University of Exeter

Credit and Qualifications Framework (CQF)

2018/19

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Section 1 – Introduction

The University of Exeter Credit and Qualifications Framework is a University policy that provides a structure for all modules and programmes leading to taught awards and Professional Doctorates of the University of Exeter. Doctoral programmes that do not operate on a credit structure are also included for information. The CQF is owned by the Deputy Vice-Chancellor (Education).

The CQF is effective from 2014/5. The regulations covering progression, award and other relevant factors are detailed in the University's Calendar and the [Handbook for Assessment, Progression and Awarding: Taught Programmes](#).

Section 2 – Definitions

Terms used in the CQF are defined as follows:

Academic credit	Credit is awarded to a learner on successful completion of a module.
	The minimum academic credit allocated to a module is 5 credits. Subsequent credit allocations shall be in further multiples of 5 with 15, 30, 45 and 60 credit modules being the norm.
	Where academic credit awarded by the University of Exeter is to be converted to European Credit Transfer and Accumulation System (ECTS) credits, this occurs on the basis of one CQF academic credit being the equivalent to 0.5 ECTS credits regardless of the academic level of the academic credit. The academic level and mark are not converted. Incoming ECTS credits are incorporated in accordance with the requirements for the programme, and where applicable, the collaboration.
Academic level	Each module or programme has an associated academic level that reflects its depth, complexity, amount of pre-requisite knowledge, and the academic skills required to pass it. The academic level of a module is informed by the subject for that module and remains constant for all programmes within which it occurs.
	The academic levels used at the University of Exeter are the national levels as set in the Framework for Higher Education Qualifications (FHEQ) (which align with the National Qualifications Framework (NQF)) published by the Quality Assurance Agency (QAA):
	Level 3: Foundation (Pre-UG)
	Level 4: Introductory (CertHE)
	Level 5: Intermediate (DipHE)
	Level 6: Final (Honours)
	Level 7: Masters
	Level 8: Research
Accredited prior learning ([APL](#))	Exemption from modules on the basis of certified learning (APCL) or on the basis of non-certified acquisition of relevant skills and knowledge, gained through relevant experience (APEL).
Assessment criteria	Descriptions of what the learner will have to demonstrate in order that learning outcomes specific to a module have been achieved. The purpose of assessment criteria is to establish clear and unambiguous

	standards of achievement in respect of each learning outcome. Level descriptors are used as a guide during this process. Each individual assessment point will have specific assessment criteria.
Award	Undergraduate and graduate certificates and diplomas, bachelors' honours and ordinary degrees, postgraduate certificates and diplomas, integrated undergraduate and postgraduate masters' degrees, and graduate research degrees. The awards offered by the University are detailed in the Calendar.
Condonement	The process that allows an Assessment, Progression and Awarding Committee to award credit to a student, to permit progression or award, despite failure to achieve a pass mark.
Module	A self-contained block of teaching and learning leading to the award of academic credit.
Notional study hours	The number of hours required to complete an academic credit point, module, or programme. One academic credit point is equivalent to 10 notional study hours, therefore a 15 credit module represents 150 notional study hours, comprising scheduled learning and teaching, guided independent study and placements. A year of undergraduate study equates to 1200 hours of full-time study (120 credits) and a year of postgraduate study equates to 1800 hours of full-time study (180 credits).
Programme of study (programme)	A grouping of modules approved by Senate or its delegated authority, and leading to an award of the University of Exeter. The approved curriculum is typically defined on the programme specification.
Programme outcome	An expression contained within a programme specification of what a typical learner will have achieved on successful completion of the programme. Programme outcomes are related to the qualification level and will relate to the sum of the experience of learners on a particular programme.
Stage	The sub-division of a programme of study into major steps of progression; stages are commonly consistent with academic years. Each stage provides a coherent learning experience and may be recognised with an interim exit award. Normally, modules within a stage will be at the same level, but modules at different levels may be taken within the same stage, as specified in the programme specification.
Total credit value	The total amount of academic credit required for an award.

Section 3 – Scope

The CQF applies to all taught awards and the programmes and modules leading to those awards, and also to professional doctorates. Some postgraduate taught modules that contribute to graduate research degrees and research studies training may also be credit-rated in accordance with the CQF.

Section 4 – Relationship to the Calendar

CQF informs curriculum design and structure and the way in which the University understands and expresses its academic standards. The CQF reflects the University's Calendar and is expressed in the Assessment Handbook and in individual programme and module specifications.

Section 5 – Notional Study

Notional study hours represent the entirety of student effort required to undertake and complete a module; this includes all aspects of learning and teaching activity such as:

a) Classroom-based activities

b) Self-directed learning, coursework assessments

c) Preparations for invigilated assessment

d) Practical work

e) Laboratory work

f) Clinical skills practice.

Section 6 – Modules

Programme specifications and module descriptors describe those modules that students may or may not select as part of their programme.

Modules may have different designations, as described in the table below:

Compulsory module	A module that must be taken to meet requirements for progression or award. Compulsory modules can be condoned.
Non-condonable compulsory module	A module that must be taken and passed to meet requirements for progression or award or as a requirement of a Professional, Statutory and Regulatory Body (PSRB). Non-condonable compulsory modules cannot be condoned. Additionally individual module assessments may also be defined as non-condonable.
Optional module	A non-compulsory module that is identified in the programme specification and may be taken for a particular programme subject to specified minimum and maximum credit values. Optional modules can be condoned.
Elective module	A non-compulsory module that is not identified in the programme specification but may be taken to increase modularity subject to specified maximum credit values. Elective modules can be condoned.
Pre-requisite module	A specified module that must be taken before a subsequent specified module can be taken.
Co-requisite module	A module that must be taken at the same time as another specified module.

Overlapping module	A module that has similar content to another module and cannot be taken if the other module is taken.

Section 7 – Academic Level

Each approved module has one academic level. Where modules share significant elements of content and teaching, each module is approved separately at the appropriate academic level. Each module should be distinguished by different learning outcomes, teaching and learning activities and assessment that reflect the academic level. Two modules can share the same teaching while being assessed at different levels. They will have different identifying codes and will differ in the learning outcomes that relate to the appropriate levels and there will be different assessment criteria.

Where it is academically desirable, programmes may be designed so that students are able to take modules at different academic levels in the same developmental year. Programme specifications should indicate clearly where such flexibility exists (see tables in Chapter 9 for information on minimum and maximum credit requirements).

In support of the approved academic levels, the University of Exeter has adopted qualification descriptors in line with the QAA Academic Infrastructure 2008 as described in the tables below. These descriptors indicate the principal outcomes that a student should be able to demonstrate following the completion of an award at a designated level.

Level 3	Students successfully completing programme requirements at level 3 will have demonstrated:
a)	That they have a knowledge and skills base of conceptual and factual knowledge with some appreciation of the field of study and of terminology used.
b)	An ability to work with that knowledge and skills (analyse, synthesise, evaluate and apply) independently in a range of complex activities or with guidance when working with greater complexity.

Level 4	Students successfully completing programme requirements at level 4 will have demonstrated:
a)	Knowledge of the underlying concepts and principles associated with their areas of study, and an ability to evaluate and interpret these within the context of that area of study.
b)	An ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Level 5	Students successfully completing programme requirements at level 5 will have demonstrated:
a)	Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.

b)	An ability to 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.
c)	Knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.
d)	An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Level 6	Students successfully completing programme requirements at level 6 will have demonstrated:
a)	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.
b)	An ability to deploy accurately established techniques of analysis and enquiry within a discipline.
c)	Conceptual understanding that enables the student: i) to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; ii) to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline.
d)	An appreciation of the uncertainty, ambiguity and limits of knowledge.
e)	The ability to manage their own learning and to make use of scholarly reviews and primary resources (e.g. refereed research articles and/or original materials appropriate to the discipline).

Level 7	Students successfully completing programme requirements at level 7 will have demonstrated:
a)	A systematic understanding 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.
b)	A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
c)	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.

d)	Conceptual understanding that enables the student: i) to evaluate critically current research and advanced scholarship in the discipline; ii) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Level 8	Students successfully completing programme requirements at level 8 will have demonstrated:
a)	The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.
b)	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.
c)	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.
d)	A detailed understanding of applicable techniques and advanced academic enquiry.

Section 8 – Assessment and Award of Academic Credit

All assessment for a programme is organised within modules and is designed to test the learning outcomes for the module in question.

The award of academic credit relates to achievement in individual modules. Academic credit is awarded to candidates who have passed the module in question. It is possible to award academic credit in the event of module failure where the Assessment Handbook provides for it. The outcome is known as 'Fail (Condoned), academic credit awarded'.

The academic credit awarded is that approved for the module; the amount of academic credit awarded does not vary in accordance with the level of achievement. The level of achievement is reflected by the module mark.

Where a student is required to retake a module, the academic credit replaces the credit for the original attempt.

Section 9 – Academic Credit Requirements for Award

Each academic award has a total credit value. The total credit value includes a minimum amount of credit that is required at the academic level of the award and the maximum amount of credit permissible at the lowest academic level.

Tables of Main Higher Education Awards

Table 1 – Pre-undergraduate Awards

Pre- Undergraduate	NQF level of award	Nominal FTE period of study	Total credit value for award	Normal credit value per stage	Range of academic levels	Maximum credit taken at lowest level	Minimum credit taken at level of award
Foundation Certificate (FdCert)	3	6 months	120	120	2 and 3	30 at level 2	90 at level 3
Fast track Foundation (FdCert)	3	6 months	120	120	2 and 3	20 at level 2	100 at level 3

Table 2 – Undergraduate Awards

Undergraduate	NQF level of award	Nominal FTE period of study	Total passed credit for award	Normal credit value per stage	Range of academic levels	Maximum credit passed at lowest level	Minimum credit passed at level of award
Certificate of Higher Education (CertHE)	4	9 months	120	120	4-6	120 at level 4	90 at level 4
Diploma in Higher Education (DipHE)	5	21 months	240	120	4-6	150 at level 4	90 at level 5
Certificate in Education (Further Education)	5	18 months	120	6-0	4-5	30 at level 4	90 at level 5
Foundation Degree (FD)	5	21 months	240	120	4-5	150 at level 4	90 at level 5
Honours Degree (BA, BBL, BClinSci, BEng, BSc, LLB) (3 years)[14]	6	33 months	360	120	4-7	150 at level 4	90 at level 6

Ordinary Degree (BA, BClinSci, BEng, BSc, LLB) (3 years)	6	33 months	300	120	4-7	150 at level 4	60 at level 6
Honours Degree (Languages/European Study / with Industrial Placement or Experience / International Study) (4 years with year out at stage 2 or 3) (Advanced Medical Studies)	6	45 months	480	120	4-7	150 at level 4	210 at level 6
Honours Degree (Degree Apprenticeship) (4 years)	6	n/a	360	90	4, 5 and 6	120 at level 4	120 at level 6
Honours Degree (Degree Apprenticeship) (5 years)	6	n/a	360	75 (Stage 1-4) 60 (Stage 6)	4, 5 and 6	120 at level 4	120 at level 6
Ordinary Degree (Languages/European Study / with Industrial Placement or Experience/International Study) (4 years with year out at stage 2 or 3)	6	45 months	420	120	4-7	150 at level 4	180 at level 6
Flexible Combined Honours Degree (3 years)	6	33 months	360	120	4-7	180[1] at level 4	90 at level 6
Flexible Combined Honours Degree (Study Abroad / UK Work Experience) (4 years)	6	45 months	480	120	4-7	180[1] at level 4	210 at level 6
Flexible Combined Ordinary Degree (3 years)	6	33 months	300	120	4-7	180[1] at level 4	60 at level 6
Flexible Combined Ordinary Degree (Study Abroad/UK Work Experience) (4 years)	6	45 months	420	120	4-7	180[1] at level 4	180 at level 6
Honours Degree (BA Law)[2]	6	9 months	120	120	6	n/a	120 at level 6

Ordinary Degree Graduate Bachelor of Laws (LLB) (2 years)	6	21 months	180	120	5-6	150 at level 5	60 at level 6
Honours Degree Graduate Bachelor of Laws (LLB)[3]	6	21 months	240	120	5-6	150 at level 5	90 at level 6
Intercalated Honours Degree (BA, BEng, BSc)[4]	6	9 months	120	120	4-7	30 at level 4	90 at level 6
BMBS (PCMD)[5]	6	57 months	600	120	4-6	120 at level 4	360 at level 6
Honours Degree (BMedSci) (PCMD)[6]	6	48 months	360	120	4-6	120 at level 4	120 at level 6
BMBS (UEMS)[7]	6	57 months	625	120 for stages 1 to 4 145 for stage 5	4-6	150 at level 4	355 at level 6
Honours Degree (Medical Studies) (UEMS)[8]	6	33 months	360	120	4-6	150 at level 4	90 at level 6
Integrated Masters Honours Degree (MArabic/MEng/MGeol/MLibArts/MMath/MPhys/MPol/MSci)[14]	7	45 months	480	120	4-7	150 at level 4	210 at level 6 or higher of which at least 120 must be at level 7
Integrated Masters Honours Degree with Study Abroad (MEng/MGeol/MLibArts/MMath/MPhys/MPol/MSci)	7	57 months	600	120	4-7	150 at level 4	210 at level 6 or higher (excluding credit gained from the year abroad) of which at least 120 must be at level 7

Graduate Certificate (GradCert)	6	9 months	60	60	4-7	15 at level 4 or 5	45 at level 6
Graduate Diploma (GradDip)	6	9 months	120	120	4-7	30 at level 4 or 5	90 at level 6
Integrated BEng Honours Degree (4 years)	6	45 months	480	120	2-6	30 at level 2	90 at level 6

[1]   FCH students, with the permission of the FCH Director or the Head of Discipline or delegated representative, usually the Director of Education, are allowed to take up to 180 credits at level 4. The FCH provision exists mainly so that FCH students can start a new subject area after year one or, for example, take a level 4 compulsory module that could not be taken in year one because of timetabling constraints.

[2]   This one year BA Law programme is only available to students who have gained the Flexible Combined Honours with Law degree from the University of Exeter.

[3]   The Graduate LLB programme allows graduates to undertake a two year accelerated conversion programme which leads to a qualifying LLB law degree.

[4]   Intercalated programmes are only available to students who have completed at least two years of the BMBS at the University of Exeter Medical School, or equivalent at another appropriate medical institution.

[5]   The Peninsula College of Medicine and Dentistry (PCMD) BMBS programme will become obsolete after the 2016/7 academic year.

[6]   The PCMD BMedSci award is only available as an exit award from the PCMD BMBS programme following failure in either stage 4 or 5, with the award classification based on credits obtained in stages 2 and 3. It will become obsolete after the 2016/7 academic year.

[7]   The UEMS BMBS programme commenced in the 2013/4 academic year and the first awards are expected to be made in 2017/8.

[8]   The UEMS BSc (Hons) in Medical Studies award is only available as an exit award from the UEMS BMBS programme following completion of stage 3, with the award classification based on credits obtained in stages 2 and 3. The first awards will potentially be made in 2016/7.

[14]   For Nursing programmes offered by the College of Medicine and Health, please see the Special Provisions information for further guidance.

Table 3 – Taught Postgraduate Awards

Taught postgraduate	NQF level of award	Nominal FTE period of study	Total passed credit for award	Normal credit value per stage	Range of academic levels	Maximum credit passed at lowest level	Minimum credit passed at level of award
Postgraduate Certificate (PGCert)	7	4 months	60	60	4-7	15 at level 4, 5 or 6	45 at level 7
Postgraduate Certificate in Education (PGCE) (including Exeter School Direct)	7	9 months	60	60	7	n/a	60 at level 7
Postgraduate Certificate in Education (Post Compulsory Education_ (PGCE – PCE) – Exeter College	7	9 months	120	120	6-7	30 at level 6	90 at level 7
National Award in Special Educational Needs Coordination	7	12 months	60	60	7	n/a	60 at level 7
Postgraduate Diploma (PGDip)	7	9 months	120	120	4-7	30 at level 4, 5 or 6	90 at level 7
Masters degree, including intercalated (LLM/ MA/ MBA/ MEd/ MPA/ MSc/MRes)	7	9-12 months	180	180	4-7	30 at level 4, 5 or 6	150 at level 7
Master of Research – Economics (MRes)	7	24 months	240	240	7	n/a	195 at level 7
Juris Doctor (JD) - HKUST (2 years plus 1 module studied pre-arrival)	7	60 Months (of which the last 24	330	150	5-7	150 at level 5	30 at level 7

		are based in Exeter)					
Master of Laws (LLM) – HKUST	7	60 Months (of which the last 24 are based in Exeter and the last 12 count towards the award of LLM)	180	180	7	30 at level 4,5 or 6	150 At Level 7
Master of Fine Arts	7	24 months	360	180	6-7	60 at level 6	300 at level 7
Certificate in Advanced Study[9]	7	9 months	30	30	7	n/a	30 at level 7
Master of Clinical Research (MClinRes)[10]	7	12-24 months	180	180	8	n/a	n/a
Master of Education (MEd)[11]	7	9-36 months	180	180	8	n/a	n/a
Practice Certificate in Independent Prescribing (PracCertIP)	7	10 months	45	45	7	45 at level 7	45 at level 7

[9] The Certificate in Advanced Study is awarded on successful completion of the Learning and Teaching in Higher Education (LTHE) programme.

[10] The MClinRes is only available as an exit award from the DClinRes programme.

[11] Where the MEd is awarded as an exit award from the EdD programme.

Table 4 – Credit-rated Graduate Research Awards

Credit-rated graduate research	NQF level of award	Nominal FTE period of study	Total passed credit for award	Range of academic levels	Maximum credit passed at lowest level	Minimum credit passed at level of award
Doctor of Education (EdD)	8	48 months	540	8	n/a	540 at level 8
Doctor of Educational Psychology (DEdPsy), Doctor in Clinical Research (DClinRes), Doctor in Clinical Practice (DClinPrac), Doctor of Clinical Psychology (DClinPsy)	8	36 months	540	8	n/a	540 at level 8
Engineering Doctorate (EngD) in Offshore Renewable Energy[12]	8	48 months	720	8	n/a	720 at level 8

[12] The Engineering Doctorate (EngD) in Offshore Renewable Energy is a jointly awarded programme with the Universities of Edinburgh and Strathclyde.

Table 5 – Non-credit-rated Graduate Research Awards

Non-credit-rated graduate research	NQF level of award	Nominal FTE period of study	Total passed credit for award	Range of academic levels	Maximum credit passed at lowest level	Minimum credit passed at level of award
Doctor of Philosophy (PhD), Doctor of Engineering (EngD)	8	48 months	n/a	8	n/a	n/a
Doctor of Medicine (MD), Master of Surgery (MS)	8	36 months	n/a	8	n/a	n/a

PhD by Publication	8	24 months	n/a	8	n/a	n/a
Master of Philosophy (MPhil)	7	36 months	n/a	7	n/a	n/a
Master of Arts by Research and Master of Science by Research (MbyRes), MPhil by Publication	7	24 months	n/a	7	n/a	n/a
MbyRes by Publication	7	12 months	n/a	7	n/a	n/a
Doctor of Divinity (DD), Doctor of Engineering (DEng), Doctor of Laws (LLD), Doctor of Letters (DLitt) and Doctor of Science (DSc)[13]	n/a	n/a	n/a	n/a	n/a	n/a

[13] Higher Doctorate Awards.

Section 10 – Accreditation of Prior Learning (APL)

The Assessment Handbook makes provision for admission with Accredited Prior Learning. APL is the process whereby students are exempted from some parts of their chosen programme of academic study by recognition of their learning from previous experiences and achievements. APL is granted as either Accreditation of Prior Certified Learning (APCL) or Accreditation of Prior Experiential Learning (APEL).

Section 11 – Intercalated Programmes

Students who have successfully completed the second year of the Bachelor of Medicine Bachelor of Surgery (BMBS) programme at the University of Exeter Medical School, or equivalent at another appropriate medical, veterinary or dental institution, may apply to undertake an undergraduate intercalated degree programme at the University of Exeter. Students who have successfully completed at least the third year of the BMBS programme at the University of Exeter Medical School, or equivalent at another appropriate medical, veterinary or dental institution, may apply to undertake either an undergraduate or one-year postgraduate intercalated degree programme at the University of Exeter. Undergraduate intercalated programmes allow for APCL for the first two years of the programme, i.e. 240 academic credit points. The curriculum for medical, veterinary or dental degrees is set out by the General Medical Council, the Royal College of Veterinary Surgeons and the General Dental Council and is, therefore, largely consistent across institutions. Therefore, for undergraduate intercalated programmes the RQF level of applicants' previous medical, veterinary or dental studies need not be considered during APCL. APCL is not needed for postgraduate intercalation in a one-year course because the student takes the programme in its entirety. The intercalated year does not count towards the academic credit requirements for BMBS or other substantive award.

BSc (Hons) Intercalated/BA (Hons) Intercalated should be used as the distinct award titles for intercalated Bachelor's degree programmes.

Section 12 – Award of Undergraduate Degrees 'with Proficiency/Advanced Proficiency in Named Subject'

Proficiency/Advanced Proficiency in Language

Undergraduate students successfully passing a minimum of 60 credits of spoken language modules taken in in a single foreign language alongside their main degree subject may have the words 'with proficiency in [named foreign language]' added to their degree title on the recommendation of the Institute of Arab and Islamic Studies or the Modern Languages Assessment, Progression and Awarding Committees. They may also have the words 'with proficiency in advanced [named foreign language]' applied instead, if they pass a minimum of 60 credits of Foreign Language Centre modules at NQF level 6 or 60 credits of advanced Modern Language modules at NQF levels 4 or 5, following the language progression routes used in the Department of Modern Languages. This will be on the recommendation of the Modern Languages Assessment, Progression and Awarding Committee.

Proficiency in Applied Data Analysis

Undergraduate students successfully passing a minimum of 60 credits of modules taken from approved lists in the appropriate programme specifications may have the words 'with proficiency in applied data analysis' added to their degree title on the recommendation of the relevant Assessment, Progression and Awarding Committee. Further clarification can be found under Q-Step.

Modules taken for the 'with proficiency in named subject' pathway must be taken at two different levels, and must be passed. Condoned modules will not count towards qualification for the proficiency degree title.

<u>Proficiency in Entrepreneurship</u>

Undergraduate students successfully passing a minimum of 60 credits of modules taken from approved lists in the appropriate programme specifications may have the words 'with proficiency in Entrepreneurship' added to their degree title on the recommendation of the relevant Assessment, Progression and Awarding Committee. Further clarification can be found on the Centre for Entrepreneurship webpages.

Section 13 – Combined (Joint), Major/Minor and Triple Honours and Integrated Masters Undergraduate Degree Programmes

Programmes may be developed that comprise more than one subject. The balance of subjects may be organised so that the overall programme is delivered on a major/minor, combined(joint) or triple basis. The maximum number of subjects that may be combined to achieve a given named programme is normally two; however, where the programme regulations permit, a student may take modules from a wider range of subject areas.

In developing undergraduate curricula, subjects are combined according to the following rules to provide for major/minor, combined(joint) and triple combinations (see tables below for more complete rules):

a) **Combined (Joint) honours**: a combination where there is an approximately equal balance between two subjects; each subject contributes at least 30 academic credit points at the level of the award.

b) **Major/Minor honours**: a combination where the minor subject accounts for at least a quarter of the programme and the major subject accounts for at most three quarters of the programme; the major subject contributes at least 30 academic credits at the level of the award, and the minor subject area contributes at least 15 academic credit points at the level of the award (the subject ratio is between 2:1 and 3:1).

c) **Triple (three subject) honours**: a combination where there is an approximate equal balance between three subjects; each subject contributes at least 15 academic credit points at the level of the award.

d) **Single honours**: those programmes that are approved as a single entity. A single honours programme may comprise one subject or may reflect a combination of subjects presented as an integrated whole. The title of a single honours award reflects the nature of the programme's curriculum and outcomes; it does not need to follow the conventions identified above but should normally include some study at the level of the award in any named subject.

Type of award	3 year Bachelors or 4 year Bachelors including year out (the year out does not contribute when calculating the credit weight of the component subjects)			
Credit requirement	Maximum credits per subject	Minimum credits per subject	Overall minimum credits required at level 6	Minimum credits per subject required at level 6
Single honours	360	360	90	n/a

Combined (Joint)	210	150		30
Major	270	240		30
Minor	120	90		15
Triple (1:1:1)	150	90		15

Type of award	4 year integrated Masters				
Credit requirement	Maximum credits per subject	Minimum credits per subject	Overall minimum credits required at levels 6 and 7	Minimum credits per subject required at level 6	Minimum credits per subject required at level 7
Single honours	480	480	210 at levels 6 and 7 with a minimum of 120 at level 7	n/a	n/a
Combined (Joint)	270	210		30	30
Major	360	315		30	30
Minor	175	120		15	15
Triple (1:1:1)	190	120		15	15

For joint programmes, the conjunction 'and' is used to join the two subjects, with the two subjects listed as approved in the programme specification.

For major/minor programmes the major subject is listed first in the name of the award and the conjunction 'with' is used to join the two subjects.

For triple (three subject) programmes the subjects are listed as approved in the programme specification with a comma separating the first two subjects and the conjunction 'and' used before the listing of the third subject.

e) **Flexible Combined honours**: allows the combination of two or more subjects in a flexible manner which does not duplicate any existing 'established' Combined Honours programme. A single subject, known as a 'themed pathway', which is different from any existing Single Honours programme, can also be created. The titles of the award indicate the programme's content and use appropriate conjunction terms ('and', 'with' or commas) to reflect the proportions of curriculum studied (for FCH degree rules see www.exeter.ac.uk/fch/degree-title.php).

Type of award	3 year Bachelors or 4 year Bachelors including year out (the year out does not contribute when calculating the credit weight of the component subjects)
	Credits required
Overall credits	360
Overall minimum credits at level 6	90
Overall maximum credits at level 4	180
Minimum credits for a subject (non-language) to be mentioned in the	60

degree title. Credits are accrued in Stage 2 and/or 3; Stage 1 credits do not normally influence the degree title. Credits do not have to achieve a particular level.	
Minimum credits for a language to be mentioned in the degree title. Credits can be accrued in Stages 1, 2 or 3. Credits do not have to achieve a particular level, but the degree title may reflect the level passed.	60
Minimum credits overall in each subject of a two-subject programme in Stages 2 and/or 3 for the conjunction 'and' to be used between the subjects. The subjects do not need to achieve credits at a particular level.	105
Number of credits overall in a subject in Stages 2 and/or 3 for it to be preceded by the conjunction 'with' in the degree title. The subject does not need to achieve credits at a particular level.	between 60 and 105
For degrees that combine more than two subjects, the relative subject proportions in Stages 2 and 3 are used to determine the appropriate use of the conjunctions 'and' and 'with' or commas to separate subject names; Stage 1 may be relevant, e.g. if languages have been studied. The subjects do not need to achieve credits at particular levels, but the level passed may be reflected in the title. There are no set proportions of subject credits for such programmes.	variable
Minimum overall credits for a single subject pathway in Stages 2 and 3.	180 and the remaining 60 credits are not in one subject; otherwise the programme becomes a major/minor.