



UNIVERSITY OF  
CAMBRIDGE

Institute of Continuing Education

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# **Course Management Handbook 2020-21**

**Courses for non-matriculated students:**

**Section 5: Non-award bearing courses**

**Short courses at ICE**

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## **Non-award-bearing courses**

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1. All courses are normally taught at a minimum of first year (FHEQ Level 4) undergraduate level.
2. Academic Directors commission short courses in collaboration with the Director of International Summer Programmes and Lifelong Learning and/or the Heads of Academic Centre Administration (HACA). The Academic Director or Course Director work with panel Tutors and HACAs to identify courses to be developed. They develop the curriculum, identify the teaching team and review the marketing strategy and publicity material.
3. Table 1 provides an overview of different academic level descriptors. For full guidance see: [www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf](http://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf)

**Table 1: Studying at different academic levels: level descriptors**

FHEQ Level 4	Undergraduate
<p><b>Certificate</b> 60 credits at FHEQ level 4</p> <p><b>Certificate of Higher Education</b> 120 credits at FHEQ level 4</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• develop a rigorous approach to the acquisition of a broad knowledge base</li> <li>• employ a range of specialised skills</li> <li>• evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems</li> <li>• operate in a range of specific contexts taking responsibility for the nature and quality of outputs.</li> </ul>
FHEQ Level 5	Undergraduate
<p><b>Diploma</b> 60 credits at FHEQ level 5</p> <p><b>Diploma of Higher Education</b> 120 credits at FHEQ level 5</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• analyse and evaluate information</li> <li>• exercise significant judgement across a broad range of functions</li> <li>• accept responsibility for determining and achieving personal and/or group outcomes.</li> </ul>
FHEQ Level 6	Undergraduate
<p><b>Advanced Diploma</b> 60 credits at FHEQ level 6</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study</li> <li>• critically evaluate new concepts and evidence from a range of sources</li> <li>• transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations</li> <li>• accept accountability for determining and achieving personal and/or group outcomes.</li> </ul>
FHEQ Level 7	Postgraduate
<p><b>Postgraduate Certificate</b> 60 credits at FHEQ level 7</p> <p><b>Postgraduate Diploma</b> 120 credits at FHEQ level 7</p>	<p>Learning at this level will reflect the ability to:</p> <ul style="list-style-type: none"> <li>• display mastery of a complex and specialised areas of knowledge and skills</li> <li>• employ advanced skills to critically evaluate new concepts and evidence from a range of sources</li> <li>• conduct independent research</li> <li>• accept accountability for related decision making, including via the use of supervisions</li> <li>• develop appropriate personal qualities and professional attitudes</li> <li>• critically evaluate one's own approach to a subject</li> <li>• develop an awareness of a subject in its wider context</li> </ul>

## Preparing a course

### Course acceptance and publicity

4. The Tutor and/or Course Director provides a short course description of about 40-60 words, to appear in publicity materials, including the ICE website. The aim of the description is to attract potential students. To maximise the likelihood of the course being picked up by internet search engines, best practice is to write in short sentences and place keywords or phrases at the beginning of the sentence or paragraph. Tutors are also asked to provide details of teaching sessions and other activities in the Course Programme. ICE will source an appropriate copyright image for the website but Tutors are welcome to propose any relevant images for which copyright is acquired.
5. If Tutors are aware of any additional publicity opportunities, they should contact the Head of Academic Centre Administration.
6. ICE also encourages Tutors to advertise their own courses. Where this is the case Tutors are required to liaise with the ICE Marketing team in advance of the course.

### Preparing the Course Guide

7. The purpose of the Course Guide is to give students a clear understanding of the aims of the course, the subject matter covered, the teaching methods likely to be used, the nature of the work and the participation that will be expected from them during and outside of class sessions. It explains what the student may reasonably expect to have learned by taking the course and lists suggested reading. The Course Guide is therefore an essential part of the course's academic validation.
8. The Course Guide for each course is reviewed by the Academic Director or Course Director in that subject area, who may subsequently contact the Tutor to discuss possible modifications. The approved course syllabus is made available to students on the ICE website. In writing the syllabus, tutors follow the *pro forma* that is provided by the Head of Academic Centre Administration and which includes guidance notes.

### Teaching requirements

9. Tutors will be contacted by the Course Administration team before the course start date to make arrangements for their teaching, including, but not limited to; AVA equipment, teaching rooms, guest lecturers and special diets (where applicable). Tutors will normally be contacted at least two weeks before the course start date to confirm student numbers and viability.

### Practical activities and field trips

10. Fieldwork includes any work carried out by staff and students for the purpose of teaching, research or other activities while representing ICE.
11. In planning a course, Tutors may incorporate excursions, field visits or gallery tours, laboratory work etc. ICE recognises the value of fieldwork which is an integral part of a course and adds to the academic experience. However, **plans for fieldwork must be discussed with the Head of Academic Centre Administration when the course is initially proposed.** For full guidance on field trips and the forms to be completed please see section 2 of the Course Management Handbook.

## Starting the course

12. Where teaching is held at Madingley Hall, the Tutor checks in at Reception and the Duty Hall Manager / Course Administration team will show them the teaching facilities and confirm arrangements. A member of the Course Administration team is normally present to discuss any academic issues. Staff from the Hall are available throughout the course to address any issues relating to the teaching accommodation and facilities.
13. Tutors will be provided with the course register and form(s) to claim their teaching fee.

## Coursework

14. All students are expected to set aside sufficient time for the demands of their course or programme; to prepare for their course sessions and to participate actively in class. In addition, students are expected to undertake any course work that the Tutor may incorporate to promote learning and understanding.

## Payment

15. Tutors complete the expense form(s) provided by the Course Administration team to claim their payment for teaching and attach original receipts for travel and incidental expenses (where agreed in advance). Guidance on payment information can be found at [www.finance.admin.cam.ac.uk/payroll/payroll-deadline-dates](http://www.finance.admin.cam.ac.uk/payroll/payroll-deadline-dates)

## Certificate of Attendance

16. For information on certificates and letters of attendances please see section 1 of the Course Management Handbook.

## Quality control procedures

17. Students are encouraged to provide their thoughts on their course and time at ICE by completing an anonymous questionnaire at the end of their course. The information provided is used to help ICE improve and develop course provision. Feedback is reviewed by the Head of Academic Centre Administration, who produces a report and disseminates to the Tutor, Academic Director, Course Director, Hall Manager, Head of Marketing, Director of ISP & LL, and Director of Academic Centres, as required.
18. Non-award-bearing courses are scrutinised and reviewed by a Programme Review Panel composed of:
  - A Cambridge University representative external to ICE
  - A representative external to the University
  - A representative from ICE's academic staff
  - Two representatives from the Tutor Panel
  - A student representative
  - A representative from Cambridge University Student Union (CUSU)
19. The purpose of the Panel is to review and advise on all issues to do with the quality of ICE non-award bearing course provision. The Panel submits an annual report to be considered by the Director of Continuing Education and the ICE Academic Policy and Operations Committee.