

## Curriculum Architecture and Credit Practice Framework

### 1. Definition

The University's Curriculum Architecture and Credit Framework (CACPF) sets out the design parameters for the development of credit-bearing curricula. It defines the 'rules' for the management of learning hours across a programme of study.

### 2. Principles

The following general principles underpin the Credit Framework.

- The framework is designed to assist with the implementation of the Learning, Teaching & Student Experience Strategy, especially the Bradford Curriculum.
- The framework provides a consistent structural basis for the development of inclusive, flexible, and programme-centric programmes of study.
- The framework defines the basic design architecture for the Bradford Curriculum.
- The framework is transdisciplinary and is intended to encompass the design of all programmes/curricula.
- The framework enables the University to respond to a range of delivery models and opportunities that align to internal and external agendas.
- The framework provides a consistent approach to notional learning hours across the University's portfolio of taught courses.
- The framework promotes a common understanding and awareness of programme structure in the process of developing, approving, and delivering curricula.
- The framework is intended to inform the assignment of credit to elements of learning, the structuring of learning outcomes, and the assessment of those outcomes.
- While the framework provides the blueprint for the Bradford Curriculum, the design of each course/module within its parameters is a decision for each Programme Team as part of the developmental phase.
- Programmes or subjects that are subject to the requirements of accrediting bodies can, if necessary, apply for specific or general variance to the framework.
- The framework is intended to complement the following external reference points:
  - The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (November 2014), available [here](#).
  - The Higher Education Credit Framework for England (2021), available [here](#).
  - A Framework for Qualifications in the European Higher Education Area (2005), available [here](#).
  - European Credit Accumulation and Transfer System, see [here](#) for details.

- The Common Microcredential Framework (CMF), available [here](#).

### 3. General Features of Credit Practice

The Higher Education Credit Framework for England defines credit as ‘a means of quantifying and recognising learning whenever and wherever it is achieved.’ Credit is awarded ‘in recognition of achievement of learning outcomes at a specified level.’ For most taught qualifications in higher education, credit is accumulated over time in relation to specific programmes/courses of study at identified levels (defined in sector recognised standards, for example, in the UK by the FHEQ). Each HE awarding body determines its approach to credit value (the number of credits assigned to a ‘unit’ of learning within an overarching programme/course), how credit is structured to support progression through a programme of study (the learning journey), how learning outcomes are aligned to credits, and what credit it will accept for purposes of accumulation, qualification, and transfer (including recognition of prior and experiential learning).

### 4. Specific Features of the Credit Framework

Most the University’s taught programmes of study that lead to an academic qualification subdivide the notional learning hours associated with an award into smaller self-contained credit bearing learning experiences called modules. Modules are structured around an explicit set of learning outcomes and assessment criteria that make a specific contribution to a coherent programme of study.

#### 4.1 Standard Module Credit value

The number of credits ascribed to a module is based on the estimated learning hours (where one credit typically represents 10 notional hours of learning).

The standard module size is 20 credits where each standard module equates to 200 notional hours of student work. Standard modules can be aggregated into 40 or 60 credit modules according to specific principles set out below.

This applies to all programmes unless a general or specific variance has been approved. Variance to this framework will normally only be approved to meet defined requirements or expectations of Professional, Statutory and Regulatory Bodies (PSRBs) or other such external bodies that accredit awards of the University. Such variance must always be approved by, or on behalf of, Senate and recorded in the Programme Specification.

## 4.2 Structure of Credit

### 4.2.1 General Structure

- All programmes must have a core Level 4 (Stage 1) curriculum (i.e., no optionality)
- Programmes can be comprised entirely from Core Modules (note: student choice can be structured into / offered within the core curriculum).
- A maximum of 20 credits of optionality at Level 5 (Stage 2) is permitted with maximum option choices determined by the optionality rubric (see 4.2.2)
- A maximum of 40 credits of optionality at Level 6 (Stage 3) is permitted with maximum option choices determined by the optionality rubric (see 4.2.2).
- A maximum of 40 credits of optionality at Level 7 - Integrated Masters (Stage 4) is permitted with maximum option choices determined by the optionality rubric (see 4.2.2).
- A maximum of 40 credits of optionality on PGT programmes (Level 7) is permitted with maximum option choices determined by the optionality rubric (see 4.2.2).
- Dual Level modules (core or option) are not permitted (i.e., modules offered at more than one FHEQ Level).

### 4.2.2 Optionality Rubric

- Cohorts up to 30 students maximum of 2 choices per option slot
- Cohorts over 31 can offer a maximum of 3 options per option slot

### 4.2.3 Specific Structure

- Level 6 (Stage 3) options can either be one per semester or offered in a single semester (i.e., 40 credits of options in either Semester 1 or Semester 2)
- Level 7 Integrated Masters (Stage 4) options can either be one per semester or offered in a single semester (i.e., 40 credits of options in either Semester 1 or Semester 2)

### B3. Diagram of Credit Framework (20 Credit Version)

\* Dotted lines show where credit could be aggregated (i.e., into 40/60 credit modules) and/or span multiple semesters.

#### Level 4 / Stage 1

Sem 1	Core 20 Credits	Core 20 Credits	Core 20 Credits
Sem 2	Core 20 Credits	Core 20 Credits	Core 20 Credits

#### Level 5 / Stage 2

Sem 1	Core 20 Credits	Core 20 Credits	Core 20 Credits
Sem 2	Core 20 Credits	Core 20 Credits	Core or Option 20 Credits



*Cohorts up to 30 students:*  
Option A  
Option B

*Cohorts over 31 students:*  
Option A  
Option B  
Option C

**Level 6 / Stage 3**

Sem 1	Core 20 Credits	Core 20 Credits	Core or Option 20 Credits
Sem 2	Core 20 Credits	Core 20 Credits	Core or Option 20 Credits



*Cohorts up to 30 students, per option slot:*

Option A  
Option B

*Cohorts over 31 students, per option slot:*

Option A  
Option B  
Option C

**Level 7 / Stage 4 (Integrated Masters)**

Sem 1	Core 20 Credits	Core 20 Credits	Core or Option 20 Credits
Sem 2	Core 20 Credits	Core 20 Credits	Core or Option 20 Credits



*Cohorts up to 30 students, per option slot:*

Option A  
Option B

*Cohorts over 31 students, per option slot:*

Option A  
Option B  
Option C

**Level 7 / PGT**

Sem 1	<b>Core</b> 20 Credits	<b>Core</b> 20 Credits	<b>Core or Option</b> 20 Credits
Sem 2	<b>Core</b> 20 Credits	<b>Core</b> 20 Credits	<b>Core or Option</b> 20 Credits
Sem 3	<b>Core Project</b> 60 Credits		



*Cohorts up to 30 students, per option slot:*

Option A  
Option B

*Cohorts over 31 students, per option slot:*

Option A  
Option B  
Option C