



**Cheshire College
South & West**

CCSW Academic Regulations – Part B

Credit Framework for Taught Programmes

Principles

- Students receive academic credit in respect of their learning achievements as expressed in terms of learning outcomes.
- A credit value, specified in terms of the number of credits and the level, is ascribed to each module.
- Academic credit given in respect of successful fulfilment of the requirements of a module can be awarded only once and cannot be double-counted.
- Every programme of study has set aims and outcomes that provide an overall focus for its component modules, and conforms to the regulatory framework for the design, delivery and assessment of any broader scheme that it may be a part of.
- All taught programmes leading to an award (from either the College or a partner HEI) conform to the credit framework, with the exception of certain professional programmes.

The Credit Framework

- A basic unit of credit relates to 10 hours of notional **learning** time; a standard module worth 20 credits represents 200 hours notional **learning** time.
- A standard academic year for a full-time undergraduate honours degree student equates to 120 credits (1200 notional hours).

Modules

Each module will specify a level that indicates the intellectual demand and rigour of academic study required to successfully complete the module. Levels are conceived successively, with increasing demands being placed upon learners as they undertake learning at higher levels. Learning accredited at each level will reflect the ability to:

Further Education	<p>Entry Level Employ, recall and demonstrate elementary comprehension in a narrow range of areas, exercise basic skills within highly structured contexts and carry out directed activity under close supervision</p> <p>Level 1 Employ a narrow range of applied knowledge, skills and basic comprehension within a limited range of predictable and structured contexts, including working with others under direct supervision but within a very limited degree of discretion and judgement about possible action.</p> <p>Level 2 Apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be non-routine; undertake directed activities with a degree of autonomy within time constraints.</p> <p>Level 3 Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements, selecting from a considerable choice of procedures in familiar and unfamiliar contexts; directly own activities with some responsibility for the output of others.</p>
Higher Education	<p>Level 4 Develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; operate in a range of varied and specific contexts taking responsibility for the nature and quality of outputs.</p> <p>Level 5 Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; accept responsibility for determining and achieving personal and/or group outcomes.</p> <p>Level 6 Critically review, consolidate and extend a systematic and coherent body of knowledge utilising specialised skills across an area of study; critically evaluate new concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; accept accountability for determining and achieving personal and/or group outcomes</p>

Postgraduate	<p>Level 7 Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical and specialised activity; accept accountability for related decision making including use of supervision; demonstrate a deep understanding of the subject through independent modes of learning.</p>
	<p>Level 8 Make a significant and original contribution to a specialised field of enquiry demonstrating command of methodological issues and engaging in critical dialogue with peers; accept full accountability for outcomes.</p>

Modules are specified in accordance with the following definitions:

Module Type	Description
Core Module	<ul style="list-style-type: none"> • Designed to serve as a <i>fundamental</i> role in the delivery of the programme • Achievement of all credits attached to core modules is essential for conferment of the award
Optional Module	<ul style="list-style-type: none"> • Designed to be offered to students as an element of choice, but options may be limited in accordance with staff expertise • Optional modules may complement core modules • Optional modules may be offered for choice of prescribed pathways
Pre-requisite Module	<ul style="list-style-type: none"> • Provides specific preparation for another named module • Students are expected to take pre-requisite modules in the designated order

Programmes

- Programmes of study are constructed to enable students to progress through the credit levels and, on achievement of the learning outcomes and credit requirements associated with each stage of study, to qualify for an award.
- 'Stage' indicates the sub-division of a programme into major steps of progression; each of the three years of a standard full-time degree programme, for example, is a stage. Depending on the mode of study, a stage may be delivered in less or more than a single academic year e.g. part-time study. Each stage provides a coherent learning experience and may be certified with an interim award. Normally all the

module credits within a stage will be at the same level, but modules at different levels may appear in the same stage.

- In terms of programme design, the relationship between stages, final level, credits and the award is shown in the table below.
- The minimum levels of achievement for an award to be conferred are as specified below:

Sector	Award	Stage	Level 4	Level 5	Level 6	
Undergraduate	Bachelor's Degree with honours	3	120	120	120	
	Bachelor's Degree		120	120	60	
	Professional Graduate Diploma		40	40	40	
	Undergraduate	Foundation Degree	2	120	120	
		Certificate in Education		40	80	
		Certificate of Higher Education		120		
Higher National Awards	Higher National Certificate	No Stage Awards	120			
	Higher National Diploma		120	120		

- **Higher National Diploma (HND)** programmes (offered via Pearson) are normally designed to progress from level 4 to level 5, accruing 120 credits at each level to a minimum of 240 credits. A mandatory or optional work placement may be included as part of, or in addition to, the two stages of study.

- **Higher National Certificate (HNC)** programmes (offered via Pearson) are normally designed to accrue a minimum of 120 credits at level 4. HNC programmes normally operate for students in employment and hence there is no work placement element.
- **Foundation degree (FdA/FdSc)** programmes are normally designed to progress from level 4 to level 5, accruing 120 credits at each level to a minimum of 240 credits and should comprise a major work based element. They are discrete awards that on completion may permit entry into level 6 of a Bachelor degree programme. Certificate of Higher Education (Cert HE) may be awarded on achievement of the general credit requirements of the award.
- **Bachelor's degree with honours (BA, BSc, LLB)** programmes are normally designed to progress from level 4 to level 6, accruing 120 credits at each level to a minimum total of 360 credits. **Bachelor's degree** programmes are normally designed to progress from level 4 to level 6, accruing 120 credits at levels 4 and 5, and 60 credits at level 6 to a minimum total of 300 credits. Step off points on achievement of the general credit requirements at levels 4 and 5 may be awarded Certificate of Higher Education (Cert HE) or Diploma of Higher Education (Dip HE) respectively subject to partner HEI awarding regulations.
 - **Bachelor of Arts (BA)** is generally used in art and design, the arts and humanities and areas of social or business studies.
 - **Bachelor of Science (BSc)** is generally used in technology, science or mathematics and their applications.
 - **Bachelor of Laws (LLB)** is reserved for programmes of specialist study in law.