Lincoln Bishop University

Document Administration

Document Title:	University Awards and Credit Framework	
Document Category:	Regulations for Awards	
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Status:	APPROVED	
Reason for Development:	The University Awards and Credit Framework is aligned to the Quality Assurance Agency *'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies'*, encompassing *'The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ, 2024)'*, and the *'Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England (QAA UK Quality Code, May 2024'.*	
Scope:	Students receive academic credit in respect of their learning achievements as expressed in terms of learning outcomes. A credit value is attributed to each module of study and is specified in terms of the number of credits and the level. Academic credit given in respect of successful fulfilment of the requirements of a module can be awarded only once and cannot be double-counted. Each programme of study at the University has set aims and outcomes that provide an overall focus for its constituent modules. All taught programmes leading to a University award conform to the QAA *'Framework and Guidance on Academic Credit Arrangements'.*	
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Lincoln Bishop University

UNIVERSITY AWARDS AND CREDIT FRAMEWORK

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Please Note: *This document remains valid until formally revoked or replaced by the University.*

UNIVERSITY AWARDS AND CREDIT FRAMEWORK

VERSION CONTROL TABLE

Version Number	Date Authorised	Summary of Key Changes
2.0	July 2021	Revised due to new Credit Framework
2.1	10 July 2024	Re-formatted and terms changed to meet new structure
2.2	16 October 2024	Further changes to University structure
2.3	11 March 2026	Name change, branding and minor updates
2.4	22 July 2026	Incorporation of reference to modular learning under the Lifelong Learning Entitlement (LLE) funding model

UNIVERSITY AWARDS AND CREDIT FRAMEWORK

1. THE CREDIT FRAMEWORK

1.1. The basic unit of credit relates to 10 hours of notional learning time, e.g. a 10-credit module represents 100 hours notional learning time.

1.2. A standard academic year for a full-time undergraduate student equates to 120 credits (1200 notional hours) and for a full-time taught masters degree student equates to a maximum of 180 credits (1800 notional hours).

1.3. The relationship between UK Credit Accumulation Transfer Scheme (CATS) credits and the European Credit Accumulation and Transfer System (ECTS) is 1 ECTS to 2 CATS, e.g. 5 ECTS credits is equivalent to 10 CATS.

1.4. Higher Technical Qualifications (HTQs) are aligned to the Framework for Higher Education Qualifications (FHEQ) at Levels 4 and 5 and are subject to external approval arrangements which confirm their adherence to national standards. The level and volume of credit assigned to HTQs reflect the achievement of learning outcomes appropriate to the relevant FHEQ level. This ensures comparability with other higher education qualifications and supports the recognition and transfer of credit.

2. PROGRAMMES

2.1. The University will make every effort to ensure that the published programme (course) details are complete and up-to-date. However, the University will be entitled to make reasonable changes to the programme (including to the content and syllabus of the course, or the location of the course or the method of delivery or assessment of the course) where this will enable the University to deliver a better quality of educational experience to students enrolled on the course. In making such changes, the University will aim to keep the changes to the minimum necessary to achieve the required quality of experience and will notify and consult with affected students/applicants as appropriate.

2.2. In the exceptional situation of a programme being closed, students will be notified in a timely manner and appropriate support provided for them to successfully complete their studies. This is in accordance with the University's Student Protection Plan. Monitoring of students' progress will be the responsibility of the Faculty; where the Faculty has identified at risk students, additional support, monitoring and review will be put in place.

2.3. 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 a University award. The relationship between credits, levels and the award are illustrated in Table 1.

Table 1 – Relationship between credits, levels and award

Award	Certificate	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Total Credit Value
Postgraduate	**Doctor of Philosophy**	**-**	**-**	**-**	**-**	**-**	**Not credit rated**	**-**
Postgraduate	**Doctor of Education**	**-**	**-**	**-**	**-**	**60**	**480[1]**	**540**
Postgraduate	**Taught Master's degree**	**-**	**-**	**-**	**30 or 0**	**150 or 180**	**-**	**180**
Postgraduate	**Integrated Master's degree**	**-**	**120**	**120**	**120**	**120**	**-**	**480**
Postgraduate	**Postgraduate Diploma**	**-**	**-**	**-**	**-**	**120**	**-**	**120**
Postgraduate	**Postgraduate Certificate (including Postgraduate Certificate in Education)**	**-**	**-**	**-**	**-**	**60**	**-**	**60**
Undergraduate	**Bachelor's degree with Honours[2]**	**-**	**120**	**120**	**120**	**-**	**-**	**360**
Undergraduate	**Professional Graduate Certificate in Education**	**-**	**-**	**-**	**30 or 60**	**30 or 0**	**-**	**60**

[1] Students following the EdD programme undertake two modules at level 7 (each being 30 credits); three modules at level 8 (two 30-credit modules and one 60-credit module) and a thesis at level 8 (360 credits) totalling 540 credits

[2] Students undertaking modular learning under the Lifelong Learning Entitlement (LL") funding model are awarded a Bachelor's degree with Honours on completion of 360 credits of either a parent undergraduate programme of study or an accumulation of 360 relevant credits awarded by other HEIs.

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Undergraduate	**Bachelor's degree (Ordinary) *Exit Award only***	**-**	**120**	**120**	**60**	**-**	**-**	**300**
Undergraduate	**Graduate Diploma**	**-**	**-**	**-**	**120**	**-**	**-**	**120**
Undergraduate	**Graduate Certificate**	**-**	**-**	**-**	**60**	**-**	**-**	**60**
Undergraduate	**Foundation Degree**	**-**	**120**	**120**	**-**	**-**	**-**	**240**
Undergraduate	**Diploma of Higher Education[3]**	**-**	**120**	**120**	**-**	**-**	**-**	**240**
Undergraduate	**Certificate of Higher Education[4]**	**-**	**120**	**-**	**-**	**-**	**-**	**120**
Undergraduate	**Professional Graduate Diploma in Further Education[5]**	**-**	**-**	**-**	**120**	**-**	**-**	**120**
Undergraduate	**Certificate in Further Education[6]**	**-**	**-**	**120**	**-**	**-**	**-**	**120**
Minor Award	**Advanced Certificate**	**-**	**-**	**-**	**60**	**-**	**-**	**60**
Minor Award	**Intermediate Certificate**	**-**	**-**	**60**	**-**	**-**	**-**	**60**
Minor Award	**Introductory Certificate**		**60**	**-**	**-**	**-**	**-**	**60**
Minor Award	**Credit Achievement Award**	**15 or 0**	**15 or 0**	**15 or 0**	**15 or 0**	**-**	**-**	**15**
Minor Award	**Credit Achievement Award[7]**		**30 or 0**	**30 or 0**	**30 or 0**			**30**

[3] If there are insufficient level 5 credits but the student has achieved credits at level 6 to replace the missing level 5 credits, these may be counted for the purposes of calculating an exit award without classification.
[4] If there are insufficient level 4 credits but the student has achieved credits at level 5 to replace the missing level 4 credits, these may be counted for the purposes of calculating an exit award without classification 5.
[5] These qualifications link to the Education and Training Foundation (ETF) Framework
[6] These qualifications link to the Education and Training Foundation (ETF) Framework
[7] Students undertaking modular learning under the Lifelong Learning Entitlement (LLE) funding model may undertake modules of either 30 credits or bundles of modules from the same parent programme, totalling at least 30 credits.

2.4. Minor awards enhance the portfolio of awards and may provide realistic initial objectives for those beginning or returning to study in higher education. Minor awards may be taken as target awards or as stepping-stones to intermediate or further undergraduate or postgraduate awards.

A student who successfully completes a minor award may subsequently register for another Lincoln Bishop University award and use the credits towards the credit requirements for that award if they are deemed appropriate and current in accordance with the University's Code of Practice for the Recognition of Prior Learning.

Students undertaking modular learning under the Lifelong Learning Entitlement (LLE) funding model will receive a University transcript, the format of which is based upon the guidance issued by the Department for Education (DFE) (2026).

2.5. Foundation degree programmes are designed to progress from level 4 to level 5 accruing 120 credits at each level to a minimum of 240 credits and must comprise a major work-based element. In line with the Foundation Degree Characteristic Statement (February 2020) from the Quality Assurance Agency (QAA): "Clear routes that facilitate opportunities for successful progression from foundation degrees towards another qualification are a feature of foundation degrees. Such routes are established when foundation degrees are approved, and identify the link(s) between the foundation degree and other qualification(s)". Foundation degree programmes are discrete awards that on completion may permit entry into level 6 of a Bachelor degree programme or a level 6 top-up Bachelor degree. A Certificate of Higher Education (CertHE) may be awarded as an exit award on achievement of the appropriate (120) credit requirements. (See Appendix A for further details on the Foundation Degree credit framework).

2.6. Bachelor Degree with Honours programmes are designed to progress from level 4 through to level 6 accruing 120 credits at each level to a minimum total of 360 credits. Exit awards may, at the discretion of the Board of Examiners, be given at either of the two step-off points, i.e. completion of level 4 (CertHE, 120 credits at level 4) or completion of level 4 and 5 (Diploma of Higher Education – DipHE, 120 credits at level 4 and 120 credits at level 5). The normal minimum amount of credit required for single honours is illustrated in Table 2 below. Where a PSRB requires a specific content framework to be embedded throughout the programme, the enhancement modules will not be used. The module structure will comply with the 15/30 module credit structure and a

capstone specialist project will be included at level 6. The term capstone project is used in this document as an umbrella-term to include final year investigative projects such as dissertation, workplace project, final year project, research project, etc. The nature of the project (and its appropriate descriptor – e.g. dissertation) will be outlined in the validation documents.

2.7. Bachelor Degree with Honours may be validated to include an initial non-credit bearing foundation year. The Foundation Year will be based on level 4 learning outcomes. (See Appendix B for further details on the Bachelor Degree framework).

Table 2 – Minimum amount of credit required for Single Honours Bachelor Degree

Single Honours	**Level 4**	**Level 5**	**Level 6**
Subject Specific Core Modules (15/30 credits)	120 credits	90 credits	45
Capstone Project/Dissertation Core Module*	n/a	n/a	45 credits or one 15-credit and one 30-credit module
Graduate Attributes/Optional Module/s	n/a	30 credits	n/a
Subject Enhancement Module/s	n/a	n/a	30-credits
Total	**120 credits**	**120 credits**	**120 credits**

**The modules contributing to the capstone project may vary if required by a PSRB or apprenticeship awarding body; however, it is anticipated that there would normally be a single 45 credit module or two or more linked modules consisting of multiples of 30 and 51 credits.*

2.8. Joint Bachelor Degree with Honours programmes must conform to the general credit requirements for undergraduate study. Level 4 module credits are generally event distributed between both subjects. The title of the final award is determined at the programme validation event.

The normal minimum amount of credit required for each named subject in joint honours is illustrated in Table 3 below.

Table 3 – Minimum amount of credit required for Joint Honours Bachelor Degree

Single Honours	Level 4	Level 5	Level 6
Subject Specific Core Modules: Subject A (15/30 credits)	60 credits	45 - 60 credits	30 credits
Subject Specific Core Modules: Subject B (15/30 credits)	60 credits	45 - 60 credits	30 credits
Capstone Project/Dissertation Core Module	n/a	n/a	45 credits or one 15-credit and one 30-credit module
Graduate Attributes/Optional Module/s	n/a	30 credits	15-credits
Total	**120 credits**	**120 credits**	**120 credits**

Joint programmes will be validated to ensure that a minimum of 45% of subject-specific core credits is assigned to either subject in levels 5 and 6.

2.9. Bachelors Degree (Ordinary) programmes are not a standard offer and are only conferred in cases where a student has failed to achieve a minimum of 360 credits required for a Bachelor degree with honours but has achieved a minimum of 300 credits overall, with at least 60 credits achieved at level 6.

2.10. Integrated Masters Degree programmes at Lincoln Bishop University combine study at the level of a bachelor's degree with honours with study at master's level during the latter stages of the course. Programmes are designed to meet the qualification descriptors in full at level 6 and level 7, accruing 120 credits at levels 4, 5 and 6, and 120 credits at level 7.

2.11. Masters Degree programmes are designed to provide 180 credits (a minimum of 150 shall be a level 7 and a maximum of 30 credits may be at level 6). Three postgraduate stages are not recognised; Post Graduate Certificate (PG Cert, 60 credits); Post Graduate Diploma (PG Dip, 120 credits) and finally the award of Masters degree with a minimum of 180 credits. The design, structure and delivery of apprenticeships will align with the QAA's Master's Degree Characteristics Statement (February 2020).

2.12. The Doctorate in Education programme is designed to provide a total of 540 credits (with a minimum of 450 credits at level 8). The programme conforms to the regulations and requirements of the University of Leicester, which is the awarding body for this validated programme (http://www2.le.ac.uk/).

3. MODULES

3.1. Each module will specify a level that indicates the intellectual demand and rigour of academic study required to successfully complete the module at each stage of study. The level correlates with the QAA Framework for Higher Education Qualifications (FHEQ) and the National Qualification Framework (NQF).

3.2. The FHEQ guidance in relation to credit level descriptors may be used as a template against which the modules and their defined learning outcomes can be considered.

4. APPRENTICESHIPS IN HIGHER EDUCATION

4.1. The design, structure and delivery of apprenticeships will comply with the QAA's Higher Education in Apprenticeships Characteristics Statement (July 2022). In accordance with this Statement, the design of the relevant programmes will begin with the relevant Apprenticeship Standard or Apprenticeship Framework and take into account QAA's Quality Code and Qualifications Frameworks, PSRB requirements and any other relevant information. Thus, there may be occasions when it is necessary to design programmes where module credit values are allocated to appropriately align with the requirements of the relevant Apprenticeship Standard.

4.2. The validation process for apprenticeship programmes will demonstrate that they are an appropriate preparation for apprentices to develop the associated knowledge, skills and behaviours specified in the Apprenticeship Standards or Frameworks and any other stakeholder requirements. The terminology for Higher Education in Apprenticeship is given in Appendix 1 of the 2022 QAA Characteristics Statement.

5. COLLABORATIVE PARTNERSHIPS

5.1. Lincoln Bishop University recognises that its collaborative partners may have particular requirements with regard to the design of qualifications due to the local context within which the programme(s) are to be delivered. Therefore, the structure of programmes designed for delivery by collaborative partners may be tailored to meet the needs of those partners where there is a clear rationale for this. The validation process will consider the appropriateness of the programme design with regard to the guidance provided by the Higher Education Credit Framework for England: Advice on Academic Credit Arrangements (May 2021) and its alignment with The Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (February 2024).

6. APPENDIX A – MODULE FRAMEWORK FOR FOUNDATION DEGREES

A. Module Credit Sizes

A.1 Modules normally will be fifteen or thirty credits.

B. Programme Structures

B.1 The following programme structures will apply:

B.1.1 Foundation Degree Programmes

Level 4 (not Foundation Year)

- All modules are subject specific and link to the subject learning outcomes for the degree concerned.
- The level consists of 120 credits, which can be made up of multiples of between four 30 credit modules and eight 15 credit modules.
- 30 credit modules may straddle semesters, for example:

<table>
<tr><td>Semester 1</td><td rowspan="2">30 credits across Sem 1 and Sem 2</td><td>30 credits (Sem 1)</td><td>15 credits (Sem 1)</td></tr>
<tr><td>Semester 2</td><td>30 credits (Sem 2)</td><td>15 credits (Sem 2</td></tr>
</table>

Level 5

- The level consists of 120 credits, which are studied in modules consisting of a mix of 15 and 30 credits.
- All the modules are core and the specific learning outcomes are delivered in modules totalling 120 credits.
- At level 5, students are expected to conduct a research informed investigative project and this has to be within a 30 credit module.
- 30 credit modules can be configures either wholly within each semester or straddling both semesters, for example:

<table>
<tr><td>Semester 1</td><td rowspan="2">30 credits across Sem 1 and Sem 2</td><td>15 credits</td><td>15 credits</td><td rowspan="2">30 credits across Sem 1 and Sem 2</td></tr>
<tr><td>Semester 2</td><td colspan="2">30 credits</td></tr>
</table>

7. APPENDIX B – MODULE FRAMEWORK FOR UNDERGRADUATE DEGREES INCLUDING BA (HONS) TOP UP PROGRAMMES

A. Module Credit Sizes

A.1 Modules will be fifteen or thirty credits, with the exception of a capstone project at level 6. The capstone project will total 45 credits but may be made up of one 45 credit module or two linked 15 and 30 credit modules (totalling 45 credits*.

B. Programme Structures

B.1 The following programme structures will apply:

B1.1 Bachelor Degree Top-up Programmes

Level 4 and Level 5

- 240 credits achieved through a recognised entrance qualification (as defined in the validation documentation and programme specification) or agreed Recognition of Prior Learning process.

Level 6

- The level consists of 120 credits, which are studied in modules consisting of a mix of 15 and 30 credits.
- All the modules are core and the specific learning outcomes are delivered in modules totalling 120 credits.
- Each programme ahs a capstone project composed of a 45-credit module or two linked 30 credit and 15 credit modules (totalling 45 credits). The credits are end loaded in semester 2, to enable the relevant planning, skills development and research to occur in semester 1.
- Where a PSRB requires a specific content framework to be embedded throughout the programme, the subject specific modules may not be used. The module structure will comply with the 15/ 30 module credit structure and a capstone specialist project will be included at level 6. The modules contributing to the capstone project may vary if required by a PSRB or apprenticeship awarding body; however, it is anticipated that there would normally be a single 45 credit module or two or more linked modules consisting of multiples of 30 and 15 credits.
- 30 credit modules can be configured either wholly within each semester or straddling both semesters, for example:

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<table>
<tr><td rowspan="2">Level 6</td><td>Semester 1</td><td rowspan="2">30 credits across Sem 1 and Sem 2</td><td>Capstone Project 15 credits</td><td>15 credits</td><td rowspan="2">30 credits across Sem 1 and Sem 2</td></tr>
<tr><td>Semester 2</td><td colspan="2">Capstone Project 30 credits</td></tr>
</table>

**Integrated apprenticeships may vary from this structure, however, are subject to programme viability approval.*

8. APPENDIX C – MODULE FRAMEWORK FOR BACHELOR DEGREES

A. Module Credit Sizes

A.1 Modules will be fifteen or thirty credits, with the exception of a capstone project at level 6. The capstone project will total 45 credits by may be made up of one 45 credit module or two linked 15 and 30 credit modules (totalling 45 credits)*.

B. Programme Structures

B.1 The following programme structures will apply:

B1.1 Single Honours Programmes

Level 4 (not Foundation Year)

- All modules are subject specific and link to the subject learning outcomes for the degree concerned.
- The level consists of 120 credits, which can be made up of multiples of between four 30 credit modules and eight 15 credit modules.
- 30 credit modules may straddle semesters, for example:

Semester 1	30 credits across Sem 1 and Sem 2	30 credits	15 credits
Semester 2		30 credits	15 credits

Level 5

- The level consists of 120 credits, which are studied in modules consisting of four 15 credit modules and a mix of modules leading to either 15 or 30 credits.
- The core subject specific learning outcomes are normally delivered in modules totalling 90 credits.
- Where a PSRB requires a specific content framework to be embedded throughout the programme, the Graduate Attribute/option modules may not be used. The module structure will comply with the 15/ 30 module credit structure.
- The remaining 30 credits (15 credits per semester) involve core Graduate Attributes/optional modules. In exceptional circumstances there may be limited instances of Faculty-approved optionality within the programme.
- Up to two 30 credit modules can be configured either wholly within each semester or straddling both semesters, for example:

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<table>
<tr><td>Semester 1</td><td rowspan="2">30 credits across Sem 1 and Sem 2</td><td colspan="2">30 credits</td><td>Optional/Graduate Attribute module 15 credits</td></tr>
<tr><td>Semester 2</td><td>15 credits</td><td>15 credits</td><td>Optional/Graduate Attribute module 15 credits</td></tr>
</table>

Level 6

- The core subject specific learning outcomes are normally delivered in modules totalling 90 credits.
- The remaining 30 credits (15 credits per semester) involve modules that are subject specific modules or modules linked to other synergistic subjects.
- Each programme has a capstone project at level 6. The capstone project will total 45 credits but may be made up of one 45 credit module or two linked 15 and 30 credit modules (totalling 45 credits). The credits are end loaded in semester 2, to enable the relevant planning, skills development and research to occur in semester 1.
- Where a PSRB requires a specific content framework to be embedded throughout the programme, the two subject specific modules may not be used. The module structure will comply with the 15/ 30 module credit structure and a capstone specialist project will be included.
- Where an apprenticeship framework requires specific modules to be identified for end point assessment that does not fit the model outlined, these should normally be dealt or by linking of modules.
- 30 credits can be used either wholly with each semester or straddling both semesters for example:

<table>
<tr><td>Semester 1</td><td rowspan="2">30 credits across Sem1 and Sem 2</td><td>Capstone 15 credits</td><td>15 credits</td><td>15 credits</td></tr>
<tr><td>Semester 2</td><td colspan="2">Capstone 30 credits</td><td>15 credits</td></tr>
</table>

**Integrated apprenticeships vary from this structure, however, are subject to programme viability approval.*

B.1.2 Joint Honours Programmes

Level 4 (not Foundation Year)

- Each half subject has 60 credits allotted evenly across each semester.
- Each subject can utilise any combination of 15 or 30 credit modules.
- 30 credit modules may straddle semesters, for example:

<table>
<tr><td rowspan="2">Level 4</td><td>Semester 1</td><td rowspan="2">Subject A
30 credits</td><td>Subject A
15 credits</td><td colspan="2">Subject B
30 credits</td></tr>
<tr><td>Semester 2</td><td>Subject A 15</td><td>Subject B 15</td><td>Subject B 15</td></tr>
</table>

Level 5

- The level consists of 120 credits, which are studied in modules consisting of at least four 15 credit modules and up to two 30 credits modules.
- The core learning for each subject is delivered in 45 credits of modules in each subject area.
- The remaining 30 credits in semester 2 involve optional/Graduate Attributes modules. In exceptional circumstances, there may be limited instances of Faculty-approved optionality within the programme.
- Where a PSRB requires modules totalling 60 credits to be in a specific subject area, this will be taken into account at validation stage and may limit the optionality offered (e.g. Psychology).
- 30 credits can be used either wholly within each semester or straddling both semesters, for example:

<table>
<tr><td rowspan="2">Level 5</td><td>Semester 1</td><td rowspan="2">Subject A
30</td><td>Subject A 15</td><td colspan="2">Subject B 30</td></tr>
<tr><td>Semester 2</td><td>Graduate Attribute/optional module
15</td><td>Subject B 15</td><td>Graduate Attribute/optional module
15</td></tr>
</table>

Level 6

- Students study at least 45 from each half subject.
- The core learning outcomes for the programme are delivered through a capstone project alongside 30 core credits per subject.
- The credits for each subject area are (normally) evenly aligned over both semesters.

- Each programme has a capstone project at level 6. The capstone project will total 45 credits but may be made up of one 45 credit module or two linked 15 and 30 credit modules (totalling 45 credits). The credits are end loaded in semester 2, to enable the relevant planning, skills development and research to occur in semester 1.
- The capstone project can be in either subject A or B or combined across both subject areas unless prohibited by accreditation linked to a PSRB. This will be highlighted in the programme validation documents.
- Where a capstone project is drawn from a single subject area (e.g. subject A), the semester 1 subject specific module is drawn from the second subject area (e.g. subject B) to ensure a minimum of 45 credits in both subject areas.

<table>
<tr><td rowspan="2">Level 6</td><td>Semester 1</td><td>Subject A 15</td><td rowspan="2">Subject B 30</td><td>Subject A or B Capstone Project 15</td><td>Subject A or B Module 15</td></tr>
<tr><td>Semester 2</td><td>Subject A 15</td><td colspan="2">Subject A or B Capstone project 30</td></tr>
</table>

**Integrated apprenticeships may vary from this structure, however, are subject to programme viability approval.*