

SENATE

Title of paper: Report from University Education Committee

Main purpose of the paper: For information

Presenter(s): Professor Ruth Valentine

Date of paper: 22 December 2025

Purpose of the paper

Report from the 1 October 2025 meeting of University Education Committee

Relation to strategy and values

Education Strategy

Recommendations:

To note

Consultation to date (including any previous committee consideration and its outcome):

NEWCASTLE UNIVERSITY
UNIVERSITY EDUCATION COMMITTEE
1 October 2025
Minutes

Present: Professor Rene Koglbauer (*Chair*), Kate Aitchison (*vice Sally Ingram*), Lucy Backhurst, Yvonne Chase, Dr Emma Cockburn, Rachel Dearlove, Professor David Kennedy, Dr Sarah Graham, Pauline Howie, Dr Sara Marsham, Graeme Redshaw-Boxwell, Jill Taylor-Roe, Gina Tindale, Dr Cees van der Land

Apologies: Sally Ingram, Dr Peter Gallagher, Professor Simon Tate, Professor Ruth Valentine, Professor Chris Whitehead

In attendance: Lucy Blake (*item 10*), John Moss, George Watkins, Janice Trewick (*Secretary*)

4. Student Education Priorities for 2025-26

Received: Presentation filed with the minutes

Noted that:

1. Gina Tindale, Academic Officer, presented to the committee their priorities for the academic year.
2. The Academic Officer planned to organise and host a student led conference, although this will be merged with the annual Teaching and Learning conference with the aim that the conference is divided equally between student and staff contributions. The conference theme is still to be decided it is likely to focus on academic support.
3. The Academic Officer planned to present a report to the committee to request the implementation of an essay bank. Currently SELL is piloting a version of an essay bank, however more work is required in this area especially in those subject areas where essays are not the main assessment types. Data will be gathered from school reps in different schools on how examples are used.
4. Work is progressing on the You Said We Did/You Said We Listened scheme, with contact being made with Heads of Schools and Directors of Education to begin collating common themes and suggestions. The Student Life team are also exploring ways to incorporate broader University wide issues around YSWD into the Student Life newsletter. Similarly, the HASS faculty were also working in this area, therefore it would be beneficial for colleagues in this area to work with the Academic Officer.
5. The Academic Officer planned more training for student reps, with some training having already being delivered. The Academic Officer would also be working the external consultant following their review of student representation.

5. Leading Edge Curriculum statement on placements and international study year

Received: Document UEC2526-001

Noted that:

6. The committee were being asked to consider the policy on the inclusion of an international study year in programme design. The proposed statement on placements and ISY for inclusion in the Leading Edge Curriculum (LEC) framework had been considered by the Education Strategy Programme Board.
7. Previously, Executive Board had approved a policy which enabled all undergraduate students to undertake a 9–12 month placement as a formally recognised part of their degree without interrupting their studies (a small number of programmes being exempt). The current Programme Approval Policy states all undergraduate programmes should offer a placement option which is managed by either the Academic Unit or the Careers Service. In 2019, the committee approved a pilot for a universal International Study Year (ISY) which offered all undergraduates the opportunity to study abroad for one academic year, however, due to COVID-19 pandemic, a final decision on a full roll-out was never made.
8. The committee agreed that a central offer should be developed and that this should be included in the LEC framework, whilst acknowledging that the opportunity might not be applicable for all students, such as in cases where there is no partner institution. The committee also agreed that there needed to be consistency on when the year takes place so that students have an equitable experience.
9. There were concerns raised regarding the level of support which would be required from the International Office in order to operationalise the ISY effectively.
10. As part of the LEC a workstream had been established to consider the Encounters with the Leading Edge and as part of their discovery work, they would be tasked with reviewing the international study year in more detail and to make recommendations on how this will be delivered across the institution.

Resolved:

- a. It was agreed, subject to minor amendments that the proposed statement would be included in the LEC framework. **(Action: Rachel Dearlove)**
- b. The Academic Register would discuss with the International Office the operationalising of the international study year. **(Action: Lucy Backhurst)**

6. Update on Teaching Excellence Framework

Received: Presentation filed with the minutes

Noted that:

11. Rachel Dearlove provided the committee with an update on the consultation on the Teaching Excellence Framework (TEF) by the OfS. The consultation had been published on 18 September with a response deadline of 11 December 2025. The Russell Group intended to submit a response and the University may wish to submit their own response. The OfS would publish detailed proposals in the autumn of 2026 with final guidance following the consultation available in summer 2027 ahead of the first cycle starting in 2027-28.

12. The proposals include a single system to bring together the B conditions with the TEF excellence. There would be a rolling cycle with the cycle now including all registered providers, previously some providers have been excluded. Re-assessment periods would be variable based on award level: Bronze – 3 years, Silver – 4 years, Gold – 5 years. It is likely that Newcastle would be included in the first year given the current Bronze level for student experience.
13. The process would remain desk based and student submissions would continue to be part of the assessment. It is proposed that PGT students would be included in round two and this would also require a PGT version of NSS.
14. It is proposed that the ratings for student experience, student outcome and overall judgement would be kept, however, the lowest rating in either of these two areas would automatically set the overall rating, there would be no panel decision.
15. Proposed incentives and interventions for those receiving a bronze award included the limiting growth in student numbers and possible lower fees.
16. The committee acknowledged that the changes posed a substantial risk to the institution and reinforced the importance of the continued planning and increased investment in education.
17. The committee stressed the importance of introducing some interim measures to strengthen the data which would be used in the next TEF submission. While the LEC framework will bring longer-term benefits, the implementation timeline means that students on the transformed programmes would not be completing their NSS until 2031.
18. The committee were in agreement that this threat should be raised with Senate and should be identified and raised on the University risk register.

Resolved:

- a. That during the presentation to Senate in November on the NSS results, the risks of the impact of the TEF would also be highlighted. **(Action: Ruth Valentine)**

7. Update on AI and Assessments

Received: Oral report

Noted that:

19. Following the meeting in July, work was underway around the threat of AI and to the credibility of awards made. A working group had been established and would make recommendations on instances where the use of AI would be acceptable in terms of being used in assessments for automated marking, and in other areas such as student wellbeing and support.
20. Longer term to ensure the creditability of awards the Education Strategy board would be considering some AI assessment principles which would be approved by the committee. However, to understand any immediate risks, a dashboard had been developed to identify programmes which might be at greater risk. This would allow academic units and faculty teams to review programmes holistically and consider if any changes to assessments would be required for semester 2 and for 2026/27.
21. There was concern that academic units would be required to make changes, despite the mandate that no programme changes were to be made. There were also concerns that students would have made module choices based on the current assessment.
22. Colleagues in LTDS are updating and enhancing the PASS AI guidance for colleagues and had been working with the Education Deans on developing a workshop for colleagues to help them in this area.

8. Education Strategy Programme Board Report

Received: Document UEC2526-002

Noted that:

23. The committee received the latest programme board report and noted that a number of decisions would be formally made at the next meeting of Senate.
24. The committee expressed concern with the overall red rating of the project formally requested clear assurances from the Programme Board to outline the specific actions being taken to mitigate the identified risks.
25. That appointments had been made to the Dean of Students, Transformation Manager and Curriculum Manager posts.

Resolved:

- a. That the Programme Board will be asked to provide the committee with detailed assurances on the specific measures being implemented to address and mitigate the risks associated with the project's red rating. **(Action: Ruth Valentine and Sara Marsham)**

9. Review and revisions of the Director of Education role descriptor

Received: Document UEC2526-003

Noted that:

26. The role of the Director of Education (DoE) had been revised, this had followed consultation with key stakeholders across the institution. Whilst the committee were being asked to approve the revised role descriptor for immediate implementation, it was noted that further amendments might be required.
27. The Academic Officer requested that a student representative is involved with the recruitment process for the role. It was queried whether the recruitment process should be formalised given the importance of the role.
28. It was also queried if the role descriptor had been cross-referenced with the Student Feedback policy which states clearly the responsibilities of the DoE in regard to the Student Voice.

Resolved:

- a. The role descriptor was approved but noted the considerations above. **(Action: Graeme Redshaw-Boxwell)**

10. Student Feedback

Received: Documents UEC2525-004 and UEC2526-005

Noted that:

29. The reports presented an analysis of the qualitative feedback for the National Student Survey (NSS) and the Newcastle Experience Survey (NES) and focused on Organisation and

Management and Student Voice, while the Postgraduate Taught Experience Survey provided a particular focus on assessment and feedback.

- 30. The overall response rates were low which raised concerns about the representativeness and balance of the feedback which had been received.
- 31. The committee expressed concerns with the low scores for NSS. The NES survey is aligned with the NSS and would provide early insights for academic units. Academic units are encouraged to review both NSS and NES survey results to identify any correlations or patterns that may inform improvements to the student experience.
- 32. It was clear that final year students were particularly dissatisfied with their experience. Given the timing of the completion of the survey it was suggested that the experiences of individual project supervision could be impacting on the survey, and whether this needed to be explored further and addressed.
- 33. The committee noted that the reports were received annually and were keen to respond to the issues which had been raised in the reports and therefore agreed to identify key areas for targeted improvements to improve the student experience.
- 34. Timetabling is consistently raised as a concern, with late changes being cited as a particular problem. It was agreed that more detailed analysis of the comments relating to timetabling was required as this would help to understand if the issues were related to the late cancellations and communications, or as a result of the scheduling of individual timetables or whether it issues were caused due to the timetabling system being used. The review of the comments would also help establish what immediate actions could be taken.
- 35. Feedback is also identified as another persistently low scoring area and one which the committee would like to address. It was suggested that having one system for students to provide consistency and accessibility when receiving marks and feedback could be beneficial. It was noted that some schools had already mandated this, and that SpeedGrader had been the system chosen although the limited functionality with this system was an issue. It was agreed that a comparison of systems and functionality would be required with recommendations brought to the committee for consideration. The Head of Education Enhancement had already undertaken some comparison work around system functionality.
- 36. The committee agreed that timetabling and a single system for feedback should be the priority focus for the academic year.

Resolved:

- a. That the Head of Education Enhancement and Dean of Digital Education would undertake a comparison of systems for assessment marking and feedback and report back to the committee with their recommendations. **(Action: Graeme Redshaw-Boxwell, David Kennedy.)**
- b. That the Head of Registry had been tasked with undertaking a review of the issues surrounding timetabling and would report back with their findings and recommendations. **(Action: Graeme Holloway)**

11. Terms of Reference for 2025-26

Received: Document UEC2526-006

Noted that:

37. The committee agreed with the three co-opted members for 2025-26 to be filled by student representatives.
38. The Academic Registrar would speak with Director of Estates and Facilities regarding attending the meeting and sharing with the committee the Estates master plan.

Resolved:

- a. The committee approved the Terms of Reference for 2025/26.

12. Reports from sub-committees of UEC

Received reports from:

- i. Digital Education – 22 July 2025: Document UEC2526-007
- ii. Student Experience and Wellbeing – 8 July 2025: Document UEC2526-008
- iii. Student Mobility – 3 June 2025: Document UEC2526-009

13. Minutes of the previous meetings

Received: Documents UEC25256-010 and UEC2526-011

Noted that:

39. The minutes of the meeting of UEC on 2 July 2025 were approved as a correct record.
40. The minutes of the meeting of UEC on 10 September required minor amendments to the attendees and following that the minutes were approved as a correct record.

14. Action log

Received: Document UEC2526-12

15. Report of decisions made on behalf of the committee

Received: Document UEC2526-13

SENATE

Title of paper: Updated Qualifications, Credit and Programme Design Framework

Main purpose of the paper: For approval

Presenter(s): Rachel Dearlove, Director of Registry and Education Services

Date of paper: 11 December 2025

Purpose of the paper

In May 2025 Senate resolved to approve the Qualifications, Credit and Programme Design Framework (QCPDF). Not all sections of the QCPDF were complete at that time and this updated version is presented for approval.

Relation to strategy and values

Education Strategy

Recommendations:

The following changes are proposed for approval by Senate in this updated version of the QCPDF:

- Programme level design – connecting with the Leading Edge Curriculum requirement for programme level design
- Module credit size and semesterisation – addition of further pedagogically required ‘non-conventional’ modules. There may be other proposals for non-conventional modules that emerge from programme redesign, these can be added in future with approval by University Education Committee.
- Optional modules – proposal for greater flexibility for undergraduate programmes within the overall 120 credit optional envelope.
- Degrees featuring more than one subject – clarification of the relationship between programme naming and expected subject balance in relation to degrees with sub-

specialisms, Major/Minor ('with'), Joint Honours ('and') and multidisciplinary degrees in line with sector recognised standards.

There are other minor changes in the document, all changes are in green text.

Consultation to date (including any previous committee consideration and its outcome):

Education Strategy Programme Board, University Education Committee

Qualifications, Credit and Programme Design Framework (QCPDF)

Introduction

1. The Qualifications, Credit and Programme Design Framework (QCPDF) sits alongside, and holds the same status as the University's Regulations, providing information on the level, duration, award type, minimum total credits and any specific credit and level restrictions for the qualifications that the University awards. It also sets out details of the University's programme design conventions. It has been designed to meet the Office for Students [Sector-recognised standards](#) and more detailed provisions of the [Framework for Higher Education Qualifications \(FHEQ\)](#).
2. The expectation is that all programmes meet the requirement of the QCPDF. Exemptions from elements of the QCPDF for individual programmes can be agreed on an exceptional basis by University Education Committee. More information on criteria for consideration are provided in Section 5.
3. Changes, additions or deletions to the QCPDF should be proposed to Taught Programmes Subcommittee for consideration.
4. The QCPDF applies to all programmes for which Newcastle has sole academic responsibility for programme design and award of the qualification.
5. The applicability of different sections and provisions of the QCPDF for:
 - i. programmes jointly designed and delivered with educational partner organisations will be determined as part of the approval process for those programmes and that partnership and will be documented in an annex to the legal agreement.
 - ii. programmes delivered on a commissioned and/or closed enrollment basis will be determined on a case-by-case basis as part of the programme approval process.
 - iii. programmes delivered wholly online will be determined on a case-by-case basis as part of the programme approval process.
 - iv. only section 3 paragraph 26 (Research Masters) and section 4 apply to postgraduate research programmes

Section 1: Programme types

6. The University operates two different types of taught programmes:
 - i. **Credit-bearing, modular programmes** – programmes are constructed around standard amounts of credit, in modules, with these credits relating directly to learning hours. Progression requirements are standardised and awards are calculated according to the University and programme regulations. Modules within programmes can either be compulsory or optional, and can also be designated as 'core' which indicates modules which must be passed. Modules can be offered in more than one programme, including programmes outside of the home academic unit. Students accumulate credits as they study, and through recognition of prior learning, can be accepted onto our programmes from other institutions where the previous learning can be mapped to the programmes at Newcastle.
 - ii. **Non-credit bearing, non-modular programmes** – programmes with teaching, learning and assessment integrated across the programme. Patterns of study and

duration of different elements are individual to each programme, as are progression requirements and the approach to calculation of the award. The terms compulsory and core may be used by these programmes but relate to specific teaching activities and programme assessments rather than modules. Alternative regulatory requirements in respect of these programmes are detailed in individual programme regulations and within the University Regulations.

7. All provisions of the QCPDF apply to all credit-bearing, modular programmes.
8. All newly proposed programmes will be credit-bearing, modular programmes.
9. All non-credit/modular related provisions of the QCPDF apply to non-modular programmes, but provisions that relate to credit and modules do not.

Section 2: Credit

10. Section 3 states the number and level of credits required for each award (modular awards only). One credit equates to 10 notional hours of learning.
11. Credits are awarded at specific levels; only one credit level can be attributed to any given module. Guidance on credit level descriptors is attached as Appendix B. The University has adopted those developed by the Northern Ireland Credit Accumulation and Transfer System (NICATS) Project, not as mandatory criteria, but rather as a guide for academic units to use if considered helpful, either as they stand or adapted at subject level.
12. The QCPDF sets out the minimum credit values that programmes must meet in order to gain the relevant qualification (Section 4), along with a number of other programme design conventions relating to modules and credit (Section 3). It does not prevent specification of higher values appropriate to any given qualification in order to reflect the breadth of subjects offered and external points of reference, for example, the requirements of professional, statutory and regulatory bodies.
13. As long as qualifications meet the specific credit and level restrictions in Section 4 they can include a mix of credit from different levels up to the level of the award e.g. Honours degree can be a mix of levels 3, 4, 5 and 6.

Section 3: Programme design conventions

Programme level design

14. Programmes will be designed
 - i. in line with the [Programme learning design doc] approach
 - ii. will have programme and module learning outcomes which meet the requirements of the [Programme and module learning outcome policy]
 - iii. will incorporate the Education for Life Skills and Attributes in line with the [EfL curriculum parameters policy]

Maximum credit per year

15. The maximum credit load per undergraduate academic year is 120 credits.
16. The maximum credit load per postgraduate academic year is 180 credits.

Credit balance across semesters

17. Semesters should be balanced in credit with 60 credits per semester, **except for programmes utilising 20 credit year-long language learning modules where a 50/70 split is acceptable.**

Module credit size and semesterisation

18. All conventional UG and PGT modules are 20 credits in volume (200 notional learning hours). All modules must be taught and assessed within the same Semester, unless one of the exceptions noted for non-conventional modules in paragraph 20 below applies

19. Multiples of 20 credits within a single semester can only be used for the following non-conventional modules:

- 40 or 60 credit – for dissertations, projects and equivalent
- 40 or 60 credit – for studio or design practice
- 60 credit – placements and study abroad.

20. 20 credit modules or multiples of 20 credits taught across more than 1 semester are only allowed for the following non-conventional modules. **It is assumed that spread across semesters for 60 and 100 credit modules will result in a 20 credit compliant credit split (e.g. Sem 1 20, Sem 2 40 or Sem 1 20, Sem 2 20, Sem 3 20).**

- 20 credits – only for language learning modules;
- 40, 60 or 80+ credit modules spanning 2 or 3 semesters – for dissertation, projects or equivalent
- 40 credit – for science practical
- 60, 80, 100 or 120 credit – for studio or design practice
- 120 credit, year-long modules – for placements and study abroad

Credit pattern

21. All programmes will be designed in line with the following credit patterns when using only conventional modules – including sub-degree level qualifications. The pattern can be adapted to as needed to include non-conventional modules allowed as specified in paragraphs 19 and 20.

Undergraduate programmes – Stage 1 & 2

	Semester 1	Semester 2
Stage 1	3 x 20 credit modules	3 x 20 credit modules
Stage 2	3 x 20 credit modules	3 x 20 credit modules

Undergraduate programmes leading to an Honours degree – Stage 3

22. All Honours degree programmes will include a 40 credit dissertation, project or equivalent. **For programmes utilising non-conventional modules as specified in paragraph 19ii or 20 iv these may take the place of the dissertation, project or equivalent module.**

Stage 3	Semester 1	Semester 2
Model A	3 x 20 credit modules	2 x 20 credit modules 1 x 40 credit module
Model B	2 x 20 credit modules	2 x 20 credit modules
	1 x 40 credit dissertation/project	
Model C	2 x 20 credit modules 1 x 40 credit module	3 x 20 credit modules

Undergraduate programmes leading to an Integrated Master's – Stage 3

	Semester 1	Semester 2
Stage 3	3 x 20 credit modules	3 x 20 credit modules

Undergraduate programmes leading to an Integrated Master's – Stage 4

23. All Integrated Master's degrees will include a 40 or 60 credit dissertation, project or equivalent.
24. Stage 4 can be structured flexibly to accommodate the dissertation, project or equivalent as shown in the possible combinations of Models A to G, with the recognition of credit load from the dissertation/project module being even or uneven between semesters.

Stage 4	Semester 1	Semester 2
<i>Incorporating a 40 credit dissertation/project</i>		
Model A	3 x 20 credit modules	1 x 20 credit modules 1 x 40 credit module
Model B	2 x 20 credit modules	2 x 20 credit modules
	1 x 40 credit dissertation/project	
Model C	2 x 20 credit modules 1 x 40 credit dissertation/project	3 x 20 credit modules
<i>Incorporating a 60 credit dissertation/project</i>		
Model D	3 x 20 credit modules	1 x 60 credit dissertation/project
Model E	1 x 60 credit dissertation/project	3 x 20 credit modules
Model F	2 x 20 credit modules	1 x 20 credit module
	1 x 60 credit dissertation/project (20/40)	
Model G	1 x 20 credit module	2 x 20 credit modules
	1 x 60 credit dissertation/project (40/20)	

Taught Masters

	Semester 1	Semester 2	Semester 3
Taught Masters (180 credits)	3 x 20 credit modules	3 x 20 credit modules	1 x 60 credit dissertation/project

25. For Taught Masters comprising more than 180 credits:

- i. the dissertation element will comprise not less than one-third and not more than a half of the total number of credits.
- ii. the credit pattern should conform to the base conventional module parameters of 20 credits, delivered within a single semester; but placement of the dissertation, project or equivalent can be arranged according to the needs of the programme.

Research Masters

26. For Research Masters:

- i. the dissertation element will comprise 80, 100 or 120 credits.
- ii. the credit pattern should conform to the base conventional module parameters of 20 credits, delivered within a single semester; but placement of the dissertation, project or equivalent can be arranged according to the needs of the programme.

Teaching pattern

27. Teaching will be delivered on a linear basis throughout a semester (or across semesters for non-conventional modules), for example, in a semester with three 20 credit modules, these will be delivered simultaneously.

Optional modules

- 28. Any module that is not deemed compulsory is optional.
- 29. There will be the following maximum volume of optional credit per Stage for undergraduate programmes and per programme for standard length (180 credit) postgraduate taught programmes. There is no minimum volume. This restriction does not apply to combined Honours programmes.

	A
Stage 1	20
Stage 2	40
Stage 3	60
Stage 4	60

- 30. Alternative patterns that retain a maximum of 60 credits optionality at Stage 3 and 4 are acceptable as long as the total optional credit volume does not exceed 120/360 or 180/480 credits.

Taught Masters

180 credit	60
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- 31. For all programmes dissertation, project or equivalent modules (see paragraphs 19 and 20) do not count towards the design limit for optional modules even if more than one form of dissertation, project or equivalent is offered.
- 32. Non-standard length Taught Masters should operate on the basis that no more than half of the taught content is optional.

Degrees featuring more than one subject

Type	Example	Principle	Credit balance
Subject (Sub-specialisms)*	MSc Digital Business/MSc Digital Business (E-Commerce)	Draws on the FHEQ for 'with' but a slightly reduced volume to allow flexibility in programme design	UG 3 year 80/360 UG 4 year 100/480 For UG degrees a sub-specialism specified capstone module can count towards the 80 credits. PGT 40/120 taught credits must focus on the pathway subject.
Major/Minor ('with')**	BSc Hons International Business Management with French	In line with the FHEQ (see appendix C) – minimum 25% taught credits from minor subject	UG 100/360 or PGT or 40/120 taught credits must be of the minor subject
Joint Honours ('and')	BA Politics and History	In line with the FHEQ (see appendix C) roughly even split	***UG 3 year 160/200 or 180/180 UG 4 year 240/240 or 220/260 split between subjects
Multidisciplinary	BA Politics, Philosophy and Economics BSc Cognitive Science	Offer an appropriate balance between the 3+ subjects to ensure a planned multidisciplinary experience and learning outcomes that reflect the title of the degree	

* excludes '(Research)'

**excludes 'with Placement Year', 'with International Study Year' etc.

*** where a Joint Honours degree includes minor contributions from another subject (up to 40 credits) the remaining credits should give a roughly even split between principle subjects

33. These restrictions do not apply to Combined Honours or to degrees with descriptive titles that do not imply a particular balance of subjects or specialised focus e.g. LLM Mediation and International Commercial Dispute Resolution, MSc Entrepreneurship, Innovation and Sustainability, MRes Biotechnology and Biodesign.

Credit level

34. The FHEQ outlines a system of levels where students learn at increasing sophistication, challenge, and independence as they progress through higher education. The limits to study outside of the current Stage/FHEQ Level are provided in *Section 4: Qualifications and their credit values*, with a standard limit of 20 credits per Stage/PGT programme that can be taken at a lower level.

Section 4: Qualifications and their credit values

35. Qualifications are mapped to the Office for Student's [Sector recognised standards](#), QAA [Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies](#) (FHEQ) and taking into account the [Higher Education Credit Framework for England](#).

Qualification Category	Full-time duration	Newcastle Qualification (Abrv)	Total credits (min)	Credit and level restrictions
Foundation (equivalent to Level 3)				
Foundation Certificate	one year	Foundation Certificate	120	Min 120 credits at Level 3
Foundation Certificate	one year	Foundation Certificate in Biological and Biomedical Sciences	180	Min 180 credits at Level 3
International Foundation Certificate	one year	International Foundation Certificate	120	Min 120 credits at Level 3
Level 4				
Certificate of Higher Education	one year	Higher Education Certificate	120	Min 100 credits at level 4 or above
Level 5				
Diploma of Higher Education	two years	Higher Education Certificate (CertHE)*	240	Min 100 credits at level 5 or above
Foundation Degree	two years	Foundation Degree+	240	Min 100 credits each at levels 4 and 5. Max 20 credits at Level 3 during Stage 1 only Max 40 at Level 4 beyond Stage 1
Level 6				
Pass Degree	three years	Pass Degree**		Min 100 credits each at levels 4 and 5, maximum 60 credits at Level 6. Max 20 credits at Level 3 during Stage 1 only Max 40 at Level 4 beyond Stage 1
Honours Degree	three years	Bachelor of Arts (BA) Bachelor of Engineering (BEng) Bachelor of Laws (LLB) Bachelor of Music (BMus)	360	Min 100 credits each at levels 4, 5 and 6. Max 20 credits at Level 3 during Stage 1 only Max 40 at Level 4 beyond Stage 1

Qualification Category	Full-time duration	Newcastle Qualification (Abrv)	Total credits (min)	Credit and level restrictions
		Bachelor of Science (BSc)		
Honours Degree	three years	Bachelor of Science Oral and Dental Health Sciences	Non-modular	
Honours Degree	four years	Bachelor of Medical Science*	Non-modular	
Level 7				
Graduate Certificate	1/3 academic year	Graduate Certificate	60	Min 40 credits at Level 6 Max 20 at Level 3
Graduate Diploma	2/3 academic year	Graduate Diploma	120	Min 100 credits at Level 6 Max 20 at Level 3
Primary qualification in medicine	five years	Bachelor of Medicine and Bachelor of Surgery (MBBS)	Non-modular	
Primary qualifications in dentistry	five years	Bachelor of Dental Surgery (BDS)	Non-modular	
Integrated Masters	four years	Master of Pharmacy (MPharm)	Non-modular	
Integrated Masters	four years	Master of Architecture and Urban Planning Master of Biology Master of Chemistry Master of Computing Master of Earth Science Master of Engineering Master of Environmental Sciences Master of Mathematics Master of Mathematics and Statistics Master of Physics Master of Planning Master of Science (MSci) Master of Speech and Language Sciences	480	Min 100 credits each at Levels 4, 5, 6 Min 120 credits at Level 7. Max 20 credits at Level 3 (during Stage 1 only) Max 40 at Level 4 beyond Stage 1
Undergraduate Masters	two years	Master of Architecture	240	
Postgraduate Certificate	1/3 postgraduate year	Postgraduate Certificate	60	Min 40 credits at Level 7 Max 20 credits at Level 6

Qualification Category	Full-time duration	Newcastle Qualification (Abrv)	Total credits (min)	Credit and level restrictions
Postgraduate Diploma	2/3 postgraduate year	Postgraduate Diploma	120	Min 100 credits at Level 7 Max 20 credits at Level 6
Postgraduate Diploma	two years	Postgraduate Diploma	Non-modular	
Taught Masters Degree	one year	Master of Arts (MA) Master of Business Administration (MBA) Master of Clinical Education Master of Medical Education (MMedEd) Master of Clinical Research Master of Education Master of Fine Art (MFA) Master of Laws Master of Public Administration Master of Public Health Master of Science (MSc) Master of Town Planning Masters in Teaching and Learning	180	Min 160 credits at Level 7 Max 20 credits at Level 6**
Taught Masters Degree	one year	Masters of Science and Laws (MScL)	180	Min 160 credits at Level 7, max 20 credits at Level 6
Taught Masters Degree	two years	Master of Clinical Dentistry	Non-modular	
Taught Masters Degree	three years	Master of Clinical Dentistry in Endodontics (MClinDent) Master of Clinical Dentistry in Periodontics (MClinDent) Master of Clinical Dentistry in Prosthodontics (MClinDent)	180	
Taught Masters Degree	three years	Master of Art Museum and Gallery Practice Master of Heritage Practice Master of Museum Practice	260	Min 160 credits at Level 7 Max 20 credits at level 6**

Qualification Category	Full-time duration	Newcastle Qualification (Abrv)	Total credits (min)	Credit and level restrictions
Taught Masters Degree	three years	Master of Landscape Architecture	300	Min 160 credits at Level 7 Max 20 credits at level 6**
Taught Masters Degree	three years	Master of Science in Language Pathology	360	Min 160 credits at Level 7 Max 20 credits at level 6**
Taught Masters Degree	four years	Master of Science in Clinical Applications of Psychology*	Non-modular	
Research Masters Degree	one year	Master of Laws Master of Philosophy	Non-modular	
Research Masters Degree	one year	Master of Research (MRes) Master of Letters (MLitt) Master of Music (MMus)	180	Min 160 credits at Level 7 Max 20 credits at level 6**
Level 8				
Doctorate	three years	Doctor of Philosophy	Non-modular	
Doctorate	two years	Doctor of Dental Surgery Doctor of Medicine	Non-modular	
Doctorate	three years	Doctor of Business Administration Doctor of Clinical Psychology	Non-modular	
Doctorate	four years	Doctor of Engineering	Non-modular	
Doctorate	three years	Doctor of Education	Part-modular	min 160 credits at Level 7 max 200 credits at level 7 or lower
Doctorate	three years	Doctor of Applied Educational Psychology	Part-modular	min 160 credits at Level 7 max 240 credits at level 7 or lower
Doctorate	six years (PT)	Doctor of Educational Psychology	Part-modular	120 credits at level 7 to be completed within three years
Doctorate	three years	Integrated Doctor of Philosophy	Part-modular	120-200 credits to be undertaken Max 200 credits at level 7 or lower; min 120 credits at 7
Doctorate	four years	Engineering Doctorate	Part-modular	120-200 credits to be undertaken Max 200 credits at level 7

Qualification Category	Full-time duration	Newcastle Qualification (Abrv)	Total credits (min)	Credit and level restrictions
				or lower; min 120 credits at 7

*exit awards only

** Exceptionally, up to a maximum of 40 credits at Level 3 or 4 may be included in a Masters programme where they need to be included in order to allow students to develop skills required to undertake research.

+Foundation degrees are currently not in use

FHEQ requirements

36. FHEQ qualification descriptors should be referenced to ensure that the programme aligns with the appropriate reference point. A summary of the qualification descriptors is provided in [Appendix A](#). Programme specifications should make explicit reference to the FHEQ level and have an accurate award title.
37. The FHEQ states that institutions should ensure that the title given to any qualification reflects the level of achievements, appropriately represents the level, nature, volume and field(s) of study undertaken, and is not misleading. The FHEQ guidance on qualifications nomenclature is provided as Appendix C.

Section 5: Exemptions from the QCPDF

38. Along with the University Regulations, the QCPDF sets the University threshold standards for the design and award of qualifications. It is designed to be all encompassing and flexible enough within the rules set to accommodate disciplinary variations.
39. Exemptions to the Regulations or the QCPDF are normally only considered by University Education Committee where:
 - i. Requirements of Professional, Statutory or Regulatory Bodies (PSRBs) set a higher threshold standard than contained within the Regulations or QCPDF for accredited programmes.
 - ii. Requirements of local regulatory requirements for programmes delivered outside of the UK.

Appendix A [existing Appendices to the NUQCF]

Summary of the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies

This Appendix is a summary of the qualification descriptors contained in Section 4 of The Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (October 2014). The full framework is available from the Quality Assurance Agency's web site at:

<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-frameworks.pdf>

FHEQ level				
Level 4	Level 5 ¹	Level 6	Level 7	Level 8
Examples of Newcastle University Qualification				
Higher Education Certificate	Foundation Degree Higher Education Diploma	Honours Degree (e.g. BA, BSc, BEng) Graduate Certificate Graduate Diploma	Integrated Masters (e.g. MEng, MComp, MBBS) Postgraduate Masters (e.g. MA, MSc) Postgraduate Research Masters (e.g. MRes, MLitt)	Doctorates (e.g. PhD, EngD, EdD)
Qualifications are awarded to students who have demonstrated:				
<ul style="list-style-type: none">knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of studyan ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts	<ul style="list-style-type: none">knowledge and critical understanding of well-established principles of their area(s) of study, and of the way in which those principles have developedability 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	<ul style="list-style-type: none">a systematic understanding of key aspects of the 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 disciplinean ability to deploy accurately established techniques of analysis and enquiry within a disciplineconceptual understanding that enables the student:	<ul style="list-style-type: none">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 practicea comprehensive understanding of techniques applicable to their own research or advanced scholarship	<ul style="list-style-type: none">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 publicationa systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline

¹ The descriptor for this level should be met in full for all Foundation Degrees. It should be used as a reference point for Higher Education Diploma awards

of their subject(s) of study	<ul style="list-style-type: none"> knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study an understanding of the limits of their knowledge, and how this will influence analyses and interpretations based on that knowledge 	<ul style="list-style-type: none"> to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline to describe and comment upon particular aspects of current research, or equivalent advanced scholarship in the discipline an appreciation of the uncertainty, ambiguity and limits of knowledge the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline) 	<ul style="list-style-type: none"> 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 conceptual understanding that enables the student: <ul style="list-style-type: none"> to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses 	<ul style="list-style-type: none"> or area of professional practice 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 a detailed understanding of applicable techniques for research and advanced academic enquiry
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Typically, holders of the qualification will be able to:

<ul style="list-style-type: none"> evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work communicate the results of their study/work accurately 	<ul style="list-style-type: none"> use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis 	<ul style="list-style-type: none"> apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects 	<ul style="list-style-type: none"> deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to 	<ul style="list-style-type: none"> make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and
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<ul style="list-style-type: none"> and reliably, and with structured and coherent arguments undertake further training and develop new skills within a structured and managed environment 	<ul style="list-style-type: none"> effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations 	<ul style="list-style-type: none"> critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution – identify a range of solutions – to a problem communicate information, ideas, problems and solutions to both specialist and non-specialist audiences 	<ul style="list-style-type: none"> specialist and non-specialist audiences demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level continue to advance their knowledge and understanding, and to develop new skills to a high level 	<ul style="list-style-type: none"> conclusions clearly and effectively to specialist and non-specialist audiences continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.
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And holders will have:

<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility 	<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making 	<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> the exercise of initiative and personal responsibility decision-making in complex and unpredictable contexts the learning ability needed to undertake appropriate further training of professional or equivalent nature 	<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> the exercise of initiative and personal responsibility decision-making in complex and unpredictable situations the independent learning ability required for continuing professional development 	<ul style="list-style-type: none"> the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.
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Appendix B

Credit Levels and their Descriptors

In undertaking studies at this level, a student at Newcastle University will be able to:

Level 8	Make a significant and original contribution to a specialised field of enquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers.
Level 7	Display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research or advanced technical or professional activity.
Level 6	Critically review, consolidate and extend a systematic and coherent body of knowledge. Critically evaluate new concepts and evidence from a range of sources. Transfer and apply diagnostic and creative skills and exercise significant judgment in a range of situations.
Level 5	Generate ideas through the analysis of concepts at an abstract level with a command of specialised skills and the formulation of responses to well defined and abstract problems.
Level 4	Develop a rigorous approach to the acquisition of a broad knowledge base. Employ a range of specialised skills and evaluate information using it to plan and develop investigative strategies. Determine solutions to unpredictable problems.
Level 3	Apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories. Access and analyse information independently and make reasoned judgements, selecting from a wide choice of procedures in familiar and unfamiliar contexts.

Appendix C

Extract from The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

Titling conventions for qualifications

6.8 Public understanding of the achievements represented by higher education qualifications requires transparent and consistent use of qualification titles.

6.9 The title of any qualification accurately and appropriately reflects the level of achievements, the nature, volume and field(s) of study undertaken, and is not misleading.

Level

6.10 In order to ensure that qualification titles accurately convey information about the level of the qualification:

- the titles 'honours' (for example, bachelor's degree with honours), 'master' (for example, Master of Arts) and 'doctor' (for example, Doctor of Philosophy) are used only for qualifications that meet, in full, the expectations of the qualification descriptors at Level 6, 7 and 8 on the FHEQ/SCQF Level 10, 11 and 12 on the FQHEIS respectively (but see note to the master's degree qualification descriptor)
- titles with the stem 'graduate' (for example, 'graduate diploma') are used for qualifications from courses of study that typically require graduate entry, or its equivalent, and have learning outcomes that match relevant parts of the descriptor for a qualification at Level 6 on the FHEQ/SCQF Level 9 or 10 on the FQHEIS
- titles with the stem 'postgraduate' (for example, 'postgraduate diploma') are restricted to qualifications where the learning outcomes of the course of study match or exceed relevant parts of the descriptor for a qualification at Level 7 on the FHEQ/SCQF Level 11 on the FQHEIS.

6.11 In accordance with the above, the title Postgraduate Certificate in Education is reserved for those PGCE qualifications that are set at Level 7 of the FHEQ and align with the qualification descriptor for Level 7. The title Professional Graduate Certificate in Education is used for those PGCE qualifications in England, Wales and Northern Ireland that are set at Level 6 of the FHEQ and align with the FHEQ qualification descriptor at Level 6.2 Further guidance on the PGCE title is available on the QAA website.

Volume of study

6.12 The award of higher education qualifications is based on the demonstrated achievement of outcomes rather than years of study, but references can be made to volume of study and credit in order to indicate the approximate time expected to achieve the relevant learning outcomes. Volume of study and credit can therefore be used as an indicator of the range and depth of the learning outcomes and can, as a consequence, distinguish between types of qualifications at the same level.

6.13 For example, the title 'diploma' generally indicates a smaller volume of learning than a degree but a larger volume than a certificate (and an associated differentiation in the range of intended learning outcomes). A range of diplomas and certificates are offered by higher education providers:

- Undergraduate diplomas (for example, DipHE) are differentiated from undergraduate certificates (for example, CertHE) by both level and volume of study; the former are at Level 5 of the FHEQ/SCQF Level 8 on the FQHEIS, and the latter are at Level 4 of the FHEQ/SCQF Level 7 on the FQHEIS.
- Graduate diplomas and certificates are at the same level (Level 6 on the FHEQ/SCQF Level 10 on the FQHEIS) but are differentiated from each other by volume of study and learning outcomes. The title 'certificate' normally signifies learning outcomes which would imply study equivalent to at least one-third of a full-time academic year, and the title 'diploma' normally signifies study equivalent to at least two-thirds of a full-time academic year at the relevant level (and, where credit is awarded, the volume of credit specified by the relevant credit framework).
- Postgraduate diplomas and certificates are at the same level (Level 7 on the FHEQ/SCQF Level 11 on the FQHEIS) but are differentiated from each other by volume of study and learning outcomes. The title 'certificate' normally signifies learning outcomes which would imply study equivalent to at least one-third of a full-time academic year, and the title 'diploma' normally signifies study equivalent to at least two-thirds of a full-time academic year at the relevant level (and, where credit is awarded, the volume of credit specified by the relevant credit framework).

In Scotland, Professional Graduate Diplomas in Education are at the same level as Postgraduate Diplomas in Education (SCQF Level 11) and the use of the title 'Professional' does not imply a difference in level.

Nature of study

6.14 The title of 'degree' is awarded only for achievement in full of the outcomes set out in the relevant qualification descriptor as follows:

- 'foundation degree' is used only in respect of qualifications at Level 5 on the FHEQ
- 'bachelor's (non-honours) degree in Scotland' is used only in respect of qualifications at SCQF Level 9 on the FQHEIS
- 'bachelor's degree with honours' is used only in respect of qualifications at Level 6 on the FHEQ/SCQF Level 10 on the FQHEIS
- 'master's degree' is used only in respect of qualifications at Level 7 on the FHEQ/SCQF Level 11 on the FQHEIS
- 'doctoral degree' is used only in respect of qualifications at Level 8 on the FHEQ/SCQF Level 12 on the FQHEIS.

For foundation degrees, at Level 5, institutions may wish to consult the Foundation Degree Characteristics Statement.

6.15 The abbreviated titles PhD and DPhil are used for qualifications where assessment is solely by a final thesis or published work; or by artefact, composition or performance that is accompanied by a written commentary placing it in its academic context.

6.16 The abbreviated title MPhil is generally used for qualifications awarded following extended master's courses that typically involve a substantial element of research or equivalent enquiry.

Field of study

6.17 Titles used for doctoral qualifications awarded after courses that include a substantial taught element normally include the name of the discipline in the title (for example, EdD for Doctor of Education).

6.18 Qualification titles that reflect the subject focus of courses of study in two disciplines (for example, a joint honours qualification) use titling conventions based on:

- 'A and B', where there is an approximately equal balance between two components
- 'A with B' for a major/minor combination where the minor subject accounts for at least a quarter of the course.

6.19 Qualification titles do not normally reflect more than three subject components. Where there are more than three significant components, the title 'Combined Studies' is appropriate.

SENATE

Title of paper: Qualifications, Credit and Programme Design Framework modelling

Main purpose of the paper: For information

Presenter(s): Rachel Dearlove, Director of Registry and Education Services

Date of paper: 11 December 2025

Purpose of the paper

To provide Senate with information on initial modelling of the impact of the QCPDF.

Relation to strategy and values

Education Strategy

Recommendations:

For note

Consultation to date (including any previous committee consideration and its outcome):

University Education Committee

Qualifications, Credit and Programme Design Framework (QCPDF) modelling

1. Senate expressed an interest in modelling of the impact on our curriculum, workload and assessment. Many of these aspects will be modelled on an ongoing basis as new data becomes available as a result of programmes coming out of the Pilot phase and early Phase 2 (UG) of implementation of the Leading Edge Curriculum. Work is also currently underway with NUBS to understand the impact of the QCPDF on their programmes ensuring that the Curriculum Transformation delivers attractive programmes that recruit successfully.
2. It should be noted that the Curriculum Transformation process will be holistic and so mechanistic models based on existing curriculum only provide limited insight into the nature and scale of change to be undertaken. Programme teams will be supported to reflect and consider change in all aspects of their programme design to bring it into line with the Leading Edge Curriculum, including but also beyond the structural changes required by the QCPDF, therefore it is impossible to model in advance the impact. The level of interconnectedness between programmes further adds to the complexity. However, initial modelling of the impact of the move to the 20-credit base, and changes to optionality are provided below.

Impact of the move to a 20-credit base module size

Undergraduate

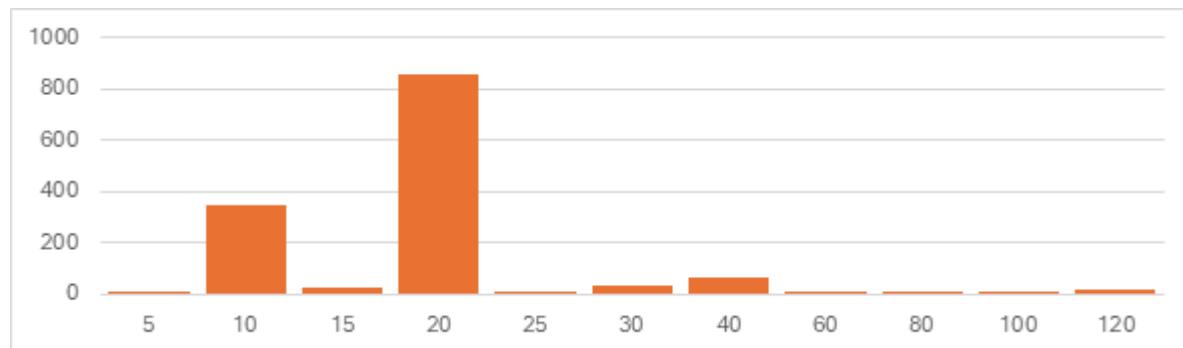


Figure 1 – distribution of undergraduate modules by credit value

3. In 2025-26 the university will run 1,357 undergraduate modules in delivering the standard version of its undergraduate portfolio (excluding intercalating/study abroad/additional versions etc). 858 of these will be 20 credit modules. 95 will be 40+ credits (projects, dissertations and non-modular programmes), with the remaining 404 modules delivered through varying credit value modules. The majority of which are 10 credits (349).
4. Assuming under the QCPDF the remaining content is either left as a capstone module (40+ credits) or reformatted into 20 credits, the overall number of modules required to deliver 2025's undergraduate portfolio content could reduce to 1,191. Reducing the number of modules by 166 or 12.2%.

PGT

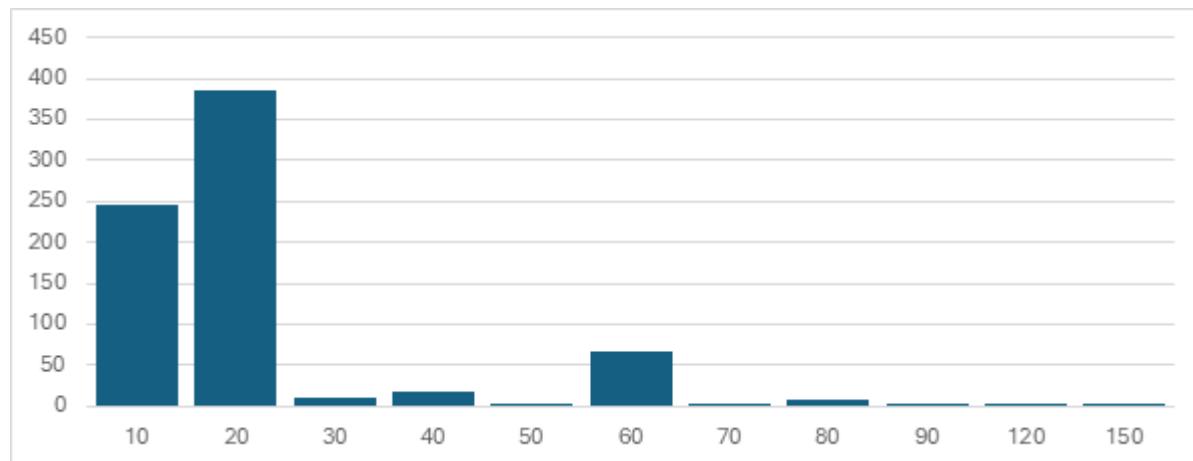


Figure 2 – distribution of PGT modules by credit value

5. The same modelling for PGT programmes shows that the university will deliver 739 modules against its standard full-time PGT portfolio. 385 of which will be 20 credit modules, 98 40+ credit modules and 256 other credit values, mainly 10 credits. Reformatting as per the UG section above, suggests a reduction of 118 modules or 16.0%.
6. Assuming no change to the content delivered, only reformatting, the proposed change to 20 credits should reduce the total number of taught modules (UG & PGT) delivered by 284 or 13.5%.
7. Changes to credit size of modules will reduce the number of modules but does not automatically reduce the volume of credit offered.

Impact of changes to optionality

8. The QCPDF fixes the volume of optional credits within a programme, and this will form part of the design parameters as programmes are re-designed through curriculum transformation.
9. The rationale behind the proposal, along with other measures in the QCPDF (20 credit standardisation, semesterisation), was to standardise and equalise course structures whilst allowing flexibility up to these maximums to allow programme teams to respond to disciplinary norms. Programmes already within these limits will not have to increase the volume of optionality.
10. Current volumes of optionality for undergraduate programmes Stages 1-3 vary from zero credits to 260 credits (although Modern Languages do follow language pathways within the optional content). Around 2/3 of undergraduate programmes and 1/4 of postgraduate programmes will need to reduce optional credit volume at one or more stages to meet the new maximum volume limits.

Faculty	Programme	Stage 1	Stage 2	Stage 3	Total
HASS	BA Law	0	40	120	160
	BA Education	0	40	80	120
	BA English Literature	40	100	120	260
	BA Business Management	0	60	80	140
	BA Fine Art	0	40	80	120
	BA Architecture	0	0	0	0
	BA Geography	40	80	80	200
	BA History	60	80	60	200
	BA Modern Languages	120	120	20	260
FMS	BSc Psychology	0	20	80	100
	BSc Biomedical Sciences	0	40	80	120
SAGE	BSc Computer Science	0	0	60	60
	BSc Mathematics	0	0	110	110
	BEng Mechanical Engineering	0	0	0	0
	BSc Biology	20	110	80	210

Figure 3 Map of current optionality in a selection of UG 3 year programmes

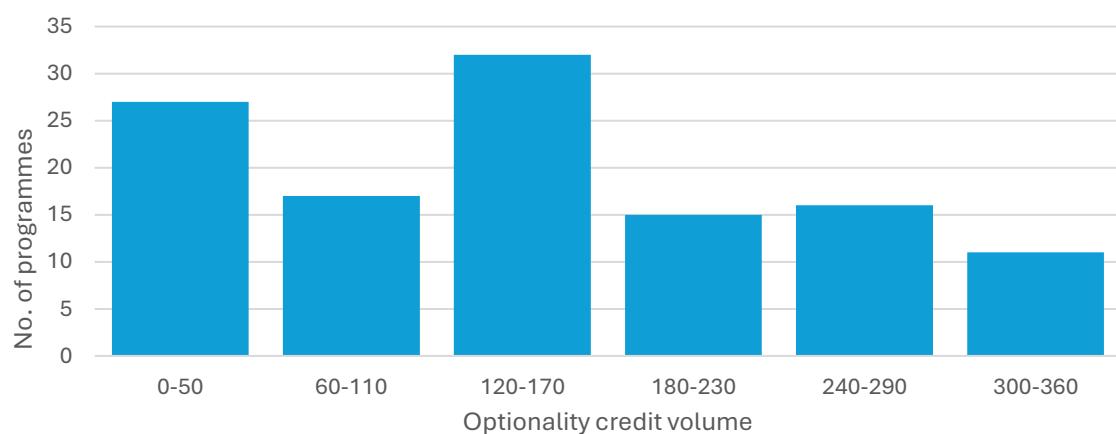


Figure 4 Distribution of optionality volumes in mapped UG programme (118 groups)

Optional Credits	Programmes			% of programmes		
	SAGE		FMS	SAGE		FMS
	HaSS					
0	16	17	3	43%	21%	60%
10	8	5	0	22%	6%	0%
20	3	14	0	8%	17%	0%
30	1	7	0	3%	9%	0%
40	3	6	1	8%	7%	20%
50	0	0	0	0%	0%	0%
60	0	7	1	0%	9%	20%
70	0	2	0	0%	2%	0%
80	3	15	0	8%	18%	0%
90	1	1	0	3%	1%	0%
100	2	6	0	5%	7%	0%
110	0	0	0	0%	0%	0%
120	0	1	0	0%	1%	0%
130	0	0	0	0%	0%	0%
140	0	0	0	0%	0%	0%
150	0	1	0	0%	1%	0%
160	0	0	0	0%	0%	0%
170	0	0	0	0%	0%	0%
180	0	0	0	0%	0%	0%
Total	37	82	5	100%	100%	100%

Figure 5 PGT programmes by optional credit volume