

AQH-B3 Programme Specification Template

Version 3.0 February 2010

Version History

Version	Occasion of Change	Change author	Date of modification	Modifications made
1.0	Original placed in Academic Quality Handbook	<i>S Sutcliffe</i>	<i>September 2008</i>	
2.0	Updated SITS form, ,Appendix 1	<i>S Lumsden</i>	<i>9/12/2008</i>	<i>CSP details & short courses included. Reference to accrediting body and programme specific regulation forms included. JACS codes added to module list.</i>
3.0	Circulation list for SITS form updated	<i>S Sutcliffe</i>	<i>09/02/2010</i>	<i>D Balme replaced by A Watson</i>
4.0				



**University of
Sunderland**

JOINT SCHEME OF EXTENDED PROGRAMMES (LEVEL ZERO) SCIENCE

Faculty of Applied Sciences

Department of Pharmacy Health and Wellbeing

PROGRAMME SPECIFICATION

Date of Validation Event:	
Date Approved by QMSC:	

Version History

Please complete each time a new version is drafted e.g.

Version	Occasion of Change	Change Author	Last Modified
1.0	Version presented for minor programme change approval	<i>Noel Carter (programme leader)</i>	<i>Created 16/06/10</i>
2.0	Modified Engineering module list in Appendix 2	<i>W. Ditch</i>	<i>Created 18/11/14</i>
3.0	Updated	<i>Jennifer Dent</i>	<i>Created 22/01/15</i>
4.0			

Guidance notes are in italics and should be deleted from any completed programme specification

1. Core information

Programme title: Joint scheme of extended programmes (level zero)

Target award: Progression into level one of a University of Sunderland degree programme

Interim or exit awards: Foundation certificate in science

Awarding body: University of Sunderland

Programme Assessment Board: Level zero assessment board

QAA subject benchmark(s) applicable: Biosciences and Psychology

Accrediting body / bodies (if applicable) None

Collaborative partners and models of collaboration: Sunderland College- Model C

Location(s) at which programme is delivered: Sunderland College, Washington Centre

Modes of delivery and duration:

	Tick all that apply	Min number of years	Max number of years	Intake dates (months)	Any other issues
Full-time	X	1	1	September	
Part-time					
Sandwich					
Off-campus	X				
On-campus	X				
Distance learning					
Work-based learning					
Collaborative	X				

2. Aims of the Programme

The aim of the programme is to provide students without appropriate normal entry qualifications with the knowledge necessary to progress on to level one of a range of science based programmes at the University of Sunderland (UoS). The programme also promotes the University's aim of widening access to higher education.

3. Learning Outcomes of the Programme

The aim of the programme is to prepare the student for higher education and leads into a number of progression routes. With this in mind it is felt that the learning outcomes are essentially synonymous with Key Skills 1-6. The key skills are taught and developed throughout the programme in a contextual setting suitable for each of the progression routes. Therefore, the learning outcomes are:

- To be equipped with the basic knowledge and understanding of fundamental principles of science and enable them to continue with a programme in the sciences by developing Key Skills (KS) 1-6 as preparation for progression into level one.

Students will be able to demonstrate development in Key skills (KS) 1-6 as they progress through their programme of study (Section 3.2).

The Key skills 1-6 are defined as follows:

KS1 Communication: be able to present complex issues in a variety of ways including oral, written and visual means of communication.

KS2 Manage and develop own self: should have demonstrated a commitment to learning and self-motivation, and should be able to identify objectives and deadlines.

KS3 Team working: and be able to participate effectively in joint discussion, decision making, planning, allocation of and production of work, setting objectives, providing peer feedback and responding to peer feedback.

KS4 IT: including use of word processing and other IT packages appropriate to the subjects being studied, students should also be able to communicate using e-mail, and should be familiar with internet usage.

KS5 Numeracy: be able to apply basic level of numeracy, though many will achieve a much higher level depending upon subjects being studied.

KS6 Handle information: and should be able to identify and use appropriate information sources, gather appropriate material, sort, collate, abstract and summarize information and use it appropriately.

Learning Outcomes for the award

Successful completion of one of the foundation years will not normally lead to an award as students will normally be expected to progress directly on to Level 1 of their designated programme.

However, students wishing to leave the University, either to transfer to another institution or to take up employment, will be eligible for the award of a University of Sunderland Foundation Certificate upon successful completion of the programme irrespective of the route chosen.

4. Programme Structure and Content

See also Appendix 1.

See also Appendix 2.

Programme content

The foundation year is full time and of 32 weeks duration. It commences with a one week induction period of activities to introduce students to the college, the University and their facilities.

The main tuition is organised into two 15 week semesters usually with a reading week in between each semester. For most of the year it is usual for there to be at least one complete day a week when no formal lectures, laboratory classes or tutorials are organised. These days have been designed for assessing the special needs of students from a variety of backgrounds; balancing studies activities, private study, visits and seminars. Colleges try to organise the day between the hours of 10:00h and 15:00h to provide flexibility for the domestic arrangements of students.

The layout of the programme caters for a sharing of core modules with additional optional modules depending on the progression route that the student wishes to take. In the model being revalidated there are six core modules with three optional modules that are progression route specific (see table below). In all cases 20 credits is equivalent to ~72 hours of student contact and 200 hours of total study time.

This suite of programmes is delivered off-campus in a full-time mode over a one year period. Completion of the programme (accumulation of full 120 credits) allows the student to progress onto a number of BSc. programmes delivered on-campus at the University of Sunderland, depending on the additional modules taken; possible progression routes are demonstrated in the table below:

BSc. Progression routes for extended programmes

Core modules	Additional modules	Possible BSc. Progression routes
ENG001 MAT001 COM001 MAT002 PHL002	BIO001 (Biology) CHE002 (Chemistry)	BSc (Hons) Applied Biomedical Sciences BSc (Hons) Biomedical Sciences BSc (Hons) Biomedical Studies
ENG001 MAT001 COM001 MAT002 PHL002	BIO001 (Biology) SSP001 (Sport science) SSP002 (Sports coaching)	BSc (Hons) Sport and Exercise Development BSc (Hons) Sport and Exercise Sciences BSc (Hons) Sport Studies BSc (Hons) Sports Coaching
ENG001 MAT001 COM001 MAT002 PHL002	PSY001 (Introduction to research methods in psychology) PSY002 (Topics in psychology) PSY003 (Individual	BSc Psychology BSc Psychology and counselling BSc Sports psychology

	differences)	
none	FYP101 General Chemistry FYP102 Inorganic Chemistry FYP103 Organic Chemistry FYP104 Biology FYP105 Physiology FYP106 Mathematics	BSc.(hons) Biopharmaceutical science Those students that obtain at least 60% in each module are given the opportunity to be interviewed for a transfer onto the MPharm programme.
ENG001 MAT001 COM001 MAT002	CET004 (Electrical Technology) CET005 (Introductory Engineering Mathematics) CET006 (Mechanical Technology) CET007 (Project)	BEng(Hons) Automotive Engineering BEng(Hons) Electronic and Electrical Engineering BEng(Hons) Mechanical Engineering
ENG001 MAT001 COM001 MAT002	CET001 (Information Systems Development) CET002 (Software Development) CET003 (Computer and Network Systems) CET007 (Project)	BSc(Hons) Computing

Placements, study abroad and other work experience opportunities

Not Applicable

5. Teaching and Learning

See teaching, learning and assessment matrix, Appendix 3

Overview of Teaching and Learning Strategies

Objectives of the University LTAS

1. To develop employability and enterprise, recognising vocation as a major motivation in relation to learning.
2. To provide for the diverse and differentiated learning needs of all our students, especially those attracted through widening participation.
3. To ensure that all students have the opportunity to achieve their maximum potential.
4. To support innovation in learning, teaching and assessment.
5. To support the integration of learning and teaching, research and reach-out.
6. To provide a high quality learning environment.
7. To provide frameworks that will ensure independence of learning and encourage students to value a continuing engagement with learning

The teaching methods are designed for students who may be re-entering education after a considerable break and for the introduction of new academic disciplines. In addition to lectures and tutorials, there will be activities directed at self-learning including practical, individual and group projects. In some modules students are expected to present seminars based on individual and team studies.

Entrants to foundation years have particular needs and the syllabus contents teaching and learning methods have been devised to lead to the development of:

- a) Interest and enjoyment of study in previously unfamiliar disciplines.
- b) Systematic study habits.
- c) Ability and confidence to participate in group projects.
- d) Effective communication skills in oral, written and diagrammatic forms.

- e) Ability to collect and analyse information from a variety of sources including literature, oral presentations and experimentation.
- f) Confidence in dealing with mathematical and scientific topics.
- g) Awareness of the roles of computers and confidence in their use in a range of disciplines.

By using this approach and with the range of common modules studied, the special requirements of these students are properly covered.

The teaching and learning strategy across all of the level zero modules are consistent, with the aim of providing a uniform approach. The contact time in each of the modules is split between formal lectures, workshops/tutorials and seminars.

In addition to the timetabled contact time, students are expected and encouraged to undertake self-managed study periods which include directed reading and preparation for assessments. The use of student centred learning materials to support the taught areas is actively encouraged. Practices taught in the Study and Communication Skills module helps students to achieve maximum benefit in all self-learning activities.

The student understanding is developed through a programme in which taught and self learned material is supported and endorsed by practical experience in workshops and laboratories in order to reinforce the knowledge required for Level 1 study.

No credit is given for prior experience or learning, towards the award of the Foundation Certificate or completion of the foundation year. If a student was in a position to claim credit than they wouldn't be in a position to apply for the programme as it is designed typically for students who do not have the required prerequisites.

As the programme has expanded management of the programme has become increasingly devolved. The programme leader has overall responsibility for the administration of the programme but the day to day running of the programmes is devolved. For example delivery of the off campus delivery at Sunderland college is devolved to a deputy programme leader with named individuals from the Faculty as key liaison staff for each of the programmes to maintain the link with the university. In terms of on campus delivery, day to day management will be devolved down to the teams delivering the undergraduate provision that the courses feed into.

6. Assessment

See teaching, learning and assessment matrix, Appendix 3

The assessment strategy is in line with University policy. In particular, there are no formal examinations in level 0. However, there are a number of time constrained tests (TCTs) in most modules and this prepares students for formal examinations at levels 5 (2h papers) and level 6 (3h papers) in the BSc. programmes. A wide variety of assessment types will be used in the Programme including essays, lab reports, mini-projects, oral presentations, data analyses, and time constrained tests.

In particular, assessments are designed to be fit for a particular purpose and so were designed to assess the development of skills and understanding of knowledge as outlined in the module descriptors.

Attach assessment criteria for the programme as Appendix 4

7. Student Support and Guidance

Mechanisms for Provision of Student Support and Guidance

At the beginning of the first semester, students will attend the University for an induction day. The programme leader will speak to the students in order to introduce the students to programme space

provided within the Universities e-learning environment Sunspace. The programme leader will also be responsible for providing the students with a yearly updated student handbook.

The purpose of this visit is to introduce them to the facilities available to them as University of Sunderland students and to meet the programme leader. As part of this event the students are made aware of the range of pastoral support available to them through Student Services, The Student Charter, Learning Development Services, the Student's Union. Academic support will be directed through SunSpace (see below), Student Resource Centres and Libraries located across the campuses. These services are available to them as they are registered students at the University.

In addition to the University induction day, similar induction activities are also carried out at the college. The college operates a personal tutorial system for any personal and academic issues which the students may have. The college will provide weekly timetabled slots for group tutorials to deal with academic issues etc. The college strand co-ordinator is usually actively teaching on the foundation year and can be easily approached for any academic and pastoral problem. In addition, students can directly contact the programme leader for advice and guidance as their details will be provided.

In recent years an informal contact arrangement has been made linking the students in the college to the University through the use of programme space in Sunspace and by bringing the students in to visit the University to participate in laboratory skills sessions and tours of the facilities once per term. This has been a very useful mechanism to address frequently asked questions, maintain communication and provide information relating to:

Provision of programme space in Sunspace will now be an obligatory part of the programme leader's role in supporting the students.

In particular the provision of information about progression into level one has been a key driver in the recently improved retention of students. In particular, ensuring that they have been provided with information about fresher's week, ensuring prompt and registration for their respective programmes at level one (on campus). The use of Sunspace will greatly facilitate this process and provide information relating to:

- Information (programme handbook, timetables, etc)
- Calendar (key events can be highlighted)
- Communication (email and discussion tool)
- Careers
- Study Skills
- Link sites

Although no formal provision for laboratory sessions on campus will be set in place it is expected that this successful way of engaging the students with the University of Sunderland will continue to be provided as a mechanism for improved retention.

Mechanisms for student representations and student feedback (formal and informal)

Formal student feedback is actively sought through the following means:

1. through the student representative(s) at the Level Zero Boards of Studies
2. The student feedback obtained through questionnaires at the end of each semester as part of the annual monitoring exercise for inclusion in the Programme Annual Report

Informal feedback is obtained through:

1. Everyday meetings between students and staff teaching on the programme where the class numbers are usually small and intimate.

2. Informal meetings with the college co-ordinator.

Items raised in these ways may be dealt with either by the College or University strand co-ordinator or may be referred to the Board of Studies.

Personal and Career Planning

The Sunderland College offers a complete personal and career planning service for Sunderland College registered students. In the first instance, Foundation Year students will be directed to these services, which comprise two Careers Advisers, one advice and guidance officer and one student support officer at the Washington Centre. All staff are professionally qualified and experienced in offering advice and guidance to HE students and work in close liaison with their University colleagues. The careers service is Matix accredited and provides a wide range of information. The student support base room is open from 9.00am - 6.00pm.

On Campus students will be provided with the usual PDP provision that is made available to on campus undergraduates.

The University Careers Service does not provide a pre-graduate careers advice service and therefore their advice is that suitable advice should be obtained from the college. However, the service does have an excellent on-line service that maintains up-to-date information about current vacancies, employers' visits and employers' fairs, both at Sunderland University and at the regional Universities.

Guidance for Further Study

The programme offers the student the possibility of progression onto a number of BSc. Programmes at the University of Sunderland. A number of students go on to further study within the University, for example MSc, PGCE (Science) and PhD study.

Normally, an upper second class degree is required for further study.

Standard Support statement

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.

8. Admissions

Prospective entrants must normally have:

(NVQ) Level 2 qualifications as specified in the University Regulations

PLUS

EITHER:

Students who do not possess the appropriate qualifications for normal entry onto Level Three of a degree programme but have completed a Level 3 (NVQ) programme of study.

OR:

Individuals that are returning to education and can demonstrate the potential to be successful on the programme.

The exception to this is the Extended Biopharmaceutical sciences route:

The Biopharmaceutical science route, prepares students for a programme with a strong focus in analytical chemistry. This route also allows the students to have the prospect, depending upon their achievements, to be accepted on the MPharm programme. The MPharm is an Masters route which requires a high level of understanding of all aspects of chemistry in order to succeed. Therefore, the requirement to be accepted onto extended biopharmaceutical science is slightly higher and is as follows:

Applicants for the Extended Biopharmaceutical Science will be required to have previously obtained three passes at GCSE grade C (including maths and English) or above or a minimum of level 2 key/basic skills in Literacy/Application of Number and a minimum of one 6 unit award/A level (or equivalent) in chemistry.

Successful Foundation Year students who wish to be considered for entry to the MPharm will require three passes at GCSE grade C (including maths and English). Those students for whom English is not their first language will require IELTS level 6.5.

There will be support for those who require further English skill development during the course of the Foundation Year.

9. Programme Management and Quality Assurance

Management of the Programme

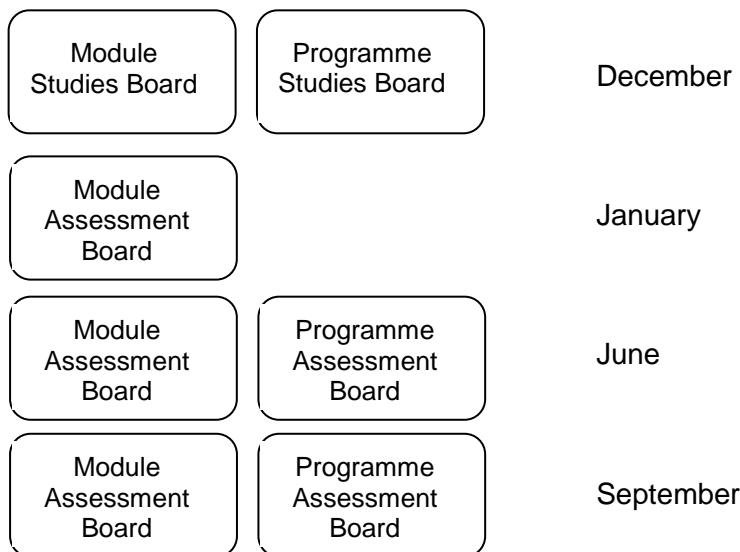
The Programme leader will be responsible to the extended sciences programme assessment and studies Board. The programme leader will be responsible for the management of the programme and will report to the programme assessment /studies boards.

Module leaders will be responsible for the operation and assessment of modules, reporting to the extended sciences programme module studies and assessment boards. The formal responsibilities of the programme leader, the module leaders and the assessment and studies boards are articulated in the standard University MCS undergraduate regulations.

Programme Standards and Monitoring

The programme exists within the Faculty of Applied Sciences and conforms to the University requirements for quality assurance and enhancement.

There will be three module and two programme assessment boards through the year. Additionally, the University annual monitoring process provides the structure for the monitoring of all the modules and of the programme as a whole. This will be conducted through the Module Studies Boards and Programme Studies Boards in December. A Module Board Summative Report brings together all of the issues from the modules belonging to a particular Studies Board and the Programme Annual Report summarises the operation of the programme over the previous academic year, student and staff feedback and student performance. The distribution of the boards throughout the year is shown in the figure below.



All of the boards will be chaired by an appropriate academic member of staff from FAS.

Yearly distribution of boards

At module level, all assessments are subject to internal moderation process before being issued to students. Post-assessment moderation takes place of both coursework and examination papers by the delivery team. Each module leader is responsible for preparing a 'Module Box' for this purpose containing a copy of the module guide and any other material given to students, a summary of coursework and examination marks, a selection of coursework (~10%), all exam scripts and student feedback. The module boxes will be moderated by the programme leader with additional staff drawn from the University of Sunderland.

Changes to modules are discussed firstly in an informal manner within the teaching team for that module, and then raised at the module board of studies. Finally, the amendments are submitted to FQAB for approval (if necessary). Any change in assessment requires discussion with the programme leader and the School Teaching and Learning co-ordinator.

External Examiners

No external examiner is required

Student Representation and Feedback

Student representatives will be sought and identified during the first 3 weeks of the programme. These reps are eligible (and will) to receive training from the Students Union. The student reps will be invited to the relevant module and programme studies boards at the University. Formal student feedback can be submitted to these studies boards by email, if attendance is not possible. Informal feedback will be gathered by the Sunderland College staff as and when appropriate.

Employer/Stakeholder Representation and Feedback

Not applicable.

10. 1 Learning Environment and Resources

10.1.1 Resources at Sunderland College

The College is well resourced to operate this programme. A suite of 15 well-appointed rooms; all equipped with interactive whiteboards is dedicated to the delivery of higher education programmes in the Washington Centre of the College. The whiteboard system is also directly linked to their VLE so notes are automatically placed in the VLE. The college have also developed a number of podcasts to help students learn specific topics throughout the programme. In addition, two laboratories equipped to a high specification (one chemistry, one biology/physiology) will be available for practical activity. All rooms/laboratories are networked. HE students in the College have a large dedicated study centre in the library.

The library is well stocked and students will have access to over 500 science texts appropriate to level of the programme. Key texts are available in multiple copies. Texts can be borrowed from other libraries in the City, including the University through the LASH arrangement. The national inter-library loan arrangement is in place in the College. Students also have access to a wide range of academic journals through the "Infotrac" database available on the College VLE. Students also have remote access to Sunspace and so are able to access relevant University intranet sites.

All students will have both a College and a University network account. Over 200 networked computers are available in the College learning centre for use on a "drop in" basis and a further set of 20 wireless lap top computers are available for HE students to borrow.

A team of well qualified staff are involved in the delivery of the programme. Some academic delivery is offered at the University of Sunderland, including laboratory work as a way of making the students valued members of the University. The Sunderland College teaching team is supported by two administrative staff and two science technicians.

The students as members of the university automatically get students union/smart cards giving them access to all university facilities as on campus students should they wish to use them. University Library Services support both staff and students through the provision of a high quality learning environment and information skills sessions.

The principal stock and services for the Sciences are housed at The Murray Library. The Murray offers comprehensive collections, extensive e-resources, 1000 study places, 200+ PCs and information skills training facilities.

10.1.2 Resources on campus

All students following on campus Computing or Engineering routes are provided with access to one of the most modern and best equipped computing environments in the UK. The David Goldman Informatics Centre features an open plan area made up of terraces which contain nearly 350 Computer Workstations. The computers are installed with all the necessary software packages required and are available to the students on an open access basis 7:00am until 9:00pm weekdays. 24 hour computing facilities are available in both the St Peters and Murray Libraries and, in addition, the Remote Global Desktop Service means that students can access the full range of software required for their course remotely from their own home.

In addition Engineering students are provided with engineering laboratories situated within the David Goldman building and at the Industry Centre within two miles of the St Peter's campus. There are students' workshop facilities at both sites, attended by specialist technicians

**QUICK REFERENCE**

Panel: External Internal
 Programme: New Review Title Change
 Replacement for existing

SITS SUMMARY PROGRAMME/SHORT COURSE DETAILS

(Form to be completed electronically by the Faculty and forwarded to the QAE Quality Officer supporting the Approval event, or sent to MISD for faculty devolved processes before sending to QAE)

PROGRAMME/SUBJECT/SHORT COURSE DETAILS	Joint scheme of extended programmes (level zero) science	
Exit Award: Title of programme/award	Progression into level three BSc. Or Foundation certificate in science	
<i>If replacement for existing, specify title of old</i>		
Faculty(ies):	FAS	
Department:	All departments within FAS	
SITS Programme/Short Course code ¹		
Programme Studies Board ²	Extended Programmes studies board	
UCAS code ³ (if applicable). If other please state method.	CID110	
JACS code ⁴	C110	
Qualification Level / Qualification Aim	Level 3 (three)/progression to Level 4 (four) of a degree programme	
Modes of delivery and duration:	(delete yes/no as necessary) Full time yes 1year Off-campus yes	
CSP Only. Other subject combinations not allowed with this subject:		
Programme/Subject/Short Course Leader:	Jennifer Dent	
Date of Approval /Modification/Review		
Date of next review (<i>QAE to complete</i>)		
Start date of programme/Short Course	September	
Number of intakes per annum and likely month(s) intake(s) starts.	90 students, One intake, September	

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

¹ To be allocated in consultation with MISD team in SRBP

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. for information contact relevant AD

⁵ Please confer with Amanda Watson for funding status for programme

⁶ An Open programme constitutes an open admissions policy. A Closed programme is normally specific to one client only. If in doubt please consult Academic Services or Planning and Finance.

ACCREDITING BODY	No
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PROGRAMME SPECIFIC REGULATIONS	Are there to be programme specific regulations? No
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COLLABORATIVE: Please complete details	UK yes and no Overseas yes/no
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Institution	Collaborative model⁷	Funding arrangements⁸
Sunderland College	Model C	HEFCE
University of Sunderland	N/A	HEFCE

INTERIM AWARD SCHEDULE

Interim award title	Credits required	Interim structure Please show mandatory requirements if applicable e.g. core module codes
University of Sunderland foundation certificate in science	120	

DETAILS SUPPLIED BY: **DATE:**

For QAE use only: Circulation list: Quality Assurance & Enhancement (files), MISD (J Ruffell, C. Newton), Admissions (E Wilson), Recruitment (Les Brown, Catryn Davies), Student Office (L Dixon), Examinations (A. Brownbridge), Planning (Amanda Watson), Learning Development Services (Malcolm Green) Central Timetabling (Lesley Scott) + **for collaborative programmes:** SRBP Carole Green/Peter Elliott, Marketing (Judith G

⁷ As per QAE guidelines

⁸ Please contact Amanda Watson for confirmation of funding details
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Award, Route (if applicable) and Level	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 <i>each assessment item</i>	Pre-/co-requisites	Module leader	Other comment (if required)	Date of Entry on SITS. N/MM only (After event)	JACS Code
University of Sunderland Foundation Certificate in Science	E	Study and communication skills	ENG001	10	Route dependent	n/a	100% coursework	None	Kevin Handley			
	E	Mathematical Sciences	MAT001	10	Route dependent		100% coursework		Massoud Hajsadr			
	E	Information technology	COM001	10	Route dependent		100% coursework		Kevin Handley			
	E	Statistics	MAT002	10	Route dependent		100% coursework		Massoud Hajsadr			
	E	Biology	BIO001	30	Route dependent		100% coursework		Daphne Hedley-George			
	E	Physiology	PHL002	20	Route dependent		100% coursework		Daphne Hedley-George			
	E	Chemistry	CHE002	30	Route dependent		100% coursework		Kevin Handley			
	E	Sport science	SSP001	20	Route dependent		100% coursework		Not currently delivered			
	E	Sports coaching	SSP002	10	Route dependent		100% coursework		Not currently delivered			
	E	Introduction to research methods in psychology	PSY001	20	Route dependent		100% coursework		Ann Inkson			
	E	Topics in psychology	PSY002	20	Route dependent		100% coursework		Ann Inkson			
	E	Individual differences	PSY003	20	Route dependent		100% coursework		Ann Inkson			

	E	General Chemistry	FYP101	20	Route dependent		100% coursework		Derek Thompson			
	E	Inorganic Chemistry	FYP102	20	Route dependent		100% coursework		Derek Thompson			
	E	Organic Chemistry	FYP103	20	Route dependent		100% coursework		Derek Thompson			
	E	Biology	FYP104	20	Route dependent		100% coursework		Daphne Hedley-George			
	E	Physiology	FYP105	20	Route dependent		100% coursework		Daphne Hedley-George			
	E	Mathematics	FYP106	20	Route dependent		100% coursework		Massoud Hajsadr			
	N	Information Systems Development	CET001	20	Route dependent		30% TCT 70% Coursework		Les Kingham			
	N	Software Development	CET002	20	Route dependent		100% coursework		Linda White			
	N	Computer and Network Systems	CET003	20	Route dependent		100% coursework		Dave Evans			
	N	Electrical technology	CET004	20	Route dependent		60% coursework 40% exam		Ian Fletcher			
	N	Introductory Engineering Mathematics	CET005	20	Route dependent		60% coursework 40% exam		Alan Fell			
	N	Mechanical Technology	CET006	20	Route dependent		60% coursework 40% exam		David Knapton			
	N	Project	CET007	20	Route dependent		100% coursework		Alan Fell			

TEMPLATE FOR PROGRAMME REGULATIONS

Name of programme: *Extended programme of sciences (level zero)*

Title of final award: *Not applicable (progression onto level 1)*

Interim awards¹: *Foundation certificate in science*

Accreditation: *None*

Stage 0**Modules for extended Biomedical sciences:**

Code	Title	Credits
ENG001	Study and communication skills	10
MAT001	Mathematical Sciences	10
COM001	Information technology	10
MAT002	Statistics	10
PHL002	Physiology	20
BIO001	Biology	30
CHE002	Chemistry	30

Modules for extended Sports science and sport and exercise development:

Code	Title	Credits
ENG001	Study and communication skills	10
MAT001	Mathematical Sciences	10
COM001	Information technology	10
MAT002	Statistics	10
PHL002	Physiology	20
BIO001	Biology	30
SSP001	Sport science	20
SSP002	Sports coaching	10

¹ Same as main award unless agreed otherwise at validation – eg to meet PSRB requirements
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Modules for extended psychology, psychology with counselling and sports psychology

Code	Title	Credits
ENG001	Study and communication skills	10
MAT001	Mathematical Sciences	10
COM001	Information technology	10
MAT002	Statistics	10
PHL002	Physiology	20
PSY001	Introduction to research methods in psychology	20
PSY002	Topics in psychology	20
PSY003	Individual differences	20

Modules for Computing

Code	Title	Credits
ENG001	Study and communication skills	10
MAT001	Mathematical Sciences	10
COM001	Information technology	10
MAT002	Statistics	10
CET007	Project	20
CET001	Information Systems Development	20
CET002	Software Development	20
CET003	Computer and Network Systems	20

Modules for Automotive Engineering, Electronic and Electrical Engineering, Mechanical Engineering

Code	Title	Credits
ENG001	Study and communication skills	10
MAT001	Mathematical Sciences	10
COM001	Information technology	10
MAT002	Statistics	10
CET007	Project	20
CET004	Electrical Technology	20
CET005	Introductory Engineering Mathematics	20
CET006	Mechanical Technology	20

Modules for Extended Biopharmaceutical science

Code	Title	Credits
FYP101	General Chemistry	20
FYP102	Inorganic Chemistry	20
FYP103	Organic Chemistry	20
FYP104	Biology	20
FYP105	Physiology	20
FYP106	Mathematics	20

Elective Modules

none

Progression Regulations

Any student who obtains the full complement of 120 credits gains automatic progression onto level 1 of the appropriate degree programme determined by the options they have chosen. Any student who obtains 120 credits is also free to transfer onto any level one programme at the discretion of the admissions tutor/programme leader of the programme in question.

Map of key skills across the modules

Code	Module	KS1	KS2	KS3	KS4	KS5	KS6
ENG001	Study and communication skills (core)	TDA	TDA	TD	TDA		TDA
MAT001	Mathematical Sciences (core)		DA	D	D	TDA	
COM001	Information technology (core)	DA	DA		TDA		
MAT002	Statistics (core)		DA		TDA	TDA	
BIO001	Biology (option)	DA	DA	D	D	DA	DA
PHL002	Physiology (core)	DA	DA	D	D	DA	DA
PSY001	Introduction to research methods in psychology (option)	DA	DA		D	TDA	TDA
PSY002	Topics in psychology (option)	DA	DA		DA		DA
PSY003	Individual differences (option)	TDA	DA	DA			DA
CHE002	Chemistry (option)	DA	DA	D	D	DA	DA
SSP001	Sport science (option)	DA	DA	D	D	DA	DA
SSP002	Sports coaching (option)	DA	DA	DA			
FYP101	General Chemistry	DA	DA	D	TDA	TDA	TDA
FYP102	Inorganic Chemistry	DA	DA	D	TDA	TDA	TDA
FYP103	Organic Chemistry	DA	DA	D	TDA	D	DA
FYP104	Biology	DA	DA	DA	DA	D	TDA
FYP105	Physiology	DA	DA	DA	DA	D	TDA
FYP106	Mathematics	TDA	D	DA	DA	TDA	TDA
CET001	Information Systems Development	DA	DA		TDA		DA
CET002	Software Development	DA	DA		TDA		DA
CET003	Computer and Network Systems	DA	DA		TDA		DA
CET004	Electrical Technology	DA	DA			TDA	DA
CET005	Introductory Engineering Mathematics	DA	DA			TDA	DA
CET006	Mechanical Technology	DA	DA			TDA	DA
CET007	Project	TDA	DA	DA	D		TDA

Key:

T represents where the skill is taught

D represents where the skill is developed

A represents where the skill is assessed

Map of learning and teaching strategies across the programme

Code	Module	L	S/T	P	GW	IR	DR	CAL
ENG001	Study and communication skills	✓	✓		✓	✓	✓	✓
MAT001	Mathematical Sciences	✓	✓				✓	✓
COM001	Information technology		✓				✓	✓
MAT002	Statistics	✓	✓				✓	✓
BIO001	Biology	✓	✓	✓	✓	✓	✓	
PHL002	Physiology	✓	✓	✓	✓	✓	✓	
CHE002	Chemistry	✓	✓	✓	✓	✓	✓	
PSY001	Introduction to research methods in psychology	✓	✓	✓		✓	✓	✓
PSY002	Topics in psychology	✓	✓			✓	✓	
PSY003	Individual differences	✓	✓		✓		✓	
SSP001	Sport science	✓	✓	✓	✓	✓	✓	
SSP002	Sports coaching	✓	✓		✓	✓	✓	
FYP101	General Chemistry	✓	✓	✓	✓	✓	✓	
FYP102	Inorganic Chemistry	✓	✓	✓	✓	✓	✓	
FYP103	Organic Chemistry	✓	✓	✓	✓	✓	✓	
FYP104	Biology	✓	✓	✓	✓	✓	✓	
FYP105	Physiology	✓	✓	✓	✓	✓	✓	
FYP106	Mathematics	✓	✓	✓	✓	✓	✓	✓
CET001	Information Systems Development	✓	✓	✓		✓	✓	✓
CET002	Software Development	✓	✓	✓		✓	✓	✓
CET003	Computer and Network Systems	✓	✓	✓		✓	✓	✓
CET004	Electrical Technology	✓	✓	✓		✓	✓	✓
CET005	Introductory Engineering Mathematics	✓	✓	✓		✓	✓	✓
CET006	Mechanical Technology	✓	✓	✓		✓	✓	✓
CET007	Project	✓	✓	✓		✓	✓	✓

Key:

L – Lecture

GW-Group Work

S/T – Seminar or tutorial

IR-Independent reading/research

P– Laboratory Practical

DR–Directed Reading/self study

CAL – computer aided learning

Map of assessment methods across the programme

Code	Module	E	TCT	ENA	P	R	MP	LS	F
ENG001	Study and communication skills	E			P		MP	LS	F
MAT001	Mathematical Sciences		TCT						F
COM001	Information technology		TCT						F
MAT002	Statistics		TCT				MP		F
BIO001	Biology	E	TCT			R		LS	
PHL002	Physiology	E	TCT			R		LS	
CHE002	Chemistry	E	TCT			R		LS	
PSY001	Introduction to research methods in psychology					R		LS	
PSY002	Topics in psychology	E			P				
PSY003	Individual differences				P	R			
SSP001	Sport science	E	TCT			R		LS	
SSP002	Sports coaching			ENA		R	MP		
FYP101	General Chemistry	E			P	R		LS	
FYP102	Inorganic Chemistry	E						LS	
FYP103	Organic Chemistry	E						LS	
FYP104	Biology		TCT					LS	
FYP105	Physiology		TCT					LS	
FYP106	Mathematics	E					MP	LS	F
CET001	Information Systems Development		TCT				MP		
CET002	Software Development						MP		
CET003	Computer and Network Systems	E					MP		
CET004	Electrical Technology	E	Exam					LS	
CET005	Introductory Engineering Mathematics	E	Exam				MP		
CET006	Mechanical Technology	E	Exam					LS	
CET007	Project	E			P		MP		

Key:

E - Essay

TCT - Time Constrained Test

ENA- External national award

P - Presentation

R - Reports

MP – Mini-Project

LS- Laboratory skills including wet laboratory skills and experimental data analysis
(summative)

F- Formative skills and reflective practice