**Form C16**

**Academic Framework and Academic Regulations**

**Key Points Checklists**

**Purpose**

1. The below checklists should be used during the validation process to confirm that courses presented for approval meet the requirements of the University’s Academic Framework, the Standard UG Kingston Course Model and the Academic Regulations.
2. The checklists contain the key points from the Academic Framework, the Standard UG Kingston Course Model and the Academic Regulations. The full Academic Framework and Academic Regulations, which can be accessed at the following links, should still be referred to when using this checklist.

[Curriculum and Learning Design Pages](https://canvas.kingston.ac.uk/courses/311/pages/curriculum-and-learning-design)

[Policies and regulations - 2024/2025 - Kingston University London](https://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/)

**Variants to the Academic Framework, Academic Regulations and Standard UG Kingston Course**

1. Any variant to the Academic Framework requires approval from the Education Committee. Requests should be submitted on form C3 and should be discussed with the Head of QAE before consideration by EC.
2. Any variant to the Academic Regulations requires approval from the Regulatory Framework Committee (RFC). Requests should be submitted on form G3 and should be discussed with the Regulations, Assessment and Student Casework (RASC) team before consideration by RFC. Variants are only approved for exceptional reasons, normally to meet PSRB requirements.
3. Any exception to the Standard UG Kingston Course will require a business case made by the Head of School to the Deputy Dean who will then make the case to the PVC Education. The rationale should explicitly be aligned to School/Faculty planning and resources, the Town House Strategy and work to improve institutional effectiveness and efficiency.

**Academic Framework Checklist**

**Note: please do not leave any columns blank. Please tick “N/A” if the requirement does not apply to your course(s).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** |
| **Course Structure** | **ü** | **ü** | **ü** |
| Levels 3, 4, 5 and 6 – all modules compulsory. No option modules. |  |  |  |
| Level 7 – no minimum core module requirements |  |  |  |
| **Module Delivery Structure and Pattern** |  |  |  |
| Level 3 – 4 x 30 credits |  |  |  |
| Level 4 – 4x 30 credits |  |  |  |
| Level 5 – 4x 30 credits |  |  |  |
| Level 6 – 3x 30 credits, 1x 15 credits and 1x 15 credit University Apply module |  |  |  |
| Level 7 – standard module size is 30 credits. However, a maximum of 4x15 credit modules is permitted. In addition, modules of 120 credits may be used for PG programmes with more than 180 credits |  |  |  |
| No zero credit modules |  |  |  |
| Level 4, 5 & 6 modules can be long-thin or short-fat, as long as the credit load is equal in each Teaching Block |  |  |  |
| Postgraduate level 7 – modules can be all long-thin, all short-fat or a mixture of both.. |  |  |  |
| 60 credit modules may be used at level 7. |  |  |  |
| **Summative Assessment Loadings** |  |  |  |
| Normally no more than 6 learning outcomes per module. |  |  |  |
| No more than 3 elements of assessment per module (i.e. separate marks entered in SITS). *Note: individual faculties can reduce this to 2 elements of assessment* |  |  |  |
| No more than 1 formal examination per module.  |  |  |  |
| Only 1 portfolio assessment (i.e. elements that are made up of a number of smaller linked tasks leading to a single aggregate mark) may be used per module.Where portfolio assessments are failed or have mitigating circumstances agreed, the module descriptor must set out the form of reassessment that students will have to undertake, i.e. whether all the tasks, or only the failed/missed tasks would need to be done again. |  |  |  |
| All L4 students will have at least one module that includes an early low stakes element of assessment that contributes no more than 20% to the overall module mark. |  |  |  |
| Types of ‘coursework’ tasks must be specified in module descriptors and approved at validation. |  |  |  |
| **Learning Hours** |  |  |  |
| Each academic credit is related to 10 hours of nominal learning. This is normally expressed at module and course level where:* 30 credits relates to 300 hours of nominal learning
* 120 credits relates to 1200 hours of nominal learning
 |  |  |  |
| **Future Skills** |  |  |  |
| **Navigate (level 4)** |  |  |  |
| All UG courses must identify a compulsory level 4 module in which Navigate will be delivered. |  |  |  |
| The module summary for this module should state ‘*this module will introduce students to Future Skills through engagement with Navigate*’. |  |  |  |
| This module must include the two Future Skills mandatory learning outcomes for level 4 and these learning outcomes must be assessed.The learning outcomes are:1. Demonstrate the ability to plan their personal development through reflection on a skills diagnostic.
2. Demonstrate use of the graduate attributes to explore problems within the context of their discipline.
 |  |  |  |
| The three Navigate workshops should be included within this module. |  |  |  |
| **Explore (level 5)** |  |  |  |
| All UG courses must identify a compulsory level 5 module in which Explore will be delivered. This can be a stand-alone 15-credit Explore module, or a core 30 credit module within which 15-credit worth (i.e. 150 notional learning hours) is dedicated to Explore.  |  |  |  |
| This module must include the two Future Skills mandatory learning outcomes for level 5 and these learning outcomes must be assessed. The learning outcomes are:1. Demonstrate the ability to critically evaluate their own personal development through reflection on their progress and goals.
2. Demonstrate use of the graduate attributes to explore problems beyond the discipline.
 |  |  |  |
| **Apply (level 6)**  |  |  |  |
| All UG courses must include the centrally delivered 15-credit Apply module. |  |  |  |
| **Sustainability** |  |  |  |
| Each course must address at least two of the Sustainable Development Goals (SDGs) from the list below. The SDGs which the course addresses must be clearly identified in the Briefing document (C17).1. No Poverty
2. Zero Hunger
3. Good Health and Well-being
4. Quality Education [this cannot be selected as it is covered by default\*]
5. Gender Equality
6. Clean Water and Sanitation
7. Affordable and Clean Energy
8. Decent Work and Economic Growth
9. Industry, Innovation and Infrastructure
10. Reduced Inequality
11. Sustainable Cities and Communities
12. Responsible Consumption and Production
13. Climate Action
14. Life Below Water
15. Life on Land
16. Peace and Justice Strong Institutions
17. Partnerships to achieve the Goal

\*As a provider of excellent higher education and an active partner to the wider educational community, our core activity addresses SDG 4, ‘Quality Education’. Therefore, SDG cannot be one of the two SDGs selected. |  |  |  |

**Academic Regulations Checklist**

**Note: please do not leave any columns blank. Please tick “N/A” if the requirement does not apply to your course(s).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Y** | **N** | **N/A** |
| **Awards** | **ü** | **ü** | **ü** |
| The qualifications approved by the University are listed in Academic Regulations 1: Awards of the University. Any proposals for an additional qualification must be submitted for consideration by both EC and RFC and approval by Academic Council. |  |  |  |
| **Entry Points** |  |  |  |
| For PG, the standard entry points are September and January. Any variation from this should be discussed with the RASC team at an early stage.For UG there is 1 entry point in September and the course is delivered in the standard 45 weeks. |  |  |  |
| **Recognition of Prior Learning** |  |  |  |
| Credit can be claimed against modules at all levels of study. A student must register for at least one-third of the total credits required for the award sought. |  |  |  |
| The minimum claim for prior credit will be one standard module (either 15 or 30 credits). |  |  |  |
| **Programme structures** |  |  |  |
| The planned length of the programme must be related to the normal registration period for the terminal award (as set out in section 2 of the UG/PG regulations). The minimum and maximum periods within which students should normally complete (including reassessment) must be specified in the programme specification. |  |  |  |
| The minimum and maximum registration periods may be increased by one course year where the degree includes a study aboard or professional placement. |  |  |  |
| If a course may only be studied on a part time basis, this must be stipulated at the time of initial approval and validation. |  |  |  |
| A full-time undergraduate programme of study shall normally comprise 120 credits in an academic year. |  |  |  |
| Undergraduate courses are offered in full-time mode only. |  |  |  |
| A full-time postgraduate programme of study shall normally comprise 60 credits (normally 2 modules) denoting 600 learning hours in each semester and a dissertation module worth 60 credits denoting 600 learning hours (and is completed in two semesters and the summer studies period). |  |  |  |
| **Assessment rules** |  |  |  |
| Number of assessment attempts (undergraduate):1. Students will normally have a maximum of 4 attempts to complete a module (take, retake, repeat, retake). An approved claim for mitigating circumstances, where the student will normally be given the opportunity to undertake a new uncapped assessment in the next available assessment period, will not count towards the total attempts allowed.
 |  |  |  |
| Number of assessment attempts (postgraduate):1. A student who fails a module at the first attempt may be offered one opportunity to be reassessed in that failed module. Following failure at the first attempt, reassessment by retake will normally be agreed by the PAB.
2. A PAB may not allow any further reassessment opportunity after failure at the second attempt.
 |  |  |  |
| **Compensation for Failure** |  |  |  |
| Once a student has studied the required modules at a credit level, a PAB may allow a student’s overall performance to compensate for failure. No reassessment is then required. |  |  |  |
| Level 3 – A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment. |  |  |  |
| Levels 4 and 5 – A PAB may apply compensation up to a total maximum of 30 credits across levels 4 and 5. Compensation will normally be applied at level 4 following reassessment. At level 5, compensation may be applied after failure at the first attempt or following failure at reassessment. |  |  |  |
| Level 6 – A PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt, or failure following reassessment. |  |  |  |
| Level 7 – a PAB may apply compensation up to a maximum of 30 credits. The compensation may apply after failure at the first attempt or failure following reassessment. |  |  |  |
| **Progression** |  |  |  |
| To progress from level 4 to level 5, a student on an honours route should normally have achieved 120 credits at level 4 or above. Assessment Boards may permit a student to progress to level 5 with 90 credits at level 4 or above. |  |  |  |
| To progress from level 5 to level 6, a student on an honours route must have previously achieved at least 120 credits at level 4 or above plus at least 120 credits at level 5 or above. Assessment Boards may permit a student to progress to level 6 with 90 credits at level 5 or above. |  |  |  |
| To progress from level 6 to level 7, a student on an honours route must have achieved not less than 120 credits at level 6 or above. |  |  |  |
| **Module Pre-requisites** |  |  |  |
| In order to achieve maximum flexibility in the University’s modular schemes, pre-requisites will only be approved where this is absolutely necessary (e.g. PSRB requirement, or a health and safety issue created by allowing students to progress to a more advanced module without passing the previous module). |  |  |  |