Askham Bryan College
Higher Education Academic Regulations

Section 1. Regulatory Principles 2025-28

(for Askham Bryan College validated programmes)

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1. Foreword

I. All taught courses leading to a qualification awarded by Askham Bryan College are required to adhere to the Regulatory Principles (**Section 1**), Quality Standards Framework (**Section 2**), and the Assessment and Award Regulations (**Section 3**), which sit under the governance and management structure noted within **Section 4.** These documents and supporting annexes constitute our Askham Bryan College Academic Regulations (for Higher Education).

II. The awards offered by the College support the principles of lifelong learning and flexible education through a credit accumulation system compatible with others in the UK and Europe.

III. These Regulatory Principles, supported by the Quality Standards Framework and Assessment and Award Regulations govern the standards of the College's awards, the responsibilities of students and the formal roles played by staff in relation to assessment of students' work and conferment of awards.

IV. An essential purpose of our academic regulations is to ensure equity of treatment for students at each stage of their education. This is done by prescribing due process and setting out criteria for making judgements about students' academic performance. The aim is that all higher education students, once admitted to the College, can benefit from the education provided and, by means of their ability and application, can gain the highest award of which they are capable.

V. Whilst the College makes every effort to disseminate its academic regulations effectively, students are encouraged to make every effort to familiarise themselves with them and be proactive in seeking advice and guidance where necessary.

VI. A further purpose of these Academic Regulations and Quality Framework is to protect the academic standing of the College and the academic integrity of its awards, for the benefit of its students and other stakeholders.

VII. The arrangements and regulations for assessment and awards have been devised to determine if each student has achieved the module and award outcomes and can demonstrate qualities and abilities which reflect the educational aims of each course.

VIII. These regulations apply to sandwich, full-time, part-time students on certificates, foundation degree courses (included extended programmes) and micro-credentials.

2. The Powers of Askham Bryan College

I. The authority to grant awards of Askham Bryan College to students who complete an appropriate taught course of study and satisfy an appropriate assessment (i.e. taught foundation degrees) derives from an Order made by Her Majesty's Privy Council on 27th January 2022 under Section 76(2a) of the Further and Higher Education Act (1992).

II. By virtue of the authority thus conferred, Askham Bryan College has the power to:
   a) Grant and confer taught foundation degree, certificates and other academic awards on persons who complete an appropriate programme or course of study and satisfy the required assessment approved by Askham Bryan College (up to Level 5);
   b) Determine the terms and conditions for the granting and conferment of such academic awards and distinctions;
   c) Deprive any persons of any degrees, diplomas, certificates or other academic distinctions and to revoke any degrees, diplomas, certificates or other academic distinctions granted to them by Askham Bryan College on any grounds which Askham Bryan College shall determine to be of good cause;
   d) Engage collaboratively with external organisations in devising academic provision leading to its awards;
   e) Devise, implement and amend strategies, policies and procedures to be acted upon and complied with by staff and students at the College.
   f) Exercise its power to approve modes and forms of study and to confer awards through its Higher Education Academic Board. The HE Academic Board has ultimate authority over the academic standards and all the processes necessary to maintain the quality of its academic provision and the standards of its awards.

III. In exercising its powers, Askham Bryan College places paramount importance on the promotion and maintenance of high academic standards, having particular regard to the standards achieved by students and the quality of the experience of learning.

3. Askham Bryan College Undergraduate Framework

3.1. Awards

I. An 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 (or module descriptor in the case of module level study or micro-credentials). 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.

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.

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.

VII. The rights of students to tuition, assessment, certification and receiving an award are subject to remaining in good standing with Askham Bryan College.

VIII. An award is the qualification (e.g., FdSc) conferred by Askham Bryan College on a student who has successfully completed a programme or course of study.

IX. A module award or micro-credential is an award conferred by Askham Bryan College on a student who has successfully completed a module of study which has been validated as a micro-credential.

3.1.1. Award titles

I. A named award is the generic term for a particular award and an approved course title associated with that award, e.g. FdSc Agriculture with Land Management.

II. 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 in Agriculture).

3.1.2. Awards offered by Askham Bryan College

Table 1.1. Awards of Askham Bryan College

Award Type and Title	Interim Award
Micro-credentials (Level 4 or Level 5) Award of Learning in … (module name)	N/A
Module Award (Level 4 or Level 5) Award of Learning in … (module name[s])	N/A
Extended [Year 0] College Award of Higher Education in... (programme name)	N/A
Level 4 Certificate of Higher Education in … (programme name)	College Award of Higher Education in... (programme name) [for those who have completed an extended Foundation year only]
Level 5 Foundation Degree in … (programme name)	Certificate of Higher Education in … (programme name)

3.1.3. Interim awards

I. An interim award is available as an exit award for students who have fulfilled the requirements for a lower award but who are unable to progress to, or who have failed to fulfil the requirements for, the final award for which they are registered **(Table 1.1).**

II. An interim award may be awarded as an exit award to students who decide to voluntarily terminate their registration but who have accumulated sufficient credits to be awarded an intermediate award.

III. Interim awards are given for achievement of specified outcomes and credits and will not be offered as compensation for failure at another level.

IV. Interim awards and their requirements are specified in relevant programme specifications.

3.1.4. Changes to awards and programmes

I. Askham Bryan College reserves the right to alter its range of modules, courses, programmes, frameworks and awards without prior notice, and to modify from time to time its regulations for the admission and progression of students and for the conferment of awards.

II. Where such changes may affect the title of the award or may cause students to be unable to complete the named award for which they are registered, those students must be consulted and the approval of Programme Approval Committee obtained before any changes can be implemented.

III. Where the named award cannot be offered or completed, Askham Bryan College shall describe the title and modular components of an alternative award which can be made available to the student.

3.2. Academic Credit

I. Credit is an educational currency, which provides a means of quantifying learning outcomes achieved and reflects both the amount and level of study.

II. It provides the notional hours required to undertake a programme of study and it usually allocated at modular level, based on the ratio of 1 credit to 10 notional learning hours. Successful completion of a module leads to the award of an approved volume of credit. Credits are accumulated as students' progress through their period of study.

III. Unless otherwise specified, credit refers to UK Credit Accumulation and Transfer Scheme (CATS) points.

IV. 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.

V. For Modular Study (fundable by the Lifelong Learning Entitlement) modules will be in pre-approved bundles of up to 40 credits (two (2) modules at 20 credits or one (1) module at 40 credits).

VI. **Table 1.3** details the total credit requirements, the range of credit levels, for each award. This includes the total credit contribution that an interim award may make to a higher level or final award.

VII. 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.

VIII. No more than half of the credit of an award may be derived from the assessment of experiential learning and at half of the credit for an undergraduate award must be derived from Askham Bryan modules.

Table 1.3. Credit values by award type

Award Type and Title	Total credit requirements
Micro-credentials (Level 4 or Level 5)	10 credits per module
Module Award (Level 4 or Level 5) Award of Learning in … (module name[s])	20 credits per module (permitted to be bundled into 2 modules = 40 credits)
Extended [Year 0] College Award of Higher Education in... (programme name)	120 credits at Year 0
Level 4 Certificate of Higher Education in … (programme name).	120 credits Level 4
Level 5 Foundation Degree in … (programme name)	120 credits at Level 4 120 credits at Level 5

3.2.1. Contribution of credit via prior learning experience (ARPL/APEL)

I. The ARPL Policy and Procedure details the limits that may be derived from the accredited and recognition of prior learning (ARPL), including specific limits for accredited prior experiential learning (APEL).

II. No more than half of the credit may be derived from APRL and within APRL limits, APEL may not contribute more than half of the total credit value of the award. Micro-credentials can be used as ARPL individually or as a collective.
III. Refer to the ARPL Policy and Procedure for further information - Higher Education - Policies and Guidance.

3.3. Academic Standards

3.3.1. Quality of teaching and the learning environment

I. The quality of teaching on an approved module or programme of study must be maintained, reviewed and, where possible, enhanced.
II. Learning and teaching strategies shall be appropriate to the aims and objectives of the mode and form of study concerned and to the nature of the students.
III. Teaching staff must be appropriately qualified and experienced, and their teaching must be informed through active participation in scholarship and professional activities.
IV. Askham Bryan College will provide students with appropriate academic supervision, learning resources, access to appropriate support services, and opportunities to contribute to curriculum development and quality assurance.
V. Students' contribution to quality assurance and experience will be facilitated through representation on designated boards, committees and panels or working groups of the College.
VI. A range of monitoring and evaluation activities will be utilised as per the Quality Assurance and Enhancement Policy and Procedure.

3.3.2. Maintaining academic standards

I. Credit and qualifications are only awarded when the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment.
II. Threshold academic standards are the minimum acceptable level of achievement that a student must demonstrate to be eligible for an academic qualification or credit. For equivalent qualifications, the threshold level of achievement is agreed across the UK and is described by the qualifications descriptors set out in the national frameworks for higher education qualifications, with a level representing a distinct level of intellectual achievement.
III. Askham Bryan College ensures that its qualifications are at the appropriate level of the relevant Framework for Higher Education Qualifications, programme outcomes are aligned with the relevant qualification descriptor, and that the frameworks' requirements in respect of awarding and naming qualifications are met.
IV. Further information regarding assessment standards can be found in **Section 2** and **3** of these academic regulations.

3.3.3. Award-specific outcomes

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

II. Up on successful completion of a module or level of study, students or graduates have met specific outcomes for that award type and/or level (**Table 1.2**).

Table 1.2. Generic outcomes of Askham Bryan College awards

Award Type	*Knowledge and Understanding*	*Practical and Professional*	*Cognitive, Intellectual and Thinking*	*Employability*
Micro-credentials	Have broad understanding of well-established theories, ideas and terminology associated with the discipline.	Undertakes performance tasks that may be complex and non-routine, engaging in self-reflection.	n/a	n/a
Extended Level Awards (Year 0)	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.	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.	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.	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. 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.
Level 4 Awards	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.	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.	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.	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.
Level 5 Awards	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.	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.	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.	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.

3.4. Programmes

3.4.1. Programme structure and duration

I. A programme comprises an approved range of modules with a title designed to reflect curriculum content.
II. All programmes must have a standardised programme specification, which contains definitive statement of specified learning outcomes and summarises: the constituent modules, the learning and teaching methods that enable achievement of the learning outcomes, and the assessment methods that demonstrate their achievement (**Annex 2.03**).
III. Programme specifications must be formally approved by the Academic Quality and Standards Committee.
IV. Different programmes may have common modules, but to remain distinct there must be a minimum of 25% difference in content at each level i.e., at least 30 credits.
V. Programmes may be offered in full-time, part-time, blended and/or distance-learning modes.
VI. The academic year is normally 24 weeks in length for undergraduate programmes and is divided into two semesters, with additional weeks for assessment periods at the end of each semester.
VII. Within a programme, modules are usually scheduled to take place within the standard academic year.
VIII. The normal duration of each programme is outlined in **Table 1.4**.
IX. 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.
X. Where Professional, Statutory and Regulatory Body (PSRB) requirements apply any specific requirement may supersede these rules.

Table 1.4. Programme duration and maximum registration periods

Programme	Full-time duration	Maximum Registration Period	Part-time duration	Maximum Registration Period
Micro-credential and modular study	N/A	N/A	10 hours per credit	3-months beyond normal duration
Extended Foundation Degree	3 YEARS	5 YEARS	5 YEARS	7 YEARS
Certificate of Higher Education	1 YEAR	3 YEARS	2 YEARS	5 YEARS
Foundation Degree	2 YEARS	4 YEARS	4 YEARS	6 YEARS
Foundation Degree including sandwich option	3 YEARS	5 YEARS	5 YEARS	7 YEARS
Extended Foundation Degree including sandwich option	4 YEARS	6 YEARS	6 YEARS	8 YEARS
Foundation Degree in Veterinary Nursing	3 YEARS	5 YEARS	N/A	N/A

3.4.2. Principles of programme design

I. All programmes of study should be designed and operated in accordance with Askham Bryan Colleges published Academic Regulations, including the Undergraduate Framework, Modular Scheme Framework.
II. Refer to **Section 2 Quality Standards Framework** for further guidance on programme design expectations.

3.4.3. Level progression across programmes

I. Programmes are defined by the amount and level of credit and the levels through which students' progress. The definition of amount and level of credit and the minimum credit requirements for each awards can be found in **Table 1.3**.
II. There is a progressive development of the course content and module level at different parts and the extent to which they contribute to the overall classification of awards.
III. Progression of students from one level to the next is governed by assessment and awards regulations (**Section 3 Quality Standards Framework**).
IV. Progression across of the Veterinary Nursing programme is also related to successful completion of work placement hours.

3.4.4. Periods of work placement

I. All students on Askham Bryan College Foundation Degrees, except those who have successfully completed a sandwich programme, must undertake a work placement period.
II. The work placement is required to underpin the learning outcomes of the programme being followed by the student.
    a) 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.
    b) For students registered on sandwich programmes, a full placement period will normally last for no less than 44 weeks (minimum of 1500 hours) and have a value of 120 credits, or as specified in the relevant Programme Specification.
II. Shorter placement periods will attract credits *pro-rata* according to the number of weeks in placement, as approved at validation.
III. Where PSRB requirements apply the core hours stated by the PSRB supersede those defined in these regulations.
IV. Employment law is adhered to where a voluntary placement exists in the programme.
V. For the operational management of work placements, the following policies and procedures apply:

a) HE Work Placement Policy
b) HE Work Placement Procedure
c) HE Veterinary Nursing Work Placement Procedure

4. Admissions, Registration and Transfer

4.1. Admissions

I. The entry requirements for Askham Bryan College validated programmes are in line with the UCAS Tariff system. UCAS tariff point requirements may differ between programmes.

II. The College shall adhere to the following regulations governing the conduct of the recruitment and admission of students.

- Publish admissions to procedures which shall be fair, clear, explicit and implemented consistently;
- Have promotional materials which shall be relevant, accurate and accessible and shall contain the information that enables applicants to make an informed choice;
- Make applicants aware of any substantive and/or structural changes made to a programme between the time that an offer is made and the point at which enrolment is completed;
- Review admissions policies, procedures and criteria regularly in the light of College strategy, objectives and external factors, including the changing pattern in the applicant market, national entry requirements, and legal obligations.

III. Refer to HE Admissions Policy and Procedure for further information - Higher Education - Policies and Guidance.

4.1.1. Entry requirements

I. Entry requirements for Certificate of Higher Education, Foundation Degrees or Extended Foundation Degrees are stated within the relevant programme specifications and on the College website or UCAS, where applicable (Course Listing). This includes requirements for module study within those programme levels.

I. Unless otherwise stated 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.

II. Admissions for programmes with professional body accreditation requirements may also be applied and will be specified in relation to programmes affected.

4.1.2. Preferred and required subjects

II. Where applicable, preferred or required subjects for entry will be specified for specific programmes and will be set out in individual programme specifications, the College website and UCAS, where applicable.

4.1.3. Admission for those who do not meet entry criteria

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 qualifications which includes a period of work placement, may be admitted on to a full-time programme at the discretion of the College.

II. It is the applicants responsibility to demonstrate how their experience/ qualification maps against academic entry requirements as part of the application process. Further information may be requested from applicants during the admissions process (see HE Students Admissions Policy and Fitness to Practise Policy for further details Higher Education - Policies and Guidance).

4.1.4. Admission with prior academic credit (Advanced Standing)

I. Where certificated/accredited learning has been 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 or programme outcomes. This may allow entry with advanced standing to a later stage of a programme or for individual modules.

II. Academic credit may also be derived from the assessment of experiential learning.

III. 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.

IV. The credits for which advanced standing is being claimed must not exceed 50% of the overall award credits. The this also applies to micro-credentials and modular level study.

4.1.5. Withdrawal of programmes from curriculum offer

I. Askham Bryan College reserves the right to remove a programme from its curriculum offer, either temporarily or permanently.

II. The timing of such decisions should take into consideration at what stage of the recruitment cycle it is appropriate to withdraw a programme and the implications for students who have already received an offer of a place.

III. Any withdrawal or suspension of a programme should follow the published Policy for the Suspension or Closure of HE courses and its supporting procedure and the Student Protection Plan - Higher Education - Policies and Guidance.

4.2. Periods of Registration

I. The maximum period of registration is normally two years beyond the standard period of study (**Table 1.4**).

II. These maximum registration periods are inclusive of a maximum period of up to one year of postponed study, which will only be permitted based on mitigating circumstances or significant changes in life circumstances that compromise a student's ability to study.

II. For micro-credentials or modular study, the maximum period of registration is normally 3-months per 10 credits beyond the normal period of study (**Table 1.4**).

III. No award shall normally be conferred upon a student beyond the maximum period of registration.

IV. An extension of 1 year to an individual students permitted registration period may granted at the discretion of the Progression and Awards Board, in cases of exceptional mitigating circumstances.

4.2.1. Professional body registration

I. Programmes of study which lead directly or indirectly into a profession for which there are recognised behavioural, or health requirements shall incorporate measures to ensure suitability to practise that profession.

II. The grounds on which a student may be considered unfit to practise include physical or mental health problems, criminal conduct or other serious misconduct and will fall under the remit of the Fitness to Practise Policy and Procedure - Higher Education - Policies and Guidance.

4.2. Transfer Arrangements

I. Student transfers between programmes in a similar discipline can be facilitated in exceptional circumstances subject to academic merit but are limited to take place within set time constraints within an academic year.

II. Transfers to other programmes are not usually permitted after the first half-term break within the academic calendar. Refer to Transfer, Suspension and Withdrawal Policy for further information.

III. Askham Bryan College offers the opportunity to progress from Level 5 study to Honours Top-Up degrees validated by university partners. The entry requirements onto Top-Up programmes are specified on the relevant programme specifications and advertised on the College website and UCAS.

4.3. Student Withdrawal or Postponement of Studies

I. Askham Bryan College is committed to support successful outcomes for all its students and offer supportive choices when a student finds themselves unable to engage in their programme of study.

a) **Withdrawal from study** means that a student has either decided to discontinue studying at the College with no intention of returning or that the College has withdrawn a student's registration for reasons which may include disciplinary action. This does not include Fail and Withdrawal outcomes made by the UCAB Progression and Awards Board. Where at a later point a student wishes to return to the College, they can apply to do so via the usual admission route.
b) **Postponement of study** means a formal break from study for a specific period of time with the intention to resume study at a future date which has been agreed with the College. Periods of postponement are factored into the maximum registration period (See **Table 1.4**).

II. Refer to the HE Student Postponement and Withdrawal Policy and Procedure - Higher Education - Policies and Guidance.

5. Askham Bryan College Modular Scheme Framework

I. 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.

5.1. Modules

I. Modules are the building blocks for programmes of study and form the basis for assessment and the award of credit.
II. A module is a discrete body of learning offered at different levels (from 3 to 6 of the FHEQ) with specified learning outcomes which are formally assessed.
III. A module is normally 20 credits or multiples thereof and may be core or optional.
   a) A **core module** is one that a student must study (compulsory).
   b) An **optional module** is one which a student may choose to study subject to completing the requisite number of credits.
   c) A **pre-requisite** module is one which a student must take and pass (or be awarded credit for) before proceeding to another specified module.
   d) A **co-requisite module** is one for which a student can enrol only if they concurrently enrol for one or more other specified modules.
IV. Each module must have an approved standardised module descriptor which should be available to students no later than the start of the module delivery period (**Annex 2.04**).
V. Module descriptors must be formally approved by the Academic Quality and Standards Committee.

VI. Individual modules are allocated a level according to the criteria set out in **Section 1 5.2.**

VII. Assessment normally takes place within, or at the end of, the period in which the module is delivered with student achievement being assessed on either a fine grading or a pass/fail basis.

VIII. The assessment requirements of a module will be proportionate to its credit value and level (**Table 1.3**).

5.1.1. 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.

5.1.2. Core and optional modules

I. Modules offered to students studying for named awards are identified as core or optional as designated on the programme specification.

a) **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 level, unless the HE Academic Board has approved otherwise.

b) **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. Programmes normally comprise of a maximum of 40 credits of optional modules from which students may select up to 20 credits per academic year/level, unless the HE Academic Board has approved otherwise.

IV. The choice of optional modules offer within an academic year is subject to change and approval by HE Management Group, with consideration to timetabling constraints, subject specialist staffing availability and minimum cohort sizes.

5.1.3. Pre-requisites

I. 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.

II. Alternative ways in which the outcomes of pre-requisite modules may have been achieved may be accepted with the agreement of the Module Leader and relevant Head of Department.

5.1.4. 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 moderation procedures;

c) other activities and experience which have resulted in experiential learning.

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.

III. Refer to ARPL Policy for more information - Higher Education - Policies and Guidance.

5.2. Module Levels

a) Preparatory year modules (referred to as Year 0) are normally taken during the first year of an Askham Bryan Extended Foundation Degree programme.

b) Level 4 modules are normally taken in the first year of Foundation Degree programmes or Certificates of Higher Education.

c) Level 5 modules are normally taken in the second year of Foundation Degree programmes.

5.2.1. 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 expected degree of student autonomy.

II. Criteria by which a level may be judged are therefore needed by those designing and validating 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 1 Table 1.2).**

III. The Framework for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ-UK) are used as a reference point.

5.3. 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 (Level 4 or 5);
b) Usually delivered as 10 credit modules;
c) Will be defined by a module descriptor, which specifies aims and outcomes for the module, 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.
d) Formal assessed via one or more summative assessments;
e) Will follow higher education quality assurance processes operated by the University Centre.

5.4. Modular Study

I. Modular study will normally be in bundles of 20 credits (i.e. two (2) 20 credit modules or one (1) 40 credit module). Those modules must form part of a validated programme.
II. Bundles will be modules of the same level.

5.5. Module Contact Time and Delivery Mode

I. Typical modules of 20 and 40 credits 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 (i.e. 10 notional hours of learning per credit).
II. Micro-credentials are usually 10 credits representing 100 notional learning time.
III. In a typical full-time programme, students will study modules to a credit value of 120 within an academic year, which indicates a typical notional learning time of around 40 hours per week, inclusive of student independent learning and contact hours.
IV. Contact hours relates to time spent in formal lectures, practical's, seminars, directed study, etc.

V. The contact hours for a module will be:
   a) 60 hours per 20 credit module at Year 0 (doubled for 40 credit modules).
   b) 60 hours per 20 credit module at Year 4 (doubled for 40 credit modules).
   c) 48 hours per 20 credit module at Level 5 (doubled for 40 credit modules).
      - Level 5 modules which are accredited by the Royal Veterinary College have 50 hours contact.

V. Modules can be studied over the duration of a semester (usually 12 weeks not including assessment periods) or over the duration of an academic year (usually 24 weeks, not including assessment periods).

VI. Modules can be delivered over a short and intensive period of study, with online or independent study and assessments taken over a longer period.

VII. The intensity of delivery is determined by the module learning outcomes and mode of study.

VIII. Validated core or optional modules may be studied independently, where appropriate to the needs of individual students in exceptional circumstances. 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 (refer to Reasonable Adjustments Policy for further information- Higher Education - Policies and Guidance.)

6. Programme, Module and Site Approvals

6.1. General Principles of Approval

I. A standardised approach to higher education programme, module and site approval is adopted by Askham Bryan College. This will be adhered to, unless deviations are required and will be agreed by AQSC, where relevant.

II. The overall aim of programme approval is to ensure high quality of educational and academic experience for students.

III. All applications for approval to develop a new programme or site for delivery must be developed in line with the strategic objectives of the organisation.

IV. Applications for new programme or site approval will:
   a) Provide an overview of the intended content, delivery, and assessment methods with clear links to how these sit within Askham Bryan College Academic Regulations, including UCAB Principles of Assessment.
   b) Indicate operational, human, and learning resources required.
   c) Include a business case with clear financial planning.
   d) Be developed in consultation with all appropriate stakeholders: this must include at students, Technical Advisory Groups and affected college resource managers.

6.1.1. Approval processes

I. In granting development approval, the HE Academic Board devolves full responsibility for validation and for setting conditions and recommendations to the appointed Validation Panel. Only in those circumstances in which the panel is deemed by the HE Academic Board to have contravened the Board's policies or agreed procedures will the panel be asked to reconsider its decisions.

II. Refer to **Section 2 Quality Standards Framework f**or full details of approval principles and processes.

6.1.2. External expertise in programme and/or site development

I. Technical Advisory Groups should be carried out in advance of any validation events to provide industry led guidance for programme development and review.

II. External independent experts may be employed by the college to provide industry led or academic consultancy for course development and review. The hours of which would be agreed by HE Academic Board.

III. The validation panel will engage the services of a suitably qualified external academic panel member(s) to provide scrutiny of both the validation process and for appropriate critique of the subject specialist elements.

6.2. New Programme or Module Approval

I. A new programme of study or module shall only be approved once the Programme Approvals Committee and Academic Quality and Standards Committee are satisfied that it meets the College's Academic Regulations.

6.3. Changes to Approved Programmes or Modules

I. There are different amendment processes depending on the scale of the change proposed. These are:
   a) Major modifications
   b) Minor modifications
   c) Typographical corrections
   d) Changes to entry requirements

6.3.1. 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.:
   a) 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.

b) 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).
c) Changes to the programme title and/or award, where this reflects changes to programme content.
d) 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.

6.3.1. Minor modifications

I. Minor modifications to programmes are all changes not covered in major modifications process. 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 Marketing Department 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 (Note: that any module title change requires a new module code to be assigned to it).

II. The minor modifications process should be followed as per **Section 1: 1.6.**

6.3.2. 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.

II. 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 larger administrative updates, the Minor Modifications process should be followed as per **Section 1: 1.6.3**.

6.3.3. Changes to entry requirements

I. Entry requirements are usually agreed on an annual basis as part of the annual admissions policy review.

II. Changes to entry requirements should be discussed with the relevant Head of Department, the HE Academic Registrar before they are submitted to the Programme Approval Committee. These changes are then presented to the Academic Quality and Standards Committee (AQSC) for approval and ratification by the HE Academic Board.

III. Changes to entry requirements 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 timeline ensures timely publication prior to the opening of the UCAS recruitment cycle.

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 the Programme Approval Committee.

6.3.4. Consultation in the modification process

I. Prior to approval course teams will be required to:
   a) Consult with the External Examiner for their programme if the modification is major or minor modification, or a change to the entry requirements.
   b) Consult with students enrolled on the programme if the modification is major or minor modification, or a change to the entry requirements.
   c) Consult with other course teams where a major or minor modification will impact on another programme.
   d) 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.
   e) 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.
   f) Any modifications for a programme accredited by a PSRB must have consulted with and sought approval from the relevant PSRB prior.

II. Note that typographical corrections do not require consultation.

6.4. New Site Approval

I. All sites for delivery of a validated programme require approval prior to commencement of any delivery at that site. This should normally be completed as part of a validation event for that programme, however where a new site is to be used for delivery this will require an independent Site Approval Panel.

II. Refer to **Section 2 Quality Standards Framework and its supporting Annexes** for guidance on process, criteria and documentation for site approval.

III. The final approval for new site delivery sits with HE Academic Board, who also reserves the right to withdraw approval in relation to concerns of quality and standards associated with the delivery of HE courses at the site.

6.5. Validation Approval Periods

I. The usual time-limit the approval (Validation) of a programme or module is 4 years and may be extended to 5 years via request to HE Academic Board.

II. Programmes and modules will be expected undergo revalidation processes prior to the end of their approved timescale. This would be done with student recruitment timelines in mind and where possible revalidation completed prior to the opening of UCAS recruitment cycles for the year of entry.

III. Progammes may only be withdrawn from the College portfolio by agreement from HE Academic Board in consultation with appropriate Course Managers and the relevant Curriculum Management.

IV. When a programme or course of study is withdrawn, for whatever reason, HE Academic Board shall ensure that adequate standards are maintained for any students remaining on the programme or module, or that students are enabled to transfer to suitable alternative provision. As per the Student Protection Plan and Course Suspension, Withdrawal and Closure Policy- Higher Education - Policies and Guidance.

6.5.1. Revalidation

I. Revalidation may be triggered by the following

a) Major modification changes:

- Changes equating to over 30% of the programme documentation word-count over the period of validation of the programme.
- Significant changes to the programme outcomes.
- The removal/addition of core modules.

b) End of approved validation period.

II. Refer to **Section 2 Quality Standards Framework** for further information.

7. Quality Assurance and Evaluation

7.1. Monitoring and Evaluation of Approval and Modification Processes

I. To ensure that the process of course design, development, approval, and modification remain effective, processes are monitored through the Academic Quality and Standards Committee, and evaluation is carried out following each validation or programme amendment, or at least biennially though the Academic Quality and Standards Committee.

II. Evaluation may include data tracking, staff and student feedback and industry engagement.

7.2. Annual Programme and Module Monitoring

II. We adopt a risk-based approach and module level monitoring and enhancement requirements, to ensure we are meeting the conditions of registration set by the Office for Students and maintaining high standards for our students.

III. Refer to **Section 2. Quality Standards Framework** and the **HE Quality Assurance and Enhancement Policy and Procedure** for full details.

7.3. Assessment Moderation and Examination

I. Internal moderation practices are applied prior to the release of assessment documentation to students and following the marking of assessments and release of provisional grades.

II. External examination practices are also adopted to safeguard the academic integrity and quality of our modules, programmes and the awards granted.

III. Assessment moderation and examination regulations and processes are detailed within **Section 2. Quality Standards Framework** and **Section 3. Assessment and Award Regulations**.

7.4. Student Voice

I. Askham Bryan College is committed to maintaining a high-quality student experience, where all students have opportunities to reflect upon and evaluate their experiences of both academic study and the wider service offering. We engage our students through a variety of mechanisms with a view to learning from and responding to student feedback individually, collectively and through student representatives.

II. Our approach to student voice ensures that:
   a) Students can be part of governance and decision making;
   b) Students are central to quality assurance and enhancement;
   c) We provide opportunities for students to become active participants in their learning;
   d) We foster collaboration between students and staff across the College.

8. Student Support

8.1. Students with Declared Needs

I. University Centre-wide student support is available for students with disabilities or learning differences. We aim to provide an inclusive approach to teaching learning and assessment design, making reasonable adjustments where possible.

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).

V. Further detail can be found in the HE Students Reasonable Adjustments Policy - Higher Education - Policies and Guidance.

8.2. Monitoring Student Progress

I. We aim to support positive outcomes for all students and operate a range of monitoring and support mechanisms to facilitate this. This includes monitoring of attendance, module and programme level engagement and module assessment results.

II. Students will be supported in tracking their own progress through academic appraisals and engaging with assessment feedback.

III. Where additional or bespoke support is needed students will be signposted to a range of support services where relevant.

Glossary of Terms

Academic Credit	A measure used to quantify learning outcomes and workload. One credit typically equals 10 hours of notional learning.
Advanced Standing	Entry into a programme at an advanced level, based on previous academic achievements.
APEL	Accredited Prior Experiential Learning – Credit for relevant learning gained through experience.
ARPL	Accreditation of Recognised Prior Learning – Recognition of prior certified learning.
Award	A formal qualification granted upon successful completion of a programme (e.g., FdSc).
Award Title	The official name of the award, e.g., FdSc Agriculture with Land Management.
Core Module	A required module essential for achieving a programme's learning outcomes.
CATS	Credit Accumulation and Transfer Scheme – A UK framework for earning and transferring academic credits.
Certificate of HE	An award obtained by earning 120 credits at Level 4.
Extended Foundation Degree	A programme that includes an introductory Year 0 before progressing to higher levels.
FdSc	Foundation Degree in Science – a Level 5 award focused on both academic and vocational skills.
HE Academic Board	The governing academic body responsible for academic quality and programme oversight.
Interim Award	A lower-level award given when a student does not complete the full intended qualification but meets minimum credit requirements.
Level 4 / Level 5	Framework levels of undergraduate study: Level 4 = Year 1; Level 5 = Year 2 (Foundation Degree).
Micro-credential	A short academic module (typically 10 credits) that certifies specific knowledge or skills.
Minor Modifications	Small changes to a programme that do not significantly impact outcomes or structure.
Major Modifications	Substantial changes that affect programme structure, content, or award outcomes.
Module	A standalone unit of study with defined learning outcomes, usually worth 20 credits.
Optional Module	A module students can choose, offering flexibility and specialisation in their studies.
Pre-requisite	A required module or knowledge area that must be completed before taking another module.
Programme	A set of modules leading to an award, designed with a defined curriculum and outcomes.
Programme Specification	A formal document outlining the structure, aims, and assessments of a programme.
PSRB	Professional, Statutory and Regulatory Bodies – External bodies that accredit or approve programmes.
Revalidation	The process of reviewing and extending a programme's approval period.
Sandwich Programme	A programme that includes a full-year work placement (usually 44 weeks).
Threshold Academic Standards	The minimum achievement level required for an academic qualification.
Validation	The formal approval process for new programmes or modules.
Work Placement	A required period of practical work experience within a programme, contributing to academic learning.