

Policy on Taught Programme and Module Design

Purpose

1. This document defines the underpinning policy for taught programmes and modules leading to the award of credit and/or a qualification of the University of York. It sets out the University's qualifications, modular and credit framework; the parameters of the semester system; and design requirements that are common to the University's taught programmes and modules.
2. This policy must be read alongside policy statements and guidance for the design of specific forms of taught programme and module provision (available on the [Programme Design Policy](#) webpage):
 - a. Policy on Undergraduate Programme Design;
 - b. Policy on Taught Postgraduate Programme Design;
 - c. For International Pathway College programmes - the Framework and Assessment Rules for Foundation Certificates (80 and 120 credit) and Framework and Rules for Pre-Masters Programmes (80 credit);
 - d. Programme Characteristics for on-line programmes delivered in collaboration with HigherEd Partners UK (HEP);
 - e. Online/Distance Learning Taught Postgraduate Programme Design Policy Statement;
 - f. Taught Postgraduate Awards by Credit Accumulation - Programme Design Policy Statement;
 - g. Continuous Professional Development (CPD) - CPD Provision and Non-Award-Bearing Programmes of Study: Approval and Monitoring.

Scope

3. The policy applies to, and provides the basis for the design of, all taught programmes and modules delivered by the University of York and as part of the University's collaborative partnerships (for example validated provision, and joint, double or dual programmes), some of which may have additional or alternative requirements (see sections 2 and 21-23).
4. Postgraduate research degrees are outside the scope of this policy and are governed by the [Policy on Research Degrees](#).

Exceptions

5. Exceptions to this policy will only be considered where they are considered to be justified for at least one of the following:
 - a. As part of the design and delivery of collaborative provision, where there may be specific requirements of partner institutions, or wider legal requirements and different cultural contexts when working internationally;

- b. Professional, Statutory and Regulatory Bodies (PSRBs) explicitly require alternative measures.
- 6. All requests for exceptions on the grounds of section 5 above must be approved by the Chair of UEC in consultation with appropriate stakeholders, for example the Chair of the Standing Committee on Assessment (SCA) or Associate Deans for Education and Students. Exceptions shall be requested in writing via the Academic Quality and Development Team (AQD).
- 7. Schools/departments must ensure that all exceptions approved by the Chair of UEC are clearly documented and that all students and staff are informed of the alternative measures that apply.
- 8. See also [Permitted Alternatives to the Semester System and 20-Credit Module Requirement](#) (sections 21-23).

The Semester System

Parameters of the Semester System

- 9. Programmes must be designed in accordance with the University's semester system, as set out below, but also noting the alternative arrangements for specific forms of provision in sections 21-23. A visual overview of the semester system is available via the [Semesters](#) webpage.
- 10. Modules, as self contained, formally structured units of study, must be 20 credits and semester-long. Capstone Project Modules (CPMs) and Stage 3 projects in Integrated Masters programmes form an exception and have separate rules: see the [Policy on Undergraduate Programme Design and Policy on Taught Postgraduate Programme Design](#).
- 11. The University's academic year is split into two semesters of 15 weeks, each consisting of 11 teaching and learning weeks plus a 4-week assessment period. Semesters cannot be shortened or lengthened.
- 12. Full-time students must normally take 60 credits in a semester. This will normally be 3 x 20-credit modules, unless students are taking a larger CPM. Part-time students will take a proportionate number of credits as detailed in the programme specification.
- 13. For taught postgraduate students on Masters programmes, there is also an additional summer semester of 15 weeks, to be used for Capstone Project supervision and taught modules for some programmes. Full-time Masters students must take 60 credits in this period.
- 14. For both undergraduate and taught postgraduate students, Semester 1 and 2 is preceded by a Welcome Week (Week 0)). These weeks are to be used for induction and welcome activities (including school/departmental inductions). Formal teaching must not commence in these weeks.
- 15. Semester 1 contains a Consolidation Week after Teaching Week 5 and before Teaching Week 6. The Consolidation Week is common for all programmes using the semester system and must not be moved. Teaching must not be scheduled for the Consolidation Week, and students must not be set other learning/assessment tasks that require completion during that week. No additional consolidation weeks at other times of the year are permitted.
- 16. Each semester is followed by a dedicated marking week, in which teaching must not be scheduled (the marking week for Semester 1 coincides with the Welcome Week immediately preceding Semester 2).

Marking may take place earlier if feasible, but policy on feedback turnaround times must still be followed (see the [Feedback on Summative Assessment Policy](#)).

17. The Winter, Easter and (for Bachelors and Integrated Masters students) Summer vacations are intended periods of annual leave for students and do not count towards module credit loads/expected notional learning hours (see section 27). Students must not be required to produce work for assessment in these vacation periods. Assessments and associated deadlines must be set and designed so that tasks can be completed during the semester teaching weeks and the end of semester assessment periods.
 - a. Assessment deadlines should not normally be set immediately after the **Easter** break to take into account students' possible commitments in that period.
 - b. As the timing of the **Easter** break moves each academic year, mid-semester deadlines must be checked each year to ensure they remain appropriate.
18. **Use of Assessment Periods:** Assessment deadlines or tasks (for example exams) must not be set in the first week of the four week assessment period (Revision and Coursework Writing Week) of Semesters 1 and 2, in order to allow revision/preparation time. Assessment tasks may be scheduled flexibly within the remaining three weeks of the assessment periods, noting that there may be practical limitations on timetabling and exam scheduling. However, consideration must also be given to spreading assessments during the assessment period to ease workload pressures for students. Teaching must not be scheduled in the assessment periods (see also sections 72-73).
19. **Use of Summer Semester for Teaching:** For taught modules in the Summer Semester (normally only in Masters programmes that have CPMs of fewer than 60 credits):
 - a. Workload should be appropriately balanced across the available weeks.
 - b. There is no designated assessment period. Consideration of taught module deadlines should account though for the timing of the late summer assessment period, used for the assessment and reassessment of students.
 - c. There is no mandated common break period akin to the Semester 1 Consolidation Week. Schools/departments may establish similar breaks if so desired, balancing the benefits for students and staff against the concentration of workload into the remaining weeks.
20. The final assessment on a programme must be within two weeks of the programme's end date in order to meet UK visa compliance regulations.

Permitted Alternatives to the Semester System and 20-Credit Module Requirement

21. Apart from CPMs, only the following are permitted alternative arrangements to the common value of 20-credit, semester-long modules and to the semester system:
 - a. York Online programmes run with HEP;
 - b. International Pathway College programmes run with Kaplan;
 - c. Hull York Medical School programmes;

- d. Higher and degree apprenticeship programmes are exempt from both the semester system and the common credit requirement;
 - e. Professional programmes in Nursing, Midwifery, Social Work and Initial Teacher Training are exempt from the semester system, but not from the requirement that modules must be 20-credits;
 - f. Programmes and modules delivered solely for continuing professional development (CPD) and/or via credit accumulation that are run on a freestanding basis (that is not part of a programme of study) are exempt from both the semester system and the common credit value (see Taught Postgraduate Awards by Credit Accumulation - Programme Design Policy Statement).
22. Where programmes do not align with the semester system, workload for students must be appropriately spread. Key dates (including start and finish dates and any vacation periods) must be clearly set out for applicants and students. Schools/departments must be particularly mindful of when vacations do not coincide with the University's standard vacation periods, and ensure that the fact that work is required in these periods is evident in published information.
23. Modules that are not semester-long must not span more than 12 months.

Qualifications, Module and Credit Framework

24. The University operates a framework in which qualifications are obtained by achieving credits on approved programmes of study that are comprised of modules. This system, with associated definitions of key terms and requirements for programme and module design, is defined further below.

Credit

25. The University operates a system of academic credit, in line with sector norms, to quantify and recognise learning. Credit is the building block of taught programmes. All modules and programmes must have a credit value. For example, an undergraduate Bachelors programme is usually 360 credits over three years, comprising several modules, the majority of which will be 20-credits.
26. This system follows the Office for Students [Sector-recognised Standards](#) and the [Framework for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#). European institutions typically use the European Credit Transfer System (ECTS). UK credit should be converted to this system using the formula 10 notional learning hours = 1 UK credit = 0.5 ECTS.
27. Credit recognises the student workload associated with a given unit of study, in the formula, 1 credit equals 10 notional learning hours, where learning hours take into account contact time, time in independent study and assessment.
28. A student may only register for more additional credit than is required by their programme (for example more than 120 credits per year for UG and more than 180 for PGT) where this is expressly approved as part of the programme specification, or with explicit permission from the Chair of UEC (or delegate) and Special Cases. Where additional credit is taken, it cannot be included in the calculation of any progression decisions or degree classifications, and as such it must be clear to both the student

and the school/department at the outset of the module which credit is additional and which is included in progression and award calculations.

29. Credit is awarded as a result of passing a module's assessment (outright, or via reassessment) or through compensation of failed modules. Reassessment and compensation are subject to limits set out in the University's Progression and Award Rules. Credit is also awarded for successful completion and assessment of additional years of study related to programme variants. The University may also recognise credit awarded at other institutions or in previous study. This happens, for instance, in replacement years of study abroad (see [Assessing Students on Study Abroad Programmes - Policy](#)); and via [credit transfer and recognition of prior learning](#).
30. Modules or programmes of the same credit volume are not required to have the same amount of contact time or assessment format. However, module assessments must adhere to the maximum agreed length in accordance with [Setting Summative Assessment Tasks, Lengths and Durations - Policy](#).

Level

31. In addition to credit, modules and programmes will align with a particular academic credit level indicating the relative complexity, depth and autonomy of learning. Generic and non-prescriptive descriptors indicating differences between levels of learning are available via additional [guidance](#). Module descriptors should have learning outcomes appropriate to credit level, but there is no requirement for modules at different levels that share teaching to have different methods of teaching or method of assessment (see [Policy on Undergraduate Programme Design and Policy on Taught Postgraduate Programme Design](#)). However, assessment must measure performance to the appropriate, distinct credit level.

Awards

32. Each programme of the University must lead to conferment of an award upon successful completion. An award is a specific degree, diploma or certificate type. Appendix 1 of the [University Ordinances and Regulations](#) lists approved awards and how they should be abbreviated. Awards must be aligned to the qualification and level descriptors set out in the Office for Students [Sector-recognised Standards](#) and the [Framework for Higher Education Qualifications of UK Degree-Awarding Bodies \(2024\)](#).
33. Each award carries specific requirements in relation to both credit and level. These are set out in the relevant policy statements for programme design (see section 2) and must be followed.
34. At the point of qualification, levels for University awards are as follows:
- a. Level 7: Integrated Masters; taught Masters; Postgraduate Certificate (including Postgraduate Certificate in Education); Postgraduate Diploma;
 - b. Level 6: Bachelors (for example BA; BSc; LLB); Graduate Certificate; Graduate Diploma; Pre-Masters
 - c. Level 5: Foundation Degree; Diploma of Higher Education
 - d. Level 4: University Certificate; Certificate of Higher Education

e. Level 3: Foundation Certificate

35. Each programme will have lower exit awards, unless there is cause for an exception. These lower exits can be awarded when a student has completed a specified number of credits, and in some cases specified modules, but has failed to meet the requisites for the intended final award or is unable to complete the higher volume of credits. Programme specifications will state the extent of the achievement of the PLOs each student awarded a lower exit will have on their completion. More information about the expected lower exits and exit qualification for each level of study can be found in the [Policy on Undergraduate Programme Design and Policy on Taught Postgraduate Programme Design](#).

Qualifications and Qualification Titles

36. A qualification is a degree, diploma or certificate conferred by the University following the successful completion of an approved programme of study. The qualification title - for example BSc in Physics - is a combination of an award (for example BSc) and field(s) of study (for example Physics).
37. To be eligible for a qualification of the University of York, a student must undertake an approved programme of study; obtain a specified number of credits at specified levels; and meet any other requirements as specified in the award regulations, programme specification, or other University regulations (for example payment of tuition fees).
38. The programme specification must record any specific necessary requirements for the conferment of particular qualification titles, for instance due to PSRB accreditation.
39. Qualifications must fall into one or more of the following categories:
- Final Qualification:** the intended qualification from a programme of study that will be conferred upon the student if they successfully meet the programme requirements.
 - Exit Qualification:** a qualification that may be conferred on a student at defined points during their programme of study, of lower credit volume and/or level than the intended final award. Exit qualifications may be available to students who exit having decided not to complete their intended final award or on failing to achieve it.
 - Alternative Qualification:** a qualification that may be conferred upon the student if they do not meet the specific requirements for the programme of study upon which they initially enrolled, but nonetheless do meet the University's requirements for a different award and qualification of the same type and level. This is most commonly used where a student cannot meet PSRB accreditation requirements.
40. The choice of award title, for example a Bachelor/Master of Arts or a Bachelor/Master of Science should be determined depending on the subjects or professional area(s) studied. Although all degrees will exhibit a balance of breadth and depth, some degrees will be highly focused in scientific and technical fields, while others will develop greater breadth of outcomes. The particular characteristics of each degree must be articulated and recorded in the related programme specification.
41. Qualifications must be titled as follows:
- The field of study must reflect the nature of the curriculum and outcomes.

- b. Titles must contain no more than three fields of study (otherwise interdisciplinary titles, for example Liberal Arts, must be used).
- c. Titles involving two fields of study (for example combined programmes) must be designated as 'A and B' for approximately equal combinations, and as 'A with B' for major/minor combinations). The relevant requirements for credit distribution are set out in the [Policy on Undergraduate Programme Design](#).
- d. Programme variants involving an additional year of study abroad or a work placement, or a placement year or year in enterprise managed by Careers and Placements, must lead to an extension to the qualification title, using the formula 'with a year abroad'/'with a year in industry'/'with a year in enterprise'/'with a placement year' as appropriate.
- e. By exception and with approval from Special Cases, a student may be permitted to take two additional year variants, such as 'with a year abroad' during their programme and 'a year in enterprise' at the end of it. In these circumstances, the extension to the qualification title should use the formula 'with a year (in) X and a year in Y' as appropriate. These should be listed in order that the additional years took place. For example, 'BSc in Chemistry with a year in industry and a year in enterprise' or 'BA in History with a year abroad and a year in enterprise'.
- f. The mode of study (for example online/distance learning) must not appear in the qualification title.

Programmes

- 42. A programme is an approved path of study with specific learning outcomes that leads to a specified qualification title upon successful completion. Each programme must consist of a set of modules that allow the student to successfully demonstrate fulfilment of the PLOs.
- 43. Programmes that include modules taken only by students on that programme should only be delivered in a given semester/academic year where there is a minimum of 10 students enrolled on the programme, unless an exception to this requirement has been approved by the Chair of UEC (See also sections 5-8) in collaboration with the Dean of the Faculty. Programme design activities must take this requirement into consideration, for example when determining the need for restricting modules only to students on the programme (see also sections 51-52).
- 44. A programme may include some of the following characteristics and schools/departments must use the terminology/approach where such characteristics are adopted:
 - a. **Pathway:** An informal, non-compulsory path through the programme that guides students to particular areas of study but does not lead to a difference in PLOs or a different qualification title. This is typically a way of organising and guiding option module choice.
 - b. **Route:** A formal path through a given programme that does not lead to different PLOs or a different qualification title, but which may be compulsory for certain students, for example in light of prior study or differences in entry qualifications.
 - c. **Specialism:** A formal, named specialist path through a programme leading to a discrete qualification title that is different to, but cognate with, the original intended title, typically via an

extension to the original title (for example MSc Digital Design with Social Media which is a specialism of MSc Digital Design). A specialism has a specific curriculum structure defined by different modules and must be reflected by a variation in PLOs.

45. **Additional Year Variants:** Bachelors and Integrated Masters programmes may be associated with programme variants. These are distinct qualification titles at the same level of award, which act to recognise an additional year of study at 120 credits. This is recognised via an extension to the final qualification title (see section 41.d). Variant programmes must have differentiated PLOs (typically an additional holistic outcome, but this can also be achieved with amendments to the individual standard outcomes). See the [Policy on Undergraduate Programme Design](#) for further policy on additional year variants.
46. **Accreditation:** Programmes may be accredited by a PSRB, for example the Nursing and Midwifery Council. Accreditation will typically recognise or endorse graduates to act within a recognised profession or support enhanced registration with that body.

Mode of Study

47. Each programme must have a defined mode of study. This refers to the location and method of study. The following modes of study may be used:
- a. **Campus-based:** students are required to attend the University of York for scheduled activities (for example lectures, seminars, laboratories).
 - b. **Online learning:** students are not required to attend the University of York. All teaching and assessment is delivered online. Students may have access to University facilities (for example library).
 - c. **Blended/hybrid:** students primarily study away from the University of York (typically online) but will be required to attend the University for short periods, for instance for enrolment, residentials or a short period of teaching.
48. Where a campus-based programme is open to recruiting international students requiring a student visa, then the programme must be designed to have less than 20% of the total teaching delivered remotely, including purely online delivered modules and other teaching. This is in order to comply with UK Visas and Immigration (UKVI) visa requirements. Exceptions to this will need to be discussed with the Chair of UEC and Academic Registrar.

Programme Duration

49. Each programme must have a defined intensity of study, which refers to whether the programme is full-time or part-time. Programmes may have more than one approved duration (for example undergraduate and Masters programmes may be offered both full-time and part-time).

Module Definitions

50. Modules can be categorised in a number of ways and a module may have more than one status depending on its use on different programmes:

- a. **Core Module:** A module that students on a programme, route or specialism (see 44.c) are required to take.
- b. **Option Module:** A module selected from a prescribed list of modules within an approved programme that students may choose to take, or where the programme specification permits it, credit that may be replaced by an elective module.
- c. **Elective Module:** A module outside a student's main programme of study, which students may choose in place of an optional module, subject to programme requirements, availability, prerequisites and timetabling. This may be outside or inside the student's home school/department.
- d. **Capstone Project Module (CPM):** A module that acts as the culmination of a programme and typically leads to a substantial piece (or pieces) of independent work. Typically such modules have maximally only a small taught component, with staff acting primarily as supervisors. CPMs may be greater than 20 credits and cross semesters; upper limits on project size are defined in [the Policy on Undergraduate Programme Design and the Policy on Postgraduate Programme Design](#). 'Capstone Project Module' is an internal term only: modules do not need to use this term in their title.
- e. **Prerequisite:** A module for which the learning and teaching must be completed prior to embarking on another, later module. Students will need to have attempted the prerequisite module, rather than pass the assessment for it. Where a student might fail a prerequisite module's assessment, a student would not normally be required to wait for resits before beginning the later module. If a programme requires a prerequisite module to have been passed, for example because the knowledge cannot be obtained elsewhere during the programme or it will have a detrimental effect on the following study, this must be approved by UEC and noted in the module specification and on the programme specification. A module may have one or more than one prerequisite.
- f. **Corequisites:** Modules which are taught at the same time and are mutually dependent.
- g. **Mutually Exclusive Modules:** Modules that cannot be studied in the same programme.

Module Cohort Size

- 51. Modules should only be delivered in a given semester/academic year if there will be a minimum of 10 students enrolled on the module, unless an exception to this requirement has been approved by the Chair of UEC and the Dean of Faculty. Programme design activities must take this requirement into consideration, for example when planning the number of option modules to be included in a given semester (see also section 43).
- 52. Schools/departments may set a higher minimum threshold than 10 students enrolled on a module for it to be delivered, to account for local resource and staffing contexts.
- 53. The policy around minimum numbers of students on modules will be reviewed on an annual basis.

Programme and Module Design Requirements

54. The University of York takes a practical approach to recognise and reflect the diversity of our students and ensure that all students can participate fully in learning and assessment activities, and its programmes will reflect the University's key strategic priorities. When designing programmes, schools/departments should consider and be able to articulate how the programme reflects and embeds University strategic priorities. These are:
- a. Inclusivity (see the University [inclusive learning](#) toolkit and guidance);
 - b. Employability, including work-related learning;
 - c. Interdisciplinary Learning and Teaching (see the [Policy on Undergraduate Programme Design](#));
 - d. Sustainability;
 - e. Assessment and feedback for contemporary higher education.
55. In addition to the above, the following requirements apply to all taught programmes:
- a. All programmes will be documented on a programme specification that will be a published record of the programme of study starting in the specified academic year.
 - b. All programmes must have a concise, student-facing Statement of Purpose that articulates the purpose and value of the programme and summarises its distinctive characteristics.
 - c. All programmes must have a concise set of Programme Learning Outcomes (PLOs) set at the credit level of the programme that articulate what graduates will be able to do on successful completion of the programme. Undergraduate and Masters programmes must have 6-8 PLOs; Postgraduate Certificates/Diplomas must have 4-6 PLOs.
 - d. All PLOs must be summatively assessed by the end of the programme via assessment in modules on the programme. PLOs should accordingly be written in an assessable format (see guidance is available on [Designing Statements of Purpose and PLOs](#)).
 - e. Students will only undertake a single CPM on a programme, though a programme may offer a choice of CPMs (for example Group or Individual Project or CPMs of different credit volumes).
56. New programmes will be proposed in accordance with the [Programme Approval Procedure](#).
57. Modifications to existing programmes and modules will be proposed in accordance with the [Policy on Modifications and related procedure](#).
58. Modules must be proposed and recorded for student, staff and other stakeholder reference using the online module catalogue unless alternative arrangements are approved by the Chair of UEC.

Module Design

59. Modules must have a named coordinator at the time of delivery. Wherever possible, a coordinator should also be named for option modules at the time students choose them. A named coordinator is not required for initial module approval or set-up on systems.
60. When part of a programme of study, core and option modules must contribute to the achievement of PLOs. Elective modules may be permitted on a programme and may contribute towards PLOs though they are not expected to do so.
61. Each module must normally be designed such that, taken together, workload for the module (across all activities) is broadly even and that teaching is appropriately balanced across all 11 teaching weeks of the semester.
 - a. Any deviations from this pattern must be carefully considered. Such proposals must be able to justify that the overall workload across the programme does not exceed approximately 40 notional learning hours in a given week; and that (for undergraduate programmes) the teaching pattern does not impact on the availability of interdisciplinary opportunities in the programme (see [Policy on Undergraduate Programme Design](#)).
 - b. Some activities can require a concentration of students' time (for example field trips) that make it impractical for students to undertake activities on other modules: how such activities are accommodated should be carefully considered on a programme basis.
 - c. The quantity of contact time on a module does not have to be uniform throughout the semester.
 - d. There is no requirement that students receive teaching every week, provided that in weeks without teaching there are clearly designated learning activities and that the workload for other weeks is not imbalanced as a result.

Module Learning Outcomes

62. Modules must have a single set of module learning outcomes (MLOs). MLOs must take into account skills and knowledge developed through engaging with the module and reflect the level of the module. They must be written in a way that is accessible.
63. Where modules are designed such that students study or select from multiple topics (for example on CPMs), these should be coherent *within* the MLOs. A pick and mix approach, where students are asked to select between different topics (for example different lecture courses) that would have different MLOs, is not permitted. This does not prevent modules sharing teaching and assessment with other modules, nor does it prevent choice of questions at assessment.
64. MLOs must:
 - a. succinctly and accurately capture the specific learning that results from engaging with the module;
 - b. align with module aims;

- c. not be limited to the knowledge gained from the module, but also capture wider skills developed by engaging with the module;
- d. contribute towards the development of PLOs, unless the module is a standalone module;
- e. be pitched to the threshold level of learning (what is required to pass the module), with the assessment criteria then ascertaining how well outcomes have been achieved.

65. In structure and design, MLOs must be:

- a. realistic in number; a typical module should have between three and six MLOs;
- b. written in a way that ensures they are assessable (see Assessment of Modules from section 66);
- c. appropriate to the scope of the module and the credit level of learning at which the module occurs (see [Guidance on Credit Level Descriptors](#)).

Assessment of Modules

66. Where a module is taken by students from more than one school/department, all students will be governed by the assessment standards and practices of the school/department offering the module. The school/department offering the module must make available to all incoming students full details of their school/departmental assessment standards and practices, as these may differ from the incoming student's home school/department.
67. Modules must be summatively assessed with assessment designed to align with the [University Assessment and Feedback Principles](#). Specific assessment rules are available on the [University's policies and procedures on assessment, marking, feedback and standards](#) webpages.
68. Summative assessment must be appropriate to the module's content and level and be aligned to the MLOs, but it is not a requirement that all MLOs must be assessed. A single task can be expected to cover more than one MLO.
69. Modules will be expected to have no more than two summative assessment components, up to 10 components per stage within the limits in [Table 1](#) (below). Schools/departments are encouraged to consider incorporating more than one individual assessment within modules where there is good reason for additional components. All cases for including more than two summative assessments on a module require UEC approval. In accordance with the [Policy on Assessment Types and Formats](#), assessment strategies defined as Multiple Element Submission strategies count as a single assessment component (for example, a module is permitted to have 1) continuous assessment and 2) an end of module exam, but to have an additional end of module presentation would need exceptional approval).
70. Where there is a combination of core and optional modules in a stage, it is recognised that the overall number of assessments in that stage will be determined by option module preferences.

Table 1: Limits per stage for assessment components

Number of 20 credit Core modules at a stage of study	Limit of number of assessments included in Core modules (excluding Capstone)
6	10
4 or 5	8
2 or 3	4

71. Where a module is permitted to include more than one summative assessment component, each component must be given a weighting to calculate a single module mark, unless designated as pass/fail (see also section 75).
72. Modules may include more than one assessment in the following circumstances:
- To meet PSRB requirements;
 - The module covers practical elements included in the PLOs (for example practical skills, data analysis, performances, presentations) which would not, on their own, require sufficient effort for 100% of a 20 credit module and need to be assessed separately to written or problem-based elements (for example exams, essays, lab reports, reflection);
 - The module covers PLOs linked to the planning aspects of projects and written work which would not, on their own, require sufficient effort for 100% of a 20 credit module. For example, a short assessed research plan which guides the collection of the data used in a later assessed lab report;
 - The module covers PLOs on practice and analysis which are linked. For example, an assessed performance which is the subject of a later assessed analysis/reflection piece;
 - The programme as a whole has low contact hours (12 or less) and large group size (more than 20 taught and/or supported by an individual member of staff) that necessitates the inclusion of a developmental summative assessment to drive engagement. In such cases an efficiently designed feed-forward summative assessment may be appropriate.
73. Modules running in Semesters 1 and 2 must be fully summatively assessed by the end of the relevant semester's assessment period (see also sections 17-19 and [Scheduling Assessments - Policy](#)).
74. For modules exempt from the semester system, the final assessment of the module should take place after the end of teaching on the module, without a large gap.
75. Summative assessment involving group work assessments where a student receives a group (and not individual) mark must be limited based on the amount of core credit assessed in this way across a programme, equivalent to not more than 100% for a 20-credit module. This can be either 100% for one module OR multiple modules with a percentage of group work that total overall not more than 100% (for example x2 modules with 30% group-marked group work would be permissible, as the total core credit of group-marked group work on that programme would be 60%). Schools/departments should

ensure that the range of assessment methods offered across option modules provides students with the opportunity to select an option which is individually assessed.

76. Where assessments with a non-durable format (non-written and non-recorded assessments) will contribute to a final award, such assessment must not comprise in total more than 12.5% of the weighted contribution to the final award. For combined programmes the BoS/DEC of the school/department responsible for the administration of the programme must ensure that the 12.5% threshold is not exceeded in a combined programme as a whole.
77. Unless a module is designated as non-reassessable, a reassessment task(s) must be specified in accordance with [Setting Summative Assessment Tasks, Lengths and Durations - Policy](#).
78. Modules may, exceptionally, with a strong rationale and with approval from UEC, be designated as:
- a. **Pass/fail:** such modules do not carry a module mark and do not contribute to the calculation of degree classifications, but must be passed. Pass/fail modules cannot be compensated. A convincing rationale will be needed as to why a mark cannot be given (for example, it may be appropriate to make competency-based modules pass/fail or a PSRB may have such a requirement).
 - b. **Non-compensatable:** this means that failure of the module cannot be compensated. This will be approved only if a pass (achievement of the MLO) is essential for students to continue on the programme, meet accreditation requirements; and/ or meet the PLOs. This might be necessary for low-credit volume programmes.
 - c. **Non-reassessable:** this means that students cannot use reassessment in the event of failure. This will be approved **only** if the assessment task cannot be repeated (examples might be field trips or group projects) **and** an acceptable alternative assessment format cannot be put in place.
79. Each of these designations carries risks to students' progression and award and alternatives should be carefully considered. Modules will only be approved for designation as both non-reassessable and non-compensatable in very exceptional cases, as failure would mean termination of the students' studies.

Module Evaluation

80. Effective module design is iterative and requires effective evaluation processes to be in place that will provide evidence to inform ongoing development. All undergraduate and postgraduate taught modules must be evaluated in line with the University's [Programme and Module Evaluation Policy](#). The results of these evaluations should inform development decisions. However, module leaders may also choose to utilise other forms of evaluation (for example mid-module evaluation, in-class polling, peer observation) to explore the effectiveness of a module and the student experience during delivery.

Further Assessment Requirements and Regulations

81. The University's assessment regulations, procedures and policies relating to progression, classification, compensation and reassessment are under review. Current policies are set out on the [University's policies and procedures on assessment, marking, feedback and standards](#) webpage.

Document control

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