AQH-B2-3a Undergraduate and Postgraduate Programme Combined Specification Template

August 2015

AQH-B2-3a Undergraduate Programme Specification Template
SECTION A: CORE INFORMATION

1. **Name of programme**
   Customised Awards Scheme (CAS)

2. **Award title (*eg BA Honours*)**

Routes:	UG Course Code Credit Route: BMCUSCRD
	UG Course Code Degree Route: BMCUSTAS
	UG Course Code Degree Route (Study Abroad): BMCASLAGF
	PG Course Code Degree/Credit Route: PMCUSTAS

Interim or exit awards:	University of Sunderland Foundation Certificate
	Certificate and Diploma in Higher Education
	Degree BA/BSc
	Degree with Honours BA/BSc
	Post Graduate Certificate
	Post Graduate Diploma
	Masters MA/MSc

3. **Programme linkage**
   Is this part of group of linked programmes between which students can transfer at agreed points? *(eg a version with / without a placement year, a group of programmes with a common first year etc)*

	No

4. **Is the programme a top-up only?**

	No

5. **Does the programme have a Foundation Year (level 3) associated with it so that students enter for a four-year programme and progress directly from the Foundation Year to Stage 1 without having to re-apply?** *(ie an 'Extended Studies' programme)*

	No

6. **Level of award (*eg Level 6 for BA/BSc*)**

Level 3	X	Level 4	X	Level 5	X	Level 6	X	Level 7	X

7. **Awarding body:** University of Sunderland

8. **Which school is it in?** School of Social Sciences

9. **Programme Studies Board?**

   Customised Awards Scheme Programme Studies Board

10. **Programme Leader**

    Freda Cook

11. **How and where can I study the programme?**

At Sunderland:	
Full-time on campus	x
Part-time on campus	x
As work-based learning full-time	x
As work-based learning part-time	x
As a full-time sandwich course	x
As a part-time sandwich course	x
By distance learning	x
At the University of Sunderland London campus:	
Full-time on campus	
Part-time on campus	
As work-based learning full-time	
As work-based learning part-time	
As a full-time sandwich course	
As a part-time sandwich course	
By distance learning	
At a partner college:	
Full-time in the UK	
Part-time in the UK	
Full-time overseas	
Part-time overseas	
By distance learning	
As a full-time sandwich course in the UK	
As a part-time sandwich course in the UK	
As a full-time sandwich course overseas	
As a part-time sandwich course overseas	
As work-based learning full-time in the UK	
As work-based learning part-time overseas	
Other (please specify)	

12. **How long does the programme take?**

	Min years / months	Max years / months
Undergraduate		
Full-time	1	9
Part-time	1	9
Postgraduate		
Full-time	1	3
Part-time	2	6

For start-dates please see the current edition of the Prospectus or contact the relevant department at the University.

SECTION B – FURTHER CORE INFORMATION
Overview of the scheme:

Opportunities for the study of small, discrete and academically coherent packages of modules are becoming an increasing part of the higher education provision within the United Kingdom. The University of Sunderland has a long established history of such schemes through Independent Programmes, the former Associate Student Programme (ASTEP) and the Independent Studies Scheme (ISS) approved in 1998 and its subsequent re-approval as the Customised Modular Scheme (CMS) in 2003. A common theme nationally is that students must all be able to cope with a rapidly changing world, and that education should be preparing the learner for these changes whenever and wherever they occur. Specifically, higher education should be continuing the processes begun in secondary education to develop the students' personal skills, transferable skills and skills for lifelong learning. This Scheme provides such opportunities for personal, academic and vocational development.

The intention of the Development Team in 1998 was to devise a more flexible scheme to encourage potential students who:

- may not wish to commit to a named degree programme (either part-time or full-time)
- may only wish to undertake a small selection of modules
- may not find any of the University's current named degree programmes appropriate for their needs to devise their own programme of study.

Over the last eighteen years the Scheme has been successful in addressing the needs of such students and the current development team wishes to retain the flexibility and the ethos of CMS and make minor changes to the structure to enhance the provision, based on student and staff evaluation and also introduce an innovative and exciting new degree format. As a result of market research undertaken with staff, students and external examiners it was felt that the title Customised Modular Scheme should be replaced by Customised Awards Scheme (CAS) as often prospective students had little understanding of what modular means in the context of the Scheme and the new title reflects the Scheme more concisely. The Scheme will continue to exist as an umbrella to facilitate the development of individual and customised routes of study, each regulated by University quality processes to ensure academic rigour.

The Scheme is an excellent example of how the University provides opportunities for lifelong learning within the wider community by offering a range of study opportunities from Foundation Level through to Masters Level. Encouraging enrolment onto single modules as a taster increases the opportunity for people to move on to study either on a part-time or full-time route on programmes within the Scheme or on other programmes offered by the University. This allows the student the flexibility of trying a subject or subjects before committing to a named degree. In addition, it is a way of allowing students to take a selection of modules from a regularly updated portfolio from across the University, for their personal or professional development as they can package the modules that best reflects their needs. Examples include students who enrol for one or more modules within the University Language Scheme.

The Customised Awards Scheme can offer degree students who, for valid academic reasons wish to change direction within their study profile, the opportunity to be accommodated on an appropriately named customised degree. Examples include students who may have registered on degrees resulting in qualified teacher status, who no longer wish to pursue a teaching career, but whose profile does not fit into an existing named programme, or students wishing to specialise in a particular area where a named single honours programme does not exist. Providing that the appropriate modules exist within the University portfolio, a degree can be constructed to suit those particular student needs.

The Scheme also provides a mechanism, by which otherwise able students with potential, who have failed core modules in their previously chosen degree may be able to change to an alternative programme of study. This is

necessary as not all subject areas have alternative routes already available. This requires particular care and attention to ensure the academic rigour of the new programme of study, and to minimise the perception of the Scheme as a place of last resort for failing students by other students, staff members and employers. Where appropriate, these alternative routes may be adopted later by the home Faculty as cohort based programmes. This aspect was increasingly utilised within CAS with much success and enhanced retention as students in such a position would have normally had to leave the University without an award. Examples of this are: -

A Sports Science student who was asked to leave his original programme due to failing a core element. A CAS degree in Sport with IT was devised with modules that maintained the rigour of Sport but also allowed the student to follow his own areas of interest within the subject. The student graduated with a First Class honours degree classification.

An overseas MSc Software Engineering student who found some of the technical aspects of the programme extremely challenging and would have not been able to complete his degree. A CAS MSc in Applied Systems Engineering was developed specifically to suit his needs while still maintaining a coherence and integrity of the subject. The student successfully completed his programme.

The Scheme can also facilitate students wishing to progress from an HND, foundation degree or degree without honours onto a higher award such as a degree or degree with honours. In situations such as this, advice is required from relevant specialist subject staff as to the appropriateness of the previous qualification and the programme of study necessary to achieve the higher level qualification.

Taking the idea of lifelong learning one step further and also based on the experiences of students who wish to pursue their learning to degree and graduate level but without the rigidity of a named award, the development team recognised the need for a new generic award of a BA/BSc (Hons) or MA/MSc in Customised Studies. This is for students who have accumulated modules either as part of the Scheme or from previous study, who do not require a named award and wish to have a flexible and self defined content which embraces the concept of lifelong learning. The internal coherence of the degree comes via the pre-requisites and/or co-requisites for each subject and level, together with the core Skills for Success module at Stage 1/Level 3 delivered via CSP121. A dissertation, project or independent study must be undertaken at Stage 3/Level 6 and this award embraces the generic learning outcomes as defined by the QAA Framework for Higher Education Qualifications.

The Customised Awards Scheme introduced a new route for academic year 2015-16. This route consists of a four year MFL option; which will allow for students who wish to take a language to incorporate a year abroad as part of their programme of study.

The Scheme may also be used to pilot new programmes of study which may be adopted by the appropriate Faculty. The Scheme Leader raises awareness of such opportunities by liaising closely with Programme Leaders and recruitment teams across the Faculties. An example of a new programme having been trialled via CAS and then adopted by the appropriate Faculty is BA (Hons) Education Studies. Education studies existed with the Combined Subjects Programme (CSP) but did not run as a single honours degree. Due to a high number of students requesting this opportunity, the single honours version was successfully piloted via CAS and has now been adopted by the Faculty of Education and Society.

Scheme Limits

In general, CAS tries to aid student retention and enhance student's experience in cases where students would have withdrawn from the University with either an interim award from their previous programmes or in some cases with no award at all. However, there has never been an automatic right for students to be admitted to CAS; it is always in negotiation with the relevant subject and module leaders.

CAS can be offered in cases where:

a) there are no restrictions as to the range of modules (and credits) applicable to the individual student's study
b) Module Leaders agree to accept students on their modules if i) the modules are not full and ii) if the students have the suitable pre-requisites or equivalent
c) the students themselves are in agreement with the negotiated terms and conditions for their proposed CAS degree/exit award
d) named degree awards do not already exist within the University's provision
e) the uptake of modules is not restricted due to timetabling

13 Learning and teaching strategy.

The matrix which summarises the modes of teaching, learning and assessment will be defined by the range of subjects undertaken and presented in their subject specifications. Depending upon the range of modules taken students will be exposed to a variety of teaching, learning and assessment methods as determined by the individual module descriptors. Where students are required to take CSP121 , this module is delivered by a combination of class taught sessions, use of the University's Virtual Learning Environment (VLE) known as CANVAS, email correspondence and face-to-face sessions to allow students to assess their personal, academic and career goals and to facilitate the achievement of those goals.

14 Retention strategy.

The core module for the scheme (degree route), CSP121, runs across the entire first year and has been designed to allow students to become wholly familiar with the level of work expected at undergraduate study and more specifically, combining two or more subjects. It is linked to the wider support mechanisms offered by CAS (as detailed under 'Student Support') and is taught by members of the CSP/CAS team who are also personal tutors. It is a vehicle for developing a sense of cohort identity and peer support and provides opportunities for independent and collaborative work. Students can initiate and participate in discussions, presentations and group work. Students also benefit from the small tasks that require independent thinking and writing, which is reviewed and supported by the tutors by the provision of formative feedback. At the end of the module students should be familiar with a range of support mechanisms, guidance and named contacts available to them.

CSP121 can be seen as an extended induction process, in as much as it is carried out throughout the academic year affording constant support to students, and all students are required to attend a face-to-face session with their personal tutor.

CAS embraces the skill set of continuing students and has developed a Student Led Induction event, which takes place during Fresher's Week each September. Current CAS students deliver a three hour rolling induction session that aims to support new CAS students during their first week on the programme. They provide students with the 'student view' of the programme, modules, campus, student life etc. To achieve this, students develop resources by creating posters/brochures; they supply examples of work; liaise with University services to source relevant information and source free food/drink from local companies. They also arrange and hold a Charity Cake Stall at the event; the proceeds of which are donated to a worthy cause. All students involved in developing and running the event, are volunteers; their participation includes attending a number of team meetings to organise the event during the previous academic year; delivering the session in September and attending a debrief and forward planning session after the event. This event enhances the transferable skills of the student volunteers and those who apply for the Sunderland University Professional Award (SuPA) are able to use this experience as evidence of skills achieved. The event supports new CAS students during an important transitional period of their academic life; moving from an FE (Further Education) environment to HE (Higher Education).

15 Any other information.

SECTION C - TEACHING AND LEARNING

16   What is the programme about? Aims of the Programme:

The Customised Awards Scheme (CAS) is an excellent example of how the University provides opportunities for lifelong learning within the wider community by offering a range of study opportunities from Foundation Level through to Masters Level. Encouraging enrolment onto single modules, as a taster, increases the opportunity for people to move on to study on a part-time or full-time route on programmes either within the Scheme or on other programmes offered by the University. This allows the student the flexibility of trying a subject or subjects before committing to a named degree. In addition, it is a way of allowing students to take a selection of modules from a regularly updated portfolio from across the University, for their personal or professional development as they can package the modules that best reflects their needs.

CAS can offer degree students who, for valid academic reasons, wish to change direction within their study profile, the opportunity to be accommodated on an appropriately named customised degree. Examples include students who may have registered on degrees resulting in qualified teacher status, who no longer wish to pursue a teaching career, but whose profile does not fit into an existing named programme, or students wishing to specialise in a particular area where a named single honours programme does not exist. Providing that the appropriate modules exist within the University portfolio, a degree can be constructed to suit those particular student needs.

The Scheme also provides a mechanism by which otherwise able students with potential, who have failed core modules in their previously chosen degree, may be able to change to an alternative programme of study. This is necessary as not all subject areas have alternative routes already available. This requires particular care and attention to ensure the academic rigour of the new programme of study, and to minimise the perception of the Scheme as a place of last resort for failing students by other students, staff members and employers. Where appropriate, these alternative routes may be adopted later by the home Faculty as cohort based programmes. This aspect is being utilised increasingly within CAS, with much success, and has enhanced retention, as students in such a position would have normally had to leave the University without an award.

Aims:

- to provide a structure to enable the study of programmes which are flexible in terms of size, level and delivery,

- to provide opportunities for the development of customised study packages which are not available within the University's existing academic portfolio, but utilise existing modules which relate to personal aspiration and career development,

- to widen access to a range of Higher Education opportunities.

17 What will I know or be able to do at each Stage of the programme?

Given the nature of such a wide-ranging Scheme, the specific learning outcomes achieved by students will vary depending upon their chosen study route. It is, however, possible to identify broad generic outcomes for each award. The generic learning outcomes of each programme of study match the QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland level descriptors and learning outcomes. These will be supplemented by the specific subject and module outcomes which will supply the appropriate level of skills, knowledge and synthesis. Each module is approved in terms of subject benchmarks within the Faculties that are responsible for the modules.

University of Sunderland Foundation Certificate in Customised Study

Upon completion of this award students will be able to apply knowledge and skills gained in the study of their module(s) in a limited range of activities.

Certificates of Higher Education

On successful completion of Stage 1 (Level 4) students should be able to demonstrate:

Knowledge

- K1 have 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 study;

Skills

- S1 present, evaluate and interpret qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of their subject(s) of study
- S2 evaluate the appropriateness of different approaches to solving problems related to their area of study and/or work;
- S3 communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;
- S4 undertake further training and develop new skills within a structured and managed environment;
- S5 have qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Holders of a Certificate of Higher Education will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

Diplomas of Higher Education

On successful completion of Stage 2 (Level 5) students should be able to demonstrate:

Knowledge
- K2 knowledge of the main methods of enquiry in their subject(s),
- K3 critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- K4 an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Skills

- S6 use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- S7 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;
- S8 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;
- S9 possess qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making;
- S10 undertake further training, develop existing skills and acquire new competencies that enable them assume significant responsibility within organizations;
- S11 qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision making.

Honours degrees

On successful completion of Stage 3 (Level 6) students should be able to demonstrate:

Knowledge

- K5 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;
- K6 conceptual understanding that enables the student to devise and sustain arguments and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline.

Skills

- S12 to deploy accurately established techniques of analysis and enquiry within a discipline;
- S13 to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline;
- S14 to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- S15 appreciation of the uncertainty, ambiguity and limits of knowledge;
- S16 manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).
- S17 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;
- S18 critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete); to formulate judgments, and to frame appropriate questions to achieve a solution, or identify a range of solutions, to a problem;
- S19 communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;
- S20 qualities and transferable skills necessary for employment requiring:

  o the exercise of initiative and personal responsibility;
  o decision making in complex and unpredictable contexts;
  o the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

Learning Outcomes – Ordinary degree

An Ordinary degree will be awarded to students have achieved the majority of the learning outcomes for the programme studied. However, fewer credits at Stage 3 will have been gained than students awarded an Honours degree, and the knowledge will typically not be as broad.

Masters degrees
On successful completion of stage 4 (Level 7) students should be able to demonstrate:

<u>Knowledge</u>

- MK1 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;
- MK2 a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- MK3 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;

<u>Skills</u>

- MS1 conceptual subject understanding that enables the student:

  - to evaluate critically current research and advanced scholarship in the discipline; and

  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

a. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

c. continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

d. the qualities and transferable skills necessary for employment requiring:

- the exercise of initiative and personal responsibility;
- decision-making in complex and unpredictable situations; and
- the independent learning ability required for continuing professional development.

Other exit awards at this level, which are distinguished from the Master's degrees are:
- **Postgraduate Certificates and**
- **Postgraduate Diplomas**

Masters degrees in comparison to postgraduate certificates and postgraduate diplomas typically include planned intellectual progression that often includes a synoptic/research or scholarly activity. The learning outcomes for the Students awarded a Postgraduate Certificate/ Diploma will have achieved the majority of the learning outcomes above. However they will have gained fewer credits at Level 7 than students awarded a Masters degree. Their knowledge will typically be less broad and they will typically be less proficient in higher-level skills such as independent learning.

18 What will the scheme routes consist of? (See Section E Awards Structure)

The modules that are taken by the students define the content of each award. This is always in negotiation with the Scheme Leader and the Director of Study. Where students are taking named undergraduate and postgraduate degrees the content will be defined by individual subject specifications and negotiation with relevant subject staff and subject external examiners, where appropriate, to ensure that mandatory and optional modules match relevant subject benchmarking. Students will also be able to take a 10, 20 or 40 credits Independent study module (LLS110/LLS120, LLS210/LLS220, LLS310/ LLS320 or LLS340 as appropriate) as part of the optional credits at the relevant stage. Their Scheme Leader and their subject expert (to ensure that the learning outcomes of their CAS Degree are satisfied) must approve the topic of their Independent study module in order for the module to be approved as part of their programme credits.

19   How will I be taught?

Scheduled teaching activities	Subject dependent
Independent study	Subject dependent
Placement	Subject dependent

The matrix which summarises the modes of teaching, learning and assessment will be defined by the range of subjects undertaken and presented in their subject specifications and are defined by each subject in relation to subject benchmarks statements (where relevant).

Depending upon the range of modules taken students will be exposed to a variety of teaching, learning and assessment methods as determined by the individual module descriptors. Where students are required to take CSP121, this module is delivered by a combination of class taught sessions, use of the University's Virtual Learning Environment (VLE) known as CANVAS, email correspondence and face-to-face sessions to allow students to assess their personal, academic and career goals and to facilitate the achievement of those goals.

20   How will I be assessed and given feedback?

Assessment and feedback strategies will be defined by the subjects taken individually or combined as presented in their subject specifications. Generally assessment is used both formatively to develop and summatively to assess students' transferable skills, subject specific knowledge, understanding and skills, and intellectual skills.

Written examinations	subject dependent
Coursework	subject dependent
Practical assessments	subject dependent

The generic assessment criteria which we use can be found here. Some subjects use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	Subject dependent
This programme uses the Subject Specific Assessment Criteria	Subject dependent

All students receive feedback at several stages in the academic year; normally this will be at the end of semester/block one (normally February) when students can access e:Vision (available via the University's website) to view their transcripts and details of any actions which need to be taken (if subjects have a module assessment board at this point).

At the end of semester two (normally June) the CAS/CSP Programme Assessment Board (PAB) decides progress for each student, and once again after the referred/deferred PAB (normally September). Students are counselled as to their personal requirements via personal letters or telephone, email or face-to-face tutorials. Staff are also available during office hours to help students understand their transcript and feedback. Students may be directed to their individual module or subject leaders for specific assistance. Students are encouraged to be self motivated and to have a positive attitude to their personal learning and engage in the feedback process.

21   Teaching, learning and assessment matrix

The matrix, which summarises the modes of teaching, learning and assessment, will be defined by the range of subjects undertaken and presented in their subject specifications. Depending upon the range of modules taken students will be exposed to a variety of teaching, learning and assessment methods as determined by the individual module descriptors. Where students are required to take CSP121, this module is delivered by a combination of class taught sessions, use of the University's Virtual Learning Environment (VLE) known as CANVAS, email correspondence and face-to-face sessions to allow students to assess their personal, academic and career goals and to facilitate the achievement of those goals.

22   How does research influence the programme?

All staff within the CAS Academic Team are engaged with research and scholarly activities to ensure a high quality student learning experience. The team is focused upon activities related to the successful delivery of the Scheme and therefore our research and scholarly interests are predominately related to certain topics associated with enhancing our student support functions. These include:

- Student Support and Retention
- Employability Skills
- Students as Co-creators of Knowledge

Team members have written individual papers and collaborated on papers: -

- Dawson, M., Cook, F., Lambton, A. (2014) Active Engagement Strategies: Students as co-creators of knowledge. *EDULEARN14 Proceedings*, pp. 6678-6686
- Dawson, M. , Cook, F. (2013) 'Student support in education: You get out what you put in', *IATED - Conference Proceedings*, 6th International Conference of Education, Research and Innovations (ICERI2013), Seville, Spain
- Dawson, M. (2013) 'Graduate Voice: My Personal Employability Skills Portfolio', *IATED - Conference Proceedings*, 5th International Conference on Education and New Learning Technologies (EDULEARN13), Barcelona, Spain, pp. 0050 - 0059. ISBN: 978-84-616-3822-2

One member of the CAS team achieved a Masters in Teaching and Learning in Higher Education (2016). Research conducted for this degree programme gave rise to the creation and development of the Student Led induction, which takes place during Fresher's week, each academic year.

The majority of team members are Fellows of the HEA (Higher Education Academy) with others currently working toward this.

Two members of the team are currently engaged in external examinerships.

SECTION D EMPLOYABILITY

23   How will the programme prepare me for employment?

The Scheme allows students to study individual modules for CPD purposes or to design a full degree to allow them to access specific career pathways. It also provides students with the opportunity to develop a range of subject and transferable skills. Some skills are more specific than others to a subject area, or to a particular type of activity, but all skills can be applied in a range of employment situations, sometimes in quite unexpected ways. As a CAS degree graduate, students are more likely to have mastered skills in different areas and be able to apply that knowledge and expertise in a range of settings.

The scheme aims to produce informed and reflective students who will be aware of current academic understanding and debate in their chosen subjects and will continue to be engaged professionals following completion of the programme. They will have specific:

Employability Skills: Intellectual Skills

Successful students will be able to:
1)   combine information from a number of sources in order to understand theory and practice;
2)   analyse critically research information and other kinds of evidence;
3)   demonstrate skills in planning, carrying out and reporting on an independent study.

Employability Skills: Subject Skills

Successful students will be able to:
1)   observe, record and report on experiential learning within a subject context;
2)   search and select information from a range of sources to research and analyse aspects of a subject;
3)   evaluate subjects in a knowledgeable and systematic way;
4)   plan and carry out a small scale independent research project in a chosen subject.

Transferable Skills

Successful students will be able skills in:
1)   communication,
2)   ICT
3)   Application of numbers (subject dependent
4)   Working with others;
5)   Improving own learning;
6)   Problem solving;

The students also have the opportunity to be involved in fundraising activities and the student led induction which helps to develop their organisatonal and negotiation skills. Some students who have been involved in the fundraising activities have been able to use this experience in the SuPA application and are actively contributing to the Sunderland Futures programme.

For information about other opportunities available to our students who study on campus, click here.

24   Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

PSRB accreditation is not relevant to this programme	X
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	

SECTION E PROGRAMME STRUCTURE AND REGULATIONS

25.   Awards Structure

The Scheme will include the following in full-time and part-time modes:

- **University of Sunderland Foundation Certificate** for those wishing to study up to including 110 credits at level 3 or equivalent.

- **Certificate in Higher Education** for those wishing to study 120 credits at level 4 or equivalent - (Stage 1)

- **Diploma in Higher Education** for those wishing to study 120 level 4 credits and 120 level 5 credits or equivalent - (Stage 2).

- A **degree without honours** for those wishing to study 120 level 4 credits and 120 level 5 credits and 60 level 6 credits or equivalent - (Stage 3).

- A **degree with honours** for those wishing to study 120 level 4 credits and 120 level 5 credits or equivalent, and 120 level 6 credits - (Stage 3)

- A **Post Graduate Certificate** for those wishing to study 60 postgraduate level credits (Level 7).

- A **Post Graduate Diploma** for those wishing to study 120 postgraduate level credits (Level 7).

- A **Masters (MA/MSc)** degree for those wishing to study 180 postgraduate level credits (Level 7).

BA/BSc and MA/MSc awards will be either:

a.   A named award e.g. *BSc/BSc (Hons) English with Educational Studies* where the name and subject content are negotiated with the Scheme Leader, Director of Study and External Examiners, where applicable, and complies with subject benchmarking. A dissertation, project or independent study must be undertaken at level 6/stage 3. Such degrees must not already exist within the University's provision. The balance of the modules studied will determine the designation of the award title. Dual, major/minor and triple award titles can be made following QAA guidelines on the balance of credits per subject.

Or

b.   A generic award of a BA/BSc or BA/BSc (Hons) or MA/MSc in Customised Studies where students do not require a named award and wish to have a flexible and self defined content which embraces the concept of lifelong learning. The internal coherence of the degree comes via the pre-requisites and/or co-requisites for each level and a dissertation, project or independent study must be undertaken at level 6/stage 3. Applicants entering CAS at Stage 1 must take the core module, (CSP120) at Stage 1 (unless they are already undertaking an equivalent module as part of their proposed degree), which allows them to plan their personal development and manage their own learning.

c.

Full-time undergraduates will normally take three years to complete their award, although there may be exceptions to this. However, students in some vocational areas may wish to take an optional sandwich placement year. Students completing and passing an approved one year placement will be offered a sandwich degree. The Scheme now offers a four year MFL route for students taking MFL Languages with a year abroad.

Each named undergraduate and postgraduate award will be defined as either BA or BSc (undergraduate) and MA or MSc (postgraduate), the nature of which is determined by the subject/s. Where a student is studying more than one subject the nature of the award will be determined by the balance of the modules studied.

Scheme Structure Table for Undergraduate Degrees (Each block represents 20 credits)

CORE 20 credits CSP121	Subject module	Subject module	Subject module	Subject module	Subject module	**Stage 1**
Subject module	Subject module	Subject module	Subject module	Subject module	Subject module	**Stage 2**
CORE Minimum 20 credits Dissertation/ Project or equivalent	Subject module	Subject module	Subject module	Subject module	Subject module	**Stage 3**

Module List

Award, Route and Level	**Module Title**	**Module Code**	**New, Existing or Modified Module**	**Credits**	**Core or option**	**Assessment weighting**	**Module leader**
Customised Awards/Named Degree level 4	Skills for Success	CSP121	E	20	Core	100% coursework P/F	Jane Johnson

In order to help demonstrate academic coherence for the degree route it is required that all CAS subjects define at:

- Stage 1: a foundation module that introduces the discipline and outlines its methodology and scope.

- Stage2: a core module that allows progression from foundation module to final year module.

- Stage 3: one module that shows achievement of degree level graduate learning outcomes and/or their dissertation/project module or its equivalent.

The stage learning outcomes are based on the QAA Framework for the Awarding of Higher Education Qualifications. Individual subject outcomes will reflect the levelness and subject requirements are provided within the original subject specification.

Undergraduate degree students entering CAS at Stage 2 and/or Stage 3 are not required to complete CSP121 as a core component of their route. Students transferring internally may have already completed this module or an equivalent within their previous discipline of study.

The above awards are available to students studying routes on CAS: some students will be registered onto the Credit route and others onto the Generic Degree route, depending on their requirements. Students on the Credit route will be predominantly studying part-time, and have their credits counted on a year by year basis. These students will be provided with a transcript, which will be recognition of achievement of credit for the year. Students will NOT be provided with University certification for credits achieved on this section of the CAS, they can however request an enhanced transcript, which will consist of written confirmation of their results on headed notepaper.

Programme Regulation

The CAS team identified the need to ensure CAS programme regulations were suitably flexible to respond to the needs of its diverse range of students. For example, students who entered CAS at Stage 2 or Stage 3 of the Degree Route, who for professional reasons wanted to study a particular module from a lower level whilst studying at an advanced stage, were unable to do so. The CAS team proposed the adoption of Regulation 3.5 (see below) which allows students to undertake a module, already existing in our university's provision, from a lower level to that which they may currently be studying. This assists students in developing or enhancing specific knowledge and skills necessary for their chosen career pathway. This minor modification was approved in February 2014.

Regulation 3.5

Regulation 3.5 allows for 20 credits at the level below to be used at the higher stage. This can be used where module pre-requisites are met and provided the module is an option/elective for the CAS subject.

At each Stage students must register for modules in line with the programme specific regulations which specify compulsory modules, optional modules and, where applicable, the provision for a student to take a module of choice from elsewhere in the University. The table below shows the minimum and maximum number of credits which programme specific regulations may allow students to take from modules at each Level within a given Stage of study. For example, at Stage 2 a programme must consist of at least 100 credits of Level 5 modules and not more than 120 credits of Level 5 modules, and may include up to 20 credits of Level 4 modules to make a total of 120 credits for the Stage. Modules from Level 6 or 7 may not be included within a Stage 2 programme of study. Students whose programme specific regulations do not allow them to take modules from the Level below that at which they are studying may not do so.

	Level 3 credits	Level 4 credits	Level 5 credits	Level 6 credits	Level 7 credits	Total credits
Stage 0	120	0	0	0	0	120
Stage 1	0	120	0	0	0	120
Stage 2	0	0-20	100-120	0	0	120
Stage 3*	0	0	0-20	100-120	0	120
Stage 4**	0	0	0	0	120	120

* and Stage 4 of programmes including an additional placement year or equivalent after Stage 2.

** Integrated Masters programmes only within these regulations

Available at: https://docushare.sunderland.ac.uk/docushare/dsweb/Get/Document-8312/AQH-F1-1%20Undergraduate%20Academic%20Regulations%202015-16.pdf

Additional Structural Information

Expression of Interest
An expression of interest from the student / potential applicant is initially discussed with the CAS Scheme Leader. The CAS Scheme Leader then contacts the appropriate Subject / Programme specialists to enquire about the possibility of collaboration for the development of a new Degree route (not currently existing within the University's provision of named Degrees) based on the student's interests and career aspirations.

Student Admission to CAS
If the result of such an enquiry allows progression then a draft programme structure including the relevant modules is created and presented to the student for further discussion.

However, if progression beyond the initial enquiry proves impossible under CAS the CAS Scheme leader feeds back to the student. To ensure a positive experience for the student, the Scheme Leader provides alternative courses of action for consideration (e.g. a single (Hons) degree which partially satisfies the student's requirements, topped-up with credits/modules of their choice under the CAS Credit route.

Customised Degree Structure / Proposal
Normally, once the initial negotiations are complete and a draft program structure is agreed the Scheme Leader and the Director of Study prepare and agree a degree proposal and present it to the CAS Programme Studies Board. If no concerns are raised then the proposal is accepted and the student is informed that s/he is officially admitted to a named degree award under CAS.

Named awards have a Director of Study (usually one of the CSP subject leaders involved in the negotiations is nominated) who is responsible for negotiating the content of the Named award in conjunction with the Scheme Leader and the CAS External Examiner and subject External Examiner where appropriate. The Named award is mapped against relevant benchmarking statements where they exist. The Director of Study is the link between the Subject Modules Studies Boards (MSB) and the Scheme Studies Board, ensuring that module issues are related where appropriate.

The CAS External Examiner is appointed to oversee and advise on the assessment of the Scheme and also have responsibility for CSP. S/he verifies the comparability of the standards of the programme with the standards of similar programmes elsewhere in the United Kingdom (UK) and the quality of the assessment process. S/he is also invited to comment on proposed developments to the Scheme.

SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

26.   What are the admissions requirements?

Due to the nature of the Scheme the admissions requirements are flexible and negotiable and widening participation is encouraged. However, degree routes will normally request the minimum qualifications for entry, which are at least a grade C at GCSE in English, and Mathematics or L3 Key skills qualifications, with 104 UCAS tariff points. Subject specific admission requirements will be defined by the Director of Study.

For other routes within the Scheme students will be admitted at the discretion of the Scheme Leader.

Applicants will be provided with accurate information about the nature of the programme through publicity material that can be accessed from a range of sources. These include:

a. publicity material at recruitment events
b. publicity material available from the Faculty of Education and Society, University of Sunderland

c. University of Sunderland website, publicity material from partner colleges; the quality of which is monitored by the Scheme Leader
d. the University of Sunderland part-time and full-time prospectus

Advice is provided to prospective students by the Marketing and Recruitment Officer; the Admissions Officer and the Scheme Leader. Many applicants will make contact with the Scheme Leader prior to making a formal application, and such initial contact can be useful in ensuring that applicants are sufficiently qualified before they apply.

The University's standard admissions requirements can be found in the University Regulations.

Can students enter with advanced standing?	**Yes**

If yes, to which Stages?

Stage 1 level 4	
Stage 2 level 5	X
Stage 3 level 6	X
Stage 4 level 7	X

If yes, with what qualifications?
Evidence of subject-appropriate credited study (APCL) at the appropriate stage at levels 4-5 for UG study and stage 7 for PG study.

Notes:
*For undergraduate programmes **Standard entry requirements** must be qualifications listed in the UCAS Tariff and must include the UCAS Tariff points required - advice on this can be sought from the Admissions Office.*
*Where **Entry with advanced standing** is given (ie Stage 2 or 3 entry to an undergraduate programme or after the Certificate or Diploma phase of a Masters award) you will need to*
* *ensure that the entry route is approved*
* *map the learning outcomes of the entry qualification to the relevant Stage of this programme (this requires Faculty approval – seek advice from your AD Student Experience)*

See AQH-I4 Articulation and Related Processes for details or consult Academic Services.

Other*:*
For example, any professional experience required or desirable; English language proficiency; any other skills required (eg IT). Note that it is now generally illegal to give age as any kind of entry criterion: please seek advice from Academic Services if you think this may be a problem.
The University has a process by which applicants whose experience to date already covers one or more modules of the programme they are applying for may seek Accreditation of Prior Learning (APL). Full details can be found here.

27   What kind of support and help will there be?

Due to the diverse nature of the Scheme a robust central support system is essential and this is also supplemented by subject/route and module support systems. The Customised Awards Scheme uses a three component approach to student support and guidance which includes the provision of a personal tutor, subject academic staff and central University provision.

All CAS students will have access to daily office hours support which run from 10am-5pm with a member of the programme team for general support, although they are normally directed to see the Scheme Leader who will have specific knowledge of the student. The academic team are based in the Reg Vardy Building level 3. Academic staff availability will be publicised widely by newsletter, notice boards, Facebook and via the Scheme handbook.

Additional support will be available on request by telephone or email. Specific subject support for students is also available from subject module leaders and for degree route students, the Director of Study.

In addition to the above, each on-campus student will be allocated a personal tutor in the first year of study. The personal tutor will be one of the CAS academic tutors. The tutor will normally remain the personal tutor for the student for the duration of the student's route/programme. The contact details of personal tutors will be provided to students during induction and these will be updated as and when necessary. Listings of personal tutors will be available from the CAS/CSP Survival Zone.

Students also have access to a CANVAS-based programme space known as the CSP/CAS Survival Zone. This will contain information on subjects, timetabling, programme guides, study aides and various student forms. There is also an email system and a number of fora where students can contact staff/students with any queries and get prompt advice. The CAS Leader will endeavour to respond to a student query whether by phone, CANVAS or email within 2 working days and will aim to resolve the query within 5 working days of the initial contact during the first 2 weeks of the semester/block.

Outside of the first 2 weeks of the semester/block the CAS Leader will endeavour to respond to a student query whether by phone, CANVAS or email within 5 working days and will aim to resolve the query within 10 working days of the initial contact.

Part time evening students are not always afforded the same central facilities as full time students as many of these services are not available during the evening period. The CAS Leader will, however, liaise with those services on the student's behalf, and will endeavour to set up appointments at times acceptable to both student and staff, and encourage their use of the CSP/CAS survival Zone

All full and part-time CAS degree students will be required to engage in personal and professional development. This will be achieved through the core CAS module CSP121.

Induction arrangements

Formal induction programmes will be available for both full-time and part-time entrants. Induction is seen as an important part of the student experience and attendance is actively encouraged at the sessions. Where possible, current students will be employed to: assist with preparations for student induction; to provide tours of the campus, and to assist during module choice sessions. Sessions will also be held to advise of Student Services, the Student Union and other relevant topics together with an introduction to the CAS/CSP Survival Zone on CANVAS.

Study skills support and support for students with identified learning needs

Support for students with identified special needs is initiated at the application stage. Where needs are not identified until after admission i.e. in the case of a learning difficulty being identified after registration, a statement of needs is circulated by the University disability services to relevant staff.

As the CAS academic team recognises the importance of students developing generic transferable skills, a portfolio of skills modules, at Undergraduate Levels 4, 5 and 6, are offered, which can complement the students' area of study. Personal tutors can give advice as to the suitability of modules.

Students may also be referred to the Centre for Excellence in Teaching and Learning (CELT) or other agencies when specific help is required.

> a. *in the university as a whole:*

All on-campus students have access to the University's central support services including Counselling, Disability Service, Health and Well-being, Chaplaincy, Financial Support and Advice, International Office and Careers and Employability Service. The Students' Union provides an independent service, which offers advice and support across the full range of personal and academic problems which students may encounter. Students wishing to lodge a

complaint or an appeal can seek advice from the Students' Union or from Academic Services. Full details of all these services can be found on the University's web-site. Where appropriate, academic or support staff in the Faculty will sign-post students to these specialist services.

28   What resources will I have access to?

On campus
Tick all that apply

General Teaching and Learning Space	X
IT	X
Library	X
VLE	X
Laboratory	X
Studio	X
Performance space	X
Other specialist	X
Technical resources	X

Subject dependent

Although all University resources are available to students taking this programme, the subjects combined as presented in their subject specifications will define the specific teaching and learning resources for the individual student's Combined Subjects programme.

The University has two main Libraries: The Sir Tom Cowie Library at the Sir Tom Cowie Campus and the Murray Library on Chester Road at the City Campus. Both libraries also hold additional learning materials in the form of text books, journals, newspapers and literature on British culture, society, politics, science, business and computing.

Library facilities are available on a 24/7 basis. The libraries are well stocked and new publications are frequently added to these resources at the request of the teaching staff. Facilities are available for items held in either one of the libraries to be transferred to the other to facilitate students' borrowing. All registered students have their own email account and have free access to a range of online journals. Students are also made aware of the increasing range of free or educationally discounted software that is available to them. All students, regardless of their mode of attendance have full access rights to all library and computer facilities.

David Goldman Building at St. Peter's Campus houses the Language Centre, which consists of a language laboratory with up-to-date facilities to which students have free access. The Language Centre is supervised by a language adviser who guides students in the use of the many facilities available to them in the Centre.

The Faculty of Applied Sciences, provides an extensive 'client/server' environment to support students learning, research projects, short courses and consultancy/training for industry within the Informatics Centre in the David Goldman Building at the Sir Tom Cowie Campus All students have access to the facilities. The computing resource is located in a large terraced open plan area within the building. Within the computer terraces at the David Goldman Building, there are also a large number of dedicated network points for student laptop use. The University has two Learning Resources Centres: one in each campus. These have additional PC/MAC and printing/scanning facilities for students' use. All students' printing is done on Laser printers.
Information about the University's facilities can be found here.

29   Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	*Subject dependent*
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	*Subject dependent*
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	*Subject dependent*

30   How are student views represented?

All taught programmes in the University have student representatives for each Stage (year-group) of each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students' views and concerns. The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards, which manage the delivery and development of programmes, and modules. Various Faculty committees also have student representation

The University's student representation and feedback policy can be found here.

Undergraduate programmes only: Final-year students are also invited to complete a National Student Survey (NSS,) which asks a standard set of questions across the whole country. The results of this are discussed at Programme Studies Boards and at Faculty Student Success Committee to identify good practice, which can be shared and problems which need to be addressed. We rely heavily on student input to interpret the results of the NSS and ensure that we make the most appropriate changes.

SECTION G QUALITY MANAGEMENT

31 National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements, which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. These can be found here.

Are there any benchmark statements for this programme?	**YES**

Subject dependent – please see individual subject specifications.

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align and the CAS learning outcomes are based on this framework. The FHEQ can be found here.

32 How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Module and Programme Studies Boards, which include subject and student representatives, oversee the CSP Programme.

Each year each subject leader provides a brief report on the health and delivery of the subject, identifying strengths and areas for development, and the programme team reviews the programme as a whole. Subjects also follow the same processes to ensure that modules at considered at the relevant boards. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression from one Stage to another, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress between Stages of the programme and degree classification, is kept under review. The programme review report is sent to the Faculty Academic-Committee which in turn reports issues to the University's Quality Management Sub-Committee (QMSC) and Academic Development Committee (ADC).

Students' views are sought through module questionnaires and by other methods, including a CSP Staff Student Liaison Committee (SSLC). The feedback informs subject leaders annual reports. Students are represented on the Programme and Module Studies Boards; in the former they are involved in discussion of external examiners' reports. CAS students are offered the opportunity to complete programme and subject feedback forms in May each year.

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. The University is subject to external review by the Quality Assurance Agency for Higher Education on a six-year cycle. Their review reports for Sunderland can be found here.

Further information about our quality processes can be found here.

Appendix 1

SITS SUMMARY PROGRAMME DETAILS

(Form to be completed electronically by Faculty and forwarded to QAE Officer of approval/review panel)

PROGRAMME DETAILS	
Exit Award: Title of programme/award	Customised Awards Scheme
If replacement for existing, specify title of old	Customised Modular Scheme
University Academic subject area	Education And Society
Academic SITS (subject) area	
Academic (SITS) code[1] (Course Code)	UG - BMCUSTOM PG-PMCUSTOM
Programme Studies Board[2]	CAS/CSP Faculty of Education and Society
UCAS code[3] (if applicable). If other please state method.	Y001
JACS code[4]	
Qualification Level / Qualification Aim	Various - See interim awards
Modes of delivery & duration:	Full-time yes – normally 3 years Sandwich yes- 4 years Part-time yes up to 9 years Work Based Learning yes On-campus yes Off-campus no
Faculty(s):	Education & Society
Programme Leader:	Freda Cook
Date of Approval Event	March 2017
Date of next review (*QAE to complete*)	
Start date of Programme (*QAE to complete*)	
Number of intakes per annum. (if more than one per year please state how many and likely month(s) intake starts)	Two – Normally September and January but other intakes could be possible depending upon route.

---

[1] To be allocated by AIS

[2] Programme Studies/Assessment Board that will have management responsibilities for the programme.

[3] Please contact Admissions Manager for code

[4] JACS code = e.g. (V1) History, (G5) Computing Science, etc.

FUNDING DETAILS	
Confirm funding arrangements for programme e.g. HEFCE/TTA/NHS/Other[5]	**HEFCE**
If it is TTA, is it primary/secondary/F.E./Other (please state)	
Is the programme Open or Closed[6]:	

ACCREDITING BODY	**N/A**

PROGRAMME SPECIFIC REGULATIONS	University Regulation 3.5 is adopted.

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure
Interim or exit awards:		
University of Sunderland Foundation Certificate	5	Minimum 5 credits at level 3
Certificate in Higher Education	120	Minimum 120 credits at level 4
Diploma in Higher Education	240	Minimum120 credits at level 4 and 120 at level 5
Degree BA/BSc	300	Minimum 120 credits at level 4, 120 at level 5 and 60 at level 6
Degree with Honours BA/BSc	360	Minimum 120 credits at level 4, 120 at level 5 and 120 at level 6
Post Graduate Certificate	60	Minimum 60 credits at level 7
Post Graduate Diploma	120	Minimum 120 credits at level 7
Masters MA/MSc	180	Minimum 180 credits at level 7
Awarding body**:**		University of Sunderland

DETAILS SUPPLIED BY:…Anne Lambton………   DATE: July 2017

---

[5]   Please confer with David Balme for funding status for programme

[6] An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only (and usually for a short course through U.S.E.). If in doubt please consult Academic Services.

Appendix 2 Module List

Award, Route (if applicable) and Stage	New/Existing/ Modified Module (N/E/MM)	Module Title	Module Code	Module Credit Value	Whether core or option	Must choose (ie designated option):	Assessment weighting – give % weight for *each assessment item*	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
Degree routes stage 1	Existing	Skills for Success	CSP121	20	C		100%	None	Jane Johnson			

Appendix 3 Template for Programme Regulations

Name of programme: *Customised Award Scheme*
Title of final award: *BA/BSc with Honours* / MA/MSc
Interim awards[1]: *University of Sunderland Foundation Certificate*
Certificate in Higher Education
Diploma in Higher Education
Degree BA/BSc
Post Graduate Certificate
Post Graduate Diploma

Accreditation:

Stage 0 level 3
There are no programme-specific progression regulations[2]

Stage 1 level 4

Core modules:

Code	Title	Credits
CSP121	Skills for Success for Stage 1 CSP/CAS students	20

Progression Regulations Stage 1

Regulation 3.5 in use if appropriate

Progression Regulations Stage 2

Regulation 3.5 in use if appropriate

Progression Regulations Stage 3

CAS programme specific regulation pertaining to compensation of modules.

The Board will normally only consider compensation at stage 3 as long as more than 20 credits have been passed in that subject at that level. This condition can be set aside if it can be shown to the satisfaction of the board that the learning outcomes of those sole 20 credits have been achieved elsewhere in their programme.

Regulation 3.5 in use if appropriate

Regulation 3.5
Regulation 3.5 allows for 20 credits at the level below to be used at the higher stage. This can be used where module pre-requisites are met and provided the module is an option/elective for the CAS subject.

At each Stage students must register for modules in line with the programme specific regulations which specify compulsory modules, optional modules and, where applicable, the provision for a student to take

---

[1] Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements
[2] This will be the norm – university regulations apply

a module of choice from elsewhere in the University. The table below shows the minimum and maximum number of credits which programme specific regulations may allow students to take from modules at each Level within a given Stage of study. For example, at Stage 2 a programme must consist of at least 100 credits of Level 5 modules and not more than 120 credits of Level 5 modules, and may include up to 20 credits of Level 4 modules to make a total of 120 credits for the Stage. Modules from Level 6 or 7 may not be included within a Stage 2 programme of study. Students whose programme specific regulations do not allow them to take modules from the Level below that at which they are studying may not do so.

	Level 3 credits	Level 4 credits	Level 5 credits	Level 6 credits	Level 7 credits	Total credits
Stage 0	120	0	0	0	0	120
Stage 1	0	120	0	0	0	120
Stage 2	0	0-20	100-120	0	0	120
Stage 3*	0	0	0-20	100-120	0	120
Stage 4**	0	0	0	0	120	120

* and Stage 4 of programmes including an additional placement year or equivalent after Stage 2.

** Integrated Masters programmes only within these regulations

Appendix 4

Assessment Criteria at the level of the target award

Please use generic assessment criteria where there are no subject specific criteria, see AQH-B5. Relevant subject specific assessment criteria can only be used where they have been approved at QMSC.

Please refer to the subject specification for each CAS subject.

Version History

Version	Details of Change	Author	Last Modified Date
0.1	First Draft	*Anne Lambton*	*Feb 22nd 2008*
0.2	Amendments recommended by Development Team	*Anne Lambton*	*Feb 27th 2008*
0.3	Amendments recommended by SQAB	*Anne Lambton*	*March 5th 2008*
1.0	Amendments recommended by Institution Approval Event		
1.1	updated to new structure	*Laurence Eagle*	*01/09/09*
1.2	Some appendices relating to the operation of the Scheme were deleted on advice from the CAS PSB	*Laurence Eagle*	*14/01/10*
1.3	Amendments recommended after annual review	*Laurence Eagle*	*18/02/10*
1.4	Amendments recommended after FQMSC	*Laurence Eagle*	*15/07/10*
2.0	Amendments recommended by Institution Approval Event – Periodic Review 14 & 15 Dec 2010		
2.1	Updated documentation based on recommendations	*Maria Dawson*	*13/07/2011*
2.2	Updated documentation to include *Conversion to new level terminology, new modules and Short Course*	*Maria Dawson*	*9/11/2012*
3.0	New scheme leader - updated documentation.	*Freda Cook*	*05-12-2015*
4.0	Documentation changed in line with new specification format.	*Anne Lambton and Freda Cook*	*23/01/2017*
4.1	Documentation updated following Review March 2017	*Anne Lambton*	*12/07/2017*