 - c) Online pre-recorded sessions
 - d) Online live sessions
 - e) Directed independent study
 - f) Directed unsupervised small group sessions
 - g) Trips
 - h) Industry speakers

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- i) Conference attendance
 - j) Assessment workshops
- IV. Student directed learning would typically be devoted to preparation for classes, reading, assignment preparation and revision.
- V. Typically, all modules are studied over the duration of a semester (normally 12 weeks). However, modules can be delivered over a short and intensive period of study, with online or independent study and assessments taken over a longer period. The intensity of delivery is determined by the module outcomes and mode of study.
- VI. Validated core or option modules can be studied independently if this is appropriate to the needs of individual students. In such cases the students will be required to sign a learning agreement which will identify responsibilities of the student and the University Centre in such an arrangement.

4.6.6 Module Assessment

- I. *Module Assessment on Named Awards:* Each module will normally be assessed by the end of the academic year in which it is completed. For a 20-credit module, the assessment strategy should normally be based on no more than two distinct elements of assessment. Each module will normally include a formative element, which develop and support, rather than merely test, a student's learning. This formative element can be reviewed by the tutor, through personal or peer assessment or online automatic feedback. Deviations from this, where appropriate to the module outcomes, require justification. Assessments are all fine-graded and students must achieve a weighted aggregate mark of 40% to achieve an overall pass grade for the module, unless otherwise specified in the module descriptor (for example, where there is a minimum level of achievement required in each assessment element). It is not a requirement that both components achieve an individual pass at 40%. However, where PSRB requirements necessitate, these supersede the present regulations.
- II. *Module/Unit Assessment on Micro-credentials:* Each module will normally be assessed by the end of the academic year in which it is completed. For a 20-credit module, the assessment strategy should normally be based on no more than two distinct elements of assessment. For a 10-credit micro-credential the assessment strategy should normally be based on no more than one distinct element of assessment. All module/units are pass/ fail only with a pass notionally being at 40%. Where micro-credentials are planned to be used for the purposes of APL additional alternative

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evidence of assessment may be required if a student wishes to be awarded a grade higher than 40% for the module.

4.6.6.1 Assessment Tariffs

- I. In approving programmes for delivery, one of the things which the approval panel are expected to look at very closely is the range and volume of assessment which students are expected to undertake. Under the modular framework, the nature and amount of assessment within a given unit must be appropriate to the learning outcome for that unit, and the total amount of assessment in a programme must be reasonable and balanced. Assessment tariffs are stated within **Tables A-G**.

II. Standard Modules:

A. FORMAL EXAMINATIONS		
Type of Module	Proportion of Total Module Assessment	Suggested Upper Limit
20 Credit	100%	3 hours
20 Credit	70%	2 hours
20 Credit	50%	1.5 hours
20 Credit	25% or under	1 hours

B. TIME CONSTRAINED ASSESSMENTS (TCA)		
(Note: Can be any period of time, but must be clear in the assessment guidance how long a student should be expected to work on the TCA).		
Type of Module	Proportion of Total Module Assessment	Suggested Upper Limit
20 Credit	100%	Up to but no more than 4000 Words or Equivalent
20 Credit	70%	Up to but no more than 2500 Words or Equivalent
20 Credit	50%	Up to but no more than 2000 Words or Equivalent
20 Credit	25% or under	Up to but no more than 1500 Words or Equivalent

C. ASSESSED COURSE WORK		
Type of Module	Proportion of Total Module Assessment	Suggested Upper Limit
20 Credit	100%	Up to but no more than 4000 Words or Equivalent
20 Credit	70%	Up to but no more than 2 500 Words or Equivalent
20 Credit	50%	Up to but no more than 2000 Words or Equivalent
20 Credit	25% or under	Up to but no more than 1 500 Words or Equivalent

D. PROJECT/ DISSERTATION	
Type of Module	Suggested Upper Limit of Assessment
20 Credit	Up to but not more than 4000 words or equivalent
40 Credit	Up to but not more than 8000 words or equivalent

E. PRESENTATIONS, PRACTICAL EXAMINATION/ VIVA/ PRACTICAL SKILLS DEMONSTRATION/ VIDEOS/ PSRB/ OSCE		
Type of Module	Proportion of Total Module Assessment	Suggested Upper Limit
20 Credit	100%	30 MINUTES
20 Credit	70%	20 MINUTES
20 Credit	50%	15 MINUTES
20 Credit	25% or under	10 MINUTES

III. Micro-Credentials:

F. TIME CONSTRAINED ASSESSMENTS		
Type of Module	Proportion of Total Module Assessment	Suggested Upper Limit
Per 10 Credit	100%	Up to but no more than 2000 Words or Equivalent
Per 10 Credit	70%	Up to but no more than 1250 Words or Equivalent
Per 10 Credit	50%	Up to but no more than 1000 Words or Equivalent
Per 10 Credit	25% or under	Up to but no more than 750 Words or Equivalent

G. TIME CONSTRAINED ASSESSMENTS – MCQ's		
Type of Module	Proportion of Total Module Assessment	Suggested Upper Limit
Per 10 Credit	100%	1.5 hours
Per 10 Credit	70%	1 hour
Per 10 Credit	50%	45 minutes
Per 10 Credit	25% or under	20 minutes

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4.6.7 Core and optional modules

- I. Modules offered to students studying for named awards are identified as core or optional and so designated on the programme specification.
- II. **Core modules** are those which are essential for the achievement of programme aims and outcomes. Programmes normally comprise of at least 80 credits of core modules per academic session unless the Academic Board has approved otherwise.
- III. **Optional modules** are those which are closely linked to the aims and outcomes of the award, but which allow some choice or specialisation within it. Undergraduate programmes normally comprise of a maximum of 40 credits of optional modules from which students may select up to 20 credits per academic session unless the Academic Board has approved otherwise.
- IV. The choice of optional modules is subject to approval by the relevant Curriculum Area Manager with consideration to timetable constraints.

4.6.8 Pre-requisites

Pre-requisites specify subjects within the Askham Bryan College modular scheme that must have been studied *before* registering on a module. General educational achievements that are conditions of access to the modular scheme are assumed and not specified as pre-requisites in modules. Alternative ways in which the outcomes of pre-requisite modules may have been achieved may be accepted with the agreement of the module leader concerned.

4.6.9 Other sources of credit

- I. Askham Bryan College Higher Education Academic Board has adopted the principle that appropriate and valid learning, wherever it occurs, may be counted towards a qualification. Sources of academic credit other than standard validated programme modules may therefore include:
 - a) approved and accredited work-based training programmes which lead to outcomes that can be assessed through Askham Bryan College moderated procedures;
 - b) approved and accredited short programmes for industry or the professions which lead to outcomes that can be assessed through Askham Bryan College HE moderated procedures;
 - c) other activities and experience which have resulted in experiential learning.

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- II. Sources of academic credit specified above may be accredited towards the requirements of a named award though the processes of Accreditation of Prior Learning or Accreditation of Prior Experiential Learning (Refer to APL Policy for HE).

4.6.10 Approval Process

- I. A standardised approach to course and module approval is adopted (**Table 4.3**). This will be adhered to unless deviations are required and will be agreed by AQSC where relevant. See **Section 3** and **Annex 3.01** for further details.

Table 4.3. Approval Process: Normal

Stage of process/ Committee	Purpose	Time of year
Course Development	Initial discussion and development with course development team and Curriculum Area Manager; meetings to be arranged locally to fit with timeline	Anytime
Application for Development Approval	Outline ideas for proposed programme	To be submitted 2 weeks prior to Programme Approval Committee (PAC): September January March
Programme Approval Committee (PAC)	Review Application for Development Approval	October February April
Academic Quality and Standards Committee (AQSC)*	Receives report from PAC Considers and recommends ADA, including financial and resource (physical, human, facilities) implications	November March June
HE Academic Board (AB)	Receives recommendation from AQSC	September December April July
Submission of full set of validation documents to HE Academic Services	To be reviewed by members of HE Management Group and feedback provided to course development team within two weeks of receipt	January June September
Submission of full set of FINAL validation documents to HE Academic Services	To be presented at validation	February July October
Pre-validation event	Chaired by the relevant Curriculum Area Manager to ensure team are ready to present at the validation event (Note members of validation panel must not attend)	February July October
Validation Event	Formal validation of programmes	April October January

4.6.11 Strategic Planning

- I. All applications for approval to develop a new programme must be developed in line with the strategic objectives of the organisation
- II. Will provide an overview of the intended content, delivery, and assessment methods with clear links to how these sit within the Assessment Policy and the UCAB Principles of Assessment.
- III. Will indicate operational, human, and learning resources for the proposed course
- IV. Will include a business case with clear financial planning in place
- V. Will be developed in consultation with all appropriate stakeholders: these will include at minimum students, Technical Advisory Groups and affected college resource managers

4.6.12 External Academic Expertise in Course Development Process

- I. External Independent Experts are paid by the college to provide up to 16 hours of industry led consultancy for course development and review
- II. Technical Advisory Groups are carried out in advance of the validation event to provide industry led guidance for course development and review
- III. The validation panel will engage the services of a suitably qualified external academic panel member to provide scrutiny of both the validation process and for appropriate critique of the subject specialist elements.

4.7 Changes to Programmes or Modules

There are different amendment processes depending on the scale of the change proposed.

4.7.1 Major modifications

- I. Major programme modifications are those that involve changes to the structure of a programme which have the potential to impact on the programme level learning outcomes and the programme title, i.e.:
- II. Any changes to the structure of the programme via the removal and/or addition of compulsory modules. (Replacement compulsory modules, where these do not impact on programme level Learning Outcomes are not included)
- III. The withdrawal, addition or re-designation of optional modules as co-requisites or prerequisites (where such changes impact on a substantial number of optional modules - equating to 30% or more of the credit weighting for any single year of study, for example 40 credits)
- IV. Changes to the programme title and/or award, where this reflects changes to programme content.

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- V. Significant changes to the mode of delivery (e.g., via introduction of a Flexible and Blended Learning mode).
- VI. To maintain the integrity and ethos of the validated programme the maximum percentage of change before triggering a re-validation equates to 30% of the overall programme documentation word count.
- VII. What major modification changes trigger a re-validation
 - a) Changes equating to over 30% of the programme documentation word-count over the period of validation of the programme
 - b) Significant changes to the programme outcomes
 - c) The removal/ addition of new core modules

4.7.2 Minor modifications

- I. Minor modifications to programmes are all changes not covered in major amendments (**See 4.7.1**). Examples include:
 - a) Change to a programme title (when the change is for marketing purposes and does not reflect any changes to the programme content, structure or learning outcomes). In these instances, the advice of the Director of Marketing should also be sought.
 - b) Adding or removing optional modules (when these amount to less than 30% of the credit weighting for any one year).
 - c) Module modifications, including changes to a module's learning outcomes, method of assessment or title (plus any module title change requires a new module code to be assigned).
- II. The minor modifications process should be followed as per **Annex 3.08**.

4.7.3 Changes to entry requirements

- I. Entry requirements are usually agreed on an annual basis as part the admissions policy annual review.
- II. Changes to entry requirements should be discussed with the relevant Curriculum Area Manager and the HE Academic Registrar before they are submitted to the Programme Approval Committee for approval. These changes are then presented to the Academic Quality and Standards Committee (AQSC) for approval and ratification by the HE Academic Board. These changes cannot be implemented until HEAB has granted approval.
- III. The deadline for changes to entry requirements is March, a year in advance (i.e. 18 months before entry). Changes after this time may be refused. This is earlier than the deadline for curriculum changes because any publicity material (e.g. UCAS/ website) must be accurate for when students can first research their options before applying.

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- IV. Any changes to entry criteria for a programme accredited by a PSRB must have consulted with and sought approval from the relevant PSRB prior to approval by UCAB Programme Approval Committee

4.7.4 Typographical corrections

- I. Typographical corrections are changes which affect the layout, expression, spelling and/or grammar of text fields, but which do not change the meaning of the text. Examples include correcting spelling, punctuation or grammar, paragraph layout or bullet points. Typographical corrections do not include any addition/removal of content. Typographical corrections are not counted in the maximum percentage of change before triggering a re-validation.
- II. For administrative updates the Minor Modifications process should be followed as per **Annex 3.08**.
- III. HE Academic Services retains a record of versions and usernames where changes are made.

4.7.5 Consultation in the modification process

- I. The course team will be required to consult with the External Examiner for their programme if the modification is Major or Minor Modification, or a change to the entry requirements. Typographical corrections do not require approval by the External Examiner.
- II. The course team will be required to consult with students on the programme if the modification is Major or Minor Modification, or a change to the entry requirements. Typographical corrections do not require approval by the External Examiner.
- III. The course team will be required to consult with other Course Managers where a major/ minor modification will impact on another programme
- IV. The course team will be required to consult with resource managers where a major/ minor modification will impact on an increased or decreased use of a resource/ resource area
- V. The course team will be required to consult with the person responsible for timetabling within which the modification falls where a major/ minor modification will impact on timetabling needs
- VI. Any modifications for a programme accredited by a PSRB must have consulted with and sought approval from the relevant PSRB prior to approval at UCAB Programme Approval Committee

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4.8 Process Monitoring and Evaluation

- I. To ensure that the process of course design, development, approval, and amendment remain effective the processes are monitored through the Academic Quality and Standards Committee and evaluation is carried out following each validation or programme amendment, or at least annually through the Academic Quality and Standards Committee.
- II. Evaluation techniques will include:
 - a) Data tracking of progress of course approvals/ developments/ amendments
 - b) Monitoring of timeliness and accuracy of documentation
 - c) Feedback from students, college services, academic staff, external examiners, and external stakeholders
 - d) Benchmarking will be carried out where possible and appropriate against sector best practice
 - e) Monitoring of student achievement on courses
 - f) Monitoring of student satisfaction/ survey data
 - g) Monitoring of version control

4.9 Placement Period

4.9.1 Requirements

- I. All students on Askham Bryan College Foundation Degrees, except those who have successfully completed a sandwich programme, must undertake a work placement period. The work placement is required to underpin the learning outcomes of the programme being followed by the student and be agreed by the Placement Co-ordinator.
- II. For students on sandwich programmes the placement will normally be of one year's duration and will attract 120 credits.
- III. Students on full-time programmes must complete a minimum of 300 hours work placement across the duration of the programme, which is agreed by the module tutor. The placement will be monitored within a defined module as stated in the programme specification. Where PSRB requirements apply the core hours stated by the PSRB supersede those defined in this policy.

4.9.2 Duration, value, and timing of the placement period

- I. For students registered on sandwich programmes, a full placement period will normally last for no less than 44 weeks and have a value of 120 P credits, or as specified in the relevant Programme Specification.

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- II. Shorter placement periods will attract credits *pro-rata* according to the number of weeks worked, as approved at validation. Where PSRB requirements apply, the core hours stated by the PSRB supersede those defined in this policy.

4.9.3 Work Placement Policy and Procedure

For the strategic and operational management of University Centre Askham Bryan the HE Work Placement and Policies, as noted below, must be adhered to:

- a) HE Work Placement Policy (Higher Education)
- b) HE Work Placement Procedure
- c) HE Veterinary Nursing Work Placement Procedure

4.10 Management of the Modular Scheme

4.10.1 Responsibility for the scheme.

Ultimate responsibility for the control of academic standards and for the granting of degree awards rests with the HE Academic Board of Askham Bryan College.

4.10.2 Management of the module scheme.

Curriculum Area Managers have responsibility for the staffing, resourcing, development and delivery of subject modules and programme teams. The Head of HE Academic Services and Quality Assurance is responsible for the management of the modular scheme leading to individual awards.

4.10.3 Definitive Documentation

- I. Following successful validation and once approved by the HE Academic Board definitive documentation will be produced. These will be made available to the Course teams. These will also be placed on the student VLE and provided to Marketing for publication. External Stakeholders can also be directed to these documents on the website.
- II. The definitive documents will include:
 - a) Programme Specification
 - b) Module Specification
 - c) Assessment Plan
 - d) Course Information Sheet
 - e) Module Information Sheet
 - f) Resource Mapping document

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4.10.4 Programme Evaluation

- I. The programmes are subject to the programme evaluation procedures of the HE Academic Board, Askham Bryan College.
- II. Course teams complete an Annual Programme Monitoring Review (AMPR) each year and the programme team meet with the Annual Programme Monitoring Review Panel to debate the Annual Report and decide what actions should be taken in consequence of that debate or in response to the recommendations of the Academic Quality and Standards Committee. These are then presented to the Academic Quality and Standards Committee, who recommend for approval by the HEAB (if appropriate). Refer to the HE Quality Assurance and Enhancement Policy and Procedure.

4.10.5 Student Support

- I. University Centre-wide student support is available for students with disabilities or learning differences in addition to the arrangements set out above.
- II. Eligible students can apply for Disabled Students Allowance, in line with DSA requirements available at this link <https://www.gov.uk/disabled-students-allowances-dsas>
- III. Reasonable adjustments for students with disabilities/difficulties are made on an individual basis depending on the needs of the student. Students can be assisted through this process by the learning support team. Students who have documented requirements for adjustments will have these considered during assessments and marking. For example, markers will not penalise students with dyslexia whose needs assessments state that these should be considered.
- IV. To comply with accessibility legislation all courses will ensure that, where possible teaching materials that uploaded to the VLE are to comply with the guidance provided by the government - [Understanding accessibility requirements for public sector bodies - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/understanding-accessibility-requirements-for-public-sector-bodies).
- V. Further detail can be found in the Guidance on Accessing Learning Support in Higher Education.
- VI. Support for other aspects of student spiritual, financial and personal welfare is provided by the University Centre and described fully in the University Centre Askham Bryan Student Handbook.

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