



Manual of General Regulations Part 1: Awards and Course Aims

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1 Purpose and Scope of the Policy

1.1 Purpose

1.1.1 To define the knowledge and skills a typical award holder will have achieved, in being granted an award under the academic framework that the University has adopted. The definitions in this Regulation are intended to ensure that the standards of our awards are comparable with those in other UK institutions.

1.1.2 Further information on the academic framework adopted can be found in the [Manual of General Regulations Part 3: Academic Regulations](#).

1.2 Scope

1.2.1 This Regulation applies to all courses offered by the University (including collaborative partner institutions) at [Level 3](#), [Level 4](#), [Level 5](#), [Level 6](#), [Level 7](#) & [Level 8](#).

1.2.2 Although 'course' is the preferred nomenclature, the term 'programme' can be used interchangeably with courses at the University.

2 Policy Statement and Principles

2.1 Statement

2.1.1 Each course of study approved or modified by our University will be governed by written statements. These statements are available to students and to other relevant bodies as Course Specifications.

2.1.2 Course Specifications are publicly available on the University's website. It is the responsibility of the collaborative partner to ensure that course specifications are made publicly available to their students.



2.1.3 The Course Specification will include the following statements as a minimum:

- Title of the course
- Awards available throughout and at the end of the course
- Durations and modes of study
- Aims, objectives and learning outcomes of the course
- Curriculum and structure of the course
- Admission requirements
- Progression requirements
- Number of contact hours for teaching/seminars/one to one
- Number of hours for self-directed learning

2.1.4 In addition to course specific aims (as defined in the Course Specifications), all University courses must incorporate general educational aims. These aims are defined in the [University's Quality Manual – Part 4: Quality Criteria](#) – and are subject to review from time to time.

2.1.5 All courses of study shall be conducted and undertaken, and work submitted, in English, except where the assessment arrangement for the course specifically provide otherwise. Exceptionally, and only where there is good reason, a course offered in collaboration with an overseas institution may be delivered and assessed in a language other than English. In these circumstances, a range of additional approval criteria, as specified in the [University's Quality Manual – Part 11: Collaboration with Other Institutions](#) – must be checked at validation.

3 Principles

3.1 Modes of Study and Duration

3.1.1 Courses of study may be offered in full-time, block-release or part time modes of attendance, as appropriate, or through distance learning. In each case this may normally include a placement year.



3.1.2 **Full-time courses** and the University-based stages of placement courses, are designed in the expectation that students are available for attendance 'on campus', at our University or elsewhere according to the requirements of the course, at any time within the duration of the course. Alternatively, in modular courses, attendance may be defined as full-time in terms of enrolment on a number of modules exceeding the specified minimum as per the [Tuition Fees Policy](#).

3.1.3 Placement years are defined as:

3.1.3.1 A course of study, which includes a 120 credit "P" level module and is approved as such, must include no less than 36 weeks of supervised work experience in addition to the period for the full-time award.

3.1.3.2 The period of supervised work experience must:

- form a compulsory element of the course of study;
- have specified objectives, related to the objectives of the whole course;
- include assessment of the performance of students;
- include satisfactory assessment of performance, and completion of the period of supervised work experience, as a requirement for the award.

3.1.3.3 The fact that a course was pursued in the sandwich mode will be recorded on the award certificate.

3.1.3.4 Our University will make available an alternative full-time award on sandwich courses, to be awarded to students who are unable, for valid reasons, to undertake the sandwich element.

3.1.4 **Block Release** courses are intended for students in employment and require a number of short periods of full-time attendance (typically 1-2 weeks).



- 3.1.5 **Part-time** courses are normally structured so as to require attendance on not more than two days per week. Alternatively, in modular courses, part-time attendance may be defined in terms of enrolment on a number of modules not exceeding a specified maximum.
- 3.1.6 **Distance learning:** Distance learning (also known as online learning) is the provision of all course or module by means of supported study using a variety of instructional media which facilitate independent learning undertaken at a *distance* from the University i.e. 'off campus'.

4 Academic Framework

4.1 Introduction

- 4.1.1 In order to ensure compatibility of its awards with the University and within other institutions, and to facilitate transfer between courses, our University has adopted an academic framework for its taught courses, which enables them to be defined in terms of the amount of study successfully completed at a given level.
- 4.1.2 The Academic Framework provides the award classification for unclassified degrees, foundation degrees and honours degrees at undergraduate level and for all level 7 and level 8 awards including taught elements. More information can be found in the [Manual of General Regulations Part 3: Academic Regulations](#) and [Part 3a: Professional Doctorates](#).

4.2 Title and scope of introductory awards at level 3

- 4.2.1 The following learning outcomes apply to all awards at level 3. A student who gains an award at level 3 will normally be expected to be able to:



- Demonstrate a basic knowledge of the underlying concepts and principles associated with their area(s) of study.
- Interpret underlying concepts and principles within the context of their area(s) of study.
- Present and interpret basic qualitative and quantitative data in simple and familiar settings.
- Develop basic lines of argument in accordance with the theories and concepts of their subject(s) of study.
- Apply given approaches to solving problems related to their area(s) of study and/or work.
- Demonstrate a basic ability to evaluate the appropriateness of different approaches to problem solving.
- Develop key skills within a structured and managed environment and with external evaluation.
- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

4.3 Title and scope of undergraduate awards at level 4

4.3.1 The following learning outcomes apply to all awards at level 4. A student who gains an award at level 4 will normally be expected to be able to:

- Demonstrate knowledge of the underlying concepts and principles associated with their area(s) of study.
- Evaluate and interpret underlying concepts and principles within the context of their area(s) of study.
- Present, evaluate and interpret qualitative and quantitative data.
- develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.



- Evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work.
- Undertake further training and develop new skills within a structured and managed environment.
- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

4.4 Title and scope of undergraduate awards at level 5

4.4.1 The following learning outcomes apply to all awards at Level 5. A student who gains an award at level 5 will normally be expected to be able to:

- Demonstrate a critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have been developed.
- Apply underlying concepts and principles outside the context in which they were first studied including, where appropriate, the application of those principles in an employment context.
- Demonstrate knowledge of the main methods of enquiry in their subject(s).
- Evaluate critically the appropriateness of different approaches to solving problems in their field of study.
- Demonstrate an understanding of the limits of their knowledge and how this influences analyses and interpretations based on that knowledge.
- Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
- Communicate information, arguments, and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
- Undertake further training, develop existing skills, and acquire new competences that enable them to assume significant responsibility with organisations.



- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.

4.5 Title and scope of undergraduate awards at level 6

4.5.1 The following learning outcomes relate to all awards at level 6. A student who gains an award at level 6 will normally be expected to be able to:

- Demonstrate a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.
- Deploy accurately established techniques of analysis and enquiry within a discipline.
- Demonstrate a conceptual understanding that enables the student to devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of a discipline.
- Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.
- Demonstrate an appreciation of the uncertainty, ambiguity and limits of knowledge.
- Manage their own learning, and make use of scholarly reviews and primary sources.
- Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.



- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgements, and to frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem.
- Communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences.
- Demonstrate the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision making in complex and unpredictable contexts and the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

4.6 Title and scope of postgraduate awards at level 7

4.6.1 The following learning outcomes relate to all awards at level 7. A student who gains a postgraduate award at level 7 will normally be expected to be able to:

- Demonstrate a systematic awareness of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.
- Demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship.
- Demonstrate an originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Demonstrate a conceptual understanding that enables the student to critically evaluate current research and advanced scholarship in the discipline and to evaluate new methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.



- Deal with complex issues both systematically and creatively, make informed judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
- Continue to advance their knowledge and understanding, and to develop new skills to a high level.
- Demonstrate the qualities and transferable skills necessary for employment requiring: the exercise of initiative and personal responsibility; decision making in complex and unpredictable situations; and the independent learning required for continuing professional development.

4.7 Title and scope of doctoral degrees at level 8

4.7.1 The following learning outcomes relate to all doctoral awards. A student who gains a doctoral degree will normally be expected to have:

- Created and interpreted new knowledge, through original research, or other advance scholarship, of a quality to satisfy peer review, which extends the forefront of the discipline and merits publication.
- Systematically acquired an understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
- The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline and to adjust the project design in the light of unforeseen problems.
- A detailed understanding of applicable techniques for research and advanced academic enquiry.



- An ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- An ability to continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches.
- The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

5 Links to other Institutional Policies and Procedures

5.1 Internal Policies

5.1.1 This Policy/Regulation relates to the following institutional regulations, policies or procedures:

[University of East London Quality Manual \(Part 4: Quality Criteria and Part 11: Collaboration with other Institutions\)](#)

[Manual of General Regulations \(Part 3: Academic Regulations and Part 3a Professional Doctorates\)](#)

5.2 Exemptions and Professional Bodies

[Exemptions to the Academic Framework and Academic Regulations](#)

[Professional Statutory and Regulatory Bodies](#)

6 Definitions

Exemption:

Professional Statutory and Regulatory Bodies (PSRB): External bodies which accredit, recognise and/or approve courses that lead to a professional or vocational qualification.

Quality Manual: The UEL Quality Manual provides an overview for the implementation of the quality and enhancement practice within the University and responsibility.



Policy Owner: Academic Registrar, Academic Registry

| Version | Effective From | Amendments | Equality Analysis | Stakeholders Consulted <small>(e.g. Disability & Dyslexia Team, Policy Review Group)</small> | Approval Date | Author | Date for Review |
|---------|----------------|---|-------------------------------|--|---------------|------------|-------------------------------|
| V1.0 | 01/09/2022 | <ul style="list-style-type: none"> • Combined Part 1: Description of Awards & Part 4: Courses of Study together • Included more detail on information required on course specification • Clarification of placement year and removal of reference to 'sandwich' year • Clarification of distance learning provision and removal of reference to 'open' learning | Click or tap to enter a date. | Student Services Quality Assurance & Enhancement UEL Students' Union Careers and Student Enterprise | 04/05/2022 | Ian Porton | Click or tap to enter a date. |

This Policy is reviewed by Education & Experience Committee and approved by Academic Board